REPORT OF THE TRUSTEE AD HOC COMMITTEE

ON DIVERSITY

September 2013

PRINCETON UNIVERSITY

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Supplemental materials, including a literature review and a catalog of best practices relating to diversity and inclusion, are available online at: www.princeton.edu/reports/2013/diversity.

A. The Charge to the Committee

In January 2012, President Shirley M. Tilghman created the Trustee Ad Hoc Committee on Diversity with the goal of identifying ways to make Princeton University a more diverse and inclusive community. Co-chaired by Brent Henry '69, vice-chair of the Board of Trustees, and Deborah Prentice, the Alexander Stewart 1886 Professor of Psychology and Public Affairs and chair of the Department of Psychology, the Committee encompassed a variety of backgrounds and perspectives and included eight trustees, two academic deans, five additional faculty members, two graduate students, and two senior administrators (see Appendix I for a full list of members).

In her charge, President Tilghman asked the Committee to consider two broad sets of questions:

(1) In what ways does a richly diverse community enhance learning, scholarship, civic leadership, and service? To what degree do diverse perspectives and experiences currently affect the quality of education and experience at Princeton, and how can this be improved?

(2) How can Princeton do a better job of attracting and retaining talented individuals from populations that have historically been underrepresented in academia and at Princeton, including women and people of color? While there are numerous initiatives under way to increase and enhance diversity in all the populations within the University, given the particular challenges we have encountered in attracting and retaining a diverse faculty, graduate student body, and senior administrators, what are Princeton's successes, opportunities, and challenges in these categories?

To address these questions, the Committee conducted Princeton's first comprehensive review of diversity across multiple campus populations. Previous efforts had been primarily population-specific, focusing on changing the demographics of the undergraduate student body or improving the campus experience for various constituencies. This time, the Committee took a broad-based approach. It engaged more than 2,500 members of the University community through four surveys and 20 focus groups; convened an academic conference and commissioned a literature review; and amassed a wealth of Princeton, peer, and national data. In addition to exploring well-documented demographic categories such as gender, race/ethnicity, and citizenship, the Committee made a concerted effort to solicit perspectives from the lesbian, gay, bisexual, and transgender (LGBT), international, religious, and disability communities.

The Committee's work was presented to and approved by the Board of Trustees in April 2013 before being made publicly available in the form of this report.

B. Where We Stand Today

Princeton aspires to be a truly diverse community in which individuals of every gender, race, ethnicity, religion, sexual orientation, and socioeconomic status can flourish equally; in which all parts of society are both well represented and well supported. The University's primary policy document, *Rights, Rules, Responsibilities,* commits Princeton to "actively seek students, faculty, and staff of exceptional ability and promise who share in our commitment to excellence in teaching and scholarship, and who will bring a diversity of viewpoints and cultures." It goes on to underscore the critical link between heterogeneity of thought and experience on the one hand and the pursuit of excellence, both inside and outside the classroom, on the other. "By incorporating a broad range of human experiences and a rich variety of human perspectives, we enlarge our capacity for learning, enrich the quality and texture of campus life, and better prepare for life and leadership in a pluralistic society."

Beginning with the presidency of Robert F. Goheen (1957-1972), Princeton has made significant progress in transforming an institution established in 1746 to educate white males into one that welcomes people of every race, creed, nationality, and walk of life. The introduction of coeducation and the recruitment of African American students, starting in the 1960s, represent early efforts to increase undergraduate diversity. That diversity expanded with Hispanic, Asian American and Native American students beginning in the 1970s. More recently, bold expansions of the University's financial aid program have increased the presence of low- and moderate-income and international undergraduates. Today, the undergraduate population is all but evenly divided between men and women; the number of first-generation college students is on the rise; and the Class of 2016 — 42 percent of which is composed of students of color — is the most diverse in Princeton's history.

Other efforts have sought to improve the experience and promote the equitable treatment of particular constituencies, with an emphasis on campus culture and the curriculum. Under President Tilghman and her predecessor, Harold T. Shapiro (1988-2001), these efforts included such initiatives as the establishment of the Center for African American Studies and the Program in Latino Studies; the creation of the LGBT Center, the Davis International Center, the Office of Disability Services, and the Ombuds Office; the construction of the Center for Jewish Life and the appointment of Muslim and Hindu chaplains; and the creation of several diversity- and equity-focused positions in key administrative offices. These include the appointment in 2004 of Princeton's first associate provost for institutional equity (now vice provost for institutional equity and diversity) and the appointment, in 2007, of an associate dean for academic affairs and diversity in the Graduate School. Two other important initiatives are discussed elsewhere in this report: the Program for Diversity and Graduate Recruitment in the Department of Molecular Biology, which has focused on increasing diversity among the graduate student population in the life sciences, and the Target of Opportunity Committee, which has worked for more than a decade to diversify the faculty.

These initiatives have enriched campus culture but have had limited effect on the presence of women and racial/ethnic minorities in the graduate student, postdoctoral, faculty, and senior administrative ranks. Here, as **Figure 1** suggests, progress has been uneven and, in the case of black and Hispanic individuals, disturbingly slow.

At Princeton today, as at other selective colleges and universities, people of color are generally more strongly represented among undergraduates than among graduate students, postdoctoral fellows, faculty, and senior administrators, though black and Hispanic individuals are underrepresented in all university populations relative to their national numbers. Thus, as **Figure 2** demonstrates, while 13 percent of the general populace is black, just 3 percent of doctoral students and 1 percent of postdoctoral fellows at Princeton identify in this way. Similarly, while 16 percent of Americans are of Hispanic ethnicity — the country's fastest growing demographic – they represent only 2 percent of full professors and senior administrators.

Gender disparities are also apparent in most populations, with the exceptions of the undergraduate student body and senior administrators. **Figure 3** presents a spectrum ranging from near gender parity among undergraduates and staff to a dramatic gender imbalance between male and female full professors, where long tenure slows the rate of change.

Implicit in both Figures 2 and 3 are the distinct ways in which different demographics flow through the so-called academic pipeline, which stretches from undergraduate

Figure 1:
## Race and Ethnicity Demographic Trends, 1980 → 2010

Population 1980 → 2010	Doctoral Students	Postdocs	Assistant Professors	Associate and Full Professors	Senior Staff
Asian	11% → 24% **+13**	20% → 28% **+8**	4% → 10% **+6**	4% → 9% **+5**	0% → 8% **+8**
Black	2% → 3% **+1**	0% → 2% **+2**	2% → 2% **0**	1% → 4% **+3**	4% → 6% **+2**
Hispanic	3% → 5% **+2**	0% → 5% **+5**	3% → 5% **+2**	1% → 2% **+1**	0% → 1% **+1**
White	83% → 53% **−30**	80% → 65% **−15**	92% → 82% **−10**	94% → 85% **−9**	96% → 85% **−11**
Other/ Unknown	0% → 15% **+15**	0% → 0% **0**	0% → 0% **0**	0% → 0% **0**	0% → 0% **0**

Gender Demographic Trends, 1980 → 2010

Population 1980 → 2010	Doctoral Students	Postdocs	Assistant Professors	Associate and Full Professors	Senior Staff
Men	69% → **63%**	82% → **70%**	80% → **62%**	97% → **78%**	88% → **50%**
Women	31% → **37%**	18% → **30%**	20% → **38%**	3% → **22%**	12% → **50%**

Notes for Figure 1: "Senior Staff" includes (i) non-faculty administrators at grades 8-11 and (ii) information technology professionals at grades 4 and 5. "Other/Unknown" includes Native American, Native Hawaiian/Pacific Islander, multiracial, and those who chose not to disclose their race/ethnicity. Because of differences in federal reporting requirements, doctoral students have the option to choose "Other" or not to disclose. This option was added beginning in 2005. Because of new federal guidelines concerning the collection and reporting of race and ethnicity, which Princeton adopted in 2009-10, exact comparisons to previous years are not possible. Percentages may not add up to 100% due to rounding.
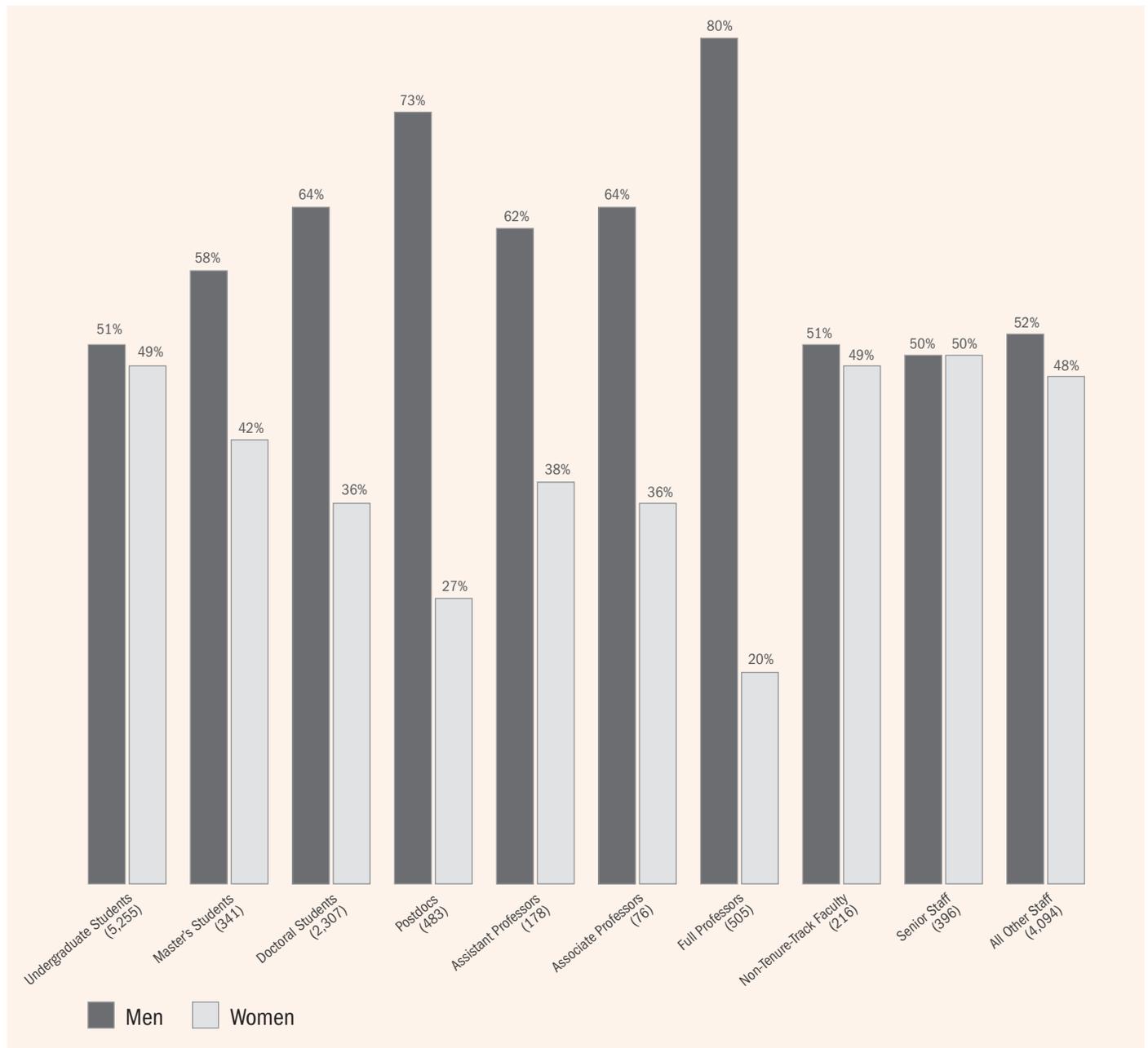
Figure 2:

Race/Ethnicity of Princeton Campus Populations (2012)
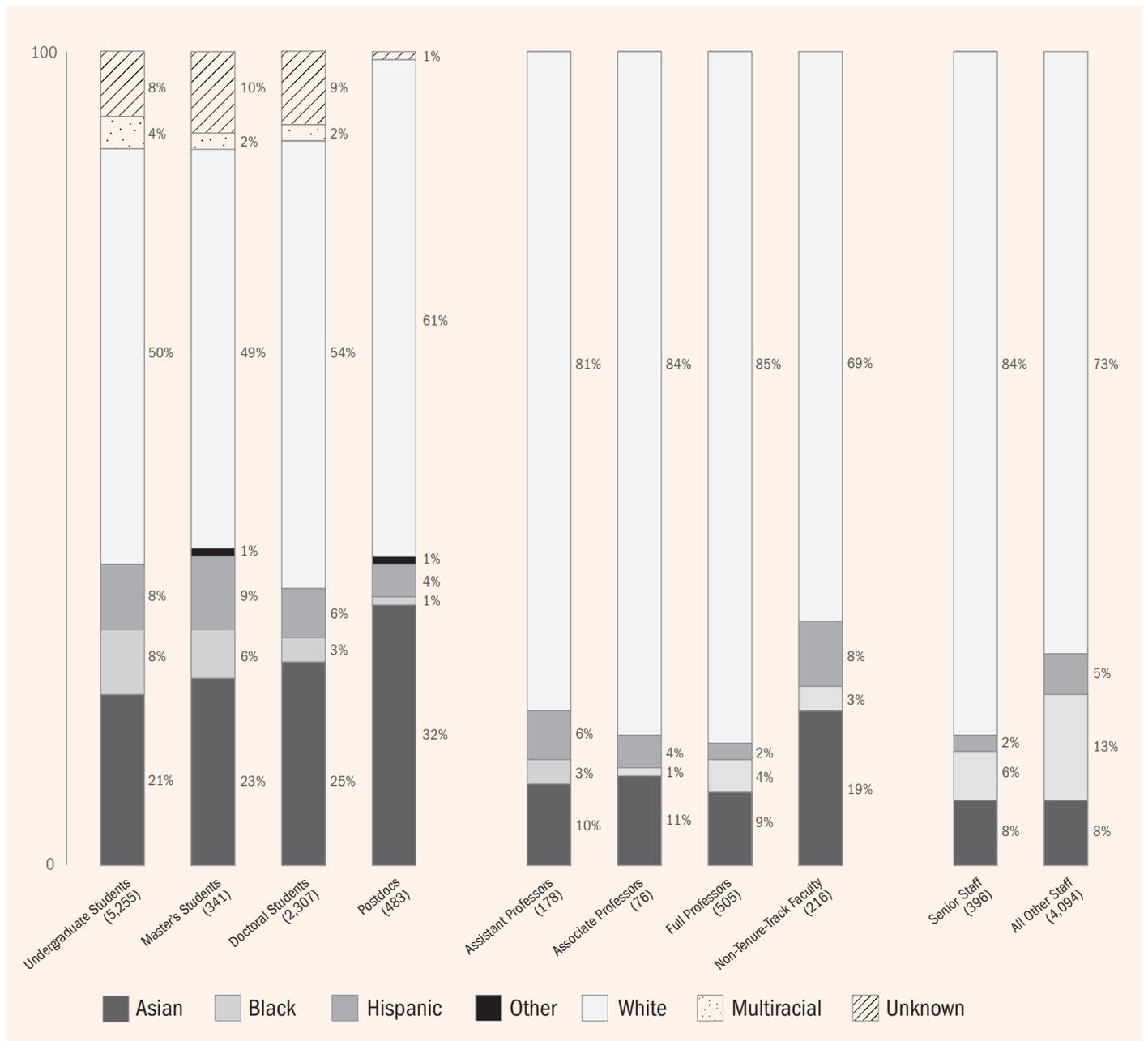
Notes for Figure 2: Numbers in parentheses on the X-axis represent the total number of individuals in each population. Opening enrollment data for undergraduate and graduate students is for academic year 2012-13. Data for all other populations is from December 2012. "Other" includes Native American, Native Hawaiian/Pacific Islander, and undisclosed. "Unknown" accounts for those who did not specify race or ethnicity. "Non-Tenure-Track Faculty" includes instructors, lecturers, and senior lecturers. "Senior Staff" includes (i) non-faculty administrators at grades 8-11 and (ii) information technology professionals at grades 4 and 5. "All Other Staff" includes all benefits-eligible non-faculty employees and grade levels across campus (e.g., administrators, librarians, professional researchers, postdocs, clerical and support staff, technical professionals, and service workers). Percentages may not add up to 100% due to rounding.

Figure 3:
Gender of Princeton Campus Populations (2012)

	Men	Women
Undergraduate Students (5,255)	51%	49%
Master's Students (341)	58%	42%
Doctoral Students (2,307)	64%	36%
Postdocs (483)	73%	27%
Assistant Professors (178)	62%	38%
Associate Professors (76)	64%	36%
Full Professors (505)	80%	20%
Non-Tenure-Track Faculty (216)	51%	49%
Senior Staff (396)	50%	50%
All Other Staff (4,094)	52%	48%

Notes for Figure 3: Numbers in parentheses on the X-axis represent the total number of individuals in each population. Opening enrollment data for undergraduate and graduate students is for academic year 2012-13. Data for all other populations is from December 2012. "Non-Tenure-Track Faculty" includes instructors, lecturers, and senior lecturers. "Senior Staff" includes (i) non-faculty administrators at grades 8-11 and (ii) information technology professionals at grades 4 and 5. "All Other Staff" includes all benefits-eligible non-faculty employees and grade levels across campus (e.g., administrators, librarians, professional researchers, postdocs, clerical and support staff, technical professionals, and service workers).

students to senior professors. The representation of white Americans increases 75 percent through the length of the pipeline, whereas that of African Americans, Hispanics, and Asian Americans declines by roughly 50 to 65 percent. (The percentage of Native Americans and Native Hawaiian/Pacific Islanders remains very small at all levels.) A similar pattern manifests itself among men and women, with the latter falling from roughly half the undergraduate population to 37 percent of doctoral students, to around a fifth of full professors.

In contrast to the decline in the number of women and people of color in the faculty pipeline, there has been an increase in the representation of international (non-citizen) individuals, who contribute substantially to the diversity of the campus. Compared to 11 percent of Princeton's undergraduates, 37 percent of its graduate students and 56 percent of its postdoctoral fellows come from international backgrounds. Most international faculty eventually adopt American citizenship, but survey data suggests roughly 50 percent of Princeton's faculty are foreign-born.

Many explanations are offered for gender- and race/ethnicity-based disparities in the academic pipeline, including some that Princeton cannot by itself address. For example, the candidate pools for doctoral programs are shaped by the qualifications and choices of undergraduate students, which, in turn, are shaped by inequities in K-12 educational systems and other factors beyond the University's control. This said, a significant factor in the relative diversity of Princeton's undergraduate student body is a unitary undergraduate admission process, which lends itself to accomplishing the goal of creating a broadly diverse class.

In contrast, the relative homogeneity of Princeton's other populations arises out of the decentralized nature of graduate, postdoctoral, faculty, and staff recruitment. Comprehensive and consistent strategies designed to promote diversity are harder to implement when authority is devolved among scores of academic and administrative units. One outcome of decentralized selection processes is that graduate students, postdocs,

and faculty members tend to be selected from a relatively small group of institutions. At each stage of the faculty pipeline, the selection becomes more exclusive as the proportion of individuals from an elite group of "feeder" schools increases. As of academic year 2011-12, 49 percent of tenured/tenure-track faculty had Ph.D.s from six institutions: Princeton, Harvard, Stanford, UC Berkeley, Yale, and MIT.

There are, of course, sound reasons for the devolution of admissions and recruitment authority. The demographics within each academic discipline vary dramatically, and departmental leaders are the best judges of their priorities and needs. However, this eclecticism has made it very difficult to set or execute University-wide goals. Thus Princeton's lack of progress in diversifying the ranks of its graduate students, postdoctoral fellows, faculty, and senior administrators has been largely unaddressed, and departmental leaders have not been — and indeed could not be — held responsible for the diversification of their units.

It is important to note, however, that some departments have achieved meaningful results when they have taken a comprehensive and goal-directed approach in their pursuit of diversity. An outstanding example is the Department of Molecular Biology's Program for Diversity and Graduate Recruitment, established in 2007. Thanks to the department's efforts, the percentage of African American, Hispanic, and Native American doctoral students in each entering molecular biology class increased from just 3 percent in 2003-07 to 23 percent in 2008-13, which is well above the national percentage for college biology majors, and the students have received numerous fellowships and awards. This initiative was launched in response to requirements imposed by the National Institutes of Health — an example of increasingly common federal diversity mandates, which are only likely to intensify in coming years. The success of programs such as this demonstrates that it is possible to effect significant change, provided departments have strong leadership, effective tools, adequate resources, and an incentive to challenge the status quo.

C. The Case for Greater Diversity

Diversity is not an end in itself but, rather, a precondition for academic excellence, institutional relevance, and national vitality. Engagement with this issue is central, not tangential, to Princeton's mission and to the maintenance of its leadership position in higher education. There are three broad rationales for fostering diversity on this and other campuses.

To begin with, ours is an increasingly pluralistic society, and, simply put, Princeton and its peers do not come close to looking like America today. Indeed, according to the most recent census data, the United States is projected to become a racially majority-minority nation within the next three decades, which means that more than half the population will come from minority groups. Because the majority of infants born in this country are already racial/ethnic minorities, the pool of potential college students will become majority-minority in less than 20 years. As President Tilghman has pointed out, "All of this has profound social implications, and it demands an educational response that will prepare the rising generation of Americans for a new reality. The glue that will hold tomorrow's America together is empathy — a capacity to identify with the concerns and aspirations of others. And empathy can only be acquired through shared experience," which colleges and universities are uniquely equipped to offer. Cultural sensitivity and adaptability are also vital traits in a globalized society, and those exposed to cosmopolitan environments in their formative years will have an innate advantage in the international marketplace of ideas and products.

In fact, Princeton's very legitimacy, like that of the future leaders it is educating, demands that its campus be broadly representative of the nation as a whole. To the extent that people of color and women continue to be seriously underrepresented in its own populations, the University runs the risk of becoming a place whose relevance is diminished and whose graduates are ill-equipped to exercise leadership in contexts where the backgrounds and perspectives of the public increasingly differ from their own. Only when Princeton and its peers encompass the talents of all qualified Americans can it be said, to paraphrase President William G. Bowen (1972-1988), that these institutions have completed their progress from "bastions of privilege" to "engines of opportunity." To serve a diverse nation, Princeton must itself embrace diversity.

National purpose lies at the heart of the second argument in favor of diversity. If equality of opportunity is the bedrock on which the United States was built, diversity is the litmus test of whether this equality is being truly achieved. The underrepresentation of some Americans at many colleges and universities constricts the pool from which future leaders in all fields will arise. And unless the United States cultivates the talents of its entire population, including those who have historically lacked the advantages of higher education, its prosperity and security will be challenged by nations that educate and mobilize a greater proportion of their citizens.

Last but by no means least, a heterogeneous and inclusive campus is inherently more stimulating — intellectually, creatively, and socially — than a homogenous and exclusive one. The wider the range of views in play, the more likely students, faculty, and staff are to reconsider long-held convictions, to engage in robust debate, and to break new ground. A diverse campus presents a constant challenge to approach oneself and others with an open mind, which is what higher education is all about. The interdependence of diversity and excellence has been documented in numerous studies, including many reviewed by the Committee. This research is summarized in a literature review included in the online materials.

D. Toward a More Inclusive Future

In the face of insufficient progress and with compelling reasons to move forward, the Committee believes that Princeton must renew its commitment to diversity with a sense of urgency. At its current pace, the diversification of the University's graduate, postdoctoral, faculty, and senior administrative populations will continue to fall behind the demographic shifts that are reshaping the United States. Princeton must not let this happen. It needs to make substantive changes to its culture and structure if it hopes to remain a great American and global university, where the most gifted and promising individuals from every segment of society feel welcome and thrive. To this end, the Committee has proposed a comprehensive plan that reaffirms the critical importance of diversity and inclusion and describes how these core values can, in time, be fully actualized.

In her charge, President Tilghman challenged the Committee to develop bold strategies with sustained impact. Based on a thorough assessment of scholarly research and best practices on this and other campuses, the Committee concluded that there is no "silver bullet." It further believes that it would be counterproductive to invest in "showpiece" projects that are not supported by systemic changes. Accordingly, the plan set forth by the Committee in this report includes a comprehensive suite of recommendations designed to embed diversity in the behaviors and practices of the entire institution, with particular focus on graduate students, postdoctoral fellows, faculty, and senior administrators. A summary of these recommendations is included at the conclusion of each section of this report; a comprehensive list of recommendations is given in Appendix II. The Committee's plan demands strong leadership from senior administrative and academic leaders, and it depends on their willingness to hold themselves and others accountable. It also calls for rigorous goal-setting, training, analysis, and a commitment to constantly assess achievements, refresh strategies, and press forward with innovations.

If Princeton ambitiously and assiduously pursues this plan in a spirit of continuous improvement and shared accountability, it will, in a decade, be a substantially stronger University. Princeton could also serve as a model and as a leader by demonstrating the dynamism and heterogeneity of its campus and the effectiveness of its diversity and inclusion practices.

E. University-Wide Recommendations

Statement on Diversity and Inclusion

If Princeton is to be truly heterogeneous, it must publicly articulate why this is fundamental to its understanding of itself and to its future. The University must also commit itself to crafting and implementing policies that will allow a diverse community to flourish. To this end, the Committee has drafted a Statement on Diversity and Inclusion (see Appendix III) designed to place "a policy of diversity and inclusion at the core of our educational mission and commit ourselves to the actions required to achieve it." The statement declares in part that "only by including people with a broad range of experiences and perspectives are we able to realize our potential — to expand our capacity for teaching and learning, to increase opportunities for innovative research, and to equip students for lives of service and leadership in an increasingly pluralistic society." In addition to this articulation of core values, the statement describes how and why Princeton's culture and unique characteristics are strengthened by its diversity.

The Committee recommends approval of this statement by Princeton's Board of Trustees and other governing bodies and that it be adapted for and incorporated into official University policy.

Supporting an Inclusive Campus Culture

In order for Princeton to reap the benefits of heterogeneity and address the under-representation of certain populations on its campus, individuals from diverse backgrounds must not only come to Princeton, but they must also thrive, choose to remain, and encourage others like them to follow in their footsteps. In an insufficiently diverse community, these individuals lack role models; are more likely to feel isolated, invisible, or unwelcome; and may feel burdened by the responsibility to "represent" or "speak for" their respective populations.

Although this report focuses primarily on diversity in terms of gender and race/ethnicity, there are many other forms of identity that shape how students, faculty, and staff experience the University. Religion, sexual orientation, gender identity, disability, age, citizenship, and life experience are among the factors that may shape an individual's worldview or result in stigma or bias. There are also individuals who are members of multiple minority groups. Since we cannot know what identity-based characteristics or life experiences are important

to any given individual, it behooves the University to construct the most inclusive and supportive environment possible. In this regard, Princeton has made uneven progress in reducing barriers to full inclusion, and some services are less integrated and comprehensive than others.

As part of its efforts to foster an inclusive campus environment, Princeton must confront the phenomenon of unconscious bias — culturally based attitudes and split-second judgments that influence our perception of others. Although the Committee found no evidence of intentionally discriminatory practice or treatment, research strongly indicates that implicit and unintentional biases shape decisions about recruitment, merit, and retention, creating a pattern by which leaders self-replicate in hiring and selection, mentor inequitably, or pay disproportionate attention to arbitrary perceptions of "fit." Although unconscious bias is a consequence of basic psychological processes and therefore cannot easily be eliminated, it can be mitigated through training and procedural adjustments.

Princeton's ultimate goal should be a diverse community supported and informed by many mutually reinforcing elements, including curricular and co-curricular opportunities, as well as informal interactions, that spark discussion, build scholarly networks, and introduce the entire campus to rigorous but civil discussions of diversity-related issues. Here interdisciplinary academic programs that focus on specific populations, such as the Center for African American Studies or the Program in Gender and Sexuality Studies, have a leading role to play. Other critical elements include:

- Articulation of diversity as a core value by campus leaders;
- High quality affinity-based support networks;
- Strong mechanisms to address bias, harassment, and discrimination;
- Forums for — and a common language to promote — open dialogue;
- Development of cultural competencies that support connections between individuals from different backgrounds;
- Fostering inclusion and decreasing perceptions of isolation.

The Committee recommends that Princeton nurture an inclusive campus culture by conducting regular surveys and focus groups designed to capture a diversity of voices; assess and address the state of services to identity-based populations; and offer training to ensure that all academic and administrative leaders are familiar with the concept of unconscious bias.

Communicating Princeton's Cultural Vibrancy

In focus groups and interviews, the Committee regularly heard that Princeton's reputation does not match its reality. Faculty report that visiting candidates for professorial positions are often pleasantly surprised that the University and surrounding community do not match their negative stereotypes of Princeton as a homogeneous and "stuffy" environment. While much remains to be done before Princeton can be said to mirror America, the University is far more diverse than many who are unfamiliar with its campus and culture believe.

The Committee recommends that Princeton assess how reputational factors may be inhibiting its attempts to become a truly diverse community and that it use this knowledge to shape its communications strategy and inform its recruiting efforts.

Strategic Diversity Planning in Academic Departments

Princeton's aspiration to be a more diverse and inclusive University cannot be realized without the active participation of all academic departments. The opportunities and obstacles each department faces in its efforts to diversify depend, in part, on discipline-specific pipelines that have, as previously noted, yielded increasingly homogeneous pools of qualified candidates as one progresses from undergraduate to tenured professor.

Academic departments both depend on and contribute to these disciplinary pipelines through their graduate admission and faculty appointment and promotion decisions. The availability of graduate and faculty openings, the scholarly agenda of the department, and the dynamics within academic sub-fields all factor into departmental decision-making. To further complicate this picture, stages of the academic pipeline function differently across disciplines, including the role and duration of postdoctoral fellowships. Thus, unless departments take the lead in fostering diversity, it is

virtually impossible to make substantial institutional progress.

In order to accommodate the complex and varying dynamics that exist at the departmental level, the Committee proposes that each department craft a multi-year strategic diversity plan tailored to its particular goals and challenges, to be jointly developed with the offices of the Provost, Dean of the Faculty, and Graduate School. In this collaborative enterprise, each party would have discrete, as well as shared, responsibilities. For example, departments would be required to identify specific representational weaknesses and opportunities; central administrative units would provide critical data, incentives, and guidance; and both would share accountability and oversight.

Strategic diversity planning, which has been successfully tested at Princeton, peer institutions, and major corporations, would constitute a major evolution in how the University's central administration and departments interact around this issue. The latter would have the autonomy to define their most relevant challenges based on their own contexts, but they would be expected to set goals and would be held accountable for the fulfillment of these objectives. Every department values diversity in theory; the central administration must help each to fully realize it in practice.

Accountability is key, with an insistence at all levels of the University that strategic diversity plans be energetically pursued. Success should be measured by the degree and efficacy of progress and effort, rather than through the achievement of specific demographic outcomes or quotas. This is based on an assumption that, over time, tangible results will correlate with effort. It will take time to pilot and evaluate new initiatives, and risk-taking should be rewarded rather than penalized. Ultimately, however, leaders and departments should expect an increasing level of scrutiny with an accelerating emphasis on positive outcomes within five years.

Given their pivotal role in fostering diversity among all populations in the academic pipeline, the selection of departmental chairs should include consideration of their aspirations and record in this sphere. Accountability can also be enhanced through incentives for success and negative consequences for long-term lack of engagement. The president, provost and deans should oversee progress and be prepared to reward action and address lack of commitment. When faculty searches or new doctoral

student slots are authorized, for example, consideration of a department's commitment to strategic diversity planning should be a factor in the approval process.

Finally, the strategic diversity planning model will require financial and human investments. New resources should include dedicated staff as needed, databases, tracking systems, training, feedback mechanisms, case studies, templates, and seed funds to encourage new departmental efforts.

The Committee recommends adopting a strategic diversity planning model for academic departments that includes universal participation; a phased-in program, piloted over three years; shared responsibility on the part of departments and central administrative units; strong accountability mechanisms; written, multi-year departmental plans designed to identify opportunities, set goals, facilitate action, and measure progress; and adequate central resources, including dedicated staff support, to sustain this effort.

Oversight and Measurement

To build and maintain a diverse community demands sustained energy and a continuous improvement cycle of monitoring, adjustment, and renewal. Since Princeton currently has no mechanism to oversee diversity-related activity and progress across campus populations, it should put in place new governance structures, beginning with a high-level standing committee of faculty and administrators, to be called the Standing Committee on Diversity. This committee will monitor the development of strategic diversity plans and metrics, engage in faculty-to-faculty outreach, advise departments about accessing training and other resources, and serve as a link between them and the central administration with respect to funding issues. To ensure that senior administrators meet their commitments to advancing diversity, trustee oversight should also be instituted, including the provision of an annual report to document the University's progress.

Measuring this progress requires a pattern of consistent and comprehensive data collection, analysis, and use — something Princeton has not done in a comprehensive

manner. In the course of its work, the Committee collected data on many aspects of representation and campus experience among graduate students, postdoctoral fellows, faculty, and senior administrators, as well as contextual information regarding undergraduates and other employees. These data should be used as a baseline for future analysis and measurement for the University as a whole, each academic division, and individual departments. This will require both greater capacity on the part of participating offices and greater coordination among offices.

The Committee recommends the establishment of a Standing Committee on Diversity, composed of faculty and administrators, to facilitate the strategic diversity planning process, as well as the creation of a permanent trustee oversight mechanism. It further recommends the University develop the metrics, benchmarks, and data processes that will allow it to gauge its success in forging a more diverse community.

External Funding in Support of Diversity-Related Efforts

In order to create incentives for the development of diverse student bodies, faculties, and workforces, the federal government and independent foundations are generously funding initiatives that enhance the training and success of underrepresented individuals. Many grant-making programs at the National Institutes of Health, the National Academies of Science, the National Science Foundation, and the National Endowment for the Humanities support recruitment and retention of specific populations within academic disciplines. Foundations that support diversity-related programs for students and scholars include the Mellon Foundation, the Spencer Foundation, and the Woodrow Wilson Foundation. To date, the University has not pursued such funding opportunities in a systematic fashion.

The Committee recommends that Princeton, working through the Office of the Dean for Research, develop a proactive strategy to seek grant funding for its diversity-related activities.

F. Population-Specific Recommendations

Graduate Students

Princeton's graduate student body, composed mostly of doctoral students, with a small cohort of terminal master's students, arguably offers the most important opportunity for intervention. Without increased diversity in this population, there will be no pool from which to eventually draw a more representative group of postdoctoral fellows and faculty. Indeed, it is hard to imagine a promising strategic diversity plan that does not emphasize graduate students.

University data show that Princeton admits and enrolls all graduate students, regardless of race/ethnicity or gender, at the same rate. The biggest challenge Princeton faces, therefore, is the small proportion of underrepresented students in its applicant pools. The University must be much more aggressive in increasing the caliber and breadth of these pools, which means intervening well before candidates are ready to submit their applications. Targeted interventions at the undergraduate level can take a variety of forms:

- Personalized faculty outreach to promising undergraduates at Princeton and elsewhere to encourage them to consider academic careers;

- Bringing gifted underrepresented undergraduates to campus for site visits and academic preparation during the summer. Such academic enrichment activities are particularly important for American students, who are less likely than international candidates to have studied in focused, research-intensive undergraduate programs;

- Building networks between Princeton faculty and faculty at leading minority-serving institutions, women's colleges, and other institutions with large pools of prospective students who are currently underrepresented here;

- Providing undergraduates with information regarding the financial viability of a doctoral education, which is funded by the University.

Even if undergraduates who participate in Princeton-sponsored programs choose to attend other institutions, the University will be contributing to the pool of qualified candidates nationally and will be demonstrating its commitment to diversity.

Pool-building must be accompanied by energetic recruitment strategies. These include:

- Identifying and tracking students before, during, and after the admission cycle, including those who are admitted to Princeton as undergraduates or graduate students but do not enroll;

- Inviting prospective students to campus in order to interact with faculty and current students;

- Offering application fee waivers;

- Sending faculty and staff to recruiting events organized by discipline or population, such as the Annual Biomedical Research Conference for Minority Students.

Faculty have a natural inclination to select students who have worked with colleagues or graduated from programs that they know well; one-quarter of Princeton's doctoral students received their undergraduate education at only 12 institutions. Recruitment efforts must overcome this tendency and introduce the widest possible range of exceptional students to the faculty who will ultimately select them.

Once a candidate has applied, it is a best practice to use a holistic applicant review process that considers the factors most correlated with doctoral attainment — research experience, creativity, and persistence — and places less reliance on grades and standardized test scores, which are not the strongest predictors of student success. Holistic applicant review requires that faculty and the Graduate School as a whole be sensitive to the phenomenon of unconscious bias, read applications carefully and with an open mind, and, in some cases, reconsider their assumptions about how merit and promise are best assessed.

Finally, it is critical that enrolled students thrive in their course of study. As previously noted, many American students lack intensive research training, which means that programs such as "boot camp" summer experiences for newly enrolled students, mentoring groups, and other forms of professional development can help close gaps in preparation. The development of a formal tracking system to allow departments to follow promising students and early-career scholars throughout the academic pipeline would complement and amplify the informal faculty-student contacts that now exist, lessening the possibility of students falling through the cracks.

Note: A catalog of best practices for supporting graduate student diversity is included in the online materials.

The Committee recommends that increasing the diversity of graduate students be a priority in departmental strategic diversity plans; that departments improve the identification, recruitment, admission, enrollment, and tracking of well-qualified applicants from underrepresented groups; that departments support the transition of these individuals from undergraduate to graduate education and increase the likelihood of their success through skill-building and mentoring. The Committee also recommends that the University support such initiatives with seed funding and that it assist departments in adopting a holistic application review process.

Postdoctoral Fellows

In many fields of study, the postdoctoral fellowship is an important but neglected part of the academic pipeline. This is especially true of recently minted Ph.D.s in the sciences and engineering, who frequently spend two to five years pursuing intellectual autonomy and developing a distinct research agenda. In the humanities and social sciences, postdoctoral positions are increasingly common and highly prized. Postdocs may be hired either by individual faculty members to work on specific research projects or through academic programs that seek to develop a cohort of early-career researchers. They need strong guidance, annual reviews of their progress, and mentoring to develop the skills and experiences required to succeed in the professoriate and elsewhere.

Although Princeton's postdoctoral population has grown substantially in recent decades, the University's support has not kept pace. This is especially unfortunate as the postdoctoral fellowship is a particularly "leaky" stage of the academic pipeline. During these years, large numbers of scholars leave the academy due to self-doubt about their capacity for innovative scholarship, limited job prospects, concerns about financial security, and family considerations. These issues result in disproportionate attrition among African Americans, Hispanics, and Native Americans, as well as women in scientific and engineering fields. Moreover, due to the highly decentralized recruitment and selection of postdocs, individual faculty and departments are not sufficiently aware of opportunities to diversify this population.

One strategy in this regard is to broaden the focus of postdocs to include not only research, the primary activity of most, but also teaching, thereby increasing the possibility of intellectual and demographic diversity. Another approach, in which there is significant faculty interest, involves launching or expanding University-funded honorific programs to identify outstanding postdoctoral candidates with the potential to diversify the junior faculty pipeline, particularly in the sciences and engineering. Princeton's Society of Fellows in the Liberal Arts is an example of such a program, bringing an exemplary cohort of humanities scholars to the campus for three-year fellowships. A number of these scholars have been recruited to the faculty. Successful models also exist at other institutions, such as the University of Pennsylvania's Postdoctoral Fellowships for Academic Diversity, which provides three years of support for a postdoctoral experience in any field, or in the form of multi-institution consortia, such as the University of California's President's Postdoctoral Fellowship Program, which funds approximately two dozen recent doctoral recipients to spend a year at one of the system's campuses.

While honorific postdoctoral fellowships are themselves a significant recruitment tool, Princeton must broaden its outreach efforts if it hopes to attract a diverse population of postdocs. Strategies include:

- Creating campus visitation programs for advanced doctoral students underrepresented in Princeton's postdoctoral population;
- Increasing faculty participation in recruiting at conferences and other events;
- Developing tracking systems for promising underrepresented postdocs;
- Helping individual faculty members conduct effective searches and build diverse candidate pools when hiring postdocs.

Once they are recruited, Princeton must strengthen basic services for postdocs. At present, they receive limited central institutional guidance regarding access to University services and benefits, such as housing and childcare, and little support in integrating into the community. The Committee heard in its focus groups that this problem is especially acute for international postdocs, who sometimes struggle to adapt both to Princeton and to the United States. In order to prepare for faculty careers, postdocs also need the same kind

of professional development and mentoring that help graduate students make a similar transition.

Note: A catalog of best practices for supporting postdoc diversity is included in the online materials.

The Committee recommends increasing the diversity of Princeton's postdoctoral population through honorific postdoctoral fellowship programs and expanded recruitment activities, for which seed funding should be made available. It also recommends that the Office of the Dean of the Faculty strengthen the academic and non-academic support available to postdocs, increasing the likelihood of their persistence and success, as well as their overall integration into University life.

Faculty

The composition of Princeton's faculty depends on the successful retention of diverse populations through earlier stages in the academic pipeline. In almost every field, both at Princeton and nationally, there is significant erosion in the proportion of people of color and female candidates who emerge from the pipeline into tenure-track faculty positions. Reasons include discrepancies in academic preparation, family pressures, unconscious bias and discrimination, financial considerations, and insufficient mentoring. The very slow turnover of tenured faculty — and therefore limited opportunities to bring about change — reinforces these patterns.

For tenure-track faculty, successful diversification is driven by the caliber and breadth of the applicant pool. Many of the same obstacles found in graduate student and postdoc recruitment also apply here, including a lack of mechanisms to track promising scholars and an over-reliance on personal recruiting networks. For faculty candidates who are considering relocation to Princeton, successful recruitment may also be inhibited by misperceptions about Princeton's culture and a fear of isolation. Enhancements to the recruitment process should be incorporated into departmental strategic diversity plans and could include:

- Creation of discipline-based "watch lists" and tracking systems for promising early-career scholars, including those the University does not hire;

- Additional attention to visits by job candidates and their families in order to guarantee they will receive an accurate understanding of the campus and community;

- Development of an online toolkit of best practices for faculty searches;

- Peer-to-peer training of faculty on unconscious bias.

Many underrepresented early-career scholars receive multiple job offers. Creative use of postdoctoral appointments to support these scholars prior to the start of the tenure clock has been an effective way for Princeton to attract potential stars and launch them successfully. In recent years, several departments have successfully used this strategy, which should be made more widely known.

While departments play the primary role in recruiting and retaining faculty of every rank, the Office of the Dean of the Faculty supports this work at all stages and has spearheaded important adjustments in recent years. A key initiative is the Target of Opportunity Committee, which has existed since 2001. This committee provides incentives to departments to identify potential faculty who will diversify the campus in intellectual or demographic terms. Although the committee is generously funded, it is an underutilized resource that would benefit from additional outreach and visibility. Departments should be encouraged to apply for Target of Opportunity funds to hire a cluster of faculty within one or more related disciplines, since cluster hiring is among the most effective ways to develop institutional expertise in a particular scholarly area. In addition, academic units should develop their own Target of Opportunity committees to identify promising young scholars for review by the central committee.

In the last few years, the Office of the Dean of the Faculty has exercised greater oversight of searches by requiring prior approval of the short list of candidates to be invited for interviews. This oversight should continue and expand, with close attention paid to the development of search criteria and candidate pools, the selection and training of search chairs, and the progress of the search itself through status reviews. Departments should be encouraged to construct their search committees with an eye toward appropriate gender and racial/ethnic representation, perhaps drawing on senior colleagues in related fields. Finally, external review committees, which assess departments on a regular cycle, should be heterogeneous and asked to assess departmental success in advancing diversity.

Princeton competes aggressively around the world to recruit senior faculty and, increasingly, junior faculty as well. Competition is especially fierce to recruit faculty from demographics that are underrepresented in their disciplines. To be successful in this competition, the University must continue to address limited opportunities for faculty spousal employment and quality childcare. For non-tenure-track faculty, recruitment challenges are intensified by a comparative lack of attention on the part of departments and the Office of the Dean of the Faculty. Although some non-tenure-track faculty are relatively transient, others are longstanding employees who serve as role models and mentors to students. It is important, therefore, that the strategic diversity planning process include attention to non-tenure-track faculty.

Once hired, the retention of faculty, especially early-career tenure-track faculty, is critical. Improved recruitment has little effect if individuals do not achieve tenure and do not continue to thrive post-tenure. In its focus groups, the Committee heard about the particular need for continued support of female associate professors to ensure that their careers did not stall when family pressures increased once tenure was achieved. Access to convenient childcare is a regular concern for faculty and is a factor in recruitment as well. When surveyed, junior faculty repeatedly expressed the desire for additional mentoring, including traditional one-to-one mentoring, as well as advocacy by departmental leaders, sponsorship for developmental opportunities, and access to expanded professional networks. An enhanced mentoring program should include training for both mentors and mentees on how to optimize the experience, incentives for faculty members to serve as mentors, and possible use of cross-departmental and emeritus faculty mentors.

Note: A catalog of best practices for supporting faculty diversity is included in the online materials.

The Committee recommends that departmental strategic diversity plans incorporate best practice-based initiatives focused on faculty identification and recruitment; that the resources of the Target of Opportunity Committee be more fully utilized and that its mission be pursued at the departmental level; and that the oversight of faculty searches by the Office of the Dean of the Faculty be strengthened. It further recommends that additional efforts be made to ensure that all faculty receive the mentoring, skills training, and quality of life support they need to succeed at Princeton.

Senior Administrators

Princeton's almost 400 senior administrators, including the president's 20-member cabinet, play a critical role in shaping the University's mission, culture, and composition. In partnership with the trustees, they set the University's direction, develop and implement institutional strategies, formulate and prioritize major ideas and initiatives, control financial and other resources, and oversee the work of some 5,000 employees. These individuals are also among Princeton's most visible role models and public representatives. If the senior administration does not include individuals with sufficiently diverse backgrounds and experiences, it will be virtually impossible for Princeton to achieve the cultural change to which it aspires.

Although Princeton's senior administrative ranks have made great progress in reaching gender parity, their racial/ethnic composition still trails both national and regional workforce availability. In contrast, the ranks of lower-level staff are much more diverse. The resulting disparity means that the University's relatively heterogeneous workforce is led by a predominantly white — and in some units, predominantly male — team of managers. Addressing this imbalance should be a high priority.

Diversifying the senior administration requires a similar strategic planning model to that proposed for academic departments (see pages 10-11). Multi-year strategic diversity plans involving assessment of data, training, goal-setting, measurement of progress, and accountability should be implemented with appropriate adjustments for a non-academic context. In order to accomplish their diversity-related goals, managers will need access to data regarding the demographic representation and perceptions of campus climate within their units, as well as the composition of their candidate pools.

The staff in Human Resources will be key partners in developing this process and providing the necessary tools and guidance, including training in such topics as unconscious bias and best practices in recruitment, retention, and leadership development. Human Resources will also need to analyze trends in workforce composition and applicant pools, hires, promotions, and terminations.

In order to provide the necessary framework for these efforts, Human Resources will require additional capacities. During the past decade, it has gradually expanded its resources for hiring through a centralized

online job postings site, assistance in writing job descriptions, support in building and vetting candidate pools, and coordination of candidate interviews. However, practices remain relatively reactive and tactical; there is a need for a new recruiting model designed to improve the quality of job descriptions, strengthen candidate pools, build professional networks, and support hiring managers. Indeed, the entire search process requires more oversight, including a structure of checkpoints and candidate reviews for critical positions similar to the one employed in faculty searches.

Human Resources also offers some tools to assist in retaining and developing highly performing staff members, including individualized coaching and a management certificate program. There is not, however, a formal structure for identifying these high performers or coordinating retention activities. A comprehensive approach to retention is needed, including more support for staff development and training, mentoring, and professional growth.

As elsewhere in the University, robust accountability mechanisms are essential if diversity is to be achieved. Responsibility for diversity-related activities and outcomes, including the implementation of strategic diversity plans, should be a consideration in the performance appraisals of all senior administrators. Ultimately, a commitment to diversity must begin at the top, and cabinet members will be asked to set expectations and assure accountability for the units they supervise. The capacity to build and lead diverse teams of employees is a leadership competency that needs to be developed, especially at the highest levels —

a competency that will make every senior administrator more successful and Princeton as a whole more vibrant. However, it is the diversification of the University's leadership itself that will signal most strongly Princeton's commitment to inclusion.

One of the most important factors for employee success is the ability to build relationships and support networks based on identity and affinity. Through Human Resources, Princeton manages a modest program of Employee Resource Groups designed to encourage employee engagement. These groups should be provided with increased operational support and resources to expand their activities and, when appropriate, to more closely coordinate their activities with student-focused support services. There may also be a role for Employee Resource Groups to play in recruiting and retaining employees.

The Committee recommends that emphasis be placed on diversifying Princeton's senior administration and that this be accomplished by adopting a strategic diversity planning model comparable to the one proposed for academic departments. The Committee also recommends that Human Resources expand its internal capacity to promote diversity, including improved recruiting, staff retention and development, and data collection and analysis. It further recommends that Employee Resource Groups be strengthened and that the ability to develop and guide diverse bodies of employees be considered a key leadership competency and fostered accordingly, especially among cabinet members.

G. Appendices

Appendix I.
Committee Membership

Brent L. Henry '69, Co-Chair, Chestnut Hill, MA

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Devah Pager, Associate Professor of Sociology and Public Affairs

Jamol Pender, Ph.D. candidate in Operations Research and Financial Engineering; New York, NY

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William B. Russel, Dean of the Graduate School and Arthur W. Marks '19 Professor of Chemical Engineering

Lianne C. Sullivan-Crowley, Vice President of Human Resources

James C. Yeh '87, Hinsdale, IL

Appendix II.
The Recommendations

Statement on Diversity and Inclusion

1 Through the Trustees and other University governing bodies, approve the University Statement on Diversity and Inclusion and adapt and incorporate it into the official policies of the University.

Supporting an Inclusive Campus Culture

2.a Conduct an assessment of the coordination of and gaps in services to diverse members of the campus community.

2.b Include training on unconscious bias in the University's expectations for all academic and administrative leaders and managers.

2.c Implement a regular cycle of campus culture surveys for graduate students, postdocs, faculty members, and staff; and ensure that the information from the surveys be incorporated into institutional and departmental planning.

Communicating Princeton's Cultural Vibrancy

3 Conduct an assessment of reputational factors that may influence the University's ability to diversify and address underrepresentation, and apply this knowledge to shape its communication strategy and enhance its recruiting efforts.

Strategic Diversity Planning in Academic Departments

4 Adopt a strategic diversity planning model for academic departments that includes the following key elements:

- Participation of all academic departments
- A phased-in program, piloted over three years
- Shared responsibility between academic departments and the offices of the President, Provost, and Deans
- Written, multi-year departmental plans designed to identify opportunities to increase diversity, set activity goals, implement, and measure progress
- Consideration of the graduate student experience as a potential priority in all plans
- Maintenance of campus and peer data for measurement purposes

- Development of centralized resources (training, case studies, databases, communications tools, feedback mechanisms, tracking systems) designed to support success
- A centralized funding source sufficient to encourage successful start-up of departmental implementation.

Oversight and Measurement

5.a Create a Standing Committee on Diversity composed of faculty members and administrators to facilitate the strategic diversity planning process, including monitoring and coordinating activity; consideration of funding implications; and providing faculty-to-faculty guidance about accessing training and other resources.

5.b Provide dedicated staff support as needed to guarantee the successful implementation of the strategic diversity planning process.

5.c Establish mechanisms to ensure appropriate accountability, including rewards for positive effort and negative consequences for lack of sufficient effort. These mechanisms should include Dean and Provost-level review, coordination with the Standing Committee on Diversity, and consideration of the role of the faculty chair.

5.d Establish and regularly review a set of comprehensive metrics and comparative benchmarks for the entire University, as well as at the divisional and departmental levels, supported by a robust data collection process and infrastructure.

5.e Establish a permanent oversight mechanism for diversity outcomes at the level of the Board of Trustees, including an annual report by the administration to the Trustees.

External Funding in Support of Diversity-Related Efforts

6 With assistance from the Office of the Dean for Research, develop a strategy to seek grant funding for its diversity-related activities.

Graduate Students

7.a Support best practice-based diversity initiatives focused on strengthening the transition from undergraduate to graduate education for underrepresented students, to be conducted by departments as part of their strategic diversity plans. Efforts might include:

- Supporting faculty outreach and mentoring to undergraduates at Princeton and elsewhere in order to encourage promising students to consider academic careers

- Developing faculty relationships with institutions that educate large numbers of undergraduates underrepresented in our graduate programs

- Creating summer research programs and/or campus visitation programs for undergraduates underrepresented in our graduate programs

- Offering advice about graduate education funding

- Developing tracking systems for promising underrepresented students

- Providing seed funding for some of these initiatives.

7.b Support best practice-based diversity initiatives focused on graduate student identification, recruitment, admission, and enrollment, to be conducted by departments as part of their strategic diversity plans. Efforts might include:

- Increasing faculty participation in recruitment at conferences and other events

- Creating campus visitation programs for accepted graduate students in order to encourage their enrollment

- Developing tracking systems for promising underrepresented students, including those who are admitted to Princeton as undergraduates or graduates but do not enroll

- Offering application fee waivers

- Providing seed funding for some of these initiatives.

7.c Assist each department to adopt a holistic application review process. Efforts might include:

- Training in unconscious bias and how to mitigate its effects

- Assigning a faculty representative from the department to work with the Graduate School to guarantee holistic review of applications.

7.d Support best practice-based diversity initiatives focused on graduate student success, to be conducted by departments as part of their strategic diversity plans. Efforts might include:

- Research-intensive summer programs or other skill-building projects for newly admitted students

- Mentoring and academic support groups.

Postdoctoral Fellows

8.a Support resources for postdoc recruitment, to be conducted by departments in conjunction with their strategic diversity plans. Efforts might include:

- Creating campus visitation programs for advanced doctoral students underrepresented in our postdoc population

- Increasing faculty participation in recruiting at conferences and other events

- Developing tracking systems for promising underrepresented postdocs

- Helping individual faculty members conduct effective searches and build diverse candidate pools when they are hiring postdocs

- Providing seed funding for some of these initiatives.

8.b Establish and/or expand competitive, honorific postdoctoral fellowship program(s) to identify and attract outstanding individuals who would diversify our postdoc population.

8.c Through the Dean of the Faculty's Office, expand services to increase the persistence and success of postdocs through annual reviews, mentorship programs, training to prepare them to be faculty members, support in accessing University benefits and resources, and social integration.

Faculty

9.a Support best practice-based diversity initiatives focused on faculty identification and recruitment, to be conducted by departments in conjunction with their diversity strategic plans. These initiatives should include all types of faculty, including tenured, tenure-track, and non-tenure-track faculty. Resources might include:

- Expectations for faculty to participate more actively in recruiting

- Creation of discipline-based "watch lists" and tracking systems for promising early career scholars, including those that Princeton does not hire

- Additional use of postdoctoral positions to support early career scholars prior to the start of the tenure clock

- Expanded web-based search resources

- Peer-to-peer training on unconscious bias

- Improved coordination of campus visits for top candidates and their families.

9.b Through the Dean of the Faculty's Office, expand the activity of the Target of Opportunity Committee by explicitly encouraging cluster hiring and expanding departmental-level Target of Opportunity activities.

9.c Through the Dean of the Faculty's Office, continue to expand its oversight of faculty searches including the training and selection of search chairs; development of search authorizations and criteria; selection of search committee members and processes; development of candidate pools; mid-search status reviews; and charges and membership of External Review Committees.

9.d Through the Dean of the Faculty's Office, develop additional resources and programming to support faculty mentoring activities and skills training to prepare faculty members for success.

9.e Remain attentive to matters of work/life balance for faculty, including opportunities for spousal hiring and the need for sufficient childcare options.

Senior Administrators

10.a Adopt a strategic diversity planning model for administrative units that includes the following key elements:

- Participation of all administrative units
- A phased-in program, piloted over three years
- Shared responsibility between administrative units and central university offices with facilitation by Human Resources
- Written, multi-year departmental plans designed to identify opportunities to increase diversity, set activity goals, implement, and measure progress
- Maintenance of campus and peer data for measurement purposes
- Development of centralized resources (training, databases, communications tools, case studies, and feedback mechanisms) designed to support success.

10.b Include in the performance appraisals of senior administrative leaders an annual review of their progress toward their unit's diversity goals, as articulated in their strategic diversity plans.

10.c Through Human Resources, expand its internal capacities to lead diversity and inclusion activities, including:

- Developing a new recruiting model designed to improve the quality of job descriptions, strengthen candidate pools, build professional networks, support hiring managers, and guarantee sufficient oversight at key points in the search process
- Developing a comprehensive approach to retention, including more support for staff development and training, mentoring, and professional development
- Developing a metrics-based approach to analyzing trends in workforce composition and applicant pools, hires, promotions, and terminations.

10.d Develop a leadership competency-based approach to diversity that provides training and resources to senior administrators, including an emphasis on members of the Cabinet.

10.e Support the enhancement of the work of the Employee Resource Groups and coordination between those groups and student-focused support programs.

Appendix III.
Statement on Diversity and Inclusion

Princeton University is a community devoted to excellence in education and scholarship. We believe that only by including people with a broad range of experiences and perspectives are we able to realize our potential — to expand our capacity for teaching and learning, to increase opportunities for innovative research, and to equip students for lives of service and leadership in an increasingly pluralistic society. Thus, the goals of excellence and diversity are inextricably linked.

The 21st century will see shifting conceptions of "majorities" and "minorities" as demographics change in the United States and as global contexts frame all social endeavors. In this world, excellence will emerge from communities that succeed at being both heterogeneous and inclusive. Creating such a community requires extraordinary diligence. Because Princeton's attainment of excellence is commensurate to its success in educating the most promising individuals from the broadest possible spectrum of society, we place a policy of diversity and inclusion at the core of our educational mission and commit ourselves to the action required to achieve it.

Aspirations

In striving to be the world's leading research and teaching university, Princeton recognizes that education does not occur solely inside classrooms, libraries, and laboratories. It transpires wherever members of the campus community encounter peers and role models and sample new experiences and different points of view. With its emphasis on scholarly independent work from all its students and faculty, the University prides itself on maintaining a thriving environment that encourages such unstructured learning.

With this in mind, Princeton selects a student population that is small enough to celebrate each individual but large enough to nurture a microcosm of society. A dedicated single faculty, a cohesive workforce, and a famously loyal and generous alumni body support the student cohort; and a magnificent residential campus in a suburban setting offers intimacy as well as expanses where imaginations can roam. These qualities only heighten the challenge to remain involved in humankind; and that compels the University to exert itself in attracting talent and experience from all quarters.

Even with its strong campus-based identity, Princeton grows increasingly mindful of the international dimension of its aspirations — to flourish "in the Nation's Service and in the Service of All Nations." That global a vision demands a diversified community — one whose students, faculty, and staff can collaborate across cultural boundaries.

Benefits

Diversity enhances intellectual and social development. Academic rigor and innovation demand the need to challenge prevailing knowledge and thought. The wider the range of perspectives, the more far-reaching the thinking. It therefore behooves us to identify, attract, and develop the most promising individuals from as many segments of society as we can. A heterogeneous and connected population increases empathy and civic engagement and reduces bias. It challenges orthodoxy.

In a time when a click can link continents, cross-cultural understanding and the ability to collaborate with those from different backgrounds are essential to human thought. A scientific discovery, artistic invention, or social solution can impact virtually every demographic group. Only a diversified Princeton can prepare students to become well-rounded citizens of the world who excel in a multicultural society with its global economy.

Commitments

Princeton plays a dynamic role in higher education. In articulating and enacting its values of heterogeneity and inclusion, the University has the power to influence our peer institutions and the rest of society. In an increasingly interrelated world, Princeton believes that cultivating leaders with legitimacy requires a path that is open to talented and qualified individuals of every background.

In the classroom, the work place, and informal settings, we commit to fostering a sense of common purpose in bettering society. At Princeton, this quest begins with a shared responsibility for each other's well-being and for the well-being of the University as a whole.

Princeton University maintains and vigorously enforces policies regarding harassment and discrimination. In the words of its Equal Opportunity Policy, the University is committed to the principle of not discriminating against individuals "on the basis of personal beliefs or characteristics such as political views, religion, national or ethnic origin, race, color, sex, sexual orientation, gender identity, age, marital status, veteran status, or disability."

As institutional stewards, we strive for continuous improvement in realizing our core values of inclusion and diversity, and we hold ourselves accountable for tangible progress. Although our metrics of success may vary over time, our underlying commitment does not.

Adhering to these principles, the University can provide the best possible education, advance the most innovative research, and cultivate leadership to meet the challenges of the future.

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