Minutes of a meeting of the Council of the Princeton University Community held December 8, 2014 in 10 McCosh Hall. Present were Council members Ms. Banks, Professor Bhattacharjee, Mr. Boyle, Professor Burnett, Ms. Burnett, Mr. Cannon, Mr. Chang, Ms. Cherrey, Ms. Clifton, Mr. Davidescu, Mr. Durkee, Mr. Edington, President Eisgruber (chair), Professor Harman, Mr. Jackson, Mr. Johnson, Mr. Keller, Provost Lee, Dr. Matese, Dr. McClure, Professor Meyers, Mr. Mozley, Mr. Nuckols, Mr. Okuda-Lim, Ms. Principi, Mr. Ravikumar, Ms. Romero, Dean Smith, Ms. Stoneman, Ms. Taubin, Professor Wilcove, Professor Wysocki, and Professor Yang. Ms. Halliday was secretary.

Approval of Minutes

The President called the meeting to order at 4:35 p.m. After the roll call he asked for and received approval of minutes of the November 10, 2014, meeting as circulated in advance of the meeting.

Discussion about Diversity, Equity and Inclusion

The President noted that the meeting had been moved to McCosh Hall to anticipate interest in discussing the tragic deaths of Michael Brown and Eric Garner, and the resulting controversy about race and policing in America and the impact of these events on the University. He asked the Council to consider especially how to support especially students of color. [Later in the meeting, it was agreed that the other agenda topics previously scheduled for the meeting would be postponed and all of the meeting was dedicated to the topic of diversity, equity and inclusion.] He referred to his statement about these events which had been sent to the Council and posted on the University homepage that day (attached here as Appendix A). He expressed his intention to charge the CPUC’s Executive Committee with creating a process to promote a more inclusive campus climate. He reminded the Council that the University created the CPUC in 1969, at a time when protests related to the Vietnam War and racial justice roiled the campus. Its voting members include undergraduates, graduate students, alumni, staff members, faculty members, and administrators, and it seemed the right body to deliberate regarding questions related to overall campus climate.

A lively discussion followed in which students, faculty, staff and alumni participated. Students expressed concern not only about the criminal justice system but also about Princeton’s campus climate—in particular, about stereotyping and insensitive (or occasionally malicious) comments or behavior by fellow students, faculty, and staff. As summarized in a document circulated to the Council at the meeting (and attached here as Appendix B), a group of concerned students pointed to three main categories of concerns: transparency (especially with regard to procedures for resolving issues about insensitive comments or behaviors, in the classroom and outside of it); awareness (which focused heavily on curricular questions, and included a suggestion that the University should add a distribution requirement related to multiculturalism); and support (which included requests to increase funding and administrative support for diversity-related
programming and activity). The students also requested that all University faculty and staff be required to undergo cultural competency training.

In discussing the timeline for responding to concerns and requests especially for academic programs and initiatives or for the institution of competency or other training, the President noted that the timeline is likely to vary depending on the issue. It is possible that relatively rapid progress can be made in clarifying procedures for addressing complaints about classroom insensitivity and adding to the support now provided for inclusivity on campus. He informed the Council and he and his colleagues in the cabinet have volunteered to participate in cultural competency training, but making such programs compulsory is a complex question. Curricular changes are within the jurisdiction of the faculty, not the CPUC, and possible changes to distribution requirements, for example, would require thorough review of the University’s general education program. The President noted that earlier this year he had made a decision to launch a committee to undertake such a review, but the review will take time, and there is no way to predict in advance what changes it will produce.

Members of the community expressed hope that the Executive Committee would reach out widely for nominations to the special task force, and members of the Executive Committee confirmed that their goal is for the process to be inclusive and for representation to be diverse and representative of the University community. The committee plans to form a task force consisting of a steering committee and working groups focused primarily on the three areas that were identified earlier in the students’ letter to the CPUC. The President introduced Vice Provost Michele Minter who would be spearheading the task force’s work and whose office oversees institutional equity. At various times in the discussion, the importance of transparency and open dialogue were stressed, and in forming the task force and in communicating with the community about its work, the Executive Committee expressed its commitment to these goals. [The Special Task Force’s website is at this link:  http://www.princeton.edu/vpsec/epuc/inclusion/]

It was acknowledged that discussions about these topics can be painful, and they require a deep commitment to civility and respect for others. The President stated that diversity and inclusion are at the core of the University’s identity, and additional steps are needed to promote these goals and make them a reality. He expressed his belief that this occasion provides the University with an opportunity to identify new steps to make the campus more inclusive (a goal that has been important both to him and to the Board of Trustees). He commended the students who spoke on their thoughtful recommendations and the direction they suggest for the University.

The meeting was adjourned at 6:10 p.m.

Respectfully submitted,

Ann Halliday
Secretary
President Christopher L. Eisgruber issued the following statement Monday, Dec. 8, during a meeting of the Council of the Princeton University Community:

Recent events provide yet another painful reminder that, despite America's foundational commitment to human equality and unalienable rights, racial injustice has stained our republic from the moment of its inception. The tragic deaths of Michael Brown in Ferguson, Missouri, and Eric Garner in Staten Island, New York, have again exposed the distressing gap that separates our aspirations from our achievements. Our Constitution's promise of equal protection of the laws remains unfulfilled, and the American people's dream of justice remains unrealized. Protests across the country and on our own campus testify eloquently to the anguish caused by the unfairness that persists within American society.

As a University committed to "the nation's service and the service of all nations," Princeton has a responsibility to bring its scholarship and teaching to bear on these urgent problems. We encourage our students and faculty to contribute to the national dialogue on these issues, and to help identify ways in which our republic can more fully live up to the principles on which it was founded. We must also push ourselves to uphold more faithfully on our own campus the ideals that define our academic community.

The Council of the Princeton University Community was created more than four decades ago, during the turmoil of the Vietnam War, with occasions of this kind very much in mind. The Council serves as "a permanent conference of the representatives of all major groups of the University" where "they could each raise problems that concern them and ... be exposed to each other's views."

I am accordingly today charging the Executive Committee of the CPUC to develop recommendations for improving the University's policies and practices regarding diversity, inclusion and equity on campus. I am also asking the Executive Committee to propose events in the upcoming months that will enhance public dialogue about racial equality, diversity and other topics critical to the future of our University and our country. I will ask the Executive Committee to consider during the upcoming week whether and how it wishes to augment its membership to enhance its capacity to deal with these issues, and how to ensure that its processes will be appropriately transparent and consultative.

I would now like to open the floor to a discussion about any of your ideas that the Executive Committee might consider as it takes up this charge.
**Dear Council of the Princeton University Community,**

**Quotations Related to the Framing of this Conversation**

*“The best education is first and foremost one that transmits knowledge and understanding while opening the mind to other points of view; that prompts a critical reassessment of long-held beliefs.”*

- Shirley Tilghman

*“A diverse workforce, whose members have developed their cultural intelligence, is a more productive workforce — and a diverse team with high cultural intelligence will outperform homogeneous teams.”*

- David Livermore, president of the Cultural Intelligence Center, qtd. in Harvard Gazette

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We are a group of Princeton University students who have united organically and in unanimous agreement that the recent public examples of police brutality and violations of black personhood are both unacceptable and inadmissible. We stand in solidarity with the people of Ferguson and others in demanding an end to racial injustice. This national issue has illuminated campus problems of overt racism, microaggressions, stereotyping, and exclusion that we aim to transform.

We have collectively identified our concerns related to current University policies that we believe implicitly promote a campus culture acceptant of racial animus and insensitivity. As such, in this document we outline a set of recommendations necessary to improve the experience for students of color on campus, specifically and facilitating a more accepting campus community at large. Our recommendations are organized under three main categories: transparency, awareness, and support.

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The following lists our most critical policy recommendations and is by no means exhaustive.

1. **Transparency**

   A. Current Data

      1. Release disaggregated demographic data concerning student matriculation including race/ethnicity, legacy status, socio-economic background, etc.

   B. Future Data Collection

      1. Produce data that is indicative of the student experience and make the results accessible
      2. Ensure high response and representative sample by survey design and incentive programs

   C. Finance and Funding

      1. Make funding opportunities and structures both clear and accessible to all students
      2. Transfer ownership of the “identity fund” from Projects Board to Carl A. Fields Center to enhance the support of cultural student groups and increase the programming possibilities
II. Awareness

A. Mandatory Trainings
   1. Require substantial diversity training for all faculty members, in addition to making the training a requirement for all faculty up for tenure
   2. Require substantial diversity training for all staff members - including Princeton Public Safety, Athletic Staff, Counseling and Psychological Services Staff
   3. Require substantial diversity training for investigators at the Office of Institutional Equity and Diversity

B. Expansion of Certificate Programs
   1. Create departments for current certificate programs with substantial faculty and course offerings, specifically the Center for African American Studies, African Studies, Gender and Sexuality Studies, Latin American Studies, and Latino Studies
      a. The creation of a certificate program that focuses on Disability Studies and Asian American Studies

III. Support

A. Reporting
   1. Establish effective reporting and recourse processes for incidents related to discrimination (student or faculty)

B. Create diversity peers, much like SHARE Peers and LGBT Peer Educators
   a. Assigned to Residential College Advisee Groups
   b. Able to connect students with resources on campus
   c. Provide cultural competency programming

C. Diverse Faculty
   1. Increase the presence and availability of more diverse faculty and the active hiring of diverse administration, specifically deans and directors.

D. Establish administrative position within each residential college solely devoted to diversity.

Sincerely,
Concerned Princeton Students