Princeton Entrepreneurial Hub

Ribbon Cutting

Wednesday, November 11, 2015
Noon – 1 p.m.
34 Chambers Street
Princeton, NJ
Co-working Space for Entrepreneurs

**eLab Fall/Spring Semester Incubator**
- For students working on a startup venture during the academic year. Work station, mentorship and advising opportunities, workshops

**eLab Summer Accelerator**
- An intensive 10-week summer program for student startups, seed funding up to 20K/team, campus housing, mentorship and advising, work station in Hub

**Faculty and Alumni Startup Office Space**
- Private offices available for license at the Hub; enjoy all Hub amenities: kitchen/lounge, copier/printer, conference rooms, mailing address, office hours, workshops, networking, entrepreneurial community
Learning & Enrichment

- Round Table Talks and Networking Opportunities
- Workshops in Entrepreneurship and Design Thinking
- Office Hours
- Tiger Challenge is a cross campus co-curricular program rooted in design thinking methodology aimed at inspiring students’ curiosity, creativity and courage to take action in tackling the world’s most complex issues.
Who’s at the Hub?

- Home of the newly established Princeton Entrepreneurship Council (PEC) established July 2015 by President Eisgruber and Provost Lee, as the advisory and coordination body of entrepreneurship programs at Princeton University.

- Stephanie Landers & Rafe Steinhauer: Keller Center staff who support the programming at the Hub.
Joining me today…

Lizette Taguchi

Dylan Hu

Mayra Ceja

Evan Corden

Abhinav Khanna
May 2015 CPUC Task Force on Diversity, Equity, and Inclusion, and other Initiatives

- Most recent updates related to CPUC Task Force:
  - Search for new senior administrator in Campus Life underway [p. 8]
  - Call for proposals for public programming related to identity and community [p. 15]: [https://inclusive.princeton.edu/identity](https://inclusive.princeton.edu/identity)
  - Carl Fields Center [p. 8]:
    - Interim spaces have been identified
    - Assigned to affinity groups by the start of the spring semester.

- Other updates:
  - See [https://inclusive.princeton.edu/TF](https://inclusive.princeton.edu/TF)
  - Beginning discussion about enlivening public spaces to reflect our diversity
Recent History: The Trustee Ad Hoc Committee on Diversity

Co-Chairs
Brent Henry '69
Deborah Prentice (PSY & WWS)

Trustees
Danielle Allen '93
A. Scott Berg '71
Laura Forese '83
Joshua Grehan '10
Crystal Nix Hines '85
Nancy Peretsman '76
James Yeh '87

Graduate Students
Andrea Oñate Madrazo (HIS)
Jamol Pender (ORF)

Faculty Members
David Dobkin (DoF & COS)
Lynn Enquist (MOL & PNI)
Eddie Glaude (REL & AAS)
Sharad Malik (ELE)
Devah Pager (SOC & WWS)
William Russel (GS Dean & CBE)

Staff
Lianne Sullivan-Crowley (Vice President for Human Resources)
Michele Minter (Vice Provost for Institutional Equity and Diversity)
Information Reviewed by the Committee

- Research literature
- Demographic data since 1980
- Surveys of graduate students, postdocs, faculty, and senior staff
- Focus groups
- Best practices at Princeton and elsewhere
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 “majority” and “minority” 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 independence 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 spaces 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.” This global 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 interconnected 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.
## Demographic Trends: 1980-2015

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Princeton’s Faculty Pipeline: an Illustration

- Senior Faculty: 1% International, 1% American White and Asian, 92% Other (includes multiracial)
- Junior Faculty: 6% International, 17% American White and Asian, 69% Other (includes multiracial)
- Postdoctoral: 6% International, 62% American White and Asian, 31% Other (includes multiracial)
- Doctoral: 7% International, 42% American White and Asian, 43% Other (includes multiracial)
- Undergraduate: 5% International, 12% American White and Asian, 68% Other (includes multiracial)

Legend:
- International
- American White and Asian
- Other (includes multiracial)
- American Black, Latino, Native American and Pacific Islander (Underrepresented Minorities)
**Increasing Faculty Diversity Will Require…**

1. Resources.
2. A broad-based approach that tackles all stages of the pipeline.
Faculty Initiatives

• **Search processes that yield more female and URM candidates:**
  - Expanded Target of Opportunity resources
  - Increased search oversight and training
  - Watch lists and tracking of promising candidates

• **Improved recruitment and retention of women and URMs:**
  - Family-friendly initiatives
  - Resources for start-up and retention packages
  - Cluster hiring
  - Research fellowships prior to start of tenure clock
Post-Doc Initiatives

• **Greater oversight of post-doc hiring/training/placement:**
  - Identify and track candidates
  - Strengthen sense of community
  - Mentor and train for careers in the professoriate

• **Creation of new post-doc programs:**
  - Expand teaching post-doc programs to increase intellectual and demographic diversity in the classroom
  - Develop a competitive, honorific fellowship program to attract top women and underrepresented candidates
### Graduate Student Initiatives

- **Pool-building:**
  - Identifying and tracking potential applicants, including those from a wider range of universities
  - Invitations to campus, including summer research opportunities and bridge programs
  - More active faculty involvement in outreach

- **Improvements to the selection process:**
  - Holistic applicant review processes
  - Raise consciousness among faculty and departments

- **Improvements to recruiting**
The Molecular Biology (MOL) Diversity Initiative

- **Goal**: Increase the percentage of URMs in the MOL graduate program.

- **Strategy** included:
  - a data-driven approach to identifying challenges & solutions
  - engagement and tracking of potential candidates early in their undergraduate careers
  - aggressive cultivation and recruitment of candidates to the pool
  - a holistic approach to candidate evaluation
  - extra academic support for recruited students during their transition into the graduate program
  - periodic (and honest) evaluation of the success of the strategy
Results of MOL’s Diversity Initiative

Incoming class average composition in MOL before and after the diversity initiative

Past (up to 2007):
- Asian: 18%
- Other: 4%
- White: 74%

Current (2008-12):
- Asian: 24%
- Other: 3%
- White: 48%
- URM: 25%
# Keys to the Success of MOL’s Diversity Initiative

- Significant external pressure
- Strong leadership from senior faculty
- Excellent staff support
- MOL’s size and resource-base
- Robust national pool of URM biology majors
Increasing Faculty Diversity Will Require

1. Resources.

2. A broad-based approach that tackles all stages of the pipeline.

3. A partnership between academic departments, the administration, and the Board.
Role of the Academic Departments

- Diversity planning
- Developing and monitoring search pools
- Identifying targets of opportunity
- Creating an inclusive climate in the department
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Increasing Faculty Diversity Will Require

1. Resources.

2. A broad-based approach that tackles all stages of the pipeline.

3. A partnership between the academic departments, the administration, and the Board.

4. A sustained effort.
Questions/Comments?