
REPORT OF THE SPECIAL TASK FORCE ON

DIVERSITY, EQUITY AND INCLUSION

Endorsed by the Executive Committee of the Council of the Princeton
University Community and submitted to President Christopher L. Eisgruber

May 2015

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A. Why an Inclusive Campus Climate Matters

Campus climate is made up of the quality of the exchanges and interactions between community members, our shared community values and how they are articulated and upheld, and the ease with which individuals take advantage of the opportunities available to them. On an inclusive campus, all students, faculty and staff members feel that they belong, respect others' right to belong, and have an equal opportunity to thrive and contribute fully. A negative campus climate is one that exhibits disrespect, inhibits the ability of community members to participate equally, and marginalizes individuals or creates a sense of being less valued.

The positive value of diversity in creating an intellectually stimulating and vibrant University community is well understood, and diversity is not just about demographic composition. We benefit when we draw talent from the widest possible pool, but we cannot achieve excellence in research and learning if we do not then take advantage of the resulting diversity of opinions and experiences. As an educational institution, we should be especially committed to creating an environment where students and faculty members can successfully pursue their academic pursuits without the hindrance of a negative campus climate. As the intellectual leaders of the community, faculty members have an especially important role to play in creating this inclusive climate.

Fostering an inclusive campus climate requires a sustained and long-term commitment which acknowledges that engaging diversity and difference is hard and sometimes uncomfortable work.

The experiences on our campus reflect deeply embedded cultural norms that we bring with us from society at large. Sometimes these include overt racism, sexism, homophobia, religious bias and other forms of bias; in many cases, however, our behaviors are based on stereotypes or unconscious bias that have a profound impact even when there is no awareness of prejudice. Data from the undergraduate senior survey, as well as a variety of qualitative reports, indicate that negative experiences on campus are disproportionately borne by individuals with minority identities: people of color, women, LGBTQ people, members of religious minority groups, low-income and first generation students, people with disabilities, and others. This is fundamentally unfair and inequitable.

Princeton's traditions, structures and processes, including everything from campus spaces to student organizations, can convey messages about whom and what have been historically most valued socially and academically. We cherish many of our traditions, but as a community, we must also ask ourselves which ones are incompatible with an inclusive climate, and how to adapt others to better serve our entire community equitably. We cannot dismiss the impact of negative messages on minority populations just because the messages are not similarly perceived by the majority. We must also be aware that individuals have complex identities in which experiences based on race, gender, sexual orientation, and other characteristics can overlap and create intensified effects.

When individuals with minority identities experience disrespectful, disruptive, and even harassing or discriminatory interactions, whether caused by willful bias, ignorance, or unconscious stereotypes, these experiences are stressful, draining, and inhibit the opportunities for illumination and learning. There are

also desirable exchanges and interactions that fail to take place because individuals feel unwelcome, or are unable to express themselves authentically without fear of marginalization or retaliation.

We believe that Princeton must have an inclusive campus climate in which we all:

- Feel that we belong here and have equal opportunities to thrive.
- Feel free to express ourselves candidly and engage in exchanges and interactions around identity and difference productively, even though there may be discomfort in doing so.
- Understand the complexity of our own identities and have the knowledge and skills to question the realities of racism, sexism, homophobia, and religious and other biases.
- Know how to be effective allies to those who are different from ourselves.
- Take ownership of our behavior and understand and support shared community values of respect, excellence, dignity, and service.
- Acknowledge and work to address any structural or procedural barriers to full inclusion.

B. Our Priorities

We explored many possible ways to improve campus climate at Princeton. This report includes observations about what was learned along the way, and identifies many recommendations. Particularly if implemented together over the next year, the recommendations have the potential for high impact. We identified these key recommendations as highest priority. Each is explained in detail in [section F](#).

- [The Office of Campus Life](#) should add a senior administrator focused on diversity and inclusion (see page 8).
- The [Carl A. Fields Center](#) should be strengthened and reconceived to make it an effective home base for students of color (see page 8).
- The [Office of Institutional Equity and Diversity](#) should strengthen systems for addressing bias concerns (see page 9).
- Campus Life, the [McGraw Center for Teaching and Learning](#), and other offices should expand and increase the impact of learning about diversity, difference and identity through training and other programming focused on the needs of students, faculty and staff (page 12).
- The Offices of Institutional Equity and Diversity and [Institutional Research](#) should make data related to diversity and inclusion more available to the campus community, to the extent possible given privacy restrictions (page 13).
- The [Task Force on General Education](#) should propose for faculty approval the establishment of a distribution requirement for undergraduates related to diversity and culture (page 10).

C. The background for the Special Task Force on Diversity, Equity and Inclusion

During the fall of 2014, in tandem with a series of troubling national events, issues of diversity, equity, and inclusion at the University came to the forefront of attention on campus. Both undergraduate and graduate students expressed urgent concern at gatherings and protests, in meetings with the president, and through letters to the *Daily Princetonian*, an Undergraduate Student Government Senate Resolution, and an open letter to the [Council of the Princeton University Community](#) (CPUC).

Accordingly, President Eisgruber charged the CPUC Executive Committee with creating a process to assess the campus climate and develop recommendations for improving the University's policies, practices and programming regarding these issues. (See [Appendix](#).) He further charged the committee with proposing events to enhance public dialogue about racial equality, diversity, and other topics critical to future of the University and our county. The CPUC, which includes representatives of the student body, faculty and staff, serves as one of the two governing bodies for issues of concern to the entire campus community (the second governing body is the University Faculty, which has specific policy-making responsibilities).

The CPUC Executive Committee appointed a task force of 51 members, recruited from across the campus community, including students, faculty members and administrators. The Task Force formed a Steering Committee and action-oriented working groups on Policy and Transparency, Academics and Awareness, and Structure and Support. (See [Appendix](#).)

Given a broad charge, we chose to focus on ways to improve campus climate. Although the inclusivity of the campus affects everyone who lives and works at Princeton, we believe that at this time the effects of a negative campus climate on students are especially acute. Therefore, we further focused our work primarily on recommendations that would have high impact on students.

D. What we know about campus climate

In recent months, community members – especially undergraduate and graduate students – have emphatically expressed their concerns about a negative campus climate for those who have minority identities. We solicited information from students through a website and in meetings. We have heard from students, staff, and faculty about negative experiences regarding race and ethnicity, gender and sexual orientation, religious identity, and other factors. We thank those who shared their stories one-on-one, in meetings, and in writing.

We have also monitored social media. Princeton students have made many offensive and disturbing comments on Yik Yak and other anonymous platforms, in some cases targeting specific individuals. It is clear that some members of our campus community feel falsely entitled to treat each other with disrespect anonymously, and we deplore this behavior. Princeton must be a community in which people take ownership of their actions.

We reviewed data about campus climate gathered from student surveys and information collected through focus groups.

All of this information leads to the same picture of our campus climate. Although most students are thriving at Princeton and view it as an inclusive place, students with minority identities often have a less positive experience. At times, they encounter harassment and discrimination based on race, ethnicity, gender, sexual orientation, and religion, among other factors. At many times, they are asked to navigate disruptive or unproductive exchanges and interactions that come about because of their identities.

There is much more work that could be done in collecting quantitative information and rigorously analyzing campus climate. This report did not attempt to do so. As noted in the recommendations, data plays an important role in informing decisions and creating accountability. Measuring campus climate more fully will be necessary in order to determine whether Princeton is making the progress that it hopes to make.

E. Going Forward

The recommendations in this report are designed to provide direction and priorities, as well as communicate a sense of urgency. However, they are not action plans; they require response from the named administrators, offices, and committees. We ask that the University respond to these recommendations with plans, timeframes, and updates. Structures that create accountability must be put in place.

We also urge the University to maintain a commitment to input from the campus community. Fostering an inclusive campus climate is a project that requires everyone's ongoing involvement. Our work has benefited from the range of insights and perspectives of students, faculty and staff members. In our discussions we usually did not all fully agree. Those diverse points of view challenged us to think more deeply. Maintaining community input and participation will make Princeton more successful at creating the positive climate that we seek.

There is more to be done to address campus climate, including fuller consideration of the needs of faculty and staff members.

F. Recommendations

I. The student experience

Support for positive social, residential, and co-curricular experiences of students is an important element of campus climate. Investments in this area are likely to be particularly valuable. While students express appreciation for the resources that exist to support identity- and culturally-based aspects of campus life, they also express disappointment and a strong sense of unrealized potential.

Staff members with responsibility for aspects of diversity, equity, and inclusion in the student experience are located in many parts of the University. There is no consistent coordination among these offices. Better coordination is needed among these decentralized resources. This will require senior dedicated leadership focused on diversity, equity, and inclusion within the student life arena, and a commitment of administrators across many offices to closer collaboration.

The Carl A. Fields Center has the potential to serve as the home base for students of color, as it once did. The programs currently in place at the Fields Center, as well as at the [Women's Center](#) and [LGBT Center](#), have many strengths. Over the past two years there have been significant efforts to develop strategic plans for these three centers, but they lack sufficient staff and budget to accomplish their goals. This lack is particularly acute in the case of the Fields Center, which has an overly broad mission and a large building to maintain.

The transition of many undergraduate students from residential colleges to eating clubs or independent status can contribute to the breakdown of a coherent and inclusive social experience. Students are not

well-informed about access to funding for identity- and culturally-based student initiatives, which can foster inclusiveness and community.

The social, residential and co-curricular needs of undergraduate and graduate students overlap but are not identical. Graduate students, whose work is based in a single department, are often more vulnerable to social isolation.

Recommendations for the student experience

- Add administrative leadership – We recommend that the **Executive Vice President** and the **Vice President for Campus Life** address the lack of dedicated leadership focused on diversity, equity, and inclusion within the Campus Life operation by hiring a senior administrator to oversee planning and coordination, including strategies to educate and engage the entire student body around difference and identity. This administrator should be one of several identified contacts for those who want to report bias concerns.
- Expand and coordinate resources – We recommend that the **Provost** and Vice President for Campus Life improve and coordinate resources, including centers and offices, available to meet the needs of identity-based populations on campus:
 - Develop a plan for coordinating all identity-based student resources, which can be found in the Carl A. Fields Center, Women’s Center, LGBT Center, **Office for Disability Services, Sexual Harassment/Assault Advising, Resources and Education (SHARE), Davis International Center, Office of Religious Life, Graduate School**, and residential colleges. This will require clarification of missions, goals, and responsibilities; addressing programming and staffing gaps; and increasing collaboration among diversity practitioners.
 - Develop a strategy for addressing the social and cultural needs of low-income and first-generation students to complement the **Dean of the College’s** existing plans to support the academic needs of these students.
 - With the Graduate School and academic departments, communicate the identity-based resources available to graduate students and clarify the connection between the resources and spaces traditionally seen as more focused on undergraduates (such as the Fields Center), and those available to graduate students.
 - With the Dean of the College and Dean of Undergraduate Students, clarify the responsibilities of residential college staff and Residential College Advisors to provide diversity and inclusion programming, and guarantee that those individuals have sufficient training.
- Strengthen and reconceptualize the Carl A. Fields Center – We recommend that the Vice President for Campus Life reassess the Fields Center’s mission, setting and program to enhance its ability to serve as a resource for students of color:

- Refine the mission of the Center to focus primarily on providing a welcoming home base for students of color. Explore strategies for creating “cultural hubs” for students of color and those with intersectional identities within the Fields Center umbrella.
 - Work with the Office of Facilities to reassess the Fields Center space and location, in order to better align the space with the needs and activities of students of color.
 - The Provost should provide additional resources (both staff and dollars), so that the Fields Center can accomplish its redefined mission.
 - The Fields Center should develop a diversity peer education program based on the SHARE model.
- Increase funding for student initiatives – We recommend that the **Office of the Dean of Undergraduate Students** and the Graduate School make more funding available to cultural- and identity-based student initiatives and clarify the process for seeking funding:
 - Make it easier for student organizations to host and finance events by allocating more funding and providing more information about how to access existing funds.
 - Make funding available for student organizations to host events focused on people with one shared identity.
 - Strengthen the centers’ connection to cultural- and identity-based student organizations by giving center directors increased funding to support student initiated programs, and host and co-sponsor social and community building events.
 - Provide more information to student groups about how and when they can fundraise.
 - Improve the undergraduate residential experience – We recommend that the **Task Force on the Residential College Model** consider making every college a four-year environment, which can counteract the social disruption for juniors and seniors that can occur for students as they transition to eating clubs, independent dining status, and upper-class residence halls.
 - Improve the graduate student experience – We recommend that the Graduate School use the **Task Force on the Future of the Graduate School** to conduct a full assessment of the distinctive social and residential experiences of graduate students and propose ways to combat isolation and foster community, with an emphasis on graduate students with minority identities.

II. Addressing bias, discrimination and harassment

In an inclusive campus community, the expectations and standards regarding bias, harassment, and discrimination are clearly understood; the consequences of problematic behavior are well-defined; and trusted individuals, resources and pathways are available to those who seek support. Although the University already has policies and procedures in place to address bias, these are not well understood or readily accessible, and there are not enough clearly identified and visible options for those who want to consult a confidential resource. Trained, identified administrators who can respond appropriately to bias issues are lacking, as are trained student peers. The eating clubs are in need of additional support in fostering an inclusive climate.

Recommendations for addressing bias, discrimination and harassment

- Strengthen the systems and resources for bias response – We recommend that the **Vice Provost for Institutional Equity and Diversity** and others address gaps in the resources available to those who experience bias, discrimination and harassment:
 - Identify a visible resource for those who experience bias and who wish to explore their options confidentially.
 - Increase training for administrators and student leaders about how to respond to bias concerns.
- Strengthen bias response at the eating clubs – We recommend that the Office of the Dean of Undergraduate Students and the Vice Provost for Institutional Equity and Diversity work with the Inter-Club Council and the eating club graduate boards to provide training and support for alumni oversight of climate issues in the eating clubs. We also recommend greater transparency about the University’s jurisdiction over individual student actions that take place in the Eating Clubs.
- Educate the campus community about bias response – We recommend that the Vice Provost for Institutional Equity and Diversity:
 - Provide more information to the campus community about policies prohibiting bias, discrimination and harassment, and how concerns are addressed through the disciplinary system. Distribute this information regularly through a dedicated webpage, at orientation events, and through campus-wide emails and brochures.
 - Make the **Policy on Discrimination and Harassment** more accessible to the campus by preparing an FAQ and an info-graphic explaining bias response options (in a manner similar to the materials currently available regarding options for those who have experienced sexual misconduct).
 - Work with the Council of the Princeton University Community (CPUC) to move the **Policy on Discrimination and Harassment** into **Rights, Rules, Responsibilities**, replacing the shorter summary of the policy currently included in **Rights, Rules, Responsibilities 1.2.2**.

III. Academic and curricular offerings

Teaching and the general development of students is at the core of the mission of a university. There is a need for students to develop intellectual frameworks to help them confront differences both on campus and beyond. It is therefore important to consider whether the current curriculum is providing sufficient opportunity for students to study and research topics relevant to the ways societies are impacted by identity, culture, and diversity.

It is the responsibility of the faculty to develop curricular offerings and deliver course content. At the same time, students desire more opportunities than currently exist to learn and engage with diversity and difference through the curriculum. This desire is acute. Students’ scope for participation in the **Committee on the Course of Study** is not widely known or understood, and students need more information about how to express their interest in new and expanded fields of study.

Recommendations for academic and curricular offerings

- Expand curricular offerings – We recommend that the faculty, with the support of the Provost, the **Dean of the Faculty**, and the Dean of the College, further develop robust curricular offerings related to the interdisciplinary study of diversity and difference:
 - Since proposals for the curriculum and course offerings are generated by the faculty, they should consider ways to bolster the curriculum to speak to issues of race, ethnicity, culture, and difference. We ask the faculty to recognize and respond to student interest in areas such as (but not limited to) African American Studies, Latino Studies, Latin American Studies, Gender and Sexuality Studies, Asian American Studies, Native American Studies, African Studies, and Disability Studies.
 - The Administration should charge the **Task Force on General Education** with considering how issues of diversity and culture can be integrated into the general education curriculum at Princeton. We recommend that the Task Force on General Education propose for faculty approval the establishment of a distribution requirement for undergraduates related to diversity and culture as, for example, Stanford, Harvard and Dartmouth have done.
 - The Provost should make funds available to support curricular development in these areas through such methods as facilitation of summer support salary for faculty to develop new courses, and the appointment of visitors and teaching post-doctoral fellows.
 - The Provost and Dean of the Faculty should incentivize and facilitate the hiring and recruitment of permanent faculty in well-developed areas of scholarship that are of interest to faculty and students and that fall between the boundaries of existing academic departments and hiring units.
 - The Dean of the College should work with the teachers of the first-year Writing Seminars to find ways to incorporate diversity and difference into the seminar topics.
- Facilitate student input – We recommend that the Office of the Dean of the College and the Graduate School support the ability of students to pursue their interests in curricular offerings related to the interdisciplinary study of diversity and difference:
 - Make information available to students regarding the process for the development of new academic initiatives, including how students can express their interest in such initiatives to the faculty.
 - Work with the **Undergraduate Student Government** and **Graduate Student Government** to publicize opportunities for student participation in academic decision-making by selecting student representatives to the Committee on the Course of Study.
- Enhance advising to guarantee equitable access to academic support – We recommend that the Office of the Dean of the College continue to address students' need for more academic support by incorporating successful elements from the **Mellon Mays Undergraduate Fellowship Program** such as the development of student cohorts and increasing faculty and graduate student mentoring.

IV. Learning about diversity, equity, and inclusion outside the classroom

How can members of our community learn to interact successfully and productively in diverse group settings? How can we learn about the ways different populations perceive and experience unconscious bias, cultural appropriation, and majority privilege? How can teachers or leaders learn effective ways to manage difference in the classroom and workplace and to intervene or respond when bias is observed? Addressing these questions fall under the rubric of “training,” but the ultimate goal is learning.

While a variety of relevant optional trainings are already available on campus for staff and students, especially undergraduates, these are mostly in the form of speakers or trainers who visit campus for a single event. The programs vary by semester and theme; there is no consistent set of trainings or goals; and the quality is uneven. There are minimal opportunities for graduate students or faculty. The only exception is in the area of sexual harassment and sexual violence: SHARE and the [Title IX Office](#) oversee a series of trainings for all populations, as well as a curriculum designed to achieve certain learning outcomes.

Effective training must be highly customized, based on the population, and provided in an effective sequence, in multiple forms, from workshops to one-time speakers to self-study materials to online programs. It must be strongly encouraged and incentivized, and backed by key leaders. It must reach those who do not realize they need to learn and will not proactively seek training.

Faculty members and graduate student Assistants in Instruction play an especially important role in creating a positive and inclusive campus climate. Currently, there are few opportunities for faculty members to learn about diversity, equity, and inclusion, including how to engage with difference in the classroom, and identify and address bias in themselves and others. Formal training programs of the type that involve multi-hour workshops or online tutorials do not suit the needs of many faculty.

Recommendations for learning about diversity, equity, and inclusion outside the classroom

- **Develop learning outcomes and goals** – We recommend that the Vice Provost for Institutional Equity and Diversity and others develop a clear set of core values, goals, and desired learning outcomes for all diversity, equity, and inclusion training at Princeton. All such training activities should be coordinated and measured in order to assess their effectiveness.
- **Improve student orientation** - We recommend that the Office of the Dean of Undergraduate Students, the Office of the Dean of the College, and the Graduate School make diversity, equity, and inclusion issues a priority for, and woven throughout, orientation activities:
 - Explore ways to build upon the [Outdoor Action](#) model of incorporating diversity into leadership training, group dialogue, and group formation.
 - The Office of the Dean of Undergraduate Students should completely revamp the “Reflections on Diversity” orientation session in order to introduce core diversity, equity and inclusion concepts and provide training on options for bias response.
 - The Graduate School should expand the diversity component of its orientation program and encourage academic departments to address these issues in their orientation activities.

- Create a student training “curriculum” of desired messages and skills – We recommend that Campus Life and the Graduate School develop a sequence of delivery for key messages and skills related to diversity, equity, and inclusion at important points throughout students’ time of study, beyond orientation (similar to the approach used by SHARE).
 - The Undergraduate and Graduate Student Governments, working with the Office of the Dean of Undergraduate Students and the Graduate School, should include diversity, equity, and inclusion as core values when recognizing and monitoring student organizations, and in the training of new student organization officers.
 - The Office of the Dean of Undergraduate Students and the Office of the Dean of the College should identify ways to incorporate diversity, equity, and inclusion training at key milestones in the student experience such as the Refresh retreat for first-year undergraduates, the Halftime retreat for second-year undergraduates, and the junior research experience.

- Increase the learning opportunities for faculty and instructors – We recommend that the Dean of the Faculty raise awareness about the opportunities – and their importance – for training in creating inclusive learning environments:
 - The Dean of the Faculty, the Dean of the College, and the Dean of the Graduate School should identify the most effective way to integrate diversity and inclusion training elements in any existing or newly created orientation programming (e.g. for new faculty chairs and directors, for new faculty advisors, for new Directors of Graduate Study).
 - The McGraw Center should provide tools for inclusive teaching through existing instructor training for junior faculty and graduate students who serve as Assistants in Instruction, including managing difference in the classroom and unconscious bias.
 - The Dean of the Faculty should heighten faculty awareness regarding climate issues concerning diversity, equity, and inclusion through regular conversations in meetings of department chairs and program directors.

- Expand Course Evaluations – We recommend that the Office of the Dean of the College include questions on course evaluations that solicit feedback on topics related to diversity, equity and inclusion, including climate in the classroom.

V. Access to and use of data

Effective collection and use of data is critical to the University’s ability to assess its progress and hold itself accountable, as well as to understand the campus climate and to make decisions about priorities and programs in support of its efforts toward diversity, equity, and inclusion. Data also provide the campus community, and, in some cases, external audiences, with an understanding of the composition and climate of the University. Princeton collects a great deal of data, including demographic data and data from surveys and focus groups. However, these data are often not easy to understand, access or use. Standards for data collection and access are not always clear. Definitions are not standardized throughout the University. The metadata underlying reports are often not properly documented. In

addition, publically available data appear in multiple locations and in forms that cannot readily be connected to other sets of data for interpretive purposes. Longitudinal data are often not available.

Some unalterable limitations on data transparency are imposed by federal regulations about what data can be publicly disclosed and the ways data must be categorized, which can hamper accurate interpretation and comparison. In addition, the University must be careful to maintain confidentiality of data about individual students, faculty, and staff. In all cases, transparency must be carefully weighed against privacy concerns.

Recommendations for access to and use of data

- Explain data availability – We recommend that the **Office of Institutional Research** provide information through its website about what data are collected (although the data itself may not be publicly available) and educate the campus community about how privacy and other considerations impact the availability of data.
- Improve data collection – We recommend that the Offices of Institutional Research and Institutional Equity and Diversity collect additional data to fill in existing gaps in knowledge about campus climate:
 - Collect fuller data on socioeconomic status at the undergraduate and graduate level.
 - Increase assessment of survey data across all undergraduate classes, not just seniors.
 - Increase the frequency of collection of graduate student survey data.
 - Engage student groups to increase response rates among surveyed populations.
- Improve data sharing – We recommend that the Offices of Institutional Research and Institutional Equity and Diversity make data more available to the campus community, to the extent possible given privacy restrictions:
 - Develop and publicize a standard for how data will be publicly reported and integrated for diversity purposes, using our peer institutions as examples.
 - Create a diversity annual report (or dashboard) that includes interactive tables and infographics, with contextual explanations about what level of data can be released publicly and why, using our peer institutions as examples.
 - In order to increase accountability, create a curated set of core data related to diversity and campus climate, with identified levels of access for administrative units.
- Improve data presentation – We recommend that the Offices of Institutional Research and Institutional Equity and Diversity improve presentation of demographic data and their explanation, to prevent any misleading interpretations:
 - Disaggregate socioeconomic data (which is typically presented with the two lowest income categories merged).
 - Disaggregate data that conflate race and nationality, so that it is easier to understand the composition of the domestic and international student populations.

- Disaggregate data that are limited by small cell size. The small cells should be labeled appropriately indicating that there are fewer than ten individuals in a particular demographic category.

VI. Public Programming

One of President Eisgruber’s charges to the CPUC Executive Committee and the Task Force on Diversity, Equity and Inclusion was to propose events to “enhance public dialogue about racial equality, diversity, and other topics critical to the future of our University and our country.” In order to do so, the Task Force worked with the [Faculty Advisory Committee on Diversity](#) to create a sub-committee for this purpose. The report of the Sub-Committee on Public Programming can be found in [the Appendix](#).

- Provide funding and administrative support for public programming – We recommend that the Office of the Provost provide funding and administrative support to implement the proposal of the Sub-Committee during the 2015-16 academic year.

APPENDICES

Statement on Racial Injustice and Campus Diversity

Christopher L. Eisgruber

December 8, 2014

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 (CPUC) 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.

Task Force Composition and Scope

Steering Committee

Responsibilities:

- Provide oversight and coordination for the Task Force and its working groups.
- Solicit student input and other information to inform the Task Force's work around the student experience of campus climate, diversity, and equity.
- Make recommendations to the President and appropriate decision-making bodies regarding new campus initiatives and opportunities to enhance current activities.
- Propose events and programs designed to enhance dialogue within the campus community about diversity, equity and inclusion at Princeton and nationally.
- Report regularly to the campus community at CPUC meetings, through a website, and through other forums.

Members:

David S. Lee, provost, professor of economics and public affairs (chair)

Alison E. Gammie, senior lecturer in molecular biology

Asanni A. York '17

Cameron K. Bell '16

Joshua B. Guild, associate professor of history and African American studies

Naimah I. Hakim '16

Peter D. Meyers, professor of physics

Ramona E. Romero, general counsel

Renita L. Miller, director of studies, Forbes College

Ricardo A. Hurtado, GS, Woodrow Wilson School

Sean C. Edington, GS, chemistry

Shawon K. Jackson '15

Valerie A. Smith, dean of the college, Woodrow Wilson Professor of Literature

Zhan Okuda-Lim '15

Secretaries to the Steering Committee:

Michele Minter, vice provost for institutional equity and diversity

Cheri Burgess, director for institutional equity

Working Group on Policy and Transparency

Responsibilities:

- Recommend ways to make more transparent information regarding campus policies, funding, and data.
- Explore access to data on campus climate and demographics, as well as comparative data from peer institutions.
- Collect information regarding the effectiveness of policies and procedures related to diversity, inclusion and equity, and make recommendations for improvements as appropriate.
- Address any other issues related to transparency of University efforts focused on diversity, inclusion, equity and campus climate, as identified by the working group.

Members:

Ramona E. Romero, general counsel (co-chair)

Cameron K. Bell '16 (co-chair)

Arvind P. Ravikumar, GS, electrical engineering

Briana A. Payton '17

Brittney M. Watkins '16

Carolyn M. Rouse, professor of anthropology

Dara Z. Strolovitch, associate professor of gender and sexuality studies

Ella Cheng '16

Gilbert D. Collins, director of graduate student life, Woodrow Wilson School

Jacob R. Cannon '17

Lina H. Saud '15

Patrick E. Linn, GS, Woodrow Wilson School

Vladimir E. Medenica, GS, politics

Zia C. Best, communications manager, Office of the Dean of the Graduate School

Secretaries to the Working Group:

Jeffrey R. Bergman, senior analyst, human resources

Sara Evans, program coordinator, Office of the Dean of Undergraduate Students

Working Group on Academics and Awareness

Responsibilities:

- Recommend ways to improve programming and dialogue regarding diversity and inclusion on campus.
- Recommend ways to support expanded training for the campus community.

- Ascertain interest in additional or expanded academic initiatives and programs for transmission to appropriate faculty committees.
- Address any other issues related to campus awareness, cultural competency or both as identified by the working group.

Members:

Ricardo A. Hurtado, GS, Woodrow Wilson School (co-chair)
 Valerie A. Smith, dean of the college, Woodrow Wilson professor of literature (co-chair)
 Achille Tenkiang '17
 Alejandro W. Rodriguez, assistant professor of electrical engineering
 Ali A. Ali, patrolman, public safety
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Secretaries to the Working Group:

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Working Group on Structure and Support

Responsibilities:

- Recommend ways to enhance options for reporting and addressing concerns regarding bias, discrimination, and harassment.
- Recommend ways to increase the presence of individuals available to serve as resources to the campus community regarding diversity, equity, and inclusion, including staff members and student liaisons.
- Recommend ways to support efforts to increase the critical mass of faculty members and administrators with a commitment to diversity and inclusion.
- Address any other issues related to administrative structure, staffing, and other supports, as identified by the working group.

Members:

Alison E. Gammie, senior lecturer in molecular biology (co-chair)

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Report of the Sub-Committee on Public Programming

One of President Eisgruber's charges to the CPUC Executive Committee and the Task Force on Diversity, Equity and Inclusion was to propose events to "enhance public dialogue about racial equality, diversity, and other topics critical to the future of our University and our country." The Task Force worked with the Faculty Advisory Committee on Diversity to create a sub-committee for this purpose. The members of the sub-committee were professors Miguel Centeno, Amaney Jamal, and Sarah-Jane Leslie; and Task Force members Naimah Hakim '16 and Renita Miller. The preliminary report of the Sub-Committee on Public Programming is below. The sub-committee will meet monthly over the summer to begin shaping events for the fall.

We recommend that the University host a series of public conversations in the fall 2015 semester that begin to foster a culture of honest and authentic dialogue about difficult issues. By framing these conversations around four broad themes that are relevant to *all* community members, we hope to create a safer and more collegial space for intentional engagement about difference, diversity, and inclusion. We take inspiration from the LGBT community's "coming out" movement to share our authentic selves in a way that can be empowering and educational, but which can also be uncomfortable and exposing.

We propose to address each theme with a group of activities that includes a signature event to frame the conversation. Sponsored by a broad range of campus community members, each signature event would include a variety of constituents, including undergraduates, graduate students, faculty members, and staff. It is critical for these signature events to represent a diversity of perspectives, including individuals who identify as part of the majority and those who identify as minorities, acknowledging that the status one holds varies by context and issue. All signature events would provide an opportunity for audience participation and engagement. They would vary in format and might include panels, debates, facilitated conversations, town hall sessions, and lectures with respondents.

Funding would be made available for others on campus to host events or activities related to the theme, in addition to the signature event. These events could be organized by students, faculty members, administrators, or a combination of constituents, and could take place in public settings, residential colleges, eating clubs, academic departments, student centers, or other places where community members gather.

The four potential themes are outlined below. These ideas are just being formed, and we expect many of them to evolve in the coming months.

"Own Your Words": Building a Culture of Trust on Campus

We must develop a campus culture where there is trust, and individuals are able to engage in productive dialogue across difference. We do not currently have a campus culture where all people feel safe to publically express their true feelings. One of the most damaging aspects of recent campus debates has been the use of anonymous social media to make provocative comments, including some that target particular individuals. Such comments increase mistrust and feelings of vulnerability. Our goal should

be to elevate the debate, increase the civility of the conversation without censoring content, and decrease *ad hominem* attacks. How do we work towards a culture where people take ownership and responsibility for their words and can feel safe saying what they believe, even if it is unpopular?

Imposter Syndrome: Do I Really Belong Here?

Many of us at Princeton struggle with feelings of inadequacy. Some of us experience this as a persistent feeling that we were mistakenly admitted as students or hired as faculty or staff. This psychological phenomenon, known as the “imposter syndrome,” is common among high-achieving people everywhere. It manifests itself as a nagging concern that we are frauds and that our accomplishments are due to luck, chance, or deception rather than true competency. How do we acknowledge this challenge and mitigate its effects?

Active Inclusion: Moving Beyond Self-Segregation

Despite a campus population that is demographically diverse, many people with similar backgrounds spend more time with each other than with those who are different from them. A key motivation for diversifying our campus has been to promote sustained dialogue and engagement across different groups. How do we encourage this in a way that is compatible with the reasonable need most people feel to associate with those who are similar and comfortable to be with? What can we do to actively engage across difference and also support those who need a safe space?

Free Speech on Campus: If You See Something, Say Something

Many of us struggle with a dual commitment both to supporting freedom of speech and expression, and to a desire to make Princeton a safe and comfortable place to live and learn. How should we respond to speech that we find offensive? When does free speech cross the line to hate speech? Are there cases when we should suppress speech or discipline those who make certain kinds of speech? How do we balance free speech and civility?

The Sexual Harassment/Assault Advising, Resources and Education (SHARE) Office: A Case Study

The Sexual Harassment/Assault Advising, Resources and Education (SHARE) office offers a successful model for training and outreach regarding prevention and response to sexual misconduct and bias.

SHARE is a victim-centered, confidential resource on campus for the Princeton University community. SHARE provides crisis response, support, advocacy, education, and referral services to those who are dealing with incidents of interpersonal violence and abuse, including sexual harassment, sexual assault, dating/domestic violence, and stalking.

Each year, SHARE provides consultative support to a growing number of undergraduate and graduate students and sponsors dozens of events, reaching thousands of attendees. Last year SHARE sponsored 38 events reaching almost 4,500 attendees. This year, their numbers are significantly higher, both for intervention and prevention efforts.

Education

SHARE has developed a sequential curriculum designed to help raise awareness of and prevent sexual misconduct and interpersonal violence among students on campus. This curriculum begins with a pre-matriculation letter to parents, “Talking to your student,” and a 90-minute online training (which will be mandatory for all incoming students, including graduate students, in 2015). At first-year orientation, SHARE presents a thought-provoking play performed by students, followed by a 30-minute debriefing. In following years, students may participate in a variety of optional workshops by SHARE Peers, presentations by guest speakers, as well as customized leadership trainings and consultative services provided by SHARE professional staff for members of eating clubs and sports clubs, residential college advisers, and student organizations. These programs are designed around learning goals such as understanding consent, promoting bystander intervention, and reinforcing prevention strategies.

Peers Program

SHARE Peers are student educators trained to help empower the student community, especially with respect to sexual conduct. As spokespersons, student mentors, and referral agents for the SHARE office, the Peers:

- Plan activities, programs and events to raise awareness on campus,
- Organize workshops designed to educate the campus about how to prevent sexual misconduct,
- Facilitate access to confidential resources, and
- Serve as liaison between the student body and the SHARE office.

SHARE Peers may be undergraduate or graduate students. The application process, which involves a competency-based group interview, judicial screen, and a one-on-one interview with the SHARE director, is competitive, with generally more than twice as many applicants as can be accepted.

Typically, there are between 20 and 25 SHARE Peers active on campus; in 2015-16 there will be more than 30. SHARE peers serve as liaison to all of the residential colleges and most eating clubs have at least one SHARE Peer among their members, occasionally a club officer.

Students who are accepted into the SHARE Peer Program undergo a rigorous three-day training that articulates the purpose and scope of the training, defines terms, and provides case studies in a variety of formats, as well as tools for analysis and assessment. There is a strong emphasis on active learning, through discussions, reflections, role plays, oral assessments and evaluations of readings and videos. Topics include the purpose and scope of a SHARE Peer; self-awareness; social identities and socialization; sexual harassment and assault, domestic violence and stalking; victimization and victims; social justice; bystander intervention; and the SHARE Peer as a role model.

The training is structured to introduce emotionally charged topics sequentially, layering them with practical topics such as training ground rules, making personal connections and presentation skills. Every successful Peer trainee signs a code of conduct and privacy agreement. Each year the training session includes both returnees, who are required to do refresher training, and new recruits. Those who wish to continue their association with the program at a somewhat reduced level, for personal or other reasons, can become associate members.

Serving as a Resource to Victims and Survivors

SHARE's staff members are licensed social workers, who are legally identified as "confidential resources." They are available as advocates, and anyone who talks to them is protected under client confidentiality laws. One of the important functions of a confidential resource is to help victims and survivors understand their options so they can make an informed decision about further action and keep control of the process. After consultation with SHARE staff, victims and survivors may choose to participate in a campus disciplinary process, which would be conducted independently by the Title IX Office.

SHARE's website provides many materials to support those who are looking for resources. These include contact information for reporting sexual harassment and sexual violence, and an info-graphic designed to help victims and survivors visualize the pathways that they may wish to pursue.

Data Use and Access at Princeton

An Introduction to Data Considerations

Any discussion regarding diversity and inclusion data must begin with several questions.

- What questions do we hope to answer?
- Are there quantitative and/or qualitative measures available that will inform the questions we seek to answer?
- Do we anticipate that proposed measures will yield data that are sufficiently robust? Will these data be actionable and can they be used to make well-informed decisions?
- Are data available that will allow us to gauge our progress over time?
- Do we have effective methodologies for using data in a manner that respects the privacy of individuals and protects personally identifiable information from disclosure?

Princeton data are collected in several different ways. For example:

- Princeton receives much of its demographic data on students from their applications, and on faculty and staff from their job applications and hiring forms.
- Princeton receives family income information from the financial aid forms that undergraduate students and parents fill out when applying for aid. Princeton does not have any family income information from families who do not apply for aid.
- The Registrar's office collects information on the types of classes taken, time away from campus, and graduation rates. Career Services and the Graduate school collect information about initial post-degree plans.
- Princeton receives information on religious affiliation, sexual orientation, and gender identity, as well as satisfaction, mentoring, and other qualitative measures, from surveys of students, faculty, staff and alumni. However, the ability to extend the findings of survey data to the entire population is often limited by low participation in census sample surveys.
- Princeton has access to some comparative data through a number of sources including the Integrated Postsecondary Education Data System (IPEDS) maintained by the U.S. Department of Education.

Limitations to the data

Presenting strictly quantitative data in isolation can be misleading and should generally be avoided. Quantitative information should be presented with sufficient supporting information to allow the reader to contextualize information being presented and reach well-informed conclusions about the data.

Currently, much of the demographic data Princeton collects are collected for and defined by federal regulations. This poses a challenge to collection of diversity and demographic data, because the federal government's identity-based classifications tend to lag social norms and to impose hierarchies. In

addition, government-mandated classifications have changed over time, making it impossible to maintain accurate longitudinal comparisons.

Factors Governing Dissemination of Data

Key factors that govern Princeton's dissemination of data include:

- Regulatory requirements and/or restrictions based on privacy and confidentiality laws. The Family Educational Rights and Privacy Act (FERPA), for example, restricts the disclosure of student record data if it can be used, either by itself or in conjunction with other public data, to identify specific individuals. For instance, a table that shows there was one Alaska Native student enrolled as a degree-seeking student but that no Alaska Native students graduated within four years would result in disclosure, because anyone who knows that student can learn the student's graduation status from the table.
- Princeton collects data that is provided with the expectation of privacy or an assurance of confidentiality. Although Princeton is committed to transparency, we work to protect the trust we have as custodians of the data. Inappropriately disclosure of data erodes trust and discourages people's willingness to provide it.

Because of the concerns stated above, Princeton's standard procedure has been not to disclose information on any group or subgroup unless there is a cell size of five or more. Many of Princeton's departments are so small that this limits the detail that it can share.

There are other factors Princeton considers before disclosing data.

- Can the data be disclosed without disclosing personal identifiable information?
- Does the data recipient have a justifiable business need that requires personal identifiable information?
- What is the audit trail?

Ways to Improve Data Transparency

Transparency of data usage: Princeton should document and publish

- Its process of defining, collecting, calculating, and maintaining diversity measures.
- Its usage of diversity measures, including who uses the data and for what purposes.

Transparency of data:

- Princeton should clarify its process for providing confidential access to data for those with justified business need.
- Princeton should provide public access to aggregated and de-identified diversity measures in an accessible format.

Sources of Data about Princeton University's Campus Community

Undergraduate Admission Statistics

<http://admission.princeton.edu/applyingforadmission/admission-statistics>

Undergraduate Admission and Enrollment

<http://www.princeton.edu/pub/profile/admission/undergraduate>

Undergraduate Official Fall Opening Enrollment

http://registrar.princeton.edu/university_enrollment_sta/opening_enrollment.pdf

Undergraduate Degrees conferred and Graduation Rates

http://registrar.princeton.edu/university_enrollment_sta/degconf_07_18_2014_2.pdf

Graduate Student Admission Statistics At-A-Glance

http://gradschool.princeton.edu/sites/gradschool/files/docs/ADM/admission_stats.pdf

Graduate Student Enrollment Statistics At-A-Glance

<http://gradschool.princeton.edu/about/quick-statistics/enrollment>

Graduate Admission and Enrollment

<http://www.princeton.edu/pub/profile/admission/graduate>

Graduate Student Official Fall Opening Enrollment

http://registrar.princeton.edu/university_enrollment_sta/opening_enrollment.pdf

Graduate Student Degrees conferred and Graduation Rates

http://registrar.princeton.edu/university_enrollment_sta/degconf_07_18_2014_2.pdf

Student Common Data Set

http://registrar.princeton.edu/university_enrollment_sta/common_cds2014.pdf

The Faculty

<http://www.princeton.edu/pub/profile/academics>

Demographics for all campus populations

<http://inclusive.princeton.edu/our-progress/demographics>

Integrated Postsecondary Education Data System (IPEDS)

<http://nces.ed.gov/ipeds>

College Navigator (IPEDS)

<http://nces.ed.gov/collegenavigator>

Campus Initiatives Related to Diversity and Inclusion

In addition to the Task Force on Diversity, Equity and Inclusion, there are many other campus initiatives designed to make the University a more diverse and inclusive environment for students, faculty and staff. More information about these initiatives can be found below.

The [Trustee Ad Hoc Committee on Diversity report](#) (2013) recommended ways to diversify the composition of the faculty, the graduate student body, and the senior administrative ranks. In addition to the original report, an [update on the implementation of the recommendations](#) is available.

The [Faculty Advisory Committee on Diversity](#), chaired by the Dean of the Faculty, identifies ways to address underrepresentation of both faculty and post-doctoral fellows in academic departments.

During 2013-14, the Office of the Dean of Undergraduate Students formed a steering committee to oversee a multi-step [review process of the Carl A. Fields Center, Women's Center, and LGBT Center](#) in order to identify strategic priorities.

The [Working Group on Socioeconomic Diversity](#) analyzed the experience of low-income and first generation students at Princeton and proposed ways to improve that experience. Princeton has also been working to [further increase the socioeconomic diversity of the student body](#).

The [Task Force on the Residential College Model](#) is exploring a variety of ways that the residential colleges can provide students with social and intellectual community, engagement, support, advising, and mentorship.

The McGraw Center for Teaching and Learning has organized a [Working Group on Diversity and Inclusion](#). The working group's mission includes uncovering the barriers to inclusive teaching and broad student participation in learning, sharing inclusive teaching strategies and technologies that can engage students from a wide spectrum of backgrounds, and identifying best practices for culturally responsive pedagogy.

Human Resources works with administrative and employee units to organize customized plans to recruit and retain a diverse workforce. As an example, [University Services' diversity and inclusion plan](#) is available online. Human Resources also provides [training to assist managers and their employees](#) create inclusive workplaces. For more information, contact Romy Riddick (rriddick@princeton.edu).

The [Faculty-Student Committee on Sexual Misconduct](#) monitors implementation of Princeton's Policy on Sex Discrimination and Sexual Misconduct and makes recommendations related to programming and data collection pertaining to sexual misconduct.

The Transgender Advisory Committee addresses issues related to creating a gender-inclusive campus, including policies, data collection, and the availability of [gender-inclusive restrooms](#), locker rooms, and residential options. For more information, contact Michele Minter (mminter@princeton.edu).

The Working Group on Technology and Access studies and makes recommendations to make the campus more technologically accessible to all community members, including those with sensory impairments. For more information, contact Jay Dominick (jdominick@princeton.edu).

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