Report of the Trustee Ad Hoc Committee on Diversity

CPUC
September 30, 2013
Princetonians have powerful reasons to care deeply about the diversity of the University community. Only by drawing the best talent from every sector of society can we achieve the scholarly and educational excellence to which we aspire. Only by integrating multiple, divergent perspectives into our discussions can we realize a fully vibrant intellectual and residential life. And, as United States Supreme Court Justice Sandra Day O'Connor rightly observed a decade ago, only if "the path to leadership [is] visibly open to talented and qualified individuals of every race and ethnicity" can our nation's universities "cultivate a set of leaders with legitimacy in the eyes of the citizenry."

-- President Eisgruber’s response to the Report
Charge From President Tilghman
(January 2012)

- “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?”

- “How can Princeton do a better job of attracting and retaining talented individuals from populations that have historically been under-represented in academia, and at Princeton, including women and people of color?”
Committee Membership

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

Trustees
Danielle Allen '93
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 (Grad Dean & CBE)

Staff
Lianne Sullivan-Crowley (VP for Human Resources)
Michele Minter (Vice Provost for Institutional Equity and Diversity)
Aly Kassam-Remtulla (Associate Director, Provost’s Office)
### Race and Ethnicity Demographic Trends, 1980 → 2010

<table>
<thead>
<tr>
<th>Population 1980 - 2010</th>
<th>Doctoral Students</th>
<th>Postdocs</th>
<th>Assistant Professors</th>
<th>Associate and Full Professors</th>
<th>Senior Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11% → 24%</td>
<td>+13</td>
<td></td>
<td>+6</td>
<td>+5</td>
<td>+8</td>
</tr>
<tr>
<td>Black</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2% → 3%</td>
<td>+1</td>
<td></td>
<td>0</td>
<td>+3</td>
<td>+2</td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3% → 5%</td>
<td>+2</td>
<td>+5</td>
<td>+2</td>
<td>+1</td>
<td>+1</td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>83% → 53%</td>
<td>-30</td>
<td>-15</td>
<td>-10</td>
<td>-9</td>
<td>-11</td>
</tr>
<tr>
<td>Other/Unknown</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0% → 15%</td>
<td>+15</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### Gender Demographic Trends, 1980 → 2010

<table>
<thead>
<tr>
<th>Population 1980 - 2010</th>
<th>Doctoral Students</th>
<th>Postdocs</th>
<th>Assistant Professors</th>
<th>Associate and Full Professors</th>
<th>Senior Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>69% → 63%</td>
<td>82% → 70%</td>
<td>80% → 62%</td>
<td>97% → 78%</td>
<td>88% → 50%</td>
</tr>
<tr>
<td>Women</td>
<td>31% → 37%</td>
<td>18% → 30%</td>
<td>20% → 38%</td>
<td>3% → 22%</td>
<td>12% → 50%</td>
</tr>
</tbody>
</table>
Gender of Princeton Campus Populations (2012)

- Undergraduate Students (5,239)
  - Men: 51%
  - Women: 49%
- Master's Students (347)
  - Men: 58%
  - Women: 42%
- Doctoral Students (2,297)
  - Men: 61%
  - Women: 39%
- Professors (405)
  - Men: 62%
  - Women: 38%
- Assistant Professors (176)
  - Men: 64%
  - Women: 36%
- Associate Professors (176)
  - Men: 64%
  - Women: 36%
- Full Professors (115)
  - Men: 51%
  - Women: 49%
- Non-tenure Track Faculty (1,66)
  - Men: 50%
  - Women: 50%
- Senior Staff (286)
  - Men: 52%
  - Women: 48%
- All Other Staff (1,012)
  - Men: 52%
  - Women: 48%

Legend:
- Black: Men
- Gray: Women
Best Practices: Molecular Biology’s Diversity Initiative

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

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

Current (2008-12)
- Asian: 25%
- Other: 24%
- White: 48%
- URM: 3%
A New Approach for Institution-Wide Change

- Increased attention to culture and climate
- Partnerships between departments and central offices
- Data, tools, resources, and incentives to support departmental success
- Commitment to oversight, measurement, and accountability
- Initial emphasis on opportunities among doctoral students and senior administrators
Strategic Diversity Planning in Academic Departments

- Participation of each department in developing a diversity plan that:
  - is grounded in data
  - is sensitive to the opportunities and challenges facing that particular department
  - includes clear goals, planned activities for achieving those goals, and tools needed for implementation
  - serves as the basis for periodic evaluation of the department’s progress
Role of the Central Administration & Board

- Senior administrative leaders will provide:
  - financial and human resources
  - data and training
  - incentives
  - oversight

- The Board of Trustees will:
  - monitor progress
  - provide resources when needed
  - hold the President and senior academic leaders accountable for University-wide progress
Summary of Recommendations

**General recommendations**
- Policy statement
- Supporting an inclusive campus culture
- Communicating Princeton’s cultural vibrancy
- Strategic diversity planning in academic departments
- Oversight and measurement
- Pursuit of external funding for diversity-related efforts

**Population-specific recommendations**
- Graduate students
- Postdocs
- Faculty members
- Senior administrators
Graduate Student Initiatives

Goal: To bring a more diverse population of graduate students to campus.

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

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

Goal: To recognize post-docs as an important campus community and a part of the faculty pipeline.

- **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:**
  - Create a competitive, honorific fellowship program to attract top women and underrepresented candidates
  - Develop a teaching post-doc program to increase intellectual and demographic diversity in the classroom
Goals: To develop search processes that yield more diverse pools to create campus conditions that facilitate recruitment and retention.

- **Tools for search processes:**
  - Expand Target of Opportunity resources
  - Expand retirement incentives (to enable more searches)
  - Increase search oversight and training
  - Develop watch lists and tracking of promising candidates

- **Strengthen recruitment and retention:**
  - Support family-friendly initiatives
  - Enhance start-up and retention packages
  - Encourage cluster hiring
  - Provide research fellowships prior to start of tenure clock
Senior Administrators

Goals: To reinforce the importance of diversity in the senior administrative ranks and to increase the capacity of HR to support it.

• Adopt a strategic diversity planning model for administrative units

• Include in the performance appraisals of senior administrative leaders an annual review of their progress toward their unit’s diversity goals

• Consider the ability to develop and guide diverse bodies of employees to be a key leadership competency for senior administrators, especially members of the Cabinet

• Expand HR’s capacities to lead diversity and inclusion activities

• Support the work of the Employee Resource Groups
Questions?

Thank you!