Minutes of a meeting of the Council of the Princeton University Community held December 14, 2015 in 101 Friend Center. Present were Council members Professor Beaver, Professor Braverman, Mr. Brown, Ms. Calhoun, Mr. Cannon, Professor Carvalho, Ms. Cheng, Ms. Czulak, Mr. Durkee, Ms. Edwards, President Eisgruber (chair), Mr. Flites, Professor Fore, Ms. Fransson, Ms. Goodstein, Ms. Hakim, Mr. Harris, Ms. Hastings, Mr. Hines, Mr. Hsu, Mr. Kreutz, Dean Kulkarni, Mr. Kumar, Ms. Liang, Provost Lee, Mr. Marcus, Mr. McGhee, Mr. Mehra, Ms. Patel, Professor Priestly, Ms. Romero, Ms. Rosen, Professor Rouse, Dr. Sergienko, Ms. Zheng. Ms. Halliday was secretary.

Approval of Minutes; Question and Answer Session

The President requested and received approval of minutes of the November 23, 2015, Council meeting.

A member of the Council asked a question about a recently formed Trustee committee charged with reviewing Woodrow Wilson's legacy. The President said that the committee was appointed by the chair of the Board. A website that provides information about these questions and provides a variety of ways to give the committee input has been created and he urged members of the Council to submit their ideas, noting that the USG’s help in encouraging students to respond to the online request for comments would be appreciated. (The website address is http://wilsonlegacy.princeton.edu/.) The committee planned to hold a series of small group campus meetings and open forums this winter and spring.

Entrepreneurship at Princeton; the University’s Entrepreneurial Hub

Associate Director of the Keller Center Cornelia Huellstruk gave an introductory presentation about entrepreneurship at Princeton and particularly programs and activities at the new Entrepreneurial Hub located at 34 Chambers Street. She described the goals of creating a co-working space for entrepreneurs that offers a strong support system, from office supplies to meeting spaces to mentoring programs. Seed funding is also available for student start-ups and the program provides both spring semester “incubator” program for startup ventures during the spring semester and an “accelerator” program for student startups during the summer. (Her presentation is attached as Appendix A.)

Joining her were participants in entrepreneurial activities. Lizette Taguchi GS WWS, Dylan Hu a postdoctoral fellow in Electrical Engineering, Mayra Ceja, Entrepreneurial Program Manager, Evan Corden ’16, and Abhinav Khanna ’16 described their projects that range from developing a scalable early childhood enhancement program for low-income children in Trenton, to a sign language school, to a technique for sensing gestures. Part of the goal is to build an ecosystem of alumni mentors. Alumni support has helped to fund investment in startup companies that include Dylan Hu’s SpaceTouch program which creates 3D gesture interfaces for
consumer electronics. As an example of efforts to connect alumni and members of the campus community, the Hub hosts “pitch night” to match students with alumni potential investors.

Participants in the programs talked about the benefits of having a physical space close to campus that facilitates mentorships, brainstorming, design workshops.

**Update about Diversity and Inclusion Initiatives**

Provost Lee provided an update on diversity initiatives (see Appendix B), drawing attention to several recent activities:

- A search is underway to identify a new senior administrator in Campus Life whose main focus will be on diversity initiatives;
- Data about University demographics has been made available on the Provost’s website at [http://www.princeton.edu/provost/institutional-research/diversity-data/](http://www.princeton.edu/provost/institutional-research/diversity-data/).
- The University community is asked to submit proposals for programming on identity and community ([go to https://inclusive.princeton.edu/identity](https://inclusive.princeton.edu/identity)).
- Spaces for affinity groups are planned at the Carl Fields Center.

Next, Dean of the Faculty Deborah Prentice discussed faculty diversity, in part as a follow up to questions raised at the November CPUC meeting. Her powerpoint presentation is attached as Appendix C. She noted that the University has trained attention on this problem over the years, with a concerted effort launched by President Shapiro and then President Tilghman’s formation of the 2012 Ad Hoc Trustee Committee on Diversity. That committee’s report can be found at: [http://www.princeton.edu/reports/2013/diversity/report/](http://www.princeton.edu/reports/2013/diversity/report/). The committee conducted in-depth research and articulated the importance of diversity to the University. Initiatives focused on increasing diversity among senior administrators, faculty and graduate students.

The dean provided demographic data and explained the factors that have kept the numbers of underrepresented minorities low especially on the faculty. The pipeline problem is a major contributor and the University is tackling the problem at all stages, beginning with the transition from undergraduate to graduate work. The graduate school has been very engaged in building the applicant pool using a variety of approaches. More recently more attention has been given to post-doctoral fellows including using the resources of Career Services to help them plan stages of their careers. Faculty initiatives have been tailored to meet discipline’s needs or opportunities and have included clustering hiring.

The dean used the Department of Molecular Biology as an example of a successful effort to increase underrepresented minorities membership in the department. Given a mandate from the NIH to increase minority representation, the department was able to make substantial progress between 2008 and the present. Success hinged on senior faculty leadership; an all-out effort on the part of the entire department, and resources from the NIH and the University. The dean noted also that there is a robust pool of minority candidates for this field and that is not always the case. The pool can be very small, and the University’s peer institutions are also competing for these individuals. Departments hire faculty; departmental faculty know the field of candidates very well, and have identified underrepresented minorities. All departments in the
University have submitted plans to diversify the faculty and the dean’s office shares good ideas among departments to help sustain this full community effort.

An engaged discussion followed. In response to questions about demographic breakdowns of the faculty, the dean noted that there is detailed information available on the web at http://www.princeton.edu/provost/institutional-research/diversity-data/. Questions were asked about financial support for diversity efforts. Both the dean and the provost noted that resources are available to departments to help implement plans to increase diversity. While the NIH can threaten to withhold funding as a “stick” to encourage departments to diversify, the University has more success with collaborative efforts that have a financial component but depend on moral and intellectual suasion.

Dean Kulkarni answered questions about graduate student diversity. An important bottleneck in the pipeline leading to faculty appointments occurs between undergraduate and graduate work, and the Graduate School is looking for the best ways to bridge that gap, including sponsoring summer programs on campus for college students thinking of continuing doctoral work, expanded outreach to prospective students, for example, at historical Black institutions, and efforts at yield improvement for admitted students. He noted that the barrier caused by the fear of incurring large debt as a graduate student should not be a factor for Princeton graduate students because of the generous and competitive support given to students, and efforts are being made to make sure this is widely known. Dean Dolan described programs for undergraduates that offer them introductions to laboratories and help minority students consider seriously advanced work in the sciences. Some fields like education or health care, which the University does not offer, have a deeper pool now of minority applicants. Part of the challenge is encouraging these students to think more about careers in STEM fields. Dean Prentice also underscored the importance of retention in academia of doctoral students, noting new programs at the University that support post-doctoral fellows as teachers.

The President thanked Dean Prentice and her colleagues for the engaged discussion. There being no further business, the meeting was adjourned at 6:00 p.m.

Respectfully submitted,

Ann Halliday
Secretary
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]
  • Demographic data related to gender, race, and ethnicity of students, faculty and staff [p.14]: http://www.princeton.edu/provost/institutional-research/diversity-data/
  • Call for proposals for public programming related to identity and community [p. 15]: 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
  • Beginning discussion about enlivening public spaces to reflect our diversity
  • Trustee process on legacy of Woodrow Wilson: http://wilsonlegacy.princeton.edu/
Diversifying the Faculty

CPUC Meeting
December 14, 2015
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 thrives 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 diverse 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 sense of loyalty and generous alumni body support the student cohort, and a magnificent residential campus in a suburban setting offers intimacy as well as exposure where imaginations can roam. These qualities only heighten the challenge to remain involved in humanity 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.” Thus, the 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 interlaced 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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<th>Graduate Students</th>
<th>Post-docs</th>
<th>Faculty Members</th>
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<tr>
<td>International (all races)</td>
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## Demographic Trends: 1980-2015

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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: 74%
- Other: 18%
- URM: 4%
- White: 4%

Current (2008-12)

- Asian: 48%
- Other: 25%
- URM: 3%
- White: 4%
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
## Role of the Central Administration & Board

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<td>• financial and human resources</td>
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<td>• provides resources when needed</td>
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<td>• incentives</td>
<td>• holds the President and senior academic leaders accountable for University-wide progress</td>
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<td>• oversight</td>
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</tbody>
</table>
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?