Minutes of a meeting of the Council of the Princeton University Community held May 2, 2016 in 101 Friend Center. Present were Council members Mr. Burton, Ms. Calhoun, Professor Carvalho, Ms. Czulak, Mr. Davidescu, Mr. Durkee, Ms. Edwards, President Eisgruber (chair), Mr. Flites, Professor Fore, Ms. Goodstein, Ms. Hakim, Mr. Harris, Ms. Hastings, Mr. Hines, Mr. Hsu, Dean Kulkarni, Mr. Kumar, Ms. Liang, Provost Lee, Mr. Marcus, Professor McCarty, Mr. McGhee, Mr. Mehra, Professor Meyers, Mr. Nan, Ms. Patel, Professor Priestly, Ms. Rosen, Professor Rouse, Professor Schor, Dr. Sergienko, and Professor Wysocki. Ms. Halliday was secretary.

Approval of Minutes

The President requested and received approval of minutes of the March 28, 2016, Council meeting as circulated in advance of the meeting.

Question and Answer Session

Vice President Calhoun responded to a question about participation by Greek organizations (which are not recognized student organizations) in programs sponsored by SHARE regarding sexual misconduct. Ms. Calhoun noted that there are a variety of ways that individual students can participate in SHARE programs. Her office is also giving further consideration to questions about the availability of SHARE programs.

Report from the Resources Committee

The Chair of the Resources Committee, Professor Marc Fleurbaey, gave a preliminary report for the committee which has another meeting scheduled later in the month. He reviewed the committee’s general philosophy in considering questions about the endowment as explained in his powerpoint presentation which is attached as Appendix A. He reviewed the guidelines followed by the committee in considering whether to take any action on a particular topic, which, as noted on Appendix A, include the following:

- Considerable, thoughtful, and sustained interest on campus
- Direct and serious contradiction with a central University value
- Consensus on how the University should respond to the situation (consider the magnitude, scope, and representativeness of the expressions of campus opinion)

He reviewed for the Council the criteria of sustained interest in a topic, central values of the University, and what the committee considers as campus consensus, noting that winning a referendum does not necessarily represent consensus.

He reviewed the three issues that have come to the committee this year, listed in appendix A: a petition regarding Israeli occupation of the West Bank; correction centers and their
services; sustainable investments. Professor Fleurbaey noted that the committee continues its review of these issues and urged members of the council to refer to the committee’s website and, regarding current criteria, to memoranda from President Eisgruber and President of PRINCO Andrew Golden.

Cybersecurity

Vice President for Information Technology and Chief Information Officer Jay Dominick discussed with the Council the importance of protecting information and protecting information technology. As explained in the powerpoint attached as Appendix B, he reviewed ways to strengthen security and impressed on the Council the importance of taking responsibility to protect information, providing an overview of basic helpful steps that members of the University community can follow. He also described steps OIT is taking to ensure cybersecurity including two-factor authentication.

McGraw Center for Teaching and Learning

Associate Director of the McGraw Center for Teaching and Learning Nick Voge reviewed the center’s programs aimed to help students especially in the transition to college, and through the challenges of sophomore year and the successful completion of independent work. Information about the center and its programs is described in the powerpoint attached as Appendix C. The programs are aimed at undergraduate students but the center offers graduate students assistants in instruction help mastering teaching skills. He noted that the number of students taking advantage of the center has risen dramatically in the recent past as students come to realize the distinctive opportunities and challenges Princeton’s education represents.

Associate Dean of the College Khristina Gonzalez described the Freshman Scholars Institute’s goals for incoming first-gen and/or low income students. About 80 entering freshmen come to campus early to experience the intellectual, co-curricular and social life of Princeton. The program includes a strong academic component including courses and introduction to academic resources. During the discussion members of the audience asked how graduate students and alumni can participate in mentoring opportunities for the FSI and the Scholars Institute Fellows program, and they were urged to contact Dean Gonzalez.

Implementation of Recommendations of the Diversity and Inclusion Task Force

Vice Provost Michele Minter expressed gratitude for all those who participated in the CPUC’s task force on diversity and inclusion. Some of the 42 recommendations that her office is now overseeing are open-ended; others are completed; and work has begun on all. She briefly highlighted several initiatives including the appointment of a Dean for Diversity; increased funding to centers like LGBT and the Women’s Center; the redesign of elements of undergraduate and graduate student orientation programs; reassessment of programming of space in the Carl Fields Center; plans to increase training around bias response; improved access to data about diversity. She stressed that work remains to be done, and accomplishing the goals of diversity, equity and inclusion will require long-term hard work, with continued oversight and accountability. She, and the President at the conclusion of her remarks, urged members of the
Council to check the Many Voices, One Future website later in the month for a fuller update on recommendations.

**Introduction of the Dean for Diversity**

Vice President for Campus Life Rochelle Calhoun thanked members of the search committee for the dean for diversity. Their dedication to these goals shows that the dean joins a community of active works for diversity and inclusion. She summarized Dr. Buck’s career as described in the April 5 press release.

Dr. Buck thanked members of the University whom she had met and noted she is looking forward to beginning work at Princeton this fall.

The meeting was adjourned at 6:00 p.m. and members of the audience attended an open reception to welcome Dr. Buck.

Respectfully submitted,

Ann Halliday
Secretary
University Resources Committee

2015-2016
URC composition

- **Representing students**: Susan Wang, Daniel Teehan, David Schwartz
- **Representing faculty**: Lynn Loo, Christopher Achen
- **Representing staff**: Leila Shahbender
- **Sitting with the committee**:
  - VP for Finance and Treasurer: Carolyn Ainslie
  - Princo: Susan Ciniglio
- **Chair**: Marc Fleurbaey; **staff**: Margaret Fox-Tully
Preliminaries

- The Committee’s report is a step in an ongoing conversation on campus.
- Commitment to freedom of expression, respectful, thoughtful and reasoned debate
- The University’s core mission is to transmit and expand knowledge through scholarship, research and teaching.
- The purpose of the endowment is to support that core mission through the investment of the University’s financial resources to produce high, reliable, long term returns.
Preliminaries

• Guidelines for divestment (1997):
  – “the purpose of selective divestiture is to separate the University from companies whose conduct contravenes the values of the University; the purpose is not to make political statements, to censure governments, or to pressure either companies or governments to adopt particular policies” (1987)
  – “Considerable, thoughtful, and sustained interest on campus”
  – “Direct and serious contradiction with a central University value”
  – “Consensus on how the University should respond to the situation” (consider the magnitude, scope, and representativeness of the expressions of campus opinion)
  – Divestment implies dissociation
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  – Divestment implies dissociation
Sustained interest

• Rationale: make sure this is important for our community
• Not a rigid criterion, urgency may trump it (Darfur)
Central values

• No fixed list can be defined because although basic values are stable, their expression in concrete facts varies

• Core:
  – Human rights (Apartheid, Darfur)
  – Sustainability (environmental protection)
  – Truth
Consensus

• Consensus not just on problem but also on action: complete disassociation from companies
• Referendum is neither necessary nor sufficient
• We encourage other actions: petitions, forums, lectures...
How values inform investment

• The divestment route

• The ESG routine: Cf 2015 memo by Princo President:
  “Princo is focused on the long term and its managers assess risks and opportunities that exist currently and those that might face companies far into the future. These factors include potential regulatory changes, technical evolutions, alterations to the surrounding economic environment, and reputational risks. Applying an ethical perspective provides a useful guide to analyze these kinds of issues: we believe that in many, if not most cases, where a need or injustice exists, decent social, economic, and political systems will adjust to address it.”

  – Sustainable forestry
  – Cyberbullying
  – Energy companies
This year: 3 issues

• Authors of petition against divesting from companies benefiting from Israel occupation

• SPEAR (Students for Prison Education and Reform): proposal to divest from companies running correction centers and operating services in these centers

• PSII (Princeton Sustainable Investment Initiative): proposal to divest from coal and to make a plan to progressively divest from fossil fuels
SPEAR proposal

• One meeting with the proposers (March)
• Committee meeting to discuss how other schools have dealt with the issue – Columbia
• A USG referendum took place in April (1457 yes, 182 no, just below participation threshold)
• We will meet the proposers again next week
• Issues to be discussed:
  – The companies explicitly endorse human rights, have ethical guidelines
  – Is there anything deeply wrong about profiting from incarceration (as opposed to sickness or death)
  – Are service providers exploiting their “customers”?
PSII proposal

• A full examination of this will require in-depth examination and discussions:
• Fossil fuels are an important issue for the University
• We have to make sure we are consistent in our efforts toward sustainability
• Two key questions:
  – Is the divest-disassociate route sensible? (Pdt Eisgruber letter 2015)
  – Is the ESG routine enough?
Conclusion

• The future committee will certainly welcome continued conversation

• Our website contains a lot of information about the Committee’s activities since the beginning of its existence

• Check U. Pdt C. Eisgruber’s letter and Princo Pdt A. Golden’s memo which provide valuable information about current standards

http://www.princeton.edu/vpsec/cpuc/committees/rc/
Protecting The Princeton Community
Protecting Yourself

Council of the Princeton University Community

Jay Dominick
Vice President for Information Technology, CIO

2 May, 2016
Cybersecurity

► Protecting Information
  – Data Confidentiality
  – Data Integrity

► Protecting Information Technology Systems
  – Assuring that the systems are doing what they are supposed to do
  – Ensuring that systems are available and fit for use

A Risk-based approach to Cybersecurity
Updated IT Security Policy

• Data Classification
  o Restricted
  o Confidential
  o Unrestricted within Princeton
  o Publicly Available

protectyourinfo.princeton.edu

Restricted Data

- Social Security Numbers
- Bank Account Numbers
- Driver’s License Numbers
- State Identity Card Numbers
- Credit Card Numbers
- Protected Health Information
Hello
my name is

jdominick
Password123!
Two-Factor Authentication

Password + Proof = Access
Protecting Yourself

Be Prepared

Be Proactive

Be Careful
Protecting Yourself

• Be Prepared
  • Keep your software up-to-date
  • Disable Flash!
  • Back up your personal files
  • Use two-factor authentication or have long passwords
  • Put a pin code on your phone and personal devices
  • Enable remote-wipe on your phone
Protecting Yourself

• Be Proactive
  • Consider a credit freeze through the three main credit agencies
  • Establish an alternate contact for your social media sites
  • Change the passwords on your home routers and devices
Protecting Yourself

• Be Careful
  • Use Antivirus software and keep it current
  • Think twice before clicking on links in email
  • Don’t trust the sender
  • Nobody will ask you for your login and password – don’t give it!
Be Safe Out There!
McGraw Center for Teaching & Learning
(Undergraduate Learning Program)

Nic Voge,
Associate Director
McGraw Undergraduate Program

• Usage has **tripled** since AY 2008-9
• McGraw will receive over **10,000** visits from student this year
• **Over half** of the class of 2019 have used McGraw programs in AY 2015-6
• We directly support over **30 courses** each year
• Our **130+** peer educators receive extensive training in learning theory and pedagogy, including inclusive teaching
• Offers innovative programming: Principedia, Princeton Perspective Project
Why does Princeton need co-curricular programming focused on undergraduate learning?
Princeton’s Distinctive Teaching-Learning Culture

- Students with diverse educational experiences
- Instructors’ diverse pedagogical practices
- Undergraduate trajectory is marked by significant transitions
- Princeton’s distinctive research university/liberal arts curriculum poses challenges in terms of disciplinary breadth and scholarly depth
Aligning Learning With Teaching
How The McGraw Center Conceptualizes Its Programming

• McGraw Center programs are designed to benefit all students
• Make visible the “hidden curriculum”
• Help students develop methods and processes of effective learning
• Adopt a holistic and developmental perspective seeking to enable students to thrive in every aspect of their undergraduate careers
• Complement course work and independent work with small group and individualized instruction focused on skill development

Collaborate to integrate our programming into design of courses
Students As Partners

Princeton undergraduates provide many of our programs and benefit greatly as students from our training and this work.
Princeton University
Initiatives for Access and Inclusion

Dr. Khrstina Gonzalez,
Associate Dean of the College
Princeton’s Plan for College Access: A Legacy of Leadership

"A place at Princeton is a gift, one that can transform the life of any student, faculty member or other scholar who is lucky enough to receive it. We have an obligation to make sure that this gift is fully available to the entire range of people who can benefit from it."

--President Christopher Eisgruber, 2013.
Princeton’s Plan for College Access: A Legacy of Leadership

Key Historical Moments

• 2001: Princeton institutes “no-loan” financial aid
  ➢ Builds on “need-blind” admission, full-need funding

• 2001: Full-need aid for international students
  ➢ One of only five schools in the nation

• 2006: Princeton provides grants for eating club membership
  ➢ Make social experience more accessible
Recommendations of the Working Group on Socioeconomic Diversity

“[Lower-income] students report high levels of satisfaction with their Princeton experience and achieve academic results comparable to other students who enter the University with similar academic credentials. At the same time, however, some gaps exist that may challenge students with limited resources or otherwise limit their sense of possibility.”

--Princeton Working Group on Socioeconomic Diversity, September 2013
Differences in Experience
First-gen/low-income vs continuing-gen

• Cultural Capital: Mastering the College Student Role*
  ➢ New learning environment; scholarly expectations

• Navigating and Using Resources
  ➢ Academic Resources (e.g. Writing/Study Center; group study)
  ➢ Professional development (fellowships, internships, study abroad)

• Structural Academic Challenges
  ➢ Entering AP credit differences

• Sense of Belonging

• Hidden Costs of College
  ➢ Application fees, summer enrichment opportunities

Princeton Freshman Scholars Institute

Seven-week summer program that allows a cohort of entering students the chance to experience the intellectual, co-curricular, and social life at Princeton prior to the beginning of the fall semester.

• 80 incoming First-Generation and/or Low-Income Students
• Demonstrated scholarly commitment; leadership potential
• Fewer Academic Enrichment Opportunities (AP, lab experience/seminar experience)
• Different HS academic environment (often: low HS/4-yr college rate)
  • Geographically, racially, ethnically diverse
FSI Academic Program

Two Immersive Credit-bearing Courses
- HUM 250: Ways of Knowing (All students)
- MOL 152: Laboratory Research in the Life Sciences* (~25 students)
- EGR 150: Foundations of Engineering* (~25 students)
- POL 250: Visualizing Data (~30 students)

Integrated Introduction to Academic Resources
- Embedded peer course fellows
- Writing Center; Academic Resource Center integrated
FSI Co-Curricular Program

Introduction to Co-Curricular Resources and Opportunities

- Resource “Meet and Greets”
- Residential College Advising Introductions
- Academic/Professional Development Workshops
- Alumni Mixers
- Residential College Advising Introductions
- Study Break activities
How confident are you in your ability to do the following during your first year at Princeton?

Pre-FSI
How confident are you in your ability to do the following during your first year at Princeton?

Post-FSI
How confident are you in your ability to do the following during your first year at Princeton?

- **Writing a course paper**
  Before FSI: 40% are “Very” or “Somewhat Confident”
  After FSI: 86% are “Very” or “Somewhat Confident”

- **Participating in the lab portion of a science course**
  Before FSI: 49% are “Very” or “Somewhat Confident”
  After FSI: 70% are “Very” or “Somewhat Confident”

- **Asking a Question In Class**
  Before FSI: 56.25% are “Very” or “Somewhat Confident”
  After FSI: 82% are “Very” or “Somewhat Confident”

- **Talking to a Professor**
  Before FSI: 62.5% are “Very” or “Somewhat Confident”
  After FSI: 96% are “Very” or “Somewhat Confident”

- **Succeeding academically**
  Before FSI: 54% are “Very” or “Somewhat Confident”
  After FSI: 85% are “Very” or “Somewhat Confident”

*Data accessed 10/22/15
Ongoing Evaluation Methods: Pre/Post Survey; longitudinal study through CST
Building on FSI: Gaps and New Opportunities

- Alumni Feedback: FSI provides great community
- Data: Increased sense of belonging/confidence

**However:**

- Size/resource constraints: limited population
- Summer Recruitment challenges
- Lack of ongoing “just in time” workshops
- No structured ongoing mentorship
- Few opportunities for cross-cohort mentorship
- Summer experience inequities
Scholars Institute Fellows Program: 
AY 2015-2016 Pilot

Opt-in Four-Year Scholars’ Community

• Ongoing and Cross-Cohort Mentorship and Outreach
  ➢ Bi-weekly mentor groups
  ➢ High-touch, individualized, and coordinated advising
  ➢ Well-timed Resource Outreach (e.g. scholars’ calendar; website)
  ➢ Mission-centered messaging/Community Visibility

• Opens FSI Community
  ➢ Increase access to non-FSI first-gen; low-income students
  ➢ Distance Access option
  ➢ Family/Community Orientation/Online Resources

• Continuing Summer Opportunities
  ➢ Equitable research, academic, and professional experiences
  ➢ Leadership roles within the FSI community

• Continuing a Legacy of Leadership
  ➢ Only Ivy+ Institution with a credit-bearing bridge program and 4-year scholars network
  ➢ Key Recommendation of the Ad Hoc Working Group on Socioeconomic Diversity (2013)
Scholars Institute Fellows Program: AY 2015-2016 Pilot

- 165 students enrolled
- Monthly Mentorship Groups:
  - Embedded Undergrad Head Fellows & Faculty Fellows
- SIFP Scholars’ Points Calendar & Fellows Reflection System
- Alumni Outreach/Networking Mixers
Scholars Institute Fellows Program: Summer 2016 Pilot Expansion

FSI Enhancement
Summer Opportunities for Incoming First-Years

- **Goal:** Reach *all* first-gen/lower-income students
- **Distance Learning:** Online WOK/Mentorship
- **Family/Community Outreach:** Online Resources and New Orientation Program
- **Alumni Network:** “FLI” Reunion Event/Mixers
- **Fall Retreat:** FSI→SIFP Community Building
Scholars Institute Fellows Program: Summer 2016 Pilot Expansion

Scholars Institute Enhancement: Summer Opportunities for Continuing Students

- **Research:**
  "Re-Match Program" = Partnership with Grad School

- **Leadership and Teaching:**
  Course Fellows
  Residential College Advisors
  Partnership with Admissions: Community Outreach Mentors

- **Academic Enrichment:**
  Equitable Summer Course Access
FSI: fsi.princeton.edu
SIFP: sifp.princeton.edu
Email: kfg2@princeton.edu
Decoding A Syllabus

POL 315 Constitutional Interpretation
Professor Robert P. George

[Excerpted]

The course will proceed on five tracks: lectures, seminars, an essay, a moot court, required reading during the semester and the reading period and a final examination or exercise. These parts form a coherent whole; missing a significant section of any one part will greatly reduce the value of the course.

The “lectures” preempt a 90 minute period each Tuesday morning. They will concentrate on general problems of and concepts in constitutional interpretation. These lectures will attack, even if they do not conquer, such problems as the nature of a constitution, approaches to constitutional interpretation, some concrete implications of different approaches for public policy and the development of several theories of constitutional interpretation.
Unpacking A Writing Prompt

HUM 250/STC 250: Ways of Knowing

Select an article, image, or film you wrote about in Weeks 1-3, or a new one from our evidence bank, and articulate a sociological or anthropological question it raises. Make an argument for the importance of this question and for the kind of research you think would best answer it; what sites, objects of study, and methods would you use, and why? Draw on at least one of this week’s readings to help you describe your proposed methods. (450-500 words; APA format)
Course Learning Cultures

- Beliefs
- Expectations
- Assumptions
Assumptions, beliefs & expectations about...

- Disciplines & Inquiry
- Roles & Responsibilities
- Learning & Teaching