Introduction

Overview

Princeton’s diversity, equity and inclusion annual report provides a yearly opportunity to share the important work of students, faculty, staff and alumni to build community and support success and belonging at the University.

The report offers glimpses of the many ways that Princetonians benefit from their interactions with each other’s wide variety of perspectives and life experiences in classrooms, workplaces, dining halls, dorms and libraries, as well as on playing fields. It also describes Princeton’s continued commitments to systemic enhancements that promote its long-term efforts to be even more diverse, inclusive, accessible and accountable.

In these pages you can learn more about how diversity, equity and inclusion enhance the University’s culture and climate, academic experience, and access and outreach efforts. In this year’s report, we also spotlight some of the many faculty and staff across campus whose work is vital to the University’s commitment to fostering a diverse community in pursuit of truth-seeking and academic excellence.

In profiles featured throughout this report, you’ll learn more about what they do and how their work aligns with Princeton’s efforts to support diversity, equity and inclusion. As in past years, the report provides a snapshot of the University’s programs and activities, all of which are open to all members of our community.

You can also find updated demographic and climate survey data, including new information about students and staff with disabilities.

We invite you to read more about what has been achieved during the last year, how we are building on past efforts and what is in progress for the future. More information can be found at inclusive.princeton.edu.
Christopher L. Eisgruber
President

Princeton University’s excellence depends upon attracting and supporting talented individuals from throughout our society and around the world. Many of this University’s proudest moments have resulted from broadening its faculty and student body. For example, Princeton enhanced both its diversity and its quality when it added Jewish émigrés to its mathematics and physics faculty in the 1930s and when it began to recruit and embrace students from underrepresented groups, including Melody Hobson, Maria Ressa, John Rogers and Sonia Sotomayor, during the 1970s and 1980s.

As these examples and many others demonstrate, Princeton must continue its efforts to ensure that students, faculty and staff from all backgrounds flourish on this campus. I am proud of what we are doing. Over the last two years, we have improved our graduate stipends and our undergraduate scholarship programs. We have cut the ribbon on the Emma Bloomberg Center for Access and Opportunity, which aims to provide students from all backgrounds with the mentorship, academic enrichment and community that they need to thrive in college. We have enhanced the diversity of our tenured and tenure-track faculty. We have increased the numbers of community college transfers, military veterans and ROTC students at Princeton. And, as you will see in the pages that follow, these are only a few of the initiatives now underway.

There is — indeed, there will always be — more work to do. Every year presents new circumstances and requires new creativity. In that challenge, I see opportunity. Princeton can, with ingenuity and hard work, become an even better version of itself. Part of that process is being transparent with data and telling our story fully, so that we can celebrate successes, identify deficiencies and make this University ever stronger. That is the purpose of this report.

Achieving true diversity and inclusivity will require commitment and engagement from all of us. This report both reflects and enables that shared endeavor. I am grateful to the many people on this campus who have contributed to our progress, and I look forward to working with you to make this University the best that it can be.
Building a vibrant community, helping that community to thrive and guaranteeing that its members will be treated fairly; this is the work of diversity, equity and inclusion. These tasks are essential for Princeton University to fulfill its scholarly, co-curricular and workplace aspirations. I am grateful for every member of the campus community’s commitment to each other and the excellence that diversity, equity and inclusion help us to achieve.

In this report you will read about the many ways that Princetonians collaborate to improve access, create partnerships and programs, innovate systems and sustain a healthy climate. The enclosed data offer transparency and accountability. I’m especially pleased that the report showcases some of my colleagues, who demonstrate the wide range of activities and expertise that diversity, equity and inclusion practitioners bring to our campus community.

Princeton is always a work in progress, and even as we celebrate our shared accomplishments, we also recommit ourselves to moving forward resolutely, boldly and creatively. I welcome your feedback and ideas and encourage you to share them via the Inclusive Princeton website at inclusive.princeton.edu/make-your-voice-heard. I look forward to doing this ongoing, important work with you.
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Climate, inclusion and equity

Inclusive climate and culture rely on the participation and creativity of all community members, from personal interactions to large-scale initiatives.

Campus programming, networks and resources

Princeton was recognized with a 2022 Higher Education Excellence in Diversity Award, which is given annually to U.S. colleges and universities by the magazine INSIGHT Into Diversity.” The award, which follows two previous recognitions, honors a school’s comprehensive approach to recruiting, retaining and supporting a diverse range of students, faculty and staff.

Princeton Athletics hired a new associate director of athletics for diversity, equity and inclusion, and also launched a new Princeton Athletics Diversity, Equity and Inclusion webpage. Princeton Athletics participated in the NCAA Inclusion Forum and also published a Transgender and Nonbinary Inclusion Guidelines and Resources Guide. Coaches and staff completed several professional development workshops on best practices for fostering inclusion.

The Gender + Sexuality Resource Center developed an ongoing education program to enhance campus partners’ knowledge and competence regarding gender and sexuality issues. In 2022-23, teams from the center conducted over 45 educational sessions with faculty, students and staff.

The Office of the Dean of Undergraduate Students launched Tigers Leading Tigers, a leadership development program designed to equip students with inclusive leadership skills. Students are offered workshops on topics including promoting equal opportunity for University vendors, cultivating inclusion among students of diverse socioeconomic backgrounds, and creating inclusive spaces for transgender and nonbinary students, among others. Approximately 300 students have completed one or more workshops.

The Graduate School has continued with its Graduate Scholars Program, a cohort-based program designed to empower graduate students to take an intentional and strategic approach to their graduate education; educate students about how to access the many resources available to them at Princeton; and develop a sense of community by connecting graduate students across disciplinary boundaries. This program, which welcomed 48 graduate students, has seen its scholars benefit from robust peer mentoring as well as one-on-one mentoring support from Graduate School deans.

In response to recommendations by an Undergraduate Student Government task force that the University enhance supports to reduce the risk of self-harm among men and male-identified students, the Sexual Harassment/Assault Advising, Resources and Education (SHARE) office, in partnership with Counseling and Psychological Services, launched the Healthy and Inclusive Masculinities working group to promote diverse models of masculinity and foster student well-being on campus. SHARE also added a new full-time clinician and created a lending library of accessible resources centered on interpersonal violence, abuse, trauma and recovery.

Almost 500 members of the senior class participated in cultural graduation ceremonies organized by the Carl A. Fields Center, including the Asian Pacific Islander Desi American Graduation; Latinx Graduation; Middle Eastern, North African and Arab Graduation; Pan-African Graduation; and Native American and Indigenous Graduation. These ceremonies, open to all students and their families, celebrate some of the many diverse traditions of Princeton’s graduating class. The Emma Bloomberg Center and the Office of the Dean of Undergraduate Students hosted its largest EU (first-generation, lower-income) graduation ceremony for the Class of 2023, with over 200 graduates signing up to attend and more than 450 audience members in Richardson Auditorium, the new site for the expanded event. The Emma Bloomberg Center also hosted the first annual transfer and veteran student graduation ceremony, which celebrates the achievements of the growing transfer and veteran student community on campus.

During the 2022-23 academic year, 25 students participated in the Princeton Rose Castle Society, a campus network committed to equipping students with the skills they need to engage in dialogue across difference. Supported by the Office of Religious Life, the society supports a cohort of students to complete a year-long fellowship that includes a one-week stay at the Rose Castle Foundation in Cumbria, England. Drawing on restorative practices, the society supports facilitated dialogue groups with a focus on transforming conflict and fostering campus spaces where students with diverse viewpoints can thrive.

The AccessAbility Center inaugurated the Allies for Access program to empower students, faculty and staff to serve as ambassadors for access on campus through a training that establishes a foundational understanding of disability and what it means to be an ally. In preparing this new training module, staff of the Office of Disability Services partnered with AccessAbility Center Student Fellows to survey members of the Princeton community with disabilities to determine what skills they would like allies on campus to have. Upon completion of the program, allies are encouraged to actively support people with disabilities and seek ways to increase access on campus. Over 130 staff, faculty and students have so far become Allies for Access.

Two Princeton Arts Fellows based at the Lewis Center for the Arts contributed to deepening campus conversations centered on accessibility and the arts. Writer/performer Maysoun Zayid and choreographer Christopher “Unpezverde” Núñez brought their unique perspectives in support of access and inclusion to the Princeton arts community. Among several academic and artistic offerings showcasing their skill and expertise, Núñez taught a class titled “Introduction to Radical Access: Disability Justice in the Arts” and Zayid delivered a Wintersession workshop “How to Be Your Own Disability Advocate.”

The Princeton Dance Festival offered a relaxed performance welcoming audiences who would prefer a more sensory-friendly experience, such as individuals on the autism spectrum, parents with small children and individuals with PTSD.

Approximately 100 students and staff members of all faiths attended workshops on Jewish identity, inclusion and antisemitism hosted by the Center for Jewish Life in partnership with the Hillel International Campus Climate Initiative.

Imam Khalil Abdullah
Assistant Dean, Muslim Life
Office of Religious Life

“I work closely with students on campus to support their diverse cultural and spiritual identities while helping to strengthen their religious literacy and mutual respect for others. In addition, I offer pastoral care to students and regularly host campus dialogues on various topics related to Islam, religious pluralism and spirituality, identity, and meaning.”
More than events were held across campus to celebrate Latinx Heritage Month. In the words of President Eisgruber, the naming of Wooten Hall honors Wooten’s “extraordinary contributions to our nation and the democratic process.”

Three new portraits were added to the University’s permanent art collection as part of ongoing efforts to honor the accomplishments of Princetonians who reflect the diversity of the Princeton community. The portraits of former U.S. Senator Bill Bradley, a Class of 1965 graduate, Elaine Fuchs, who earned a Ph.D. in biochemical sciences in 1977, and Ruth Simmons, a former Princeton administrator who served as the first Black president of an Ivy League institution, were unveiled during campus ceremonies.

The Office of Admission dedicated a conference room in honor of graduate alumna David L. Evans, a champion of diversity in higher education. After completing an advanced degree in electrical engineering at Princeton in 1966, Evans worked in Alabama where he witnessed the desegregation of public schools. Evans began supporting African American students with their applications to study at universities nationwide, going on to serve for five decades as an undergraduate admissions officer at Harvard University.

The Council of the Princeton University Community (CUPUC) Committee on Naming continues to evaluate a proposal by members of the University community to remove or relocate a 2001 statue of John Witherspoon. The committee held listening sessions with alumni, faculty, staff, graduate students and undergraduate students, and hosted an academic symposium that invited scholars to present research on different aspects of Witherspoon’s life and the period in which he lived. The committee will continue its work in the 2023-24 academic year.

In partnership with Lenape leaders, a memorial garden was dedicated in honor of the University’s enduring relationship with the original Lenape inhabitants of the region, and a historical marker acknowledging the origins and diaspora of Lenni-Lenape peoples was erected on the grounds of Prospect House. Lenape ambassadors viewed the sites during a campus visit during which they met with University Provost Jennifer Rexford to discuss future mutually beneficial partnerships.

Human Resources launched a new interactive storytelling project, Princeton Together, aimed at cultivating a greater sense of belonging among staff across the University. Seventy employees were paired to learn more about each other via brief, guided conversations, leading to the launch of the Princeton Together website featuring photos and personal stories of several staff members.

As part of its official launch celebrations, the Emma Bloomberg Center re-opened on the third floor of 36 University Place, having undergone major renovations to create new office spaces and student gathering areas, as well as adding new interior design elements and art to represent the center’s work.

Professional development and co-curricular educational opportunities

The Graduate School hosted the second annual Inclusive Academy Symposium and BADI Awards, a conference designed to support the academic and job market success of graduate students and postdoctoral scholars, including those from underrepresented backgrounds. The 2023 GradFUTUREs Forum, the Graduate School’s fourth annual professional development conference, was titled “Ways to Advance Innovation, Equity, and Inclusion via Professional Development.”

Twenty members of the Campus Life staff completed monthly workshops on compassionate communication, co-organized by the Office of Religious Life. The goal of the sessions was to provide staff with skills for creating inclusive and welcoming cultures in their workplaces.

Approximately 300 students and staff members of all faiths attended workshops on Jewish identity, inclusion and antisemitism hosted by the Center for Jewish Life in partnership with the Hillel International Campus Climate Initiative.

Twenty-one Campus Dining staff members completed a three-week professional development program designed to ensure participants are aware of University resources that contribute to their mental, physical and financial well-being and to build skills that advance their careers in culinary or non-culinary fields.

In partnership with the Office of Human Resources, the School of Public and International Affairs (SPfA) instituted a multi-year DEI-inclusive learning path with significant staff engagement and attendance. A new associate director of diversity, equity and inclusion programs at SPfA was hired to lead graduate programming and inclusive community building efforts and direct the Junior Summer Institute.

The School of Engineering and Applied Sciences (SEAS) hosted a Summer Institute.

The Department of Public Safety has delivered annual professional development workshops to support staff understanding of diversity, equity and inclusion topics and concepts. The department has established a partnership with a consultant to provide training on identities and perspectives, understanding unconscious bias, coaching
More than 300 students participated in the Tigers Leading Tigers program designed to equip students with inclusive leadership skills.
Academic experience

Only by exploring different perspectives in a respectful, free exchange of ideas can we learn and grow as students and scholars. The University is committed to supporting a community of faculty, students, staff and postdoctoral researchers that is reflective of the world in which we live, and to the rigorous pursuit of all forms of scholarship, even in fields that are controversial.

Faculty diversification and the faculty pipeline
In August 2022, Princeton’s Graduate School welcomed one of the most diverse student cohorts in its history: 743 first-year students from 55 different countries, of which 22% are from historically underrepresented racial or ethnic groups and 27% are from first-generation/low-income backgrounds.

The Princeton Presidential Postdoctoral Fellowship program appointed 12 postdoctoral scholars primed to make important contributions in their fields to one-year renewable appointments in Natural Sciences, Social Sciences and Engineering. By bringing together scholars across academic fields, the program allows them to deepen their disciplinary expertise while test out new ideas from other disciplines. These scholars will contribute to the University’s excellence and its diversity, broadly defined.

The University announced that all postdoctoral scholars will receive a minimum full-time salary of $65,000 per year. The new salary, which represents a nearly 20% increase over a federally required minimum, applies to all current and future employees hired in the University’s postdoctoral ranks.

Princeton currently employs more than 700 postdoctoral scholars across many academic units.

The Offices of the Dean of the Faculty and Provost hosted the inaugural Faculty Diversity Salons, a year-long series of informal gatherings featuring award-winning writers, musicians and artists from around the world. The salons offer space to dozens of faculty members, academic professionals and their families to socialize and expand their on-campus community.

Five Princeton faculty members joined the year-long Ivy+ Provost Leadership Fellows cohort of 50 faculty members drawn from across the nation’s top research institutions. Led by the Faculty Advancement Network, a consortium of national research universities collaborating to advance diversity and inclusion in the American professoriate, the fellowship is designed to enhance the skills of faculty leaders in the work they are already doing as chairs, deans or similar academic leadership roles.

The Department of Chemistry hosted the inaugural Visiting Faculty Research Partnership, a two-month summer program that provided research and stipend funding to three visiting faculty members from moderate to small research institutions that serve historically underrepresented groups. Two undergraduates accompanied each visiting faculty member and were embedded in labs, group meetings and workshops led by Princeton faculty members.

The Future Faculty in the Physical Sciences Postdoctoral Fellowship Program aims to increase excellence at Princeton by bringing scholars who contribute to research excellence and diversity broadly defined within physics and related fields to campus.

This year the program held a two-day symposium featuring panel discussions on life as a junior faculty member and networking with Princeton faculty members, as well as a keynote address by University of Maryland College Park Professor of Physics Sylvester James Gates Jr.

During the 2022-23 academic year, two inaugural fellows completed their first year of the two-year Princeton University Library Early Career Fellowship Program. The fellowship is a partnership between the library and the North Carolina Central University School of Library and Information Sciences, which is the only Library and Information Science Program at a Historically Black College and University (HBCU) in the United States and offers an American Library Association-accredited master of library science degree.

Academic events and campus programming
The Princeton Entrepreneurship Council hosted the Empower 2023 conference, celebrating academic entrepreneurs from historically underrepresented groups. Empower 2023 highlighted the contributions of women entrepreneurs throughout academia, bringing together national thought leaders to share actionable knowledge and tools that can help transform university discoveries into companies and ventures that advance societal and economic progress.

The Princeton University Library exhibit “Toni Morrison: Sites of Memory” anchored a semester-long series of programs in spring 2023 that explored Morrison’s creative process through her papers housed at the University Archives. Events included an exhibit at the Princeton University Art Museum’s Art@Bainbridge featuring the work of renowned artist Alison Saar; newly commissioned performances responding to Morrison’s work presented by McCarter Theatre and Princeton University Concerts; a three-day symposium that brought together over 30 writers and artists to reflect on Morrison’s relationship to the archives; public tours of the exhibition; a complementary children’s exhibition in Cotsen Children’s Library featuring the children’s books of Toni and Slade Morrison; a spring lecture series; and undergraduate courses on Morrison’s work.

Shaman and Yanomami Indigenous leader Davi Kopenawa engaged with faculty, students and University leadership during a visit to Princeton’s campus. At a public event, Kopenawa reflected on his decades of advocacy on behalf of his indigenous community in Brazil and Venezuela’s Amazon rainforest.

Teaching, learning and research
The McGraw Center for Teaching and Learning offers dedicated resources to faculty on teaching equitably and inclusively, including robust online resources and faculty-led programs. The center solicited applications from Princeton’s faculty for Inclusive Pedagogy Grants. These grants invite faculty to revise an element of a course to more strongly reflect equitable and inclusive teaching practices. Ten recipients were chosen from lecturers, fellows and tenure-track faculty from across all academic divisions. This year’s grants will provide funding for faculty to devise new assignments, alter a course’s structure and/or include a wider range of voices in academic materials used for teaching.

The McGraw Center also ran its third iteration of the STEM+ Academy, which teaches undergraduates how to approach problem-solving like an expert. This program, recognizing that students enter Princeton with different preparation for STEM courses, helps students build creative problem-solving skills and cultivate a growth mindset.

Princeton’s Novogratz Bridge Year Program announced that it will expand to six countries, offering more incoming students the opportunity to participate in the tuition-free global service-learning experience of the program.

Inclusive Pedagogy
Grants have been awarded to faculty, lecturers and fellows.

“As vice dean, I work with our faculty and our University leadership to ensure that we are attracting and retaining talented scholars who hail from the various sectors of our society and from across the globe. When we focus on the impact of research and teaching and when we foster an environment in which everyone can freely express themselves while interrogating ideas, we are able to realize our teaching, research and social impact goals.”

Frederick E. Wherry
The Townsend Martin, Class of 1951
Professor of Sociology, Affiliated Faculty Member in African American Studies, and Vice Dean for Diversity and Inclusion in the Office of the Dean of Faculty
The Princeton Alliance for Collaborative Research and Innovation selected and awarded funding to a total of 20 research projects between Princeton faculty and collaborators at Historically Black Colleges and Universities (HBCUs) from a field of over 75 submitted proposals. The partner institutions include Howard University, Jackson State University, Prairie View A&M University, Spelman College and University of Maryland Eastern Shore.

Princeton sponsored the 2022 University-Industry Demonstration Partnership’s Historically Black Colleges and Universities (HBCU) Engage Conference. The purpose of this initiative is to develop guidance that provides research industry representatives and R1 universities with the necessary contextual information and best practices for developing a mutually beneficial HBCU engagement strategy.

The Office of the Dean for Research convened the inaugural Amplifying Voices Distinguished Lecture Series to bring inspirational figures in research, innovation or entrepreneurship to campus to deliver a public lecture, Raven Baxter, Ph.D., a science educator, molecular biologist and rapper, was selected by graduate students and postdoctoral researchers in the natural sciences to be invited to Princeton for a two-day visit that included meetings with graduate students, postdoctoral researchers and other community members.

The Emma Bloomberg Center was able to once again expand the Freshman Scholars Institute and FSI Online programs, ensuring that over 250 incoming first-generation, lower-income students were able to experience the academic, co-curricular and social life at Princeton prior to the beginning of the fall semester. By experiencing early the many resources that Princeton has to offer, the students have the chance to prepare themselves to be future campus leaders and peer mentors.

The Program for Community-Engaged Scholarship (ProCES) supported 60 courses spanning the curriculum grounded in Princeton’s commitment to research and education that benefit humanity. ProCES cultivates experiential learning opportunities for students to learn from community partners representing a variety of fields as well as racial and environmental justice and social change frameworks.

ProCES partnered with New Jersey Alliance for Clinical and Translational Science (NJ ACTS) on an NIH grant-funded opportunity that connected Princeton students with community partners working on community-engaged population health research projects.

ProCES supported 14 students in working with faculty and community experts through the Derian Summer Internship, which supports students in undertaking community-engaged research over the summer. The student projects included developing an online dictionary in the Lenape language that can be used for pedagogical and language reclamation purposes, as well as the Heiroom Gardens Oral History Project, in which students collected more than 30 oral history narratives with people working to preserve Black and Indigenous seed and foodways through the southeastern United States and Appalachia.

Diversity, equity, climate and inclusion within academic units

Several academic units created new staff positions with responsibility for leading diversity, equity and inclusion efforts. These included the Departments of Physics, Computer Science and Molecular Biology and the Lewis-Sigler Institute. The new staff members will broaden access and participation in their respective fields among undergraduate and graduate student populations and serve as a key resource for faculty and staff to foster inclusive environments, deliver professional development opportunities and support equity in their departments.

The Office of the Provost convened a retreat day for faculty, staff and students serving on academic unit diversity, inclusion and climate committees. Leaders from all four of Princeton’s academic divisions – natural sciences, social sciences, engineering and humanities – heard a keynote from Distinguished University Professor in Higher Education at the University of Maryland Sharon Fries-Britt and shared best practices from their own academic units regarding inclusive mentoring, communications and community building.

Academic freedom and free expression

The University sponsored events related to academic freedom and free expression. As part of Princeton’s Class of 2026 Orientation, a new module on free speech was added to the program. President Eisgruber spoke to incoming first-year undergraduates about the importance of free expression in higher education.

At the invitation of President Eisgruber, senior officers of the University received an expert briefing on freedom of expression in the academy from PEN America, an advocacy organization committed to the protection of free expression in the United States and worldwide. Additionally, in collaboration with facilitators from PEN America, the Office of the Vice President for Campus Life hosted a one-day professional development workshop to equip Campus Life staff with the skills to nurture campus communities that protect speech while allowing for inclusive academic and social discourse. The vice dean for diversity and inclusion in the Office of the Dean of the Faculty and the McGraw Center will also sponsor a PEN America program for department chairs and program directors on free speech and academic freedom.

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enlisted service members on campus for two weeks of intensive preparation to succeed in higher education.

Through championing global engagement – enabling our students and faculty to explore the planet and bringing the world’s most talented scholars to our campus – we advance the research, teaching, and service that allows Princeton to achieve its ambition to serve the nation and the world.
Access and outreach

The University is expanding opportunities for students and teachers in New Jersey and across the country to experience our campus, learn from our exceptional faculty and receive support from our expert staff. The University is also creating new partnerships and outreach programs to further Princeton’s service to the nation and humanity.

Educational access

Two years after a gift from Bloomberg Philanthropies established the Emma Bloomberg Center for Access and Opportunity, the University dedicated the center during a campus ceremony with Class of 2001 graduate Emma Bloomberg and Michael R. Bloomberg, 108th mayor of New York City. The event celebrated the center’s work supporting the success of students, including first-generation, lower-income, veteran and transfer students. The center brings together a constellation of initiatives focused on college access and opportunity, and serves as a hub for research and innovation in the field of college access and success.

Working with community college partners, the Transfer Scholars Initiative, hosted in the Emma Bloomberg Center, brings to campus a cohort of talented local community college students considering transfer to selective four-year institutions. The transfer scholar participants in a full-time, eight-week academic curriculum over the summer that is fully funded by the University and includes two for-credit Princeton courses as well as co-curricular programming and advising on four-year institutions and the transfer process. The transfer scholars engage with Princeton faculty, students and summer programs, and have access to campus resources comparable to those available to Princeton undergraduates. Forty students drawn from seven New Jersey community colleges participated in the inaugural program in 2023. In order to better support this and similar outreach initiatives, the Emma Bloomberg Center also hired a transfer outreach program associate.

The School of Engineering and Applied Science’s annual Pathways to Graduate School for Rising College Seniors Program invites high-achieving undergraduate students in science, engineering and math to participate in a series of interactive workshops aimed at boosting success in applying for doctoral programs. Since the program’s initiation in 2019, 83 students have completed the program with nearly 90% matriculating as graduate students in STEM fields at R1 research institutions in the U.S. or Europe.

The School of Engineering’s associate dean for diversity and inclusion delivered the Hidden Curriculum Program, a series of four online workshops focused on promoting access to graduate engineering education in the U.S. by demystifying the application process. More than 600 registrants from around the world completed the program, which will be continued in the future.

The Graduate School’s Prospective Ph.D. Preview, which promotes the recruitment of diverse students considering graduate studies at Princeton, hosted 51 prospective Ph.D. students from 40 different institutions, interacting with more than 50 Princeton faculty, staff and students.

The Pre-Doctoral Fellowship Initiative in the Graduate School is a one-year, fully funded fellowship designed to offer promising graduate students an additional year of graduate study to help ensure their success in graduate school. Ideal candidates are those who will contribute to the scholarship and rich intellectual and personal diversity of their academic fields but who, whether due to issues of access or opportunity, or the circumstances of their academic, personal or professional backgrounds, may benefit from the opportunity to engage in additional academic work prior to beginning their doctoral degree program. Six pre-docs were admitted as the third cohort and joined Princeton as fellows in 2022-23.

Princeton staff have earned certifications from the International Association of Accessibility Professionals, outpacing any other U.S. university.

The Princeton Summer Journalism Program returned to on-campus programming for the first time since the pandemic, hosting 40 high-achieving, lower-income high school students on campus for a 10-day intensive summer institute, during which they explored current events and world affairs through workshops and lectures led by Princeton professors, professional journalists, and alumni. The Institute culminates with the publication of the annual Princeton Summer Journal. The program continues to engage with these students throughout the academic year, ensuring that they can work with a dedicated college adviser on their college application and selection process through the end of their senior year.

Science Outreach was created in 2022 to serve as a nexus connecting 10 natural science departments, their faculty, students and research community with local K-12 school districts, nonprofit organizations and the broader community with the goals of increasing engagement, participation, equity and inclusion in STEM fields. Science Outreach hosted an on-campus signature event, Spring into Science, in spring 2023. Over 400 students and their parents experienced engaging hands-on demonstrations, activities and experiments to increase their literacy and interest in STEM education and careers.

The Archives, Artistry, Research and Curation program and the Practice, Leadership, Artistry, Curation and Equity program hosted by Princeton University...
By helping to ensure that the University’s IT and the information that it provides are accessible to people with disabilities, my work opens Princeton’s scholarship and the University’s IT and the world.

Library and the Princeton University Art Museum welcomed 15 students from various Historically Black Colleges and Universities (HBCUs) with six mentors/ faculty from those institutions for two weeks in summer 2023. The archives program introduced HBCU students to the archival field and to career options in the profession. It was the first joint hosting of both programs, which included discussions about archival practice and diversity in archival collections.

Teaching and learning partnerships
The McGraw Center for Teaching and Learning has taken on oversight of four distinct initiatives to strengthen coordination of Princeton’s local outreach focused on teaching. The Prison Teaching Initiative, the Community College Faculty Program, the Community College Teaching Fellowships and the new Teaching Transfer Initiative now comprise the Program for Community College Engagement. The program will draw on and extend the McGraw Center’s commitment to creating reciprocal and collaborative opportunities for sustained mentorship by supporting Princeton faculty who wish to extend their research and teaching impact, and by expanding community college student participation in research-focused summer internships.

The Prison Teaching Initiative (PTI) has added new instructional specialists to its staff to support its activities with New Jersey Scholarship and Transformative Education in Prisons (NJ-STEP), a program offering courses and degree pathways to incarcerated students in New Jersey Department of Corrections facilities through a consortium model.

Most coursework and all associate of arts degrees offered through NJ-STEP are accredited by partner institution Raritan Valley Community College, with PTI instructors teaching on average a quarter of the courses offered. PTI is also working with Mercer County Community College to increase course offerings at the Fort Dix Federal Correctional Facility and to qualify as a Pell-eligible prison teaching program. Mercer County Community College accredits the courses and would receive Pell funding for eligible students, while PTI volunteer instructors teach the courses.

The Community College Faculty Program supports selected faculty members and administrators at eligible New Jersey community colleges to audit up to two courses per semester in their own discipline or a related field. The program also provides professional development and networking opportunities as resources for community college faculty to enhance their current teaching practices and prepare curricular material for future courses.

Middlesex County Community College became the fourth institution to join the University’s Community College Teaching Fellowships, coordinated through the McGraw Center for Teaching and Learning and the Graduate School. This program sends Princeton graduate students to partnering institutions in New Jersey to receive mentoring from experienced community college faculty before teaching their own course at the host institution.

The new Teaching Transfer Initiative hires recent Ph.D.s who have completed their degrees at research-intensive institutions and places them as visiting faculty fellows at partner community colleges. Each fellow teaches a mix of community college courses as well as one Princeton-accredited course that is representative of the kinds of curricular opportunities available at selective four-year institutions. The Princeton-accredited courses taught at the community college are offered at no cost to students there who are selected to enroll. Fellows also supplement the community college’s advising and programming on transferring to four-year institutions. In 2023-24, a pilot will run with Mercer County Community College.

Institutional outreach
The School of Public and International Affairs (SPJA) launched the new SPJA in NJ initiative, embracing Princeton’s role as an anchor institution in the state of New Jersey by leveraging faculty, students and researchers to produce and promote innovative policy statewide. Alongside New Jersey-based partners, SPJA in NJ generates research-based data and provides analysis that supports best practices in policymaking. Stuart Jeff Rabner, a Class of 1982 graduate and chief justice of the New Jersey Supreme Court, delivered a keynote address at the initiative’s launch event.

The School of Public and International Affairs also opened a learning and convening space in Washington, D.C. This will be the first time in the University’s history that its public and international affairs school has had a dedicated, physical presence in the nation’s capital.

As part of an ongoing partnership with the municipality of Princeton, the University hosted a ceremony where 30 Princeton residents from 11 countries took the oath of citizenship to become U.S. citizens. The dean of Princeton’s School of Public and International Affairs, Amaney Jamal, delivered the keynote address during the proceedings, which also featured a recorded message from President Joe Biden.

Entering its fifth year, Trenton Arts at Princeton (TAP) is a collaboration between the Department of Music, Lewis Center for the Arts and Pace Center for Civic Engagement that facilitates artistic connections between Trenton public school students and Princeton students, faculty and staff. Programs include Saturday Morning Arts, which engages 70 Trenton students and 60 Princeton student volunteers in weekly choir, dance, orchestra and theater rehearsals at the Lewis Arts Complex, and the Trenton Arts fellowship, which provides Princeton students with community development opportunities in the arts and education. TAP facilitates collaborative partnerships between Trenton school teachers and Princeton campus partners, such as Princeton University Concerts and McCarter Theatre, to bring professional performing artists and Princeton student artists to Trenton classrooms. TAP has created a new program coordinator role to provide administrative support to efforts to identify and sustain further partnerships between Trenton and the University.

Princeton University Library has continued to participate in the Community Engagement Summer Internship Program, hosting high school students associated with two community partner organizations: the municipality of Princeton’s Summer Youth Employment Program and the city of Trenton’s Mayor’s Youth Workforce and Career Training Program.

Princeton University Library and the Arts Council of Princeton hosted a public exhibition celebrating the history of Princeton’s Witherspoon-Jackson neighborhood featuring photos by Romus Broadway. The photos, which were acquired in fall 2021 by the library’s Department of Special Collections, were part of Broadway’s documentation of the history of the Black community in the neighborhood from the late 1950s through the early 2000s.

“By helping to ensure that the University’s IT and the information that it provides are accessible to people with disabilities, my work opens Princeton’s scholarship and experiences to a large but traditionally underserved population. This is work that is fundamental to serving our students, faculty, staff and the world.”

Mary Albert
Director of Digital Accessibility, Office of Information Technology
I lead the creation, implementation and management of programs, policies, and strategic initiatives designed to enhance Princeton’s institutional commitment to equitable educational access and success. The Emma Bloomberg Center supports students as they navigate their paths to, through and beyond higher education.

Bob Peck ’88 Director of the Emma Bloomberg Center for Access and Opportunity and Senior Associate Dean of the College, Office of the Dean of the College

Khristina Gonzalez

Supplier diversity and asset management

In order to recognize talented providers from all sectors of society, the University’s Supplier Diversity Program seeks to expand the equal opportunity for all potential vendors to compete for University business. The rate of growth in spending with diverse suppliers has significantly outpaced overall growth in University expenditures, resulting in a nearly 300% increase in spending with diverse-owned businesses over the last four years. Through the Office of Finance and Treasury’s Supplier Diversity Program, as of June 30, 2023, 16.1% of every dollar Princeton spends is with a diverse supplier, a top quartile result among non-retail/reseller organizations. This translates to over $194 million spent with diverse suppliers in fiscal year 2023. An Action Forum in Design and Construction has identified ways to increase opportunity and competition for construction partners with a capacity to take on Princeton’s large and complex projects. In addition, a half-day “Building Pathways” event was held for over 60 University senior leaders to raise awareness of the important role they play in the supplier selection process.

Efforts to increase competition and equal opportunity among the University endowment’s external manager roster have continued to yield positive results for diverse firms. While firm ownership is just one measure of diversity, of the 18 active U.S.-based managers that the Princeton University Investment Company (PRINCO) has hired over the past five years, 14 of them, accounting for over 80% of assets deployed with these new relationships, qualify as diverse-owned. For five of those firms, representing almost 30% of assets deployed, at least half of firm leadership is African American.

Over

194

million dollars spent with diverse suppliers in fiscal year 2023.
Demographic and climate data

The analysis of data and trends is one part of our larger effort to understand and evaluate our diversity and inclusion efforts at Princeton. This work helps us identify successes and gaps, ask hard questions and hold ourselves accountable. Data analysis plays a critical role in identifying inequitable outcomes that may be built unintentionally into our systems, policies and norms. Princeton uses demographic and climate data to evaluate demographic progress, monitor campus inclusivity, and surface continuing challenges and promising opportunities.

High-level demographic data are collected annually and made publicly available through the Office of Institutional Research’s website. Human Resources, the Graduate School and the Office of the Dean of the Faculty continue to enhance key diversity metrics and dashboards. Academic department-level data dashboards are available to department chairs. The University has established a cycle of regular climate surveys for all campus populations and continues to make improvements to survey instruments and reporting.

This annual report offers readers a digest of key demographic and climate-related indicators. It is not intended to serve as a comprehensive source of diversity, equity and inclusion-related data or analysis. Princeton has also pledged to conduct a comprehensive external review of its diversity, equity and inclusion initiatives every four years.

Demographics

Princeton aspires to be a truly diverse community in which individuals of every sex, gender identity, race, ethnicity, religion, sexual orientation, ability and socioeconomic status can flourish equally. Attracting and retaining talented student applicants and recruiting and retaining stellar faculty and staff at all levels require constant, systematic attention from individual admission officers and selection committee chairs, hiring managers and search committee members. The University continues to enhance its processes, infrastructure and training to support strong outcomes regardless of individual background.

The demographic charts on the following pages report in the following ways:

- The charts pertaining to students contain self-reported information on race/ethnicity, gender identity and sexual orientation, and U.S. citizenship. These charts contain self-reported ethnic details, counting some individuals in more than one category to accurately reflect intersecting racial and ethnic identities. Student charts also contain data on students’ self-reported gender identities, allowing students to select more than one category to reflect intersecting identities. This results in totals greater than 100%. When the numbers of respondents are too small to assure confidentiality, these charts aggregate certain categories with other categories to protect the confidentiality of individuals.
- The charts pertaining to faculty and academic professionals and the charts pertaining to staff contain self-reported information on their race/ethnicity, gender/sex, and U.S. citizenship status. These charts also contain self-reported ethnic details, counting some individuals in more than one category to accurately reflect intersecting racial and ethnic identities. When the numbers of respondents are too small to assure confidentiality, these charts aggregate certain categories with other categories to protect the confidentiality of individuals.
- The charts pertaining to students with disabilities include the faculty, staff and academic professionals who have voluntarily self-disclosed their disability status. As a government contractor, Princeton University is required to ask about disability status in the application stage. The University is also required to solicit disability status in the onboarding stage, and an offer is accepted and the applicant becomes our employee. Regulations mandate that employees must be asked about disability status every five years. However, Princeton asks employees about disability status annually during Open Enrollment when employees update their benefits packages.

Climate

Climate surveys are an essential tool for assessing individuals’ experiences on campus. Institutional and departmental climate surveys provide important information about perceptions of belonging, inclusion and equity. Leaders use the feedback to develop strategies to ensure that all members of Princeton’s community feel included and respected regardless of their role or other aspects of their identity.

Surveys are conducted on a multiyear cycle, with climate surveys of graduate students every third year, faculty every fifth year, postdoctoral scholars every fifth year and staff every third year. Undergraduates are surveyed annually as part of the Senior Survey-Year End Assessment. This report does not include University-wide climate data for graduate students and staff populations as these groups were not surveyed this year. This report does not contain University-wide data for postdoctoral populations. To gather information about the experience of departmental members and to inform local diversity, equity and inclusion strategic planning, eight academic units partnered with the Office of the Provost in 2022-23 to administer climate surveys. The snapshots below show the experience of campus populations disaggregated by race and ethnicity, as well as gender identity and sexual orientation.

Demographic data

Demographic data for all populations are based on two headcount census dates. The student census occurs on Oct. 15 and the faculty and staff census occurs on Nov. 1. Each individual is counted once in their primary appointment regardless of duty time. Student data include students who were in active enrollment status and seeking a Princeton bachelor’s, master’s or doctoral degree on Oct. 15. Non-degree-seeking students, such as visiting students, are excluded. Data for all faculty ranks, academic professional ranks and staff populations include employees whose status on Nov. 1 was active, leave of absence, or leave of absence with pay. Casual hourly employees and short-term professional employees are not included.

Climate data

Climate data features data extracted from the results from three distinct sources:

1) the end-of-year undergraduate student survey conducted in spring 2023; 2) the faculty survey conducted in fall 2022; and 3) the results of the eight academic unit climate surveys conducted during 2022-23.

Categories of faculty, postdocs, academic professionals and staff

- Tenured/Tenure-track Faculty includes the ranks of professor, associate professor and assistant professor.
- Non-Tenure-track Faculty includes instructors, lecturers, tutors with the rank of professor, senior lecturers, professors of the practice, University lecturers and professor emeritus (teaching).
- Academic Professionals includes librarians of all grades, professional specialists and research scholars.
- Postdoc includes the following appointment types: postdoctoral research associates, postdoctoral research fellows, postgraduate research associates and senior research assistants.
- Senior Staff includes non-faculty administrators at grades 80 and above, information technology professionals at grades 40 and 50, and staff at the Princeton Plasma Physics Laboratory and the Princeton University Investment Company (PRINCO).
- All Other Staff includes employees who are not counted in the categories above whose status on Nov. 1 was active, leave of absence, or leave of absence with pay. Casual hourly employees and short-term professional employees are not included.

More than 1,200 students with disabilities were registered with the Office of Disability Services to receive reasonable accommodations.
Students

Student data include students who were in active enrollment status and seeking a Princeton bachelor’s, master’s or doctoral degree on Oct. 15 of the respective year. Non-degree-seeking students, such as visiting students, are excluded.

Race/Ethnicity
The charts below represent data reported to the University by individuals about their racial and ethnic identity. Some individuals reported themselves in more than one category to best reflect intersecting racial and ethnic identities, resulting in percentages greater than 100%. The total numbers of students in each year who were U.S. citizens and permanent residents (U.S.), and students who are international or temporary U.S. residents (INT) are provided for context. The category of “Native American/Native Alaskan” reflects self-reported demographic data and is distinct from enrolled membership/citizenship in federally recognized tribal nations or state-recognized tribal nations.

Gender Identity
Princeton’s population includes individuals who do not identify as either male or female. Students have been able to self-report their gender identity since 2017-18. Genderqueer/gender non-conforming/non-binary/transgender students are grouped together to protect the confidentiality of students. Percentages may exceed 100% because students are counted in each category selected.

Race/Ethnicity of Princeton Undergraduate Students
Academic Years 2019-20 to 2023-24

Race/Ethnicity of Princeton Graduate Students
Academic Years 2019-20 to 2023-24

Gender Identity of Princeton Undergraduate Students
Academic Years 2019-20 to 2023-24

Gender Identity of Princeton Graduate Students
Academic Years 2019-20 to 2023-24
U.S. Citizenship
Individuals holding a temporary resident visa are reported as international. Individuals who are U.S. citizens or hold a permanent resident visa (green card) are reported together.

Pell Grant Eligibility
"Pell-eligible" refers to students eligible for federal financial grants that are awarded to low-income students; it excludes international students and some domestic low-income students. Pell eligibility is an imperfect but approximate measure of socioeconomic status. The chart below indicates the representation of Pell-eligible undergraduate students versus non-Pell-eligible students during their first year of enrollment in fall 2019 to fall 2023.

U.S. Citizenship of Princeton Undergraduate Students
Academic Years 2019-20 to 2023-24

U.S. Citizenship of Princeton Graduate Students
Academic Years 2019-20 to 2023-24
Students (cont’d)

Disability
The chart below illustrates students who are registered to receive accommodations from the University’s Office of Disability Services (ODS). Offering a range of services, the Office of Disability Services facilitates reasonable accommodations to support students with disabilities. A student is considered to be registered with the Office of Disability Services once an accommodation request has been made. Registration is a voluntary, confidential process and may occur at any time during the student’s course of study; the data below represent the five most recent full academic years. Records of accommodations as a result of temporary injuries reported by students are not included. Requests for accessible housing accommodations are recorded in the data below from 2021-22 onward, reflecting a change made. Registration is a voluntary, confidential process and may occur at any time during the student’s course of study; the data below include internal processes to enhance students’ experience.

Student Populations Registered With The Office of Disability Services 2018-19 to 2022-23

- Undergraduate Students
- Graduate Students

Faculty and Academic Professionals
Data for all faculty and academic professional ranks include those whose employee status on Nov. 1 was active, leave of absence, or leave of absence with pay. Casual hourly employees and short-term professional employees are not included.

Race/Ethnicity
The charts below represent data reported to the University by individuals about their racial and ethnic identity. Some individuals reported themselves in more than one category to best reflect intersecting racial and ethnic identities, resulting in percentages greater than 100%. Middle Eastern and North African individuals are aggregated with individuals who identify as only White, consistent with U.S. federal reporting standards.

Race/Ethnicity of Princeton Tenured/ Tenure-track and Non-Tenure-track Faculty Fall 2019 to Fall 2023

- Asian
- Black/African American
- Hispanic/Latino/a/x
- American Indian/Native American/ Native Alaskan
- White
- U.S. Temporary Resident/ International
- Individual did not disclose/Unknown

Race/Ethnicity of Princeton Postdocs and Academic Professionals Fall 2019 to Fall 2023

- Asian
- Black/African American
- Hispanic/Latino/a/x
- American Indian/Native American/ Native Alaskan
- White
- U.S. Temporary Resident/ International
- Individual did not disclose/Unknown
Spotlight on Race/Ethnicity of Tenured/Tenure-track Faculty
Fall 2019 to Fall 2023

**Race/Ethnicity of Princeton Tenured/Tenure-track Faculty**
Fall 2019 to Fall 2023

<table>
<thead>
<tr>
<th>Year</th>
<th>Asian</th>
<th>Black/African American</th>
<th>Hispanic/Latina/o/x</th>
<th>American Indian/Native American/Native Alaskan</th>
<th>White</th>
<th>U.S. Temporary Resident/International</th>
<th>Individual did not disclose/Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2019</td>
<td>6.3%</td>
<td>5.1%</td>
<td>5.1%</td>
<td>6.3%</td>
<td>6.3%</td>
<td>6.3%</td>
<td>6.3%</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>5.1%</td>
<td>5.1%</td>
<td>5.1%</td>
<td>5.1%</td>
<td>5.1%</td>
<td>5.1%</td>
<td>5.1%</td>
</tr>
<tr>
<td>Fall 2021</td>
<td>4.9%</td>
<td>5.1%</td>
<td>5.1%</td>
<td>5.1%</td>
<td>5.1%</td>
<td>5.1%</td>
<td>5.1%</td>
</tr>
<tr>
<td>Fall 2022</td>
<td>4.9%</td>
<td>5.1%</td>
<td>5.1%</td>
<td>5.1%</td>
<td>5.1%</td>
<td>5.1%</td>
<td>5.1%</td>
</tr>
<tr>
<td>Fall 2023</td>
<td>4.9%</td>
<td>5.1%</td>
<td>5.1%</td>
<td>5.1%</td>
<td>5.1%</td>
<td>5.1%</td>
<td>5.1%</td>
</tr>
</tbody>
</table>

**Change in the Tenured/Tenure-track Faculty Population in Four Demographic Groups**
Fall 2019 to Fall 2023

- Black/African American
- Hispanic/Latina/o/x
- American Indian/Native American/Native Alaskan
- Multiracial

**Gender/Sex**
The legal sex data below concern faculty and academic professionals. They were collected in conjunction with the regulations of the U.S. Department of Labor, which requires that all individuals be reported as either male or female.

**Gender/Sex of Princeton Tenured/Tenure-track and Non-Tenure-track Faculty**
Fall 2019 to Fall 2023

- Female
- Male

**Gender/Sex of Princeton Postdocs and Academic Professionals**
Fall 2019 to Fall 2023

- Female
- Male

**Spotlight on Change of Race/Ethnicity of Tenured/Tenure-track Faculty from Fall 2019 to Fall 2023**
The chart below illustrates the overall change in Princeton’s tenured/tenure-track faculty population of four underrepresented racial/ethnic groups from fall 2019 to fall 2023. The line at the top illustrates the annual percentage increase of all four of these demographic groups when grouped together. This is calculated by dividing the tenured/tenure-track faculty population in these four groups by the total number of tenured/tenure-track faculty in each year. The bars at the bottom illustrate the total number of faculty members identifying as one or more of these demographic groups in each year. NOTE: “Multiracial” includes a faculty of two or more of the following: American Indian/Native American/Native Alaskan, Hispanic/Latina/o/x and/or Black/African American.
Faculty and Academic Professionals (cont’d)

U.S. Citizenship
Individuals holding a temporary resident visa are reported as “U.S. Temporary Residents/International Individuals.” Individuals who are U.S. citizens or hold a permanent resident visa (green card) are reported together.

U.S. Citizenship Status of Princeton Tenured/Tenure-track and Non-Tenure-track Faculty
Fall 2019 to Fall 2023

<table>
<thead>
<tr>
<th>Term</th>
<th>Tenured/Tenure-track Faculty</th>
<th>Non-Tenure-track Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2019</td>
<td>93.9%</td>
<td>6.1%</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>96.3%</td>
<td>3.7%</td>
</tr>
<tr>
<td>Fall 2021</td>
<td>95.1%</td>
<td>4.9%</td>
</tr>
<tr>
<td>Fall 2022</td>
<td>93.5%</td>
<td>6.5%</td>
</tr>
<tr>
<td>Fall 2023</td>
<td>94.1%</td>
<td>5.9%</td>
</tr>
</tbody>
</table>

Employee Disability
As a government contractor, Princeton University is required to ask every applicant for employment about their disability status. The University is also required to solicit disability status during the onboarding stage once an offer of employment is accepted and the applicant becomes an employee. Federal regulations further mandate that employees must be invited to disclose disability status every five years. However, Princeton invites employees to voluntarily disclose disability status annually during Open Enrollment when updating their benefits packages. In 2023, instructions for updating disability and veteran status were included in the University’s annual communication to employees seeking their updated personal contact information.

Initiatives over the years, such as soliciting self-identification every year, clarifying why the disclosure is requested, and implementing online mechanisms to make it easier for employees to confidentially disclose disability status on a self-serve basis, have contributed to an increase in disability self-identification. Today, almost five percent (4.7%) of employees (staff, academic professionals and faculty) have voluntarily self-identified as a person with a disability.

Princeton Faculty, Academic Professionals and Staff Disclosing Disabilities
Fall 2019 to Fall 2023

<table>
<thead>
<tr>
<th>Year</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1%</td>
<td>1.9%</td>
<td>2.6%</td>
<td>3.4%</td>
<td>4.7%</td>
<td></td>
</tr>
</tbody>
</table>
Staff

Data for all staff populations include employees whose status on Nov. 1 was active, leave of absence, or leave of absence with pay. The category of Senior Staff includes non-faculty administrators at grades 80 and above, information technology professionals at grades 40 and 50, and staff at the Princeton Plasma Physics Laboratory and the Princeton University Investment Company (PRINCO). The category of All Other Staff includes all other staff who are neither faculty nor academic professional employees. Casual hourly employees and short-term professional employees are not included.

Race/Ethnicity and U.S. Citizenship

The charts below represent data reported to the University by individuals about their racial and ethnic identity. Some individuals reported themselves in more than one category to best reflect intersecting racial and ethnic identities, resulting in percentages greater than 100%.

Gender/Sex

The legal sex data concerning staff members are collected in conjunction with the regulations of the U.S. Department of Labor, which requires that all individuals be reported as either male or female.

Race/Ethnicity of Princeton University Staff
Fall 2019 to Fall 2023

<table>
<thead>
<tr>
<th>Category</th>
<th>Fall 19</th>
<th>Fall 20</th>
<th>Fall 21</th>
<th>Fall 22</th>
<th>Fall 23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian/African American</td>
<td>7.8%</td>
<td>7.9%</td>
<td>7.9%</td>
<td>7.5%</td>
<td>7.3%</td>
</tr>
<tr>
<td>Black/White</td>
<td>0.8%</td>
<td>0.9%</td>
<td>0.8%</td>
<td>0.7%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Hispanic/Latino/Hispanic American</td>
<td>4.2%</td>
<td>4.3%</td>
<td>4.2%</td>
<td>3.4%</td>
<td>3.4%</td>
</tr>
<tr>
<td>Native American/Indian/Indian</td>
<td>0.8%</td>
<td>0.8%</td>
<td>0.7%</td>
<td>0.7%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Native Hawaiian/Other Pacific Islands</td>
<td>2.6%</td>
<td>2.6%</td>
<td>2.6%</td>
<td>2.6%</td>
<td>2.6%</td>
</tr>
<tr>
<td>White</td>
<td>59.5%</td>
<td>59.8%</td>
<td>59.0%</td>
<td>59.0%</td>
<td>59.0%</td>
</tr>
<tr>
<td>U.S. Temporary Resident/International</td>
<td>1.6%</td>
<td>1.4%</td>
<td>1.5%</td>
<td>1.4%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Individual did not disclose/Unknown</td>
<td>1.4%</td>
<td>1.4%</td>
<td>1.4%</td>
<td>1.4%</td>
<td>1.4%</td>
</tr>
</tbody>
</table>

Gender/Sex of Princeton University Staff
Fall 2019 to Fall 2023

<table>
<thead>
<tr>
<th>Category</th>
<th>Fall 19</th>
<th>Fall 20</th>
<th>Fall 21</th>
<th>Fall 22</th>
<th>Fall 23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>52.2%</td>
<td>51.8%</td>
<td>51.9%</td>
<td>51.6%</td>
<td>51.8%</td>
</tr>
<tr>
<td>Male</td>
<td>47.8%</td>
<td>48.2%</td>
<td>48.1%</td>
<td>48.4%</td>
<td>48.2%</td>
</tr>
</tbody>
</table>

Sex/Gender of Princeton University Staff
Fall 2019 to Fall 2023

<table>
<thead>
<tr>
<th>Category</th>
<th>Fall 19</th>
<th>Fall 20</th>
<th>Fall 21</th>
<th>Fall 22</th>
<th>Fall 23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>52.2%</td>
<td>52.3%</td>
<td>53.9%</td>
<td>53.5%</td>
<td>52.8%</td>
</tr>
<tr>
<td>Male</td>
<td>47.8%</td>
<td>47.7%</td>
<td>46.1%</td>
<td>46.5%</td>
<td>47.2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Fall 19</th>
<th>Fall 20</th>
<th>Fall 21</th>
<th>Fall 22</th>
<th>Fall 23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>32.2%</td>
<td>32.2%</td>
<td>32.8%</td>
<td>32.8%</td>
<td>32.3%</td>
</tr>
<tr>
<td>Male</td>
<td>67.8%</td>
<td>67.8%</td>
<td>67.2%</td>
<td>67.2%</td>
<td>67.7%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Fall 19</th>
<th>Fall 20</th>
<th>Fall 21</th>
<th>Fall 22</th>
<th>Fall 23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>32.6%</td>
<td>33.2%</td>
<td>32.5%</td>
<td>32.5%</td>
<td>32.5%</td>
</tr>
<tr>
<td>Male</td>
<td>67.4%</td>
<td>66.8%</td>
<td>67.5%</td>
<td>67.5%</td>
<td>67.5%</td>
</tr>
</tbody>
</table>
Climate Data

Surveys are conducted on a multiyear cycle, with climate surveys of graduate students every third year, faculty every fifth year, postdoctoral scholars every fifth year and staff every third year. Undergraduates are surveyed annually as part of the Senior Survey/Year End Assessment.

Undergraduate Student Survey 2022-23
The Senior Survey/Year End Assessment chart reflects all undergraduates who completed the survey in spring 2023. The responses are shown by Princeton Primary Ethnicity without consideration of U.S. citizenship status. The data include international students. Percentages may not add up to 100% due to rounding.

Academic Climate Surveys
Eight academic units partnered with the Provost’s Office in 2022-23 to administer climate surveys: astrophysics, ecology & evolutionary biology, geosciences, the High Meadows Environmental Institute, history, physics, psychology, and the University Center for Human Values. Faculty, staff, postdocs, academic professionals, and graduate and undergraduate students in each respective academic unit participated in the survey. The chart below includes self-reported racial and ethnic identity. The responses are shown by Princeton Primary Ethnicity calculated without consideration of U.S. citizenship status. This includes international individuals. Given their small numbers, data from individuals who identify as Middle Eastern or North African/Native American/Other Hawaiian or Other Pacific Islander have been amalgamated to protect their confidentiality. Percentages may not add up to 100% due to rounding.

Faculty Survey 2022
The 2022 Faculty Survey reflects all faculty who completed the survey in fall 2022. The survey was circulated to all tenured/tenure-track faculty across the University. The responses are shown in aggregate of tenured/tenure-track faculty.

Academic Climate Surveys by Race/Ethnicity 2022-23
I would encourage a prospective colleague or friend who resembles me (in interests, background, etc.) to work or study in the department.

Undergraduate Students by Race/Ethnicity
Would you encourage a high school senior who resembles you when you were a high school senior (same background, ability, interests and temperament) to attend Princeton?

Undergraduate Students by Gender Identity/Sexual Orientation
Would you encourage a high school senior who resembles you when you were a high school senior (same background, ability, interests and temperament) to attend Princeton?
Message from
Shawn Maxam
Associate Provost for Diversity and Inclusion

Looking ahead, the engagement and commitment of all Princetonians will continue to be crucial for the University to fulfill its aspirations for academic, co-curricular and workplace excellence. All of us contribute to the University’s progress on diversity, equity and inclusion. Community expertise and participation will be vital as we identify new opportunities, sustain existing activities and work collaboratively to move forward in this shared endeavor. I’m grateful for the energy that students, faculty, academic professionals, staff and alumni bring to these efforts.

To ensure our ability to advance meaningful progress the University will continue to devote resources to building the capacity of academic and administrative leaders. Princeton will also support the diversity, equity and inclusion practitioners who implement a wide range of activities in the service of fostering a vibrant campus community.

Over this academic year, an ad hoc committee of the University’s Board of Trustees will examine the University’s admissions policies. The committee’s work will be guided by the two key principles that undergird Princeton’s admissions process: merit-driven admissions and the imperative to attract and support talented students from all sectors of society.

During 2023-24 Princeton will also:

+ Launch new professional development resources to support the success of diversity, equity and inclusion practitioners.
+ Continue a collaboration with PEN America, an organization committed to the protection of free expression in the United States and worldwide, to conduct workshops and learning opportunities for students, staff and faculty.
+ Continue educational and learning opportunities for the campus community related to understanding and addressing antisemitism, exploring the impact of Islamophobia and fostering inclusion for people of all faith backgrounds and national origins.
+ Carry out several activities enriching Princeton’s commitment to history and sense of place including announcing honorific naming of spaces in Prospect House, which serves as a dining and events venue for faculty, staff and other members of the University community; conducting new research projects supported by the Princeton Histories Fund that tell a more complete narrative of the University’s past and present; and unveiling a portrait honoring José Ferrer, Class of 1933, a distinguished actor and director.

We will continue to report on our accomplishments and challenges while sharing data to promote transparency and accountability. The University’s efforts are always a work in progress requiring our collective creativity and engagement. I am eager to continue this important work with all of you.
“Princeton University’s excellence depends upon attracting and supporting talented individuals from throughout our society and around the world.”

*Christopher L. Eisgruber*
*President*