Introduction

Overview
Princeton University’s annual report on diversity, equity and inclusion highlights many of the events, initiatives and programs completed during the 2021-22 academic year. The report also features updated demographic and climate survey data.

The University remains committed to structural change that advances its long-term efforts to be even more diverse, inclusive, accessible and accountable in ways that enrich the quality of its teaching and research and improve campus climate and a sense of belonging.

All members of the University community — faculty, staff, students and alumni — are working to bring the breadth of Princeton’s resources to this sustained challenge. The ongoing work is guided by a set of institutional action plans and follows President Christopher L. Eisgruber’s 2020 charge to find additional ways to promote racial equity for members of the Princeton community and society as a whole, and to redouble the University’s past efforts to make Princeton a more diverse, inclusive and equitable community.

While this report is not intended to be a comprehensive record of the activities that occurred during the past academic year, it does provide a snapshot of efforts led and supported across the University community.

More information about Princeton’s past, present and planned diversity, equity and inclusion efforts can be found online at https://inclusive.princeton.edu.
Message from Christopher L. Eisgruber
President
Princeton’s dedication to excellence requires sustained commitments to diversity, equity and inclusion. We must seek out and support the talent that exists in every sector of society, bringing together people of many groups and identities and enabling them to thrive fully on this campus and beyond it.

We saw the importance of these principles in October 2021 when five Princetonians received Nobel Prizes. Four of these laureates were immigrants to the United States and the fifth was a dual citizen. Their achievements remind us that supporting talent from all backgrounds constitutes a long-term investment in teaching, research and innovation that benefits our country and the world.

This Diversity, Equity and Inclusion Annual Report describes the University’s aspirations, reviews progress toward them, promotes accountability, and facilitates the design of new goals and initiatives. The report describes new and ongoing projects across Princeton’s campus. It contains data about campus climate and demography that capture positive change, such as last year’s faculty recruiting efforts, and identify opportunities to do more.

This University is — and will remain — a work in progress. Commitments to diversity, inclusion and excellence require constant vigilance and unceasing effort. I am proud of the heightened energy that individuals and units all across the University have brought to the tasks of equity and inclusion over the past year. People throughout the University leaned in to create new opportunities and embrace the benefits of diversity. Those efforts have made a difference.

I look forward to hearing from you and collaborating with you in this important work. Our scholarly and teaching excellence demands nothing less.
This report can capture only part of Princeton’s diversity, equity and inclusion activities. I encourage you to search out more information through the racial equity and institutional equity and diversity websites. Please take the time to share your feedback and insights via https://racialequity.princeton.edu/your-ideas-change.

Although the report identifies many causes for celebration — including some anniversaries! — there is much more to do. I look forward to participating in that work with you.

In response to the racial reckoning of 2020, the University pledged to redouble its efforts regarding matters of climate, access, demographic representation and the academic experience. These tasks have only become more urgent as our country and world continue to struggle with intense divisions. Administrative units, academic departments, climate committees, student organizations and employee resource groups were among those who joined forces with faculty and senior leaders to move the efforts forward.
The 2021-22 academic year included several anniversaries of campus centers and programs that offered opportunities to celebrate and reflect on Princeton’s community building and evolution over time.
40th Anniversary
Asian American Alumni Association
Lunar New Year 2022 heralded the beginning of the Year of the Tiger, an occasion to celebrate Princeton’s vibrant Asian and Asian American community. For more than 40 years, the Asian American Alumni Association has led alumni in advancing Asian American and Asian issues in student life, University affairs, personal and professional development, and community service.

5th Anniversary
AccessAbility Center
The AccessAbility Center celebrated its fifth anniversary during 2021-22 with interactive activities and special programs. The student gathering space in Frist Campus Center is designed for universal access and is intended to foster conversations about ability, disability and access.

50th Anniversary
Carl A. Fields Center (formerly Third World Center)
The 2021-22 academic year marked the 50th anniversary of the founding of the Third World Center (now the Carl A. Fields Center for Equality and Cultural Understanding). A series of lectures, programs and events was held to honor the center’s legacy of student community building focused on race and ethnicity.

50th Anniversary
Kosher Dining on Campus
During 2021-22, the Center for Jewish Life/Hillel marked 50 years of University-sponsored kosher dining on campus, and announced that the current kosher dining hall will be expanded and renamed as the Mandelbaum Family Dining Pavilion. The Pavilion, located at the Center for Jewish Life is open to all Princeton students and exemplifies the many dining and dietary options available on campus, including halal, vegan and allergen-free foods.

50th Anniversary
Gender + Sexuality Resource Center (formerly Women*s Center)
2021-22 marked 50 years since the Women*s Center was founded by some of Princeton’s first undergraduate women. Building on this legacy of a half century of activism and advocacy, the Women*s Center has evolved in its mission and efforts, and in 2021 combined with Princeton’s LGBT Center to become the Gender + Sexuality Resource Center. The expanded center serves all students, with an emphasis on women, femme-identifying, transgender and LGBTQIA+ students, through programming, advocacy and mentorship.
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Climate, inclusion and equity

Expanding our commitment to fostering a diverse and inclusive campus climate
An inclusive campus community is one where all students, faculty, academic professionals and staff feel that they belong and can contribute to and benefit from the University’s excellence. Fostering such a climate requires a sustained commitment, while acknowledging that it can be hard and sometimes uncomfortable work. Princeton’s strategies and action plans for enhancing climate, inclusion and equity focus on professional development, programming, community building and iconography, supported by systematic reviews and evaluation to maximize impact.

**Campus programming, networks and resources**

In recognition of their 50th anniversaries, a new website titled “50 Years of Inclusion” launched to capture the impact of the Third World Center (now the Carl A. Fields Center for Equality + Cultural Understanding) and the Women*s Center (now expanded into the Gender + Sexuality Resource Center).

As part of the Fields Center’s year-long anniversary celebration, a series of lectures, programs and events included the panel discussions “Race, Speech and the University” and “Women in Academia.” Student-led events included a “Woman of Color Dinner” and “Black Queer Narratives” documenting the experiences of Black LGBTQIA+ students.

More than 12 events were held in September and October to celebrate Latinx Heritage Month, including a “Latine in STEM Dinner” and the “Festival Cultural Latino” organized by the Princeton Latin American Student Association. During the entire academic year, several other heritage months were celebrated, including Asian Pacific Islander Desi American Heritage Month, Native American Heritage Month and Black History Month.

The new Gender + Sexuality Resource Center celebrated its inaugural year with programs and services focused on women, femme-identifying and LGBTQIA+ students. These included the second annual Princeton PrideFest and the Women and Femme Cultural Graduation. The center hired a second program coordinator to manage campus-wide collaborations and is developing a co-curricular partnership with Princeton’s Program in Gender and Sexuality Studies.
The dining hall will soon be expanded and named the Mandelbaum Family Dining Pavilion. These renovations will allow the center to better serve a student population that has increased significantly since the center opened nearly 30 years ago.

Based on the initiative of the student-led group Natives at Princeton, a dedicated affinity space for Native and Indigenous members of the Princeton community opened on campus. The space provides a venue for gatherings and programming related to the experiences of Native and Indigenous peoples.

The Sexual Harassment/Assault Advising, Resources and Education (SHARE) office completed a website redesign. The new website improves accessibility and features resources reflecting inclusive and equitable approaches to sexual harassment prevention and best practices in victim support.

The AccessAbility Center celebrated its fifth anniversary with events intended to foster conversation about ability and accessibility, including a public lecture by a Tony-award winning actor. The Asian American Alumni Association collaborated with faculty to host a series of online panels about the field of Asian American studies, exploring the development of Asian American studies at Princeton. Additionally, the University’s Office of Communications recognized the Year of the Tiger with interviews that elevated the voices of Asian and Asian American faculty, staff, students, alumni and researchers. The yearlong series, which launched with the Lunar New Year, explores questions of identity, pride, anti-Asian racism and allyship.

Building on the growth of the University’s vibrant Muslim and Hindu chaplaincies in past years, the Office of Religious Life created new assistant dean positions for Muslim Life and for Hindu Life (the positions were elevated from religious life chaplains to assistant deans). The Office of Religious Life and the Art Museum will host Indigenous artist and activist Marianne Nicolson for a public lecture and campus visit. She will meet with various student and University groups in conversations that will explore her practice and Indigenous studies at Princeton. The Center for Jewish Life celebrated the 50th anniversary of kosher dining on campus. The dining hall will soon be expanded and named the Mandelbaum Family Dining Pavilion. These renovations will allow the center to better serve a student population that has increased significantly since the center opened nearly 30 years ago.

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First College hosted the student-curated exhibit “First on Film: Creating Spaces for Racial Reckoning on Campus, 1960s and Now.” The exhibition featured documentary images of the 1964 Princeton Summer Studies Program, which invited 40 public high school students — 30 of whom were Black — to reside on campus and attend classes at the University.

Professional development and co-curricular educational opportunities
The University offered more than 140 professional development workshops and other opportunities to faculty, postdoctoral scholars, academic professionals and staff members during the 2021-22 academic year. Human Resources launched the third cohort of Princeton’s Inclusion & Diversity Certificate Program, which educates employees on inclusion and diversity competencies, communication, appreciation of and respect for differences, and emotional intelligence.

Human Resources supported 12 employee resource groups, which are led by staff from across the University and are intended to connect staff members around shared interests, experiences and/or identities. This year a parents and caregivers’ group was founded to provide a forum for staff with caregiving responsibilities. Over a third of Princeton’s employees participate in one or more groups.

More than 100 students and staff members attended workshops on Jewish identity, inclusion and anti-Semitism.
A cohort of staff at Princeton Plasma Physics Laboratory (PPPL) began a year-long workshop focused on diversity, equity and inclusion within academic labs. Three PPPL-based employee resource groups collaborate with the University’s employee groups to organize professional development on inclusive recruitment practices for staff.

More than 100 students and staff members attended workshops on Jewish identity, inclusion and anti-Semitism hosted by the Center for Jewish Life, Hillel International Campus Climate Initiative and the Office of the Vice President for Campus Life.

The Graduate School launched the annual Inclusive Academy (IA) Symposium and Best of Access, Diversity and Inclusion (BADI) Awards. The IA Symposium supports graduate students and post-doctoral scholars, including those from underrepresented backgrounds, in preparing for success in the academy and on the job market. The BADI Awards honor and celebrate graduate students, postdoctoral scholars, academic professionals, and faculty who have made significant impacts in the Princeton graduate student community around diversity and inclusion.

Ensuring equity
In response to an institutional racial equity commitment made by President Eisgruber in 2020, Human Resources announced enhancements to and increased funding for employee benefit programs, with an eye to ensuring equal access for employees. The enhanced programs include the Employee Child Care Assistance Program, Children’s Educational Assistance Plan, Long-Term Disability, and Adoption and Surrogacy Benefit.

Human Resources also created the new position of manager for faculty and staff accommodations. This new role will oversee the University’s efforts to ensure that all employees can access reasonable accommodations for disabilities.

University Services offered 140 academic year employees the option to switch from nine-and 10-month employment status to 12-month employment status, providing continuous employment.
The academic experience
Supporting diverse faculty, teaching and research
Academic excellence and diversity are inextricably linked. Only by fully including gifted people from all backgrounds can Princeton expand its capacity for teaching and learning, increase opportunities for innovative research, and equip students for lives of service and leadership in an increasingly pluralistic society.

With this in mind, the University has developed strategies and action plans for strengthening the links between the academic experience and diversity, equity and inclusion. They include assembling a faculty that reflects the diverse makeup of Princeton’s students and the national pool of candidates and strengthening initiatives to diversify the pipeline of Princeton’s postdoctoral scholars, lecturers, visiting faculty and graduate students. The Office of the Dean of the Faculty, Office of the Dean of the College, Graduate School, School of Public and International Affairs, Office of the Dean for Research and academic department leaders are responsible for implementation of these plans.

**Faculty diversification and the faculty pipeline**

In 2020, President Eisgruber committed the University to enhanced efforts to expand the diversity of the faculty pipeline. Consistent with current law, Princeton will continue to use a broad range of strategies, including thoughtful recruiting efforts to identify diverse candidate pools, encouraging departments to move into new fields or subfields that might offer diverse talent pools, and allowing hiring units more flexibility to search in advance of future vacancies.

To enable this effort, the University has appointed an inaugural vice dean for diversity and inclusion. The vice dean will provide leadership on matters of diversity and inclusion with respect to all populations appointed through the Office of the Dean of the Faculty and will direct the Presidential Postdoctoral Research Fellows program.

The Presidential Postdoctoral Research Fellows program welcomed a new cohort of 12 early-career scholars, including members of groups underrepresented in the academy or in certain disciplines.

The Presidential Visiting Scholars Program named Darell Fields, a designer and inventor, and physicist Clifford Johnson as Presidential Visiting Scholars for the 2021-22 academic year. The program supports talented scholars from academic or professional fields who can contribute to the University’s diversity, broadly defined.

30 academic units (and counting) have established climate committees comprised of faculty, researchers, students and staff...
The Princeton School of Public and International Affairs appointed its inaugural associate dean of diversity, equity and inclusion. The associate dean will facilitate the school’s diversity and inclusion multi-year action plan to increase access, retention and the success of all students, including those from historically underrepresented and marginalized populations.

**Teaching and research**

The establishment of the new Effron Center for the Study of America in November 2021 enables Princeton to make crucial investments in faculty, visitors and fellows to support emerging areas of American studies scholarship. These include race and ethnicity studies such as Asian American, Latino, Native American and Indigenous, and American Jewish studies.

With support from the Humanities Council, the Native American and Indigenous Studies Initiative at Princeton — consisting of faculty, staff and students from across academic and administrative departments — presented a seminar series that brought leading Indigenous scholars, artists and activists to campus to foster cross-disciplinary dialogue.

The Princeton University Library launched an Indigenous Studies Working Group that aims to learn from Indigenous studies scholars, curate library resources, survey collection development policies and improve discoverability of related materials.

The Program in Linguistics expanded American Sign Language (ASL) offerings and now allows students to fulfill their language requirement with ASL courses. The program also offers the class “American Deaf Culture.”

Princeton’s Council on Science and Technology created a community of practice group to support the participation and success of all students, including those from underrepresented backgrounds, in STEM courses. The inaugural cohort of eight science and engineering faculty members implemented best practices for inclusive teaching, including new pedagogical methodologies and changes to their syllabi.

As a part of the Office of the Dean for Research’s diversity and inclusion action plan, the Princeton Alliance for Collaborative Research and Innovation (PACRI) was launched. PACRI sponsors research collaborations with Historically Black Colleges and Universities and the United Negro College Fund. The initial PACRI partners are Howard University, Jackson State University, Prairie View A&M University, Spelman College and the University of Maryland Eastern Shore.

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The Office of the Dean for Research’s Princeton Innovation initiative brought more than 900 registrants from across the country and abroad to the Empower 2021 conference, which celebrated Black academic entrepreneurship and featured speakers from finance, industry and academia.

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8 academic units conducted climate surveys, receiving feedback from faculty, academic professionals, postdocs, students and staff.
More than 900 participants attended the Empower 2021 conference celebrating Black innovation and entrepreneurship.

The Lewis Center for the Arts introduced “Try On Theater Days,” replacing high-intensity auditions with educational workshops as a means to cast performers and stagehands for the center’s seasonal productions. This new process aims to level the playing field for students who didn’t have traditional theatrical training prior to attending Princeton.

Diversity, equity, climate and inclusion within academic units
The Office of Institutional Equity and Diversity launched a new academic inclusion website featuring diversity and inclusion resources tailored to meet the needs of academic units. The office also conducted climate surveys for eight academic departments, and more than 80 workshops, departmental town halls, focus groups and listening sessions. To date, 30 academic units have established climate committees.

A working group focused on the experiences of Asian and Asian American faculty, researchers, staff and students was convened during 2021-22. Multiple listening sessions were organized for campus populations to learn about shared challenges and to gather suggestions and feedback. An educational workshop focused on raising awareness about the Asian and Asian American experience has been developed and will be piloted with administrative and academic units across the University.

The Keller Center at the School of Engineering and Applied Science launched the Program in Institutional and Historical Racism. Focused on the intersection of race and racism with engineering, technology and innovation, the program welcomed its first cohort of faculty, staff and students during the 2021-22 academic year.

Academic oversight and academic freedom
After the reconstitution of the Faculty Advisory Committee on Diversity in response to institution-wide racial equity commitments made by President Eisgruber in 2020, the committee met regularly during the 2021-22 academic year to review and provide faculty feedback on strategic priorities related to diversity and inclusion.

The University created a website for resources related to academic freedom and free expression to provide community education about how to maintain these values while simultaneously honoring institutional commitments to inclusivity and respect. Princeton is committed to free and open inquiry in all matters and guarantees all members of the University community the broadest possible latitude to speak, write, listen, challenge and learn.
Access and outreach

Enhancing our educational, economic and community outreach
Established in 2021 through a gift from Bloomberg Philanthropies, the Emma Bloomberg Center for Access and Opportunity enhances the college success of talented first-generation, lower-income students. Two new positions supporting Bloomberg Center programs were created in 2021-22, focused on the expansion of Princeton’s transfer student body and coordination of college preparation initiatives for the families of first-generation, lower-income students.

Princeton University is committed to leveraging its leadership and resources to support educational outreach and economic opportunity in the region and nationally. Even as the University welcomes a greater number of talented students from all backgrounds through its expansion of the undergraduate class, it has also developed action plans that extend Princeton’s educational and service missions to underrepresented populations beyond campus.

Educational access
Two initiatives expanded Princeton’s engagement with local community colleges during the 2021-22 academic year. The Graduate School’s Community College Teaching Partnership offers teaching fellowships to current Princeton doctoral students. Via this partnership, Princeton sent 20 graduate students — its largest ever cohort — to teach courses at Mercer County Community College, Camden County College and Rowan College of South Jersey. The University also improved benefits for the community college instructors who mentor Princeton graduate students through the Community College Faculty Program. Instructors at any of New Jersey’s 18 community colleges can apply for reduced tuition to take classes at Princeton, and as a new incentive this year, are eligible for a free course each semester.

The University announced that it will significantly expand its undergraduate transfer admission program over the next few years, gradually increasing from the 40 transfer students currently enrolled to approximately 100.

In response to racial equity commitments announced by President Eisgruber in 2020, the Office of the Provost has appointed the inaugural vice provost for academic affairs. The vice provost will identify opportunities to leverage Princeton’s mission and resources to support nontraditional students, with a focus on adult learners and partnerships with other institutions serving those students.
Accessible graduate education
Princeton announced an increase in graduate fellowship and stipend rates by an average of 25% to about $40,000 for doctoral candidates during the 10-month academic year. This stipend increase — the University’s largest one-year increase ever — will ensure Princeton continues to attract and retain the very best graduate candidates without regard to economic background.

At the School of Engineering and Applied Science, the annual Pathways to Graduate School for Rising College Seniors program invites high-achieving students in science, engineering and math for a series of interactive workshops aimed at breaking down barriers and boosting success in applying for doctoral programs. At the completion of the 2021-22 academic year, over 70 students have participated in the program, which is an element of the school’s diversity and inclusion action plan.

Academic unit outreach
The Department of Chemistry launched its inaugural Visiting Faculty Research Partnership for summer 2022. The partnership supported campus residencies for faculty and students from institutions without large doctoral programs who are typically underrepresented in the chemical research community.

The Department of Psychology announced a new micro-sabbatical initiative for external, early-career researchers from other universities with fewer opportunities for faculty to obtain mentoring and training in research. The initiative also has the potential for creating a long-term mentoring relationship or research collaboration.

In conjunction with its diversity and inclusion action plan, the Princeton University Library launched the Early Career Fellowship Program with North Carolina Central University (NCCU) School of Library and Information Sciences. NCCU is the only historically Black university in the United States offering master of information science and master of library science degrees. This partnership creates eight fellowships for recent graduates of NCCU School of Library and Information Sciences over the next four years.

Campus accessibility
To enable members of the University community and visitors to better navigate Princeton’s expanding campus, accessible map kiosks and new road signage have been installed at key campus locations. These installations are the first phase of the University’s new campus wayfinding system, which is designed to help users navigate campus by identifying accessible routes and structural barriers. Additional improvements to campus accessibility include the installation of an elevator in Nassau Hall.
Instructors at New Jersey community colleges are eligible to register for one free course at Princeton each semester.
Demographic and climate data

Collecting feedback and measuring our progress
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 to 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.

In 2021-22, Princeton appointed the inaugural University Data Officer, who serves as the senior executive responsible for supporting the effective use of administrative data. A working group led by the Office of Institutional Equity and Diversity is also developing a University-wide framework for the collection and use of diversity, equity and inclusion data to inform recruitment, retention, admission, climate and program evaluation.

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 dashboards have been improved and made available to department chairs. The University has established a cycle of regular climate surveys for all campus populations and made improvements to survey instruments and reporting.

This annual report represents a commitment to greater transparency and accountability, offering 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 yielding talented student applicants, and recruiting and retaining stellar faculty and staff at all levels requires constant, systematic attention from individual admission officers and selection committee members, hiring managers and search committee members. The University has improved its processes, infrastructure and training to support strong outcomes regardless of individual background. Although the pipeline of talent varies by department, program and administrative area, every cabinet-level administrative unit and academic department is held accountable for both the excellence and diversity of its constituents. Princeton has made progress in recent years, especially in the diversity of our undergraduate and graduate student populations. However, at Princeton, as at other selective colleges and universities, people of color are generally represented in higher proportions among undergraduates than among
graduate students, postdoctoral scholars, academic professionals, faculty and senior administrators.

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

The charts pertaining to students contain self-reported information on race/ethnicity, U.S. citizenship status, and gender identity and sexual orientation. 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 over 100%. When the numbers of respondents are too small to assure confidentiality, these charts aggregate certain categories with other categories to protect the anonymity of individuals.

The charts pertaining to faculty and academic professionals and the charts pertaining to staff contain self-reported information on their gender/sex, their racial/ethnic composition, 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 anonymity of individuals.

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 multi-year 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 faculty, postdoctoral or staff populations as these groups were not surveyed this year. To gather information about the experience of departmental members and to inform local diversity, equity and inclusion strategic planning, eight academic departments partnered with the Office of the Provost in 2021-22 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. Additional climate data snapshots for other social identities can be found at https://inclusive.princeton.edu/about/reports-webinars/diversity-annual-report.
About the data

**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 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.

**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 2022; 2) the all-enrolled graduate student survey conducted in fall 2021; and 3) the results of the eight academic department climate surveys conducted during 2021-22.

**Categories of faculty, postdocs, academic professionals and staff**
The category of Tenured and Tenure-track Faculty include the ranks of professor, associate professor and assistant professor. The category of Non-Tenure-track Faculty includes instructors, lecturers, lecturers with the rank of professor, senior lecturers, professors of the practice, University lecturers and professor emeritus (teaching).

The category of Academic Professionals includes librarians of all grades, professional specialists and research scholars.

The category of Postdoc includes the following appointment types: postdoctoral research associates, postdoctoral research fellows, postgraduate research associates and senior research assistants.

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 Investment Company (PRINCO).

The category of 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.
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. Additional data snapshots for other social identities can be found at https://inclusive.princeton.edu/about/reports-webinars/diversity-annual-report.

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 of over 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.

Race/Ethnicity of Princeton Student Populations
Academic Years 2017-18, 2019-20 and 2021-22

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. The charts below feature data from 2017-18, 2019-20, and 2021-22. Transgender/gender nonbinary/gender nonconforming/genderqueer students are grouped together to protect the confidentiality of students. Percentages may exceed 100% because students are counted in each category selected.

Gender Identity of Princeton Student Populations
Academic Years 2017-18, 2019-20 and 2021-22
**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. Additional data snapshots for other social identities can be found at https://inclusive.princeton.edu/about/reports-webinars/diversity-annual-report.

**U.S. Citizenship Status of Princeton University Students**

*Academic Years 2017-18, 2019-20 and 2021-22*

- **U.S. Citizen/Permanent Resident**
- **Temporary Resident/International Individuals**

During Undergraduate Students’ First Year of Enrollment

**Pell**

“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 2017, fall 2019 and fall 2021.

**Pell Grant Eligibility**

*During Undergraduate Students’ First Year of Enrollment*  
*Academic Years 2017-18, 2019-20 and 2021-22*

- **Pell-eligible**
- **Non-Pell-eligible**
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, other than fall 2022 data which represents an estimate as of Sept. 1, 2022. Casual hourly employees and short-term professional employees are not included. Additional data snapshots can be found at https://inclusive.princeton.edu/about/reports-webinars/diversity-annual-report.

Race/Ethnicity

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Race/Ethnicity of Princeton Tenured/Tenure-track and Non-Tenure-track Faculty
Fall 2018 to Fall 2022

*An asterisk signifies data estimate as of Sept. 1, 2022
### Race/Ethnicity of Princeton Postdocs and Academic Professionals
**Fall 2018 to Fall 2022**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
<th>Fall 2021</th>
<th>Fall 2022*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>4.8%</td>
<td>9%</td>
<td>10.9%</td>
<td>5.4%</td>
<td>5.1%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>26.8%</td>
<td>24.4%</td>
<td>20%</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Hispanic/Latino/a/x</td>
<td>1.5%</td>
<td>0.1%</td>
<td>0.4%</td>
<td>0.6%</td>
<td>1%</td>
</tr>
<tr>
<td>American Indian/Native American/ Native Alaskan</td>
<td>6.2%</td>
<td>0.2%</td>
<td>0.2%</td>
<td>0.2%</td>
<td>0.2%</td>
</tr>
<tr>
<td>White</td>
<td>1.5%</td>
<td>1.5%</td>
<td>1.1%</td>
<td>1.6%</td>
<td>1.6%</td>
</tr>
<tr>
<td>U.S. Temporary Resident/ International</td>
<td>72.9%</td>
<td>72.2%</td>
<td>71.1%</td>
<td>70%</td>
<td>68.5%</td>
</tr>
<tr>
<td>Individual did not disclose/Unknown</td>
<td>0.2%</td>
<td>0.2%</td>
<td>0.2%</td>
<td>0.2%</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

### Spotlight on Race/Ethnicity of Tenured/Tenure-track Faculty
**Fall 2018 to Fall 2022**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
<th>Fall 2021</th>
<th>Fall 2022*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>3.4%</td>
<td>4.2%</td>
<td>5%</td>
<td>4.6%</td>
<td>5.3%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>6.2%</td>
<td>6.1%</td>
<td>5.7%</td>
<td>5.9%</td>
<td>4.9%</td>
</tr>
<tr>
<td>Hispanic/Latino/a/x</td>
<td>0.2%</td>
<td>0.2%</td>
<td>0.2%</td>
<td>0.2%</td>
<td>0.2%</td>
</tr>
<tr>
<td>American Indian/Native American/ Native Alaskan</td>
<td>3.8%</td>
<td>3.4%</td>
<td>3.6%</td>
<td>4.4%</td>
<td>5.3%</td>
</tr>
<tr>
<td>White</td>
<td>10.1%</td>
<td>10.4%</td>
<td>10.8%</td>
<td>11.2%</td>
<td>12.1%</td>
</tr>
<tr>
<td>U.S. Temporary Resident/ International</td>
<td>1.5%</td>
<td>1.5%</td>
<td>1.1%</td>
<td>1.6%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Individual did not disclose/Unknown</td>
<td>72.9%</td>
<td>72.2%</td>
<td>71.1%</td>
<td>70%</td>
<td>68.5%</td>
</tr>
</tbody>
</table>

*An asterisk signifies data estimate as of Sept. 1, 2022*
Spotlight on Rate of Change of Race/Ethnicity of Tenured/Tenure-track Faculty from Fall 2018 to Fall 2022

The chart below illustrates the overall change in Princeton’s tenured and tenure-track faculty population of four underrepresented racial/ethnic groups from fall 2018 to fall 2022. 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 and tenure-track faculty population in these four groups by the total number of tenured and 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 faculty of two or more of the following: American Indian/Native American/Native Alaskan, Hispanic and/or Black/African American.

*An asterisk signifies data estimate as of Sept. 1, 2022
Gender/Sex
The legal sex data below concerns faculty and academic professionals. It is collected in conjunction with the requirements of the U.S. Department of Labor, which require that all individuals be reported as either male or female.

Gender/Sex of Princeton Tenured/Tenure-track and Non-Tenure-Track Faculty
Fall 2018 to Fall 2022

<table>
<thead>
<tr>
<th></th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
<th>Fall 2021</th>
<th>Fall 2022*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenured/Tenure-track Faculty</td>
<td>68.6%</td>
<td>67.9%</td>
<td>68%</td>
<td>67%</td>
<td>66.1%</td>
</tr>
<tr>
<td>Non-Tenure-track Faculty</td>
<td>49.6%</td>
<td>49.6%</td>
<td>49.1%</td>
<td>47.5%</td>
<td>48.3%</td>
</tr>
</tbody>
</table>

Gender/Sex of Princeton Postdocs and Academic Professionals
Fall 2018 to Fall 2022

<table>
<thead>
<tr>
<th></th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
<th>Fall 2021</th>
<th>Fall 2022*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postdocs</td>
<td>68.8%</td>
<td>65.2%</td>
<td>66.3%</td>
<td>65.3%</td>
<td>66.7%</td>
</tr>
<tr>
<td>Academic Professionals</td>
<td>61.3%</td>
<td>60.9%</td>
<td>62.6%</td>
<td>62.3%</td>
<td>60.8%</td>
</tr>
</tbody>
</table>

*An asterisk signifies data estimate as of Sept. 1, 2022
**U.S. Citizenship**

Individuals holding a temporary resident visa are reported as “U.S. Temporary Residents/International.” 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 2018 to Fall 2022

- **U.S. Citizen/Permanent Resident**
- **Temporary Resident/International Individuals**

*An asterisk signifies data estimate as of Sept. 1, 2022*

**U.S. Citizenship Status of Princeton Postdocs and Academic Professionals**

Fall 2018 to Fall 2022

- **U.S. Citizen/Permanent Resident**
- **Temporary Resident/International Individuals**

*An asterisk signifies data estimate as of Sept. 1, 2022*
Staff

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 of over 100%.

Race/Ethnicity of Princeton University Staff 2017-18, 2019-20 and 2021-22

- Asian
- Black/African American
- Hispanic/Latino/a, or Mexican American or Puerto Rican
- Native American/American Indian/ Native Alaskan/Native Hawaiian/ Other Pacific Islander
- White
- U.S. Temporary Resident/ International
- Individual did not disclose/Unknown

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

Sex/Gender of Princeton University Staff 2017-18, 2019-20 and 2021-22

- Female
- Male
Climate Data

Surveys are conducted on a multi-year cycle, with climate surveys of graduate students every third year, faculty every fifth year, postdocs 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 faculty, postdoc or staff populations as these groups were not surveyed this year. The snapshots below show the experience of campus populations disaggregated by race and ethnicity, as well as gender identity and sexual orientation. Additional climate data snapshots for other social identities can be found at https://inclusive.princeton.edu/about/reports-webinars/diversity-annual-report.

**Undergraduate and Graduate Student Survey 2021–2022**

The Senior Survey/Year End Assessment chart reflects all undergraduates who completed the survey in spring 2022. 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. The All-Graduate Student Enrolled Survey ran in fall 2021. The chart below includes data from all all-enrolled graduate degree students (both master’s and doctoral students). The responses are shown by Princeton Primary Ethnicity calculated without consideration of U.S. citizenship status. The data include international students. Percentages may not add up to 100% due to rounding.

**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?

- **Definitely or probably would**
- **Maybe**
- **Definitely or probably would not**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Definitely or probably would</th>
<th>Maybe</th>
<th>Definitely or probably would not</th>
</tr>
</thead>
<tbody>
<tr>
<td>White (2078)</td>
<td>10%</td>
<td>15%</td>
<td>78%</td>
</tr>
<tr>
<td>Asian (1116)</td>
<td>8%</td>
<td>19%</td>
<td>77%</td>
</tr>
<tr>
<td>Hispanic/Latina/a/x/Mexican American/Puerto Rican (411)</td>
<td>13%</td>
<td>16%</td>
<td>71%</td>
</tr>
<tr>
<td>Black (417)</td>
<td>17%</td>
<td>23%</td>
<td>61%</td>
</tr>
<tr>
<td>Native American/Native Hawaiian/Pacific Islander (72)</td>
<td>22%</td>
<td>13%</td>
<td>65%</td>
</tr>
<tr>
<td>Temporary/Resident/International Student (401)</td>
<td>6%</td>
<td>12%</td>
<td>81%</td>
</tr>
<tr>
<td>Don’t Identify (99)</td>
<td>10%</td>
<td>6%</td>
<td>85%</td>
</tr>
</tbody>
</table>
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?

- Definitely or probably would
- Maybe
- Definitely or probably would not

Graduate Students by Race/Ethnicity
Would you recommend Princeton to someone (same background, ability, interests and temperament as you) considering your field of study?

- Definitely or probably would
- Maybe
- Definitely or probably would not
Graduate Students by Gender Identity/Sexual Orientation

Would you recommend Princeton to someone (same background, ability, interests and temperament as you) considering your field of study?

- Definitely or probably would
- Maybe
- Definitely or probably would not

<table>
<thead>
<tr>
<th>Gender Identity</th>
<th>Sexual Orientation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woman (110)</td>
<td>Not LGBQA+ (145)</td>
</tr>
<tr>
<td>Man (102)</td>
<td>LGBQA+ (46)</td>
</tr>
<tr>
<td>Transgender/Genderqueer/Nonbinary</td>
<td>Not Disclosed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender Identity</th>
<th>Sexual Orientation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master's</td>
<td>Doctoral</td>
</tr>
</tbody>
</table>

- 72% Definitely or probably would
- 73% Probably would
- 83% Maybe
- 9% Definitely or probably would not
- 13% Probably would not
- 3% Definitely or probably would not

- 76% Definitely or probably would
- 71% Probably would
- 69% Maybe
- 9% Definitely or probably would not
- 12% Probably would not
- 3% Definitely or probably would not

- 83% Definitely or probably would
- 81% Probably would
- 80% Maybe
- 9% Definitely or probably would not
- 11% Probably would not
- 7% Definitely or probably would not

- 80% Definitely or probably would
- 79% Probably would
- 77% Maybe
- 9% Definitely or probably would not
- 10% Probably would not
- 8% Definitely or probably would not

- 70% Definitely or probably would
- 69% Probably would
- 72% Maybe
- 10% Definitely or probably would not
- 12% Probably would not
- 7% Definitely or probably would not

- 76% Definitely or probably would
- 74% Probably would
- 73% Maybe
- 9% Definitely or probably would not
- 11% Probably would not
- 8% Definitely or probably would not

- 81% Definitely or probably would
- 80% Probably would
- 79% Maybe
- 9% Definitely or probably would not
- 10% Probably would not
- 8% Definitely or probably would not

- 65% Definitely or probably would
- 64% Probably would
- 63% Maybe
- 12% Definitely or probably would not
- 24% Probably would not
- 11% Definitely or probably would not

- 74% Definitely or probably would
- 73% Probably would
- 72% Maybe
- 16% Definitely or probably would not
- 11% Probably would not
- 8% Definitely or probably would not

- 81% Definitely or probably would
- 80% Probably would
- 79% Maybe
- 11% Definitely or probably would not
- 12% Probably would not
- 9% Definitely or probably would not
Academic Climate Surveys 2021-22

Eight academic units partnered with the Provost’s Office in 2021-22 to administer climate surveys. The participating units include anthropology, art and archeology, chemical and biological engineering, mechanical and aerospace engineering, molecular biology, philosophy, psychology and the School of Public and International Affairs. Faculty, staff, postdocs, academic professionals, 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 or Native Alaskan/Native Hawaiian or Other Pacific Islander have been amalgamated to protect their confidentiality. Percentages may not add up to 100% due to rounding.

I would encourage a prospective colleague or friend who resembles me (in interests, background, etc.) to work or study in the department.

Strongly agree or agree
Neither agree nor disagree or don’t know
Disagree or strongly disagree

Academic Climate Surveys by Race/Ethnicity 2021-22

```
<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Strongly agree or agree</th>
<th>Neither agree nor disagree or don’t know</th>
<th>Disagree or strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian or Asian American (140)</td>
<td>6%</td>
<td>12%</td>
<td>21%</td>
</tr>
<tr>
<td>Black or African American (50)</td>
<td>10%</td>
<td>28%</td>
<td>19%</td>
</tr>
<tr>
<td>Hispanic or Latino (62)</td>
<td>13%</td>
<td>13%</td>
<td>5%</td>
</tr>
<tr>
<td>Middle Eastern or North African/Native American or Native Alaskan/Native Hawaiian or Other Pacific Islander (10)</td>
<td>10%</td>
<td>8%</td>
<td>5%</td>
</tr>
<tr>
<td>White (469)</td>
<td>8%</td>
<td>13%</td>
<td>8%</td>
</tr>
<tr>
<td>Identity not listed above (21)</td>
<td>5%</td>
<td>28%</td>
<td>65%</td>
</tr>
<tr>
<td>Prefer not to answer (61)</td>
<td>5%</td>
<td>21%</td>
<td>12%</td>
</tr>
</tbody>
</table>
```
Looking forward: A message from Shawn Maxam
Associate Provost for Diversity and Inclusion
During 2022-23 Princeton will:

- Ask Cabinet officers (the University’s most senior administrators) to renew their cross-institutional and unit-based action plans developed in fiscal year 2021.
- Continue developing a DEI data framework focused on guiding principles and key institutional indicators used to inform University data collection.
- Implement a DEI professional development action plan focused on the expansion of training resources and infrastructure.
- Relaunch the Princeton Histories Fund to support research and scholarship that deepens ongoing efforts to tell a more complete narrative of the University’s past and present.

Looking ahead, community involvement will be essential for the University to continue its efforts toward systemic change. Students, faculty, academic professionals, staff and alumni have all made significant contributions to our progress, and your renewed energy will be critical as we carry forward our values and commitments. Diversity, equity and inclusion (DEI) are fundamental to our research and teaching excellence and having talent from all sectors of society allows Princeton to fulfill its mission. We will need all hands on deck to achieve our aspirations.

At the same time, the University and institutional leadership remain committed to supporting meaningful progress on campus. The University will continue to make investments in infrastructure and support administrative and academic leaders as they develop and implement plans to foster systemic change.

Most importantly, we will continue to report on our successes and hold ourselves accountable. The University’s efforts are a work in progress. I look forward to hearing from you as we continue this important journey together.

Contact us
Office of Institutional Equity and Diversity
https://inclusive.princeton.edu
609-258-1932