Introduction

This report provides a snapshot of Princeton's diversity, equity and inclusion activities during 2020-21.

This report cannot do justice to the literally hundreds of projects, initiatives and events that took place in academic departments and administrative units, with the leadership and participation of students, faculty and staff at all levels. Racial equity and anti-racism were major themes this year. Much of the work is laying a foundation for systemic operational change. Future annual reports will provide updates, with the understanding that moving toward greater diversity, equity and inclusion requires sustained, multi-generational commitment.

The report is organized around three themes that were prominent this year: 1) climate, inclusion and equity; 2) access and outreach; and 3) the academic experience. A fourth section provides data, with a focus on outcomes related to demographic and climate change. A conclusion summarizes the extensive work still to come.
Message from Christopher L. Eisgruber
President
Our investments in racial equity are a theme of the report, but the report also provides highlights of other new and ongoing campus initiatives.”

Christopher L. Eisgruber
President

The excellence of this University depends on attracting, supporting and embracing talented people from all backgrounds and with a variety of perspectives and viewpoints. Last summer, as our nation undertook a needed but also painful reckoning with racism and its consequences, I asked the University’s Cabinet officers to open a new chapter in Princeton’s continuing efforts to be fully equitable and inclusive. I challenged my colleagues to consider all aspects of our institution — from our academic enterprise to daily operations — and to develop concrete strategies for promoting racial equity on campus and, in partnership with others, beyond our gates.

Since then, students, faculty, staff and alumni have come together to grapple with difficult questions about the path forward as well as identify renewed ways to fight racism and other forms of hate. I have been deeply encouraged by the energy and creativity with which the Princeton community has approached these challenges, even while coping with a distressing and dangerous pandemic. I want to express my thanks to all those who have participated in this effort by offering ideas for change, engaging in self-reflection, and leading innovation in our curriculum, policies and institutional norms.

Now, we are releasing our first annual diversity, equity and inclusion report highlighting the steps that have been taken during the 2020-21 academic year. Our investments in racial equity are a theme of the report, but the report also provides highlights of other new and ongoing campus initiatives. These activities represent a step forward, not an end. Our continuing commitment to being an excellent and diverse institution in which every member thrives will require sustained effort. We will hold ourselves accountable over time and report to you about both our successes as well as our challenges. I look forward to hearing from you and partnering with you in this work.
Message from Michele Minter
Vice Provost for Institutional Equity and Diversity
Systemic change requires systemic commitment. In order to live up to its values of diversity and excellence, Princeton must capitalize on its unique strengths and acknowledge the work that remains to be done. Building on past progress, we must make even greater investments in initiatives that support demographic evolution, sense of belonging, access and outreach, and scholarly innovation. We must hold ourselves accountable institutionally and as individual community members. This inaugural annual report on diversity, equity and inclusion is a step toward the transparency and institutional self-evaluation we need.

Following the murder of George Floyd and other Black people, the University launched a robust, community-wide process designed to expand on the diversity and inclusion efforts of the past decade and prioritize issues of race and ethnicity. That process drew on the input of hundreds of students, faculty, postdocs, staff and alumni who weighed in with written comments, petitions and conversation at town halls and other group forums. I thank you all for your involvement and confidence that Princeton can rise to this challenge.

Last summer President Eisgruber tasked the Cabinet officers (the University’s most senior administrators) with developing bold cross-institutional and unit-based racial equity action plans. Recognizing that holistic change does not happen through a few high-profile gestures, every administrative and academic leader is being held accountable for demographic evolution, inclusive climate and other systemic changes within their sphere of influence. The University-wide commitments announced in September 2020 are only a small subset of the dozens of individual actions that administrative units and academic departments have pledged to make in support of racial equity. Alongside these efforts are many programs and projects that support identity-based communities. As these initiatives move forward, information will be regularly posted on the racial equity and institutional equity and diversity websites.

In the words of the late John Lewis, “Ours is not the struggle of one day, one week, or one year. … Ours is the struggle of a lifetime, or maybe even many lifetimes, and each one of us in every generation must do our part.” Combating the effects of systemic racism and all systemic injustices requires both innovation and our disciplined commitment and investment. I look forward to sharing Princeton’s progress with you over time, and welcome your ideas and feedback.

“I thank you all for your involvement and confidence that Princeton can rise to this challenge.”

Michele Minter
Vice Provost
Since 2013-14 Princeton has redoubled its efforts related to diversity, equity and inclusion. A brief overview of some of those efforts follows; for a more comprehensive accounting, please visit inclusive.princeton.edu

Trustee committee makes recommendations for faculty, staff and graduate student diversity

Working group makes recommendations for undergraduate socioeconomic diversity

Task Force makes recommendations for student life and campus climate

Faculty adopts Statement on Freedom of Expression

New office created for sexual misconduct and Title IX

Student protests called attention to former University President Woodrow Wilson’s racism, and the University responded by forming an ad hoc committee of trustees to study Wilson’s legacy at Princeton

Vice president for Campus Life appoints inaugural dean for diversity and inclusion

Princeton joins National Center for Faculty Development and Diversity

Faculty adopts Statement on Freedom of Expression

Timeline:

Many Minds, Many Stripes conference celebrates graduate alumni

Transgender Advisory Coalition launches

LGBT Campus Pride Index awards Princeton top rating

Princeton begins converting bathrooms to be gender-inclusive

We Flourish and L’Chaim! conferences celebrate Asian/Asian American and Jewish alumni

Graduate School expands its diversity office

Scholars Institute Fellows Program (SIFP) launches

Since 2013-14 Princeton has redoubled its efforts related to diversity, equity and inclusion. A brief overview of some of those efforts follows; for a more comprehensive accounting, please visit inclusive.princeton.edu
Table of Contents

01 Climate, inclusion and equity
How Princeton works to foster a diverse and inclusive campus climate.

02 The academic experience
How Princeton is supporting diverse faculty, teaching and research.

03 Access and outreach
How Princeton enhances our educational, economic and community outreach.

04 Demographic and climate data
How we are collecting feedback and measuring progress at Princeton.
Climate, inclusion, equity

Expanding our commitment to fostering a diverse and inclusive campus climate
The diverse perspectives and experiences of our faculty, students and staff are essential to our ability to achieve excellence in research, learning and innovation.

The value of diversity in creating an intellectually stimulating and vibrant University community is well understood, but diversity is not just about demographic composition. The diverse perspectives and experiences of our faculty, students and staff are essential to our ability to achieve excellence in research, learning and innovation. On an inclusive campus, all students, faculty, postdocs and staff members feel that they belong, respect others’ right to belong, and have an equal opportunity to thrive and contribute fully. Fostering such a climate requires a sustained and long-term commitment, which acknowledges that engaging diversity and difference is hard and sometimes uncomfortable work. Over the past decade, the University has increased inclusion-related resources, spaces and affinity networks.

In 2020-21 national crises caused by the pandemic and widespread recognition of systemic racism created intensified need to support the campus community’s sense of belonging. Princeton expanded its commitments to inclusion and campus climate, with an emphasis on racial equity.

Campus programming, networks and resources
President Eisgruber and other senior administrative leaders led discussions of Princeton’s unfolding racial equity commitments at five virtual Town Halls, attended by more than 2,700 students, faculty, staff and alumni. Hundreds of students and staff participated in small group conversations designed to support emotional well-being during a year of pandemic and racial equity concerns, sponsored by Campus Life, the Graduate School and Human Resources.

The University established Juneteenth as an official University holiday. Human Resources offered 1,900 free copies of the book “On Juneteenth” by Annette Gordon-Reed to all employees, and a virtual panel with Tera Hunter, the Edwards Professor of American History and professor of African American studies, explored the history, context and meaning of the holiday.

The Board of Trustees voted to remove Woodrow Wilson’s name from the University’s School of Public and International Affairs and accelerate the planned retirement of the name of Wilson.
In 2020-21 national crises caused by the COVID-19 pandemic and widespread recognition of systemic racism created intensified need to support the campus community’s sense of belonging.

College after concluding that Wilson’s racist views and policies made him an inappropriate namesake. President Eisgruber wrote about the decision in a message to the University community and in an op-ed in the Washington Post.

The Asian Staff at Princeton Employee Resource Group (ERG) was established, making it the campus’ 11th active ERG supporting identity-based staff communities. The 1,500 members of the ERGs created more than 300 face coverings for employees working on campus during the pandemic and donated food and other resources to the greater Princeton community.

Vice President for Campus Life W. Rochelle Calhoun organized two working groups to study Black and LGBTQ+ students’ experiences at the University. The Black Student Experience Committee presented its findings and recommendations to the Campus Life Leadership Council, and an implementation committee has been established.

Princeton leaders and faculty spoke out against hate and provided insights related to the current national climate on race and equity. These voices included blog posts by President Eisgruber on bias against Asians and Asian Americans and on anti-Semitism, and homepage stories showcasing faculty perspectives on racial justice. More than 1,800 people attended the online panel series “Race in the COVID Era,” in which faculty and alumni experts explored America’s history of racism and xenophobia, examined the exacerbation of health inequities during the pandemic, and discussed educational access and equity.

The LGBT Center hosted more than 20 events during its campus Pride Month in April 2021, its first month-long, department-led celebration. The Carl A. Fields Center, Women*s Center, AccessAbility Center, Davis International Center and Office of Religious Life all saw increased participation at their virtual programs.

Alumni affinity programming plays an important role in building affiliations among those groups that represent identities that have been historically underrepresented in the student body. With leadership from senior alumni volunteers, the Task Force on the Future of Alumni Affinity Programming launched in order to develop recommended principles to guide Advancement’s strategy for this important work.

Professional development and co-curricular educational opportunities

Thirty-three Princeton graduate students co-created and completed the Graduate School’s inaugural Inclusive Leadership Learning Cohort, The GradFUTURES Professional Development and Access, Diversity and Inclusion teams at the
## Campus programming

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- 1,900 free copies of the book “On Juneteenth” by Annette Gordon-Reed were distributed to all employees in June 2021.
- 20+ events were held during Campus Pride Month in April 2021.
Graduate School led this new initiative, partnering with graduate students to provide a platform for anti-racism efforts through local action and individual commitment to achieve sustainable change.

The Ad Hoc Committee on Racial Equity and Diversity-Related Professional Development proposed strategies for expansion of educational and training efforts using a range of formats and delivery vehicles across all campus populations.

Human Resources organized an expanded set of trainings, workshops and online resources for faculty and staff, related to diversity, equity and inclusion, including the Racial Equity ACT self-study series; “Mitigating Bias in the Hiring Life Cycle”; and the “Culture of Inclusion” training, which had more than 1,800 employee participants. The second cohort of the Inclusion and Diversity Certificate program is currently in progress.

More than 1,800 students participated in webinars on effective activism, facilitation and dialogue skills co-hosted by the Office of Diversity and Inclusion in Campus Life and the Difficult Dialogues National Resource Center.

1,800+ students participated in webinars on effective activism, facilitation and dialogue skills

300 face coverings were made by employee resource group members for employees working on campus during the pandemic
Multiple offices drew on their expertise to provide resources and research related to racism. These included the Office of Religious Life’s Interfaith Responses to Racism, the Center for the Digital Humanities Antiracism in the Humanities website, the Library’s collection of materials on systemic racism and the Black Lives Matter movement, the Office of Communications’ virtual panel on STEM and underrepresented minorities, and Human Resources’ Combating Racism multimedia tool kit.

**Campus history and sense of place**
The Princeton History and Sense of Place website was created to increase the visibility of stories about under-recognized individuals and experiences that have contributed to Princeton’s culture.

The Trustee Ad Hoc Committee on Principles to Govern Renaming and Changes to Campus Iconography released its recommendations for overarching principles for naming, renaming and changing campus iconography. The committee solicited feedback from across the University community to inform its recommendations, which were adopted by the Board of Trustees in April 2021. The report included specific criteria to help guide when and under what circumstances it might be appropriate for the University to remove or contextualize the names and representations of individuals present on campus.

**Bias response and community caretaking**
The Department of Public Safety convened the Public Safety Community Advisory Committee — made up of faculty, undergraduates, administrators and graduate students — to provide feedback, advice and suggestions for how Public Safety can best serve the University community. During 2020-21 the committee was chaired by Dean for Diversity and Inclusion LaTanya Buck and Professor of Anthropology Laurence Ralph.

The Office of Institutional Equity and Diversity released its first annual report summarizing incidents of bias, discrimination and harassment, as well as prevention and response strategies.

**Assuring equity**
Princeton began a review of policies and benefits, including the Staff Educational Assistance Plan and the Children’s Educational Assistance Plan, with an eye to providing equal access to these benefits for employees in lower-paid positions and others who may have been disproportionally affected by systemic racism or other identity-based inequities. This comprehensive review is overseen by two Cabinet-level committees, with participation from the offices of Audit and Compliance, General Counsel, Finance and Treasury, Dean of the Faculty and Human Resources.
Academic experience
Supporting diverse faculty, teaching and research
Only by fully including people with a broad range of experiences and perspectives are we able to expand our capacity for teaching and learning.

Academic excellence and diversity are inextricably linked. Only by fully including people with a broad range of experiences and perspectives are we able to expand our capacity for teaching and learning, increase opportunities for innovative research, and equip students for lives of service and leadership in an increasingly pluralistic society.

Academic departments face different challenges in building the pipeline from undergraduate concentrators through graduate study to the professoriate. While each academic department must respond to these challenges in an individualized way, all must share the same commitment to best practices in recruitment, retention, mentoring and inclusion.

Princeton’s curriculum and pedagogy themselves offer opportunities to explore issues of culture, difference, and historic and ongoing inequity. With strong leadership from faculty, postdocs and graduate students, academic departments in 2020-21 took up the topic of course and curricular innovation with renewed attention.

Faculty diversification and the faculty pipeline
The University reaffirmed its aspirations to increase the number of underrepresented tenured and tenure-track faculty members by 50% within five years. The Dean of the Faculty collaborated with departments to enhance their search processes, implement inclusive hiring best practices and provide resources to diversify the faculty through the Target of Opportunity Program.

The Faculty Advisory Committee on Diversity was reconceived. Now chaired by the University president, this committee advises senior academic officers with regard to diversity and inclusivity issues, including faculty hiring, policies, curriculum and campus climate. It is now composed of eight tenured faculty members, representing all four academic divisions.

In order to build on Princeton’s interdisciplinary strengths, a search committee is seeking a new professor of Indigenous studies. The endowed professorship was funded by a $5 million gift from the Schwab Charitable Fund, made possible by the generosity of Wendy and Eric Schmidt, Class of 1976, in consultation with the Schmidt Family Fund.
Princeton’s aspirations for a more diverse, equitable and inclusive campus community cannot succeed without the active participation of individuals within academic departments, programs, centers and institutes.

The Presidential Postdoctoral Research Fellows Program recognizes and supports scholars who can contribute to the University’s diversity, broadly defined, including members of groups who have been historically or are presently underrepresented in the academy or particular disciplines. Twelve scholars have been named Presidential Postdoctoral Research Fellows for academic year 2021-22. They will be the third cohort of fellows appointed at Princeton with the aim of enhancing diversity in the professoriate.

The Princeton Grad Scholars Program in the Graduate School is a cohort-based program for pre-doctoral and first-year graduate students from historically underrepresented groups designed to enhance academic, social and community development. The program hosted over 20 events, including an annual retreat and networking and career development workshops as well as a robust peer mentoring program.

**Teaching and research**

Beginning with the Class of 2024, a new general education distribution requirement has been established for undergraduate education in the area of culture and difference. Culture and difference courses offer students a lens through which other forms of disciplinary inquiry are enhanced, critiqued and clarified, often while paying close attention to the experiences and perspectives of groups who have historically been excluded from dominant cultural narratives or structures of social power.

The 250th Anniversary Fund for Innovation in Undergraduate Education gave faculty awards to support the development of courses that address systemic racism, racial injustice and/or the history of civil rights. The Humanities Council funded several projects to address and confront systemic racism, in collaboration with artists, activists, scientists and journalists.

The Office of the Dean for Research is developing several initiatives to support and grow a more inclusive research, innovation and entrepreneurship ecosystem at Princeton and beyond, including creating new innovation funds aimed at broadening participation in academic research and innovation. This includes Princeton Innovation’s Empower conference series, which strives to broaden opportunities for academic entrepreneurs from different historically underrepresented groups. Empower 2021 in September focused on celebrating Black entrepreneurs from throughout academia.
professional development workshops and trainings on inclusive mentoring, teaching and innovation, fostering inclusion and implicit bias.

The School of Public and International Affairs (SPIA) is engaged in a comprehensive review of its graduate core curriculum to assess how to incorporate issues of diversity, equity and inclusion into the core training in politics, economics, statistics and behavioral analysis for its Master in Public Affairs (MPA) degree. A similar review will be conducted for the undergraduate program next year.

Diversity, equity, climate and inclusion within academic units
Princeton’s aspirations for a more diverse, equitable and inclusive campus community cannot succeed without the active participation of individuals within academic departments, programs, centers and institutes. The opportunities and challenges each department faces depend, in part, on discipline-specific norms and values. Sixteen academic departments and programs established new diversity, equity and inclusion committees to bring the total to more than 30, while 15 academic departments and programs began developing plans to promote racial equity, diversity and inclusion within their disciplines.

The Provost’s Office partnered with academic units to create and deliver a variety of resources to support departmental recruitment, retention, climate and accountability. These include tailored delivery and analysis of customized climate surveys for 11 academic departments; roll-out of demographic dashboards to all departments; and the delivery of more than 70 professional development workshops and trainings on inclusive mentoring, teaching and innovation, fostering inclusion and implicit bias.

Multiple departments convened listening sessions or town halls to communicate departmental processes, respond to student activism and petitions, and gather feedback to increase trust and build community. In addition, many academic departments posted diversity and community statements, created diversity and inclusion sections on departmental websites, published professional codes of conduct, crafted community feedback forms, held climate committee “office hours” and/or implemented changes to departmental meetings.
Access and outreach
Enhancing our educational, economic and community outreach
Princeton’s work to address systemic racism extends to new partnerships with organizations and communities around us.

In 2020, President Eisgruber asked his Cabinet to consider both the University’s own operations and how we could partner with organizations and communities around us to fight systemic racism and other inequities that the pandemic has revealed in the world at large. How might Princeton extend its mission to reach under served populations around it?

Building on groundwork laid over the past decade, Princeton announced in 2020-21 commitments to enhanced and new initiatives focused on educational, economic and community outreach.

Educational access
Provost Deborah Prentice is overseeing a significant extension of Princeton’s community education efforts. One work stream focuses on enhancing and in some cases expanding existing programs, including the Prison Teaching Initiative, the Princeton Online Tutoring Network and the undergraduate admission transfer program. A second initiative explores the development of a new, degree-granting program for adult learners. A search for a new senior administrator to lead both these efforts is underway.

Established in April 2021, the Emma Bloomberg Center for Access and Opportunity enhances and expands the University’s long-standing commitment to college access and success for talented first-generation and lower-income students (FLI) who attend Princeton or other colleges and universities. Programs in the center include the Freshman Scholars Institute; the Scholars Institute Fellows Program; the University’s Programs for Transfer, Veteran and Non-Traditional Students; the Mellon Mays Undergraduate Fellowship Program; Princeton University Preparatory Program; and the Princeton Summer Journalism Program. These programs provide talented high school students as well as Princeton undergraduates with the mentorship, academic enrichment and community that they need to thrive in college and beyond.

The Graduate School’s Prospective Ph.D. Preview (P3), which aims to increase the number of underrepresented graduate students at Princeton and beyond, hosted over 100 prospective Ph.D. students from 50 different institutions, interacting with more than 100 Princeton faculty, staff and students. Based on a 2021 survey of P3 participants over the past three years, 57%
Princeton announced in 2021-21 commitments to enhanced and new initiatives focused on educational, economic and community outreach.

are currently enrolled in a graduate program and attribute part of their admissions success to the P3 experience. The Pre-Doctoral Fellowship Initiative in the Graduate School is a one year, fully funded fellowship designed to support students from historically underrepresented backgrounds who would benefit from an additional year of mentoring, advising and training before formally entering the sponsoring department’s Ph.D. program. Six pre-docs were admitted as the third cohort and joined Princeton as fellows in 2021-22.

Supplier diversity
Building on efforts already underway to diversity the vendors, consultants and professional firms who provide goods and services to Princeton, the Office of Finance and Treasury adopted a multi-year supplier diversity action plan in March 2021. This plan aims to broaden the pool of supplier expertise, capabilities and perspectives for the University by increasing purchases with businesses at least 51% owned and operated by people of color, women, veterans or members of the LGBTQ+ community. By expanding the number of contracts awarded through competitive bid processes, the University has experienced a fivefold increase in the proportion of overall University purchases made with diverse suppliers since 2015. Most recently, Finance and Treasury announced an agreement with the New Jersey Education Facilities Authority (EFA) to invest 50% of the University’s approximately $430 million bond proceeds with a diverse asset management firm. The first of its kind in New Jersey, the partnership between Princeton and the EFA highlights Princeton’s efforts to pursue innovative solutions that can be leveraged beyond our campus, providing a pathway for colleges and universities across New Jersey to support diverse-owned investment managers.

Community and regional connections
The Office of Community and Regional Affairs is working to expand University-community engagement; support opportunities for faculty, staff and students to be active participants in community life; and grow awareness of the opportunities and resources provided by the University to Princeton and the surrounding region. Identifying and advancing opportunities for deepening partnerships within the city of Trenton and throughout Mercer County will
57% of underrepresented students who participated in the Prospective Ph.D. Preview are currently enrolled in a graduate program.

50% of the University’s recent $430 million bond proceeds are invested with a diverse asset management firm.

Under the leadership of the Pace Center for Civic Engagement, the Princeton RISE (Recognizing Inequities and Standing for Equality) grant program provided funding for students to spend the summer working with a campus or community partner on a project that explores and advocates for racial justice broadly and provides opportunities to learn about societal inequities in areas such as health, criminal justice and education.

Connecting to new and more diverse audiences nationwide
The Office of Communications is expanding and deepening the University’s media engagement with Black and Indigenous people and people of color, building relationships with outlets and journalists that connect directly with the diverse audiences the University is trying to reach and impact. These relationships form the foundation for ongoing conversations and partnerships to highlight both the strengths of Princeton as a teaching and research institution and Princeton’s commitment to access, inclusion and racial equality.
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 2020-21 the University intensified its focus on data analysis to inform and support 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 have developed new diversity metrics and dashboards. Academic department-level dashboards have been piloted and made available to department chairs. The contents of these dashboards will be refined as the needs of the campus community evolve. Over the past decade, the University established a cycle of regular climate surveys for all campus populations and made improvements to survey instruments.

This inaugural 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 gender, 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 committees, 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 unit and academic department is held accountable for both the excellence and diversity of its constituents.

We have 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 fellows, faculty and senior administrators. Black/African American, Hispanic/Latinx, Native American/Native Alaskan and Native Hawaiian/Pacific Islander individuals are underrepresented in all Princeton populations relative to their national numbers. This makes it clear that there is still more work to do.

The demographic charts on the following pages report the sex/gender and racial/ethnic composition of both U.S. and non-U.S. citizen campus populations for academic years 2010, 2015 and 2020, providing a sense of progress over time. Separate charts provide a snapshot for 2020-21.

Although Princeton’s population includes individuals who do not identify as either male or female (e.g., transgender, non-binary), the charts use data collected in conjunction with the requirements of the U.S. Department of Labor and the U.S. Department of Education, which require that all individuals be reported as either male or female. While it is not shown here, students have been able to self-report their gender identity at Princeton since 2017-18. These data suggest that approximately 2% of students identify as transgender or gender queer.

The racial/ethnic categories presented here are a Princeton-specific derivation of the federally mandated reporting categories. Princeton Primary Ethnicity shows an unduplicated headcount, with each individual counted in a single category without consideration of U.S. citizenship status. Individuals who identify as Hispanic/Latinx, Mexican American or Puerto Rican are classified as Hispanic regardless of their racial identity. Non-Hispanic individuals who identify with two or more races (e.g., Asian and white or Native American and white or Native Hawaiian and Asian) are classified as two or more races. Given their small numbers, non-Hispanic individuals who identify as only Native American/Native Alaskan or as only Native Hawaiian/Pacific Islander are aggregated with individuals who identify as two or more races.

Academic year 2020-21 was atypical, which influenced all aspects of campus operations. As a result, the 2020-21 data should be considered with great care. Most notably, undergraduate enrollment was lower as a result of leaves of absence and deferred admission. Only 4,688 students enrolled in fall 2020, down from 5,328 in fall 2019. There was also a 26% decline in the number of Ph.D. degrees conferred in 2020-21 compared to the previous year, 398 versus 293.

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 our 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 and staff every third year and faculty and postdocs every fifth year. Undergraduates are surveyed annually as part of the Senior Survey/Year End Assessment. In addition, since 2013, the Graduate School has administered the Graduate Exit Questionnaire as students complete their degree. The graduate student climate data presented here are based upon the 2019, 2020 and 2021 Graduate Exit Questionnaires. To gather information about the experience of departmental members and to inform local diversity, equity and inclusion strategic planning, 11 academic departments partnered with the Provost’s Office in 2020-21 to administer climate surveys.

Since administration of several surveys was disrupted by the COVID-19 pandemic, it is anticipated that most campus populations will be surveyed in spring 2022. This will provide an opportunity to evaluate and align these surveys.

Like other data for this period, the climate data collected during 2020-21 should be considered with great care due to the anomalous conditions faced by students, faculty and staff during the past 18 months. Data from 2018-19 and 2019-20, where available, are provided as contextual background.
24% of undergraduates are eligible for federal Pell grants for low-income students

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 postdoc ranks, faculty 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.

**Categories of postdocs, faculty and staff**

Postdocs includes the following appointment types: postdoctoral research associates, postgraduate research associates, senior research assistants and postdoctoral research fellows.

Non-Tenure-track Faculty includes instructors, lecturers, lecturers with continuing appointments, lecturer with the rank of professor and senior lecturers.

Tenured and Tenure-track Faculty include the ranks of professor, associate professor and assistant professor.

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).

All Other Staff includes employees whose status on Nov. 1 was active, leave of absence, or leave of absence with pay and are not counted in the categories above and are not casual hourly employees and short-term professional employees.

**Race and ethnicity categories**

The racial/ethnic categories presented here are a Princeton-specific derivation of the federally mandated reporting categories. Princeton Primary Ethnicity yields an unduplicated headcount with each individual counted in a single category without consideration of U.S. citizenship status. Race/ethnicity charts include international individuals. Individuals who identify as Hispanic/Latino/a, Mexican American or Puerto Rican are classified as Hispanic regardless of their racial identity. (The charts do not use the term “Latinx” because the demographic data is collected using federal reporting requirements.) Non-Hispanic individuals who identify with two or more races (e.g., Asian and white or Native American and white or Native Hawaiian and Asian) are all classified as two or more races. Given their small numbers, non-Hispanic individuals who identify as only Native American/Native Alaskan or as only Native Hawaiian/Pacific Islander are aggregated with individuals who identify as two or more races.
Race/ethnicity

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. Data for all postdoc ranks, faculty 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. The charts below indicate representation by Princeton Primary Ethnicity calculated without consideration of U.S. citizenship status. Given their small numbers, non-Hispanic individuals who identify as only Native American/Native Alaskan or as only Native Hawaiian/Pacific Islander are aggregated with individuals who

Race/Ethnicity of Princeton Student Populations
Academic Years 2009-10, 2014-15 and 2019-20
Race/Ethnicity of Princeton Faculty, Postdoc and Staff Populations
Academic Years 2009-10, 2014-15 and 2019-20

- White
- Asian
- Black/African American
- Hispanic/Latino/a, or Mexican American or Puerto Rican (of any race)
- Two or more races, Native American, Native Alaskan or Native Hawaiian/Pacific Islander
- Individual did not disclose/Unknown

Race/Ethnicity of Princeton Faculty, Postdoc and Staff Populations
Academic Year 2020-21

- White
- Asian
- Black/African American
- Hispanic/Latino/a, or Mexican American or Puerto Rican (of any race)
- Two or more races, Native American, Native Alaskan or Native Hawaiian/Other Pacific Islander
- Individual did not disclose/Unknown
Sex/Gender of Princeton Campus Populations for Academic Years 2010, 2015, 2020 and 2021: Princeton’s population includes individuals who do not identify as either male or female (e.g., transgender, nonbinary). However, the charts use data collected in conjunction with the requirements of the U.S. Department of Labor and the U.S. Department of Education, which require that all individuals be reported as either male or female. While it is not shown here, students have been able to self-report their gender identity since 2017-18. These data suggest that approximately 2% of students identify as transgender, nonbinary or genderqueer.
Pell-eligible undergraduate students

The University has made significant strides regarding the socioeconomic diversity of students. “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.
The charts below indicate representation of campus populations by U.S. citizenship status. 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. International individuals are most highly represented among graduate student and postdoc populations. There is a large group of staff and faculty who identify as international by heritage but eventually hold a permanent resident visa (green card) or become naturalized U.S. citizens.

U.S. Citizenship Status of Princeton Student Populations
Academic Years 2009-10, 2014-15 and 2019-20

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

Regarding the graduate student data specifically, the Graduate School typically focuses its demographic reporting of race/ethnicity on domestic students only (rather than for all students) since not all international graduate applicants and students are familiar with American census questions regarding race/ethnicity. The chart presented here includes both domestic and international graduate students.

U.S. Citizenship Status of Princeton Staff Populations
Academic Years 2009-10, 2014-15 and 2019-20

- **U.S. Citizen/Permanent Resident**
- **Temporary Resident/International Individuals**
U.S. Citizenship Status of Princeton Faculty and Postdoc Populations
Academic Years 2009-10, 2014-15 and 2019-20

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

### U.S. Citizenship Status of Princeton Staff Populations

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Tenured and Tenure-track Faculty</th>
<th>Non-Tenure-track Faculty</th>
<th>Postdoc Fellow/Associate</th>
<th>Other Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-20</td>
<td>98% 96% 94%</td>
<td>84% 84% 85%</td>
<td>51% 60% 62%</td>
<td></td>
</tr>
<tr>
<td>2014-15</td>
<td>98% 96% 94%</td>
<td>84% 84% 85%</td>
<td>49% 40% 38%</td>
<td></td>
</tr>
<tr>
<td>2009-10</td>
<td>98% 96% 94%</td>
<td>84% 84% 85%</td>
<td>49% 40% 38%</td>
<td></td>
</tr>
</tbody>
</table>

### U.S. Citizenship Status of Princeton Faculty and Postdoc Populations

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Tenured and Tenure-track Faculty</th>
<th>Non-Tenure-track Faculty</th>
<th>Postdoc Fellow/Associate</th>
<th>Other Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-20</td>
<td>12% 31% 42%</td>
<td>6% 12% 39%</td>
<td>39% 100% 92%</td>
<td></td>
</tr>
<tr>
<td>2014-15</td>
<td>12% 31% 42%</td>
<td>6% 12% 39%</td>
<td>39% 100% 92%</td>
<td></td>
</tr>
<tr>
<td>2009-10</td>
<td>12% 31% 42%</td>
<td>6% 12% 39%</td>
<td>39% 100% 92%</td>
<td></td>
</tr>
</tbody>
</table>

### U.S. Citizenship Status of All Campus Populations

<table>
<thead>
<tr>
<th>Population Category</th>
<th>U.S. Citizen/Permanent Resident</th>
<th>Temporary Resident/International Individuals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's</td>
<td>88%</td>
<td>12%</td>
</tr>
<tr>
<td>Master's</td>
<td>69%</td>
<td>31%</td>
</tr>
<tr>
<td>Doctorate</td>
<td>58%</td>
<td>42%</td>
</tr>
<tr>
<td>Tenured and Tenure-track Faculty</td>
<td>94%</td>
<td>6%</td>
</tr>
<tr>
<td>Non-Tenure-track Faculty</td>
<td>88%</td>
<td>12%</td>
</tr>
<tr>
<td>Postdoc Fellow/Associate</td>
<td>61%</td>
<td>39%</td>
</tr>
<tr>
<td>Sector Staff</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>All Other Staff</td>
<td>92%</td>
<td>8%</td>
</tr>
</tbody>
</table>
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 includes all climate data collected within the last three years. As a result, it does not include climate data for faculty and postdoc populations because the last surveys for those populations were administered in 2016. (The next climate surveys for faculty and postdocs are scheduled for 2021-22.)

All climate data collected during 2019-20 and 2020-21 must be considered with care due to the anomalous conditions faced by students, faculty and staff during the past 18 months. The snapshots below show the experience of campus populations disaggregated by race and ethnicity. Additional climate data snapshots for other social identities can be found here: https://inclusive.princeton.edu/about/reports-resources-and-webinars. Undergraduates are surveyed annually as part of the Senior Survey/Year End Assessment. This chart reflects all undergraduates who completed the survey in spring 2019, 2020 and 2021. 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. All climate data collected during 2019-20 and 2020-21 should be considered with care due to the anomalous conditions faced by students, faculty and staff during the past 18 months.

Undergraduate Survey
Senior/Year-End Assessment
Spring 2019, 2020 and 2021

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?

Would | Maybe | Would Not
---|---|---
2019 (722) | 16% | 10% | 10%
2020 (874) | 14% | 6% | 8%
2021 (943) | 9% | 10% | 17%
2019 (275) | 18% | 10% | 16%
2020 (284) | 16% | 24% | 22%
2021 (321) | 16% | 22% | 24%
2019 (401) | 10% | 10% | 16%
2020 (387) | 10% | 15% | 16%
2021 (393) | 10% | 10% | 15%

Individual did not disclose/disclosure

2019 (148) | 15% | 8% | 7%
2020 (119) | 8% | 15% | 9%
2021 (104) | 9% | 13% | 11%
2019 (215) | 12% | 6% | 14%
2020 (199) | 9% | 13% | 15%
2021 (174) | 13% | 8% | 11%
2019 (1,366) | 11% | 6% | 9%
2020 (1,533) | 8% | 13% | 11%
2021 (1,537) | 11% | 6% | 9%

Ten or more races, or Native American, Native Hawaiian, Other Pacific Islander

2019 (148) | 79% | 8% | 15%
2020 (119) | 83% | 9% | 8%
2021 (104) | 83% | 9% | 8%
2019 (215) | 71% | 15% | 14%
2020 (199) | 84% | 9% | 6%
2021 (174) | 75% | 13% | 12%
2019 (1,366) | 76% | 85% | 7%
2020 (1,533) | 80% | 11% | 9%
2021 (1,537) | 80% | 11% | 9%
Graduate exit survey

All graduate students are surveyed every three years. The next all-graduate student climate survey will run in 2021-22. Since 2013, the Graduate School has administered the Graduate Exit Questionnaire as students complete their degree. The chart below includes data from all graduate degree completers (both master’s and doctoral students) from spring 2019, 2020 and 2021. 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.

**Graduate Exit Survey**
**Spring 2019, 2020 and 2021**

Based upon your experience at Princeton, how likely would you be to recommend Princeton to a prospective student?

- **Would**
- **Maybe**
- **Would Not**

<table>
<thead>
<tr>
<th>Year</th>
<th>Would</th>
<th>Maybe</th>
<th>Would Not</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>83%</td>
<td>14%</td>
<td>3%</td>
</tr>
<tr>
<td>2020</td>
<td>91%</td>
<td>8%</td>
<td>1%</td>
</tr>
<tr>
<td>2021</td>
<td>85%</td>
<td>12%</td>
<td>3%</td>
</tr>
<tr>
<td>2019</td>
<td>68%</td>
<td>14%</td>
<td>6%</td>
</tr>
<tr>
<td>2020</td>
<td>62%</td>
<td>31%</td>
<td>6%</td>
</tr>
<tr>
<td>2021</td>
<td>88%</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>2019</td>
<td>81%</td>
<td>13%</td>
<td>6%</td>
</tr>
<tr>
<td>2020</td>
<td>80%</td>
<td>20%</td>
<td>8%</td>
</tr>
<tr>
<td>2021</td>
<td>64%</td>
<td>28%</td>
<td>8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Would</th>
<th>Maybe</th>
<th>Would Not</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>21%</td>
<td>15%</td>
<td>5%</td>
</tr>
<tr>
<td>2020</td>
<td>15%</td>
<td>15%</td>
<td>5%</td>
</tr>
<tr>
<td>2021</td>
<td>15%</td>
<td>15%</td>
<td>5%</td>
</tr>
<tr>
<td>2019</td>
<td>17%</td>
<td>22%</td>
<td>8%</td>
</tr>
<tr>
<td>2020</td>
<td>21%</td>
<td>21%</td>
<td>6%</td>
</tr>
<tr>
<td>2021</td>
<td>11%</td>
<td>14%</td>
<td>5%</td>
</tr>
<tr>
<td>2019</td>
<td>84%</td>
<td>81%</td>
<td>9%</td>
</tr>
<tr>
<td>2020</td>
<td>81%</td>
<td>76%</td>
<td>15%</td>
</tr>
<tr>
<td>2021</td>
<td>76%</td>
<td>76%</td>
<td>15%</td>
</tr>
</tbody>
</table>
Staff engagement survey

All staff members are surveyed every three years. Due to disruption in the administration of the full climate survey due to COVID-19, Human Resources and the Princeton Plasma Physics Lab (PPPL) conducted a shorter climate survey. The chart below includes data from all benefits-eligible Princeton University and Princeton Plasma Physics Lab employees who completed the abridged survey administered in spring 2021. The responses are shown by Princeton Primary Ethnicity calculated without consideration of U.S. citizenship status. The data include staff who identify as international individuals. Percentages may not add up to 100% due to rounding.

**Staff Engagement Survey 2021**

My department/workplace has an inclusive work environment where all individuals are treated fairly and respectfully.

- Agree
- Neither Agree Nor Disagree
- Disagree

All climate data collected during 2019-20 and 2020-21 should be considered with care due to the anomalous conditions faced by students, faculty, and staff during the past 18 months.

**Staff Engagement Survey 2021**

I feel a sense of belonging in the Princeton/PPPL community.

- Agree
- Neither Agree Nor Disagree
- Disagree

All climate data collected during 2019-20 and 2020-21 should be considered with care due to the anomalous conditions faced by students, faculty, and staff during the past 18 months.
Academic unit climate surveys

Eleven academic units partnered with the Provost’s Office in 2020-21 to administer climate surveys. The participating departments include astrophysics, chemistry, classics, East Asian studies, ecology and evolutionary biology, geosciences, history, Lewis Center for the Arts, physics, psychology and religion. Faculty, staff, postdocs and students participated in the survey. The chart below includes self-reported racial and ethnic identity. This includes individuals who self-reported as Middle Eastern and North African. Given their small numbers, these individuals who identify as only Middle Eastern or North African are aggregated with individuals who identify as only white consistent with federal reporting standards. The responses are shown by Princeton Primary Ethnicity calculated without consideration of U.S. citizenship status. This includes international individuals. To protect the confidentiality of respondents the snapshot data is presented in aggregate. Percentages may not add up to 100% due to rounding.

Academic Unit Climate Surveys 2020-21

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

- **Strongly agree**
- **Agree**
- **Neither agree nor disagree**
- **Disagree**
- **Strongly disagree**
- **I don’t know**

![Bar chart showing responses to the question about encouraging colleagues or friends similar to the respondent to work or study in the department.](chart1)

Academic Unit Climate Surveys 2020-21

From your perspective, would you characterize YOUR department as a welcoming place?

- **Almost always welcoming**
- **Often welcoming**
- **Sometimes welcoming**
- **Rarely welcoming**
- **Almost never welcoming**

![Bar chart showing responses to the question about characterizing the department as a welcoming place.](chart2)
During 2021-22 Princeton will:

+ Announce new initiatives and programmatic offerings related to diversity, equity and inclusion.

+ Expect high standards of excellence and accountability from its administrative and academic leaders as they develop and implement plans to support racial equity and diversity, equity and inclusion broadly on campus.

+ Make additional investments in infrastructure to support systemic change, including admission, recruitment and retention processes; data analytics; professional development; and personnel.

+ Provide regular updates on its activities through the University homepage, and racial equity and institutional equity and diversity websites.

The University will also continue to seek community input. Please share your ideas, questions and feedback through https://racialequity.princeton.edu/your-ideas-change

Office of Institutional Equity and Diversity:
https://inclusive.princeton.edu
https://racialequity.princeton.edu
609-258-7801