

Graduate Student Life Initiative 2002

Prepared by the
Graduate Student Government

*a summary of the most important issues in graduate student life facing
Princeton University*

Released September 2002

Introduction

In 2001, the Graduate Student Government released its first Graduate Student Life Initiative Report. It was well received by the University community and administration. The 2001 GSLI was the first attempt to list and describe in one place all of the important concerns graduate students have about student life at Princeton. In publishing the report, the GSG was offering a dialogue with the administration, and we are happy to report that that dialogue began and has been continuing on a number of issues. The University is addressing *Housing* through the construction of new apartments, *Post-Enrollment* through the formation of a high-level committee charged with making recommendations, *Health Care* through offering optional dental and optical coverage, and *Computing* through implementation of the GSG's suggestions at a much faster rate than requested. The University addressed one of our central concerns on *Campus Relations* by providing prox-card access to all dormitories by graduates and undergraduates alike.

All but one of the reports presented here were written specifically for the 2002 GSLI. The report on Housing was presented at a meeting of the Council of the Princeton University Community in the spring, but a new addendum has been attached to address points made since that time. The reports were compiled by the GSG's various standing committees.

Thank you for taking the time to read this report and giving us the opportunity to present our views. The GSG would be happy to answer any questions, and we may be easily reached by e-mail at <gsg@princeton.edu>.

Scott Miller
GSG Chair

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Executive Summary

The Graduate Student Life Initiative 2002 presents, in six sections, the most important issues of student life facing Princeton graduate students today. It is the hope of the GSG, in publishing this report, to continue (and, in some cases, to open) a dialogue with the University administration and broader community. The sections are:

- **Post-Enrollment.** The GSG's February presentation on post-enrollment to President Shirley Tilghman led to the creation of a Committee on Post-Enrollment, chaired by Provost Amy Gutmann. The GSG is awaiting the report of this committee. The latest statistics available to the GSG indicate that a majority of Ph.D. candidates at Princeton enter into the status of "Enrollment Terminated; Degree Candidacy Continues" (become "post-enrolled") during their time at Princeton. These students are faced with burdensome teaching requirements, student loans coming due, ineligibility for fellowships, lack of an official University ID, removal from official e-mail and announcement lists, stress and depression, and bureaucratic hurdles. Many international students face visa difficulties and the threat of deportation. The University must recognize continuing students as enrolled students. The GSG does not ask for fellowship support for these students. Rather, we ask for measures that would cost the University little or nothing, including recognition as students, provision of University IDs, and inclusion in mailing lists. We also continue to ask for detailed statistics on time-to-degree to be published.
- **Housing.** The University is facing a crisis in graduate student housing. The size of the graduate student body is growing and outstripping the amount of housing available. The state of the local housing market is encouraging more graduate students to apply for University housing. The University has committed to constructing new apartments near the Lawrence Apartments. We applaud this. However, the Housing Report demonstrates that this commitment is not enough. The new Lawrence Apartments will be full on the day they open. The Housing Report was presented in advance of a meeting of the Council of the Princeton University Community in the spring. At that meeting, President Tilghman and Provost Gutmann agreed that planning is needed for the next stage of construction. The University should begin working with graduate students to discuss the next stage as soon as possible, so that planning is not rushed, as it was for many existing graduate housing units. The Housing Report also addresses issues of overcrowding, deferred maintenance, and rapidly rising rents.
- **Parking and Transportation.** The University has recently made a welcomed commitment to a pilot program for the establishment of a daytime shuttle. The Parking and Transportation Report addresses our supportive views on this shuttle plan, as well as comments on the continuing problems with the evening shuttle and parking on campus. We address improvements that should be made for bicyclists. Finally, we again call on the University to honor its promise and abolish the unfair Graduate College Parking Fee.
- **Information Technology.** The GSG is extremely pleased with the Office of Information Technology and its services to the graduate student population. This Report summarizes the incredibly rapid progress of OIT toward addressing the concerns we laid out in the 2001 GSLI and other correspondence. In looking forward, the most important request made is bringing the campus network to the Butler Apartments.
- **Health Care.** Over the last two years, the University has come to offer optional dental and optical coverage to graduate students. In addition, prescription drug coverage has been expanded.

The Health Care Report summarizes these offerings. The GSG's greatest concern with respect to Health Care is the large cost of insuring dependents.

- **Other Issues.** In the final chapter of the 2002 GSLI, we discuss three other issues. With respect to *Dining*, we request that the University expand the offerings available at the Frist Campus Center over the summer. Regarding *International Student Concerns*, we indicate our interest in investigating issues of particular interest to international graduate students, *e.g.* the fairness and consistency of the English language examinations now required for Ph.D. candidates. Finally, in the section on *Campus Relations*, the GSG calls for lowering institutional barriers between graduate students and undergraduates.

The GSG appreciates the opportunity to share our recommendations with the University community. As always, it is our hope that we can work together on issues of mutual concern and interest, with mutual respect.

Post-Enrollment Report

*Compiled by the Post-Enrollment Committee
of the Graduate Student Government*

Introduction

This report has been compiled by the Post-Enrollment Committee of the Graduate Student Government (GSG) to follow up on the report included in the March 2001 Graduate Student Life Initiative (GSLI), compiled by the GSG and the graduate student representatives to the Council of the Princeton University Community (CPUC). It is designed to give background information on the Post-Enrollment issue, describe the history of the problem, enumerate the difficulties faced by graduate students who become post-enrolled, and present a prioritized list of recommendations for implementation by the University administration.

Summary

Across Princeton University, each department establishes an official period of enrollment, in years, for a PhD program, beyond which graduate students become “post-enrolled.” Post-enrolled graduate students have great difficulties finding housing and health care. They are overwhelmed with major problems and small annoyances. These include:

- student loans coming due,
- ineligibility for fellowships or further student loans,
- visa difficulties and the threat of deportation for international students,
- loss of health care,
- loss of University housing, or surcharges when housing is available,
- lack of official University ID or recognition as members of the University community,
- loss of communication with the University and graduate student body,
- stress and depression,
- loss of access to basic facilities necessary for prompt degree completion, and
- burdensome teaching requirements.

The Graduate School has obscured the reasons for the existence of the post-enrolled state, at times relying on arguments as varied as lack of funds to fix the problem, legal requirements imposed by federal auditors, and opposition to change firmly rooted in the Board of Trustees. When pressed, the Graduate School has advanced the claim that Post-Enrollment lowers the average time-to-degree for PhD students by encouraging graduate students to work harder. Because the Graduate School has not been forthcoming with statistics, this claim is unverifiable. In practice, the institution of post-enrollment, as it is currently implemented, creates a perverse system of incentives that actually encourages departments to lengthen time-to-degree while maintaining official terms of enrollment that are admittedly too short for the completion of a thesis. Even the measures applied to graduate students to make them work faster frequently have the opposite effect.

As in the 2001 GSLI, our primary recommendation is replacement of the status of “Enrollment Terminated; Degree Candidacy Continues” (commonly called “post-enrolled”) with an “Advanced Enrollment” status for those students still actively pursuing their degrees. This change in nomenclature alone would solve several of the most onerous problems faced by post-enrolled graduate students, at no

cost to the University. Other changes may be effected by the University at no or minimal cost. One of the prevailing misconceptions of the GSG's grievances about post-enrollment has been that post-enrolled students are demanding financial support, handouts, or major changes that would require a large investment by the University. While we would be happy for the University to invest large sums to solve some of the more expensive problems associated with post-enrollment, we wish to make clear at the outset that we are not asking for money. Most of what the GSG is requesting can be done cheaply and quickly and we remain cognizant and appreciative of the fact that the University has limited resources. Other suggestions, requiring potentially large outlays, are peripheral and negotiable.

As part of the change of status suggested above, we are asking that the following solutions be implemented:

- The University must agree to freedom of information, release of time-to-degree data in aggregate form for every department, and publication of this information.
- The University must support loan deferral and student visa extension for PhD candidates actively pursuing their degrees.
- The University should undertake to study the housing and health care needs of its post-enrolled students for the sake of future planning.
- The University must issue University IDs to all students still actively pursuing their degrees.
- The University must agree to establish mailing lists for post-enrolled students so that they may receive bulletins from the GSG, Career Services, and other branches of the University.
- The University must grant library access to students still actively pursuing their degrees.

Further and more detailed recommendations are given later in this report.

Major Events Since the 2001 GSLI

Since the March 2001 publication of the Graduate Student Life Initiative, several events touching on post-enrollment have happened. Lauren Hale, then GSG Chair, presented the post-enrollment section of the report to the CPUC on March 12, 2001. Jeremiah Ostriker, then University Provost, announced that Graduate School Dean John F. Wilson would compose and present a response. That response came in a private memorandum from Dean Wilson to Matthew Fouse, GSG Chair, and the other officers of the GSG, sent on May 30, 2001. Dean Wilson later cleared the memorandum for general distribution. The relevant portion of Dean Wilson's response was:¹

ETDCC students at Princeton, those whose "enrollment [has] terminate[d], [but whose] degree candidacy continues," that is, what we term "post-enrolled students," comprise a very heterogeneous group. Some have accepted regular full-time positions at other universities or colleges, or they are employed in industry; some have decided to branch into other careers but still hope to complete their academic degrees; some are employed (part-time or even full-time) at Princeton—as lecturers or as staff members associated with research projects; still others have secured fellowship support to work here or elsewhere to complete their dissertations. In this sense it is an inclusive and mixed category, and those comprising it do not represent a coherent group whose members have comparable relationships to the university. While Lauren's presentation to the CPUC seemed to suggest that no account was taken of such individuals, significant accommodations are actually made, especially for those who remain in the Princeton area. Among these are continuation of borrowing privileges in the library system, continuation of CIT accounts,² support for individuals in seeking visa extensions and in continuing grace periods for repaying student loans, access to university housing, if it is

¹ John F. Wilson to Matthew Fouse, "Response to GSG presentation at CPUC, March 12, 2001", May 30, 2001.

² The Department of Computing and Information Technology (CIT) has since been renamed the Office of Information Technology (OIT).

available (albeit at a premium rate), as well as access to University Health Services and the option to purchase health plan coverage.

The most salient observation, however, may be that individuals so classified are pursuing their Ph.D.s in particular subjects and as such are most directly related to the departments or programs of study in which they have been enrolled. Indeed, the particular circumstance of each is best known by his or her department or unit and by faculty officers or advisers within it. Furthermore, many if not most departments have developed means of assisting specialists in their areas to secure part-time as well as longer range employment. As a consequence, the opportunities offered post-enrolled students vary widely among departments, and defy any simple summary. For these reasons, the Graduate School has not thought it to be necessarily productive to propose general provisions that would address the full range of circumstances that characterize all post-enrolled students.

Nonetheless, we have thought it important to review the kinds of issues that the GSG report calls to our attention and to attempt to respond to these where some accommodation of specific needs seems possible. Given the heterogeneous nature of the "post-enrolled" category, one approach that seems promising is to identify sub-categories of individuals for whom some special provisions might be appropriate. It does not make any sense, for example, to imagine offering to all post-enrolled students the unlimited opportunity to purchase medical coverage. To do such would lump together some who may have thrown in their lot with internet start-ups or "dot.coms" along with fellowship holders elsewhere and some full time employees at other institutions, both for-profit and not-for-profit. On the other hand, there are, for example, anecdotes about lecturers occasionally employed by Princeton at less than 50% time who must purchase medical coverage at great cost; it may be very useful to identify such individuals as a group for whom an extension of benefits might be very important. We think that careful attention to distinctions and circumstances like these would be more likely to produce beneficial outcomes than broad adjustments that might effectively incorporate the great range of those who fall into this encompassing category while actually benefiting very few.

Accordingly, we will explore these issues with the relevant offices and propose to make such adjustments as seem responsive to the needs of individuals who are committed to completion of their degree programs. In all this, I must emphasize that we very much appreciate the service undertaken by the GSG in calling attention to this question as well as other issues.

The GSG Assembly, on December 6, 2001, replied to Dean Wilson's memorandum. Its reply read, in part:³

The main issue, though, addressed in our report (and your letter) is the issue of post-enrollment. Your letter cogently points out that the students who fall into the category "post-enrolled" are many and varied. The term does, for instance, include both students who have already accepted academic positions and students who are struggling on an AI stipend to purchase food, housing, and medical coverage. We agree with you that "it may be very useful to identify such individuals as a group for whom an extension of benefits might be very important." This is why statistics are of such great importance. Our statistics, assembled department by department, indicate that most graduate students at Princeton become post-enrolled. Using the most recent statistics available (1996-2000 where we were able to get statistics and 1986-1992, from a National Research Council study, where we were not), in every department except Molecular Biology the median time-to-degree exceeded the maximum term of enrollment, in one case by as much as 150%.

The fact that the mean time-to-degree exceeds the maximum term of enrollment across all academic departments but one points to a serious, systemic problem in the graduate program. Post-enrolled students may fall into a number of diverse categories, but students who become post-enrolled make up a majority of Princeton Graduate Students. Ideally, we could reduce the time-to-degree (and our statistics in the four departments in which we could make comparisons -- Chemical Engineering, Physics, Politics, and Religion -- indicate that it is, indeed, falling slowly), but, barring this, steps should be taken to assure that unnecessary burdens are not being placed on students who are attempting to finish their degree work. Indeed, certain benefits, such as the right to purchase health care and retain e-

³ Matthew Fouse, on behalf of The Assembly of the Graduate Student Government, to John F. Wilson, December 6, 2001.

mail and library access, persist for a year or two after the end of enrollment. However, in Politics, just to take one example, fully half of students spend two years or more post-enrolled.

This is a systemic problem that cannot be solved on a case-by-case or department-by-department basis. Yet, simple measures could be implemented by the Graduate School to ameliorate the situation. For instance, anyone certified as a full-time student by his or her department could be recognized as a "continuing enrollment student" by the Graduate School. Such a system would cost nothing and generate only the smallest amount of paperwork. In fact, one might reasonably argue that such a change would ultimately reduce paperwork. Currently, students going through "termination" must go to multiple administrative offices to become unenrolled and receive various identification cards. Many students must thus carry around four identification cards rather than one when post-enrolled, and the fact that none of these has a photo ID frequently further complicates matters. The simple designation "student" (currently withheld) would allow post-enrolled students to defer undergraduate loans and perhaps apply for new loans. Such "students" would also possess valid IDs and might be treated as full members of the University community.

At the same time, the GSG discovered that the Graduate School distributes statistics, including statistics on time-to-degree, to every department annually as part of the annual admissions packets. The GSG wrote to the Graduate Admissions Office requesting copies of this information, but no response was ever forthcoming.

On December 14, 2001, Dean Wilson replied to the Assembly's letter, promising a detailed response after consultation with his staff. He went on to state:⁴

Your quotation from my letter of May 30 singled out the proposal that we break down the question to those individuals or small groups that seem not to be well-served by the diversified ways in which a range of provisions is made for those who are lumped together as "post-enrolled." Of course, the fundamental point is that Ph.D. students are on many different tracks--even within the same department of study. As they become professionally accomplished--accepted as peers of their teachers--their career paths become highly individualized. It's not only that wet bench scientists tend to have post-doc appointments in their futures, but that engineers in many fields are swept up into industry, sometimes before their degrees are completed --or that art historians find themselves on extended fellowships. To try to think about support for the incredible range of career paths you are all facing as if they posed the same challenges to each of you really doesn't seem to represent hard-headed thinking about the best interests of Ph. D. graduate students. It's at least at the department level, probably at an even more micro-levels, that we need to take on the issue of helping Princeton's Ph.D. candidates make the transition to careers that will prove challenging and successful. Indeed, most of our departments are deeply engaged in helping graduate students make such transitions--which is why I urged in the letter that we break down the question into terms that are more likely to yield useful results.

In any thinking about these matters you take on, I am concerned that you recognize the real costs of extending institutional benefits, broadly conceived. Think "zero sum game," "no free lunch," or "trade-offs" rather than "infinitesimal marginal costs."

I also want to explain that the Graduate School is not "stonewalling" on providing numbers. Our necessary record keeping is probably the most complex in the university, reaching from the student side (for statuses) to human resources (for support payments) to general budgeting (for university support) to research contracts (for support in sciences and engineering). So producing the numbers that sound so self-evidently easy to compile is not that at all.

I have asked my office staff to assemble within the next few weeks (before being wholly engaged with applications and admissions decisions) information from the last five years or so concerning students whose enrollment has terminated but whose degree candidacy continues, attending especially to what we know about the different kinds of statuses they have moved into locally (such as pre-docs, lecturers, research appointees, etc.) as well as externally. This quickly assembled data may not be entirely complete or accurate but it ought to give us a better sense for the gritty detail of the professional paths beyond enrollment that our students take. If there are segments of the graduate student

⁴ John F. Wilson to Matthew Fouse and the GSG, "Receipt of Letter", December 14, 2001.

population that are not being well-served, you may be sure it will be a very high priority concern of ours to address those issues in ways that will have practical results.

At the GSG Assembly's December 12, 2001, meeting, Kathleen Mannheimer, Graduate Student Counselor at the Office of Career Services, came to the GSG Assembly to describe career services open to the graduate student body. It was revealed that Career Services relies on Graduate School mailing lists for publicity for their services and that no post-enrolled students were on the Graduate School's lists. Thus, the very people most in need of Career Services' assistance were excluded from their mailings. Ms. Mannheimer said that she would ask the Graduate School for access to a list of all graduate students.⁵

Around this time, the Ombuds Office sent out an e-mail to a new mailing list, <allgs@princeton.edu>. It was noted that post-enrolled, as well as enrolled, graduate students received this mailing. Previously, the Graduate School had maintained that it was impossible to create a mailing list for post-enrolled students, since no list was kept of their names. GSG Press Secretary Lauren Hale wrote to Associate Dean of Student Life F. Joy Montero on December 18, copying her letter to Dean Wilson and Associate Dean of Academic Affairs David N. Redman. She informed Dean Montero of the good news that a list of all graduate students had been created. Ms. Hale asked Dean Montero to allow the GSG and Career Services to use this list.⁶ On January 7, 2002, Dean Montero wrote back to Ms. Hale, indicating that she had contacted the Office of Information Technology (OIT), informing them that their list should not contain post-enrolled students, and, subsequently, the <allgs> list was altered and the addresses of post-enrolled students were removed.⁷

During this time, members of the GSG Executive Committee were able to assemble a list of all graduate students, enrolled and post-enrolled, by the device of executing a Unix script on OIT's Arizona server, which was their best guess as to how the <allgs> list had originally been compiled. During January and February, the GSG used the list thus assembled for the creation of a survey of post-enrolled students. Results of that survey are included in this report.

President Shirley Tilghman agreed to come to the GSG Assembly's February meeting. GSG Chair Matthew Fouse sent President Tilghman a letter in advance of that meeting. That letter stated, in part:⁸

We have been in a dialogue with the Graduate School recently over post-enrollment and how best to address the difficulties it introduces into the lives of a majority of Princeton graduate students. We would like to make you aware of some of the arguments and suggestions we have presented to the Graduate School before you join us. The most common misconception regarding the GSG's views on post-enrollment is that we are asking for changes that will cost a lot of money. Although we would welcome a large University expenditure in several areas of concern, most of our suggestions and requests can, we believe, be implemented quickly and cheaply.

The letter went on to summarize the discussions to date with the Graduate School.

Around the same time, the GSG received from Dean Wilson a preliminary report on the post-enrolled situation, as promised in his December letter. The report, entitled "Preliminary Report on Unenrolled Graduate Students, 1997-2001", did not contain the time-to-degree figures that the GSG had requested. Dean Wilson instead attempted to follow a cohort of students through their enrolled period, starting in 1992 and ending in 2001. In doing so, he apparently ignored the variations in program length between departments (although it is difficult to tell definitely given the vagueness of the report) and incidentally excluded from his statistics those graduate students in four-year programs entering in 1992 and substituted a different cohort who started 4-year programs in 1997. He found that, out of 2284 students entering Princeton during the period 1992-1997, only 21% (482) became post-enrolled. If true, this shows

⁵ GSG Assembly Meeting Minutes, December 12, 2001.

⁶ Lauren Hale to F. Joy Montero, December 18, 2001.

⁷ F. Joy Montero to Lauren Hale, "Re: GSG Global List", January 7, 2002.

⁸ Matthew Fouse to President Shirley Tilghman, February 8, 2002.

a significant improvement over the GSG's own statistics compiled last year. Dean Wilson's figures also show that 36% of those students who became post-enrolled during the five-year period under study did so in the last year of the study, implying that the situation is becoming much worse. It is difficult to tell whether Dean Wilson included Masters students in his analysis; if he did, then this probably made the figures look much better than they would otherwise. Dean Wilson further analyzed a cohort of 176 students who became post-enrolled in September 2001. Here is the breakdown as to their financial support: 28% (50) appointed part-time lecturers, 23% (40) named pre-docs, 7% (12) had fellowships that continued paying them money, 2% (4) were appointed Assistant Masters, and 40% (70) received no support whatsoever. Dean Wilson's analysis is worth quoting in full:⁹

At the urging of the Graduate Student Government (GSG), the Graduate School, with the help of the Registrar's Office, is attempting to develop an overall profile of recent graduate students whose formal enrollment terminated (that is, those students who have completed their regular years of study and whose enrolled status has ended) but who may continue as candidates for degrees. While we continue to gather information, we report the following incomplete findings.

For the groups of students who completed their enrollment in the five-year period beginning September 1, 1997 to September 1, 2001, 483 continued as degree candidates while unenrolled. Since September 1, 2001, 49 of this group have received their advanced degrees (mostly Ph.D.s awarded at the November 2001 and the January 2002 meetings of the Trustees). Thus the number of potential degree candidates as of February 1, 2002, was 434. This represents about 19% of the entering cohorts of graduate students for the years 1992 to 1996 and it means that over 80% of these cohorts had completed their degrees. The large majority of these students (about 70%) is in the humanities, social sciences, and the (small) Ph.D. programs of the Architecture and Woodrow Wilson Schools. Many fewer natural sciences and engineering students are in this category.

Graduate School Office staff have worked with the academic departments to "profile" these 434 individuals from the last five years whose degrees remain uncompleted. In particular, the questions were: 1) how many are still actively working to complete their degrees? And, 2) where do they live? At this point we have information for about 90% of these individuals. In the departments reporting to date, 75% of the formerly enrolled students was reported to be still working on their degrees with the intention to complete them; 4%, or 16 students, was reported as having decided not to complete their degrees; and the intentions of 90 students, or 21%, were unknown.

In terms of patterns of residence for the former students about whom we were able to secure information, 37%, the plurality of them, was living outside Princeton or the vicinity (indeed most were living outside the state of New Jersey), 29% was reported to be living in Princeton or the vicinity, and the location of 30% was unknown.

It seems reasonable to conclude that: 1) most students who completed their years of enrollment do intend to finish their degrees and do remain in touch with their departments about doing so; 2) the plurality of such individuals is no longer living in Princeton or the vicinity; and 3) there are many individuals about whom neither the department nor the Graduate School has much information. (With respect to this latter group, we hope to be able to secure some additional information from sources not yet contacted.)

What are these continuing degree candidates typically doing? Taking the group of students who become unenrolled as of September 1, 2001, which is a fairly typical year, we looked at their patterns of activity. 176 students ended their enrolled student status at that time. Approximately 30 individuals completed their degrees by January 2002, and have graduated. Fifty of these newly unenrolled graduate students were appointed as part-time Lecturers at Princeton through the Dean of the Faculty's Office (most of these students were in the humanities and social sciences); another 40 or so were appointed as Pre-doctoral Research Assistants through the same office (almost exclusively students from the sciences and engineering disciplines); another dozen students held special Princeton or non-Princeton fellowships that provided each with a stipend in order to continue work on the dissertation; and four individuals served as Assistant Masters in Princeton's undergraduate residential colleges. (A number of graduate students who completed their enrollment were hired as casual hourly employees through Human Resources to work for faculty members or

⁹ John F. Wilson *et al.*, "Preliminary Report on Unenrolled Graduate Students, 1997-2001", February 6, 2002.

departments on various projects; since those appointments do not flow through the Graduate School Office or that of the Dean of the Faculty, it is difficult for us to establish precise numbers.)

Accordingly, of the 176 students who completed enrollment as of September 1, 2001, about 136 either completed their degrees in the interim or hold some kind of appointment or fellowship that allows them to continue working on their degrees for at least a term, and in many cases a year. We have not yet been able to secure information about the forty or so remaining individuals whose enrollment was completed this fall.

The GSG Assembly met with President Tilghman (and Dean Wilson) on February 20, 2002. GSG Parliamentary Secretary Matthew Hindman presented the results of the GSG's 2002 Post-Enrollment Survey, presented below in the body of this report. The ensuing discussion was very positive. President Tilghman promised openness on time-to-degree and further suggested that the GSG prepare a prioritized list of actions it wished the University to take with respect to post-enrollment, so that she could see what each one would cost and see how many could be implemented in the coming semester. That prioritized list is included in this report. President Tilghman, the day after the meeting, wrote to Mr. Fouse, stating that she had already spoken with Provost Amy Gutmann and a faculty committee would be established to work with the GSG on reforms to the post-enrollment system.¹⁰

The Length of the Degree Programs

The 2001 GSLI outlined the major problems associated with post-enrollment. Its major finding was that the median time-to-degree exceeded the maximum term of enrollment in every department across campus, with the exception of Molecular Biology, using the most recent data available. The GSG undertook a survey of departments for the purpose of collecting these time-to-degree data. The Graduate School declined to provide statistics to the GSG, claiming that the post-enrolled category was a "messy category incorporating a range of individuals extending from those who finished enrollment last summer who are now actively completing dissertations to some who may have effectively given up on ever receiving the degree."¹¹ This assertion was backed up by Associate Dean for Academic Affairs David N. Redman, who stated that the Graduate School did not possess statistics about post-enrolled students as such.¹² Dean Redman nevertheless asserted that the median time-to-degree at Princeton was 5.5 years and the mean was 5.6.¹³ These statistics excluded all students getting their PhDs in less than one year (very few) and more than twelve (considerably more).

The GSG therefore was forced to undertake its own survey, department by department. It was hampered by the fact that several departments claimed not to collect statistics, and other departments claimed that time-to-degree statistics were confidential, an unusual assertion, in light of the facts that time of entry into a program and scheduling of the Final Public Oral Examination are both public statistics. Other departments presented information in a way that made determination of time-to-degree difficult. For the bulk of departments, the GSG was forced to rely on the surprisingly comprehensive data published by the National Research Council (NRC) and covering the period 1986-1992.¹⁴ Because of the startling nature of the statistics found in this survey and the NRC data, we reprint it here in its entirety.

¹⁰ Shirley Tilghman to Matthew Fouse, February 21, 2002.

¹¹ John F. Wilson to then-Chair of the GSG Lauren Hale, January 22, 2001.

¹² David N. Redman, Interview with Kevin Osterloh, February 7, 2001.

¹³ *Ibid.*

¹⁴ Marvin L. Goldberger, Brendan A. Maher, and Pamela Ebert Flattau, Editors, "Research-Doctorate Programs in the United States: Continuity and Change" (Washington, DC: National Academy Press, 1995), Appendices J-N.

DEPARTMENT	YEARS IN PROGRAM ¹⁵	CURRENT FRACTION POST-ENROLLED	AVG FRACTION, LAST 5 YRS	MEDIAN YTD, 1986-1992	MEDIAN YTD, 1996-2000	#PhD's, 1996-2000	MEAN YTD, 1996-2000	% ON TIME, 1996-2000
Astrophysics	4/5			5.7				
Aerospace Eng	4/5			6.7				
Anthropology	5			10.0				
Art History	5			12.5				
Chemical Eng	4/5	14.3%	19.4%	6.3	6	41	5.8	43.9%
Chemistry	4			6.3				
Civil&Env Eng ¹⁷	4	18.9%	25.6%		5	6	5	16.7%
Civil Eng	4/5			7.3				
Classics	5			8.8				
Comparative Lit	4/5			8.3				
Computer Sci	4/5			6.0				
Ecology	5			6.8				
Economics	4			6.6				
Electrical Eng	4/5	11.8%		5.8				
English Lit	5			6.8				
French Lit	4			7.8				
Geosciences	4			7.0				
German Lit	5			7.9				
History	5			9.2				
Mathematics	4/5			5.2				
Mechanical Eng	4/5	8%		6.9				
Molecular Bio	6	16.5%	21.8%		6	79	5.7	87.3%
Music	4			10.4				
Near East Stud	4/5	15.8%						
ORFE	4	23%						
Philosophy	5			8.0				
Physics ¹⁸	4/5			6.1	5.2	34	5.3	35.3%
Plasma Physics	5	20%	27.8% ¹⁹		6	31	6.2	19.4%
Politics	4	20.5%	27.0%	9.4	6	60	7.4	0% ²⁰
Psychology	4/5			5.4				
Religion	4/5			8.7	5, 5.5 ²¹	33	5.7, 5.4	30.3%
Sociology ²²	4/5	36.3%		8.6				
Spanish Lit				9.3				

There are several things to note from this data:

1. As of 1986-1992, the median year-to-degree was higher *in every department surveyed* than the maximum years of enrollment. This means that the average student became post-enrolled, and frequently by several years. Only Astrophysics, Electrical Engineering, and Mathematics had medians less than 6 years. Since this is the *median*, not the mean, it is not sensitive to outliers.
2. During the period 1996-2000, every department surveyed had a median year-to-degree above its maximum term of enrollment, with the sole exception of Molecular Biology.

¹⁵ Over the last 28 years, the trend has been for departments to extend the official length of programs from 4 years to 5 [Dean David Redman, interview with Kyle Morrison and Dan Novak, 22 March 1999].

¹⁶ Based on the data from the NRC report where available.

¹⁷ Civil and Environmental Engineering was established as a separate department in 1999, so statistics are only based on data from 1999-2000.

¹⁸ Figures from the Physics Department are taken from 1994 and the first five months of 1995. Data were unavailable after this date, except the statistic that the mean year-to-degree in 1999-2000 was 5.5 years.

¹⁹ Data from Plasma Physics indicates the average is 24.5% over the last decade.

²⁰ One student apparently graduated within 4 years in 1995. Otherwise, since 1993, the remaining 96 have taken longer than the prescribed 4 years.

²¹ The Religion Department has both 4- and 5-year programs. Data are given for these, respectively. Data for Religion is computed over the period 1990-2000.

²² Department staff representatives in the Sociology Department have indicated that they regard year-to-degree information as confidential, and they therefore refuse to divulge it to anyone except for representatives of the Graduate School.

3. Of the departments surveyed this year, only Molecular Biology had a majority of students (87.3%) graduate within the time allowed for degree completion in the standard program. In Chemical Engineering, nearly 44% graduated on time.
4. The general trend seems to be one of improvement, but in every program save Molecular Biology, the majority of students not completing their degrees within the time allotted for the PhD program. The Molecular Biology Department currently allows a sixth year, and as it has the best record for graduating students on time, it provides evidence that extending the period of enrollment does not simply increase the time to degree. Members of the administration have at times claimed that the threat of post-enrollment encourages students to finish their degrees faster. Not only do these statistics tend to refute this assertion, but the Molecular Biology case suggests that post-enrollment can actually significantly hinder dissertation progress.

The GSG continues to consider openness and the publication of statistics to be one of its most important goals in the post-enrollment problem. We know that statistics exist on time-to-degree. In fact, they are distributed annually by the Graduate School to every department as part of the annual admissions packet. Yet, the Graduate School has not responded to our request for this information and many individual departments, perhaps afraid of the publicity, refuse to make it public.

The Reasons Behind Post-Enrollment

“I have a very good academic and research record at [P]rinceton. My advisor is completely satisfied with my research activities. I fail to understand why the university refuses to consider me as an enrolled student.”

“Lack of library use (no lending privileges) this year has impeded progress.”

“Post enrollment is needlessly burdensome. As a result, I will probably never finish my degree, and I am currently pursuing other professional options.”

“Right now when to graduate is solely in the advisor's hand. If the student is not doing well, then it's his/her own fault (sometimes it is due to the wrong direction given by the advisor). But in many cases, it's because the student is doing too well so that the advisor wants to get more out of him/her, which is really unfair.”

“There should be a different [hierarchy] which determines when you get your degree. It should not be up to your advisor who benefits from keeping you longer.”

Quotations taken from the 2002 GSG Post-Enrollment Survey

For a time, the GSG was at a loss to determine exactly why the post-enrolled status exists. Questions always led to the same response, namely that the Trustees require tuition to be charged to all enrolled students, the Graduate School does not have the funds to pay tuition for post-enrolled students, and therefore these students cannot be enrolled. Further, the decision of the Trustees on the matter cannot be changed, because anything else would be a violation of the rules of external funding agencies and federal auditors, who require all people designated as “students” to be treated the same way, *i.e.* charged tuition.²³ This argument, it transpires, is not a real impediment to changing the system. Princeton, for instance, only nominally collects tuition from students on internal fellowships. Also, in January 2001, the Graduate School announced a welcome new initiative by which internal fellowships would be given to all first-year students in science and engineering.²⁴ It would be trivial to establish a nominal fellowship for each post-

²³ Provost Jeremiah Ostriker and Dean John Wilson, interviews with Kyle Morrison and Dan Novak, March and April 1999.

²⁴ Press Release, Princeton University, “Princeton to provide fellowships for all doctoral students in sciences and engineering; summer support for all doctoral students in humanities and social sciences”, Office of Communications, January 27, 2001.

enrolled student, paying only tuition and not a stipend. The tuition money would be collected by the University, for a net transfer of no money whatsoever. The simple change in nomenclature to “student” would thus cost the University nothing at all.

After these arguments were exhausted, the Graduate School took the view that post-enrollment actually speeds time-to-degree. Dean Wilson expressed the view that time-to-degree would fall with an improving national economy, as graduate students would work harder and finish faster.²⁵ Dean Wilson, more recently, expressed the view that post-enrollment can shorten time-to-degree, because it is a factor in some students’ decisions. He nevertheless conceded that the assertion that post-enrollment lowers time-to-degree “likely applied more to some fields than it did to others.”²⁶ The GSG maintains that the current system of post-enrollment creates a perverse system of incentives that results in a *lengthened* time-to-degree. Aside from creating bureaucratic obstacles toward degree completion, the current system actually encourages departments and advisors to retain their students for additional years. This problem exists across all academic divisions, but for different reasons:

1. In the Sciences and Engineering, post-enrolled students are rehired by their advisors as predoctoral researchers. The post-enrolled students continue to draw the same salary as their previous stipend, but their advisors no longer have to pay tuition to the University. This results in a savings to the advisor. The advisor’s other options are (1) hiring a postdoctoral researcher at higher wages and (2) bringing in a new first-year student who will require tuition to be paid and require training in his work. In fact, in the sciences and engineering, it is known that advisors frequently post-enroll their students *before* the end of the standard term of enrollment in order to save money.
2. In the Humanities and Social Sciences, departments also have an incentive to post-enroll their students. Departments mainly fund their students from a fixed number of University fellowships. Post-enrolling students as soon as possible lowers the number of students counted toward the fellowship limit and allows the admission of new students. Departments, therefore, deny student status to their upper-year students in order to make the department appear smaller on paper than it really is. Further, post-enrolled students are forced to teach for their keep, creating a ready-made pool of lecturers who can be paid wages significantly lower than market rate for lecturers.²⁷

In many cases, it may indeed be a student’s fault for taking too long to graduate. Nevertheless, the current system “encourages” a student to work harder by punishing him, while implicitly encouraging his advisor and department, who, in actuality, will determine his time-to-degree, to keep him around longer. Since (as the GSG’s 2001 survey found) the majority of PhD students become post-enrolled during their time at Princeton, the problem is systemic. There is an old adage: If a student fails a test, it is the student’s own fault, but if a class fails a test, it is the teacher’s fault. Most of the class (Princeton PhD candidates) is failing to complete their degrees in the allocated term of enrollment. This systemic failure is a failure on the part of the University’s system and punishing students will not fix the problem. The Graduate School has maintained that post-enrollment does not lengthen time-to-degree,²⁸ but we are at a loss as to how this can be so.

The GSG also maintains that the methods employed by the University to “encourage” better work, if this is, indeed, their purpose, are cruel and inhumane. The University “encourages” faster work by

²⁵ Minutes of the Graduate College House Committee, October 2, 2000.

²⁶ Minutes of the Graduate College House Committee, December 10, 2001.

²⁷ Dean Wilson has asserted that AIs are actually the most expensive way of hiring teachers and that appointing lecturers is much cheaper. *Ibid.*

²⁸ David N. Redman, interview with Kevin Osterloh, February 7, 2001.

evicting the student from student housing, confiscating his ID, denying him access to the library and McCosh Health Center, stripping him of health insurance, ending his stipend, denying him the label “student” and even denying him contact with such facilities as Career Services. It is clear that many of these actions are taken because of inadequate University funds; for instance, it is reasonable that the University may decline to give health insurance to post-enrolled students by claiming that it cannot afford it. However, using removal of health coverage as a punitive tool is unconscionable. Would the University deny an undergraduate access to McCosh to make him work harder? Would it confiscate the ID of a staff member to make him work faster? Would it take away parking from an administrator in order to punish him for not meeting deadlines? None of these actions, all implicitly defended by the Graduate School as legitimate tools of encouragement, would be acceptable if applied to other members of the Princeton Community. They would, in fact, likely result in alumni protests, strikes, and resignations. Further, fifty years of psychological research has demonstrated that punitive measures reinforce behavior rather than changing it.²⁹

The Specific Problems: Introduction and Survey Responses

A good number of post-enrolled students receive lectureships or predoctoral research appointments. Where, then, is the problem? The GSG conducted a narrative survey of post-enrolled students in 1999. We found that post-enrolled students had trouble getting proper medical care. They feel excluded from the Princeton community because they feel themselves to be treated like outcasts. They were, in various cases, clinically depressed, ridden with debt, and even worried about whether they could find enough money to feed themselves. Throughout this report, as we address the various serious problems associated with the end of enrollment, we present quotes taken verbatim from the 1999 survey and personal testimonials received from post-enrolled graduate students, inclusive to the date of publication of the 2001 GSLI.

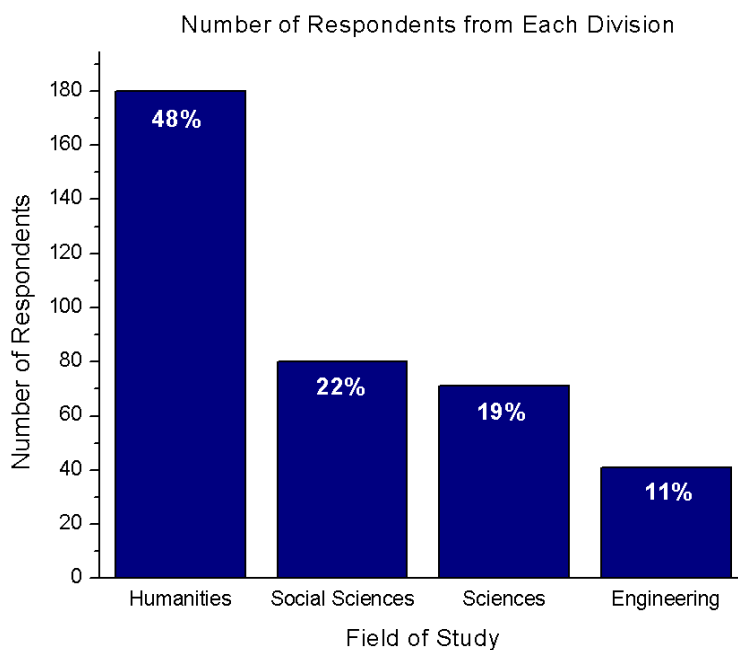
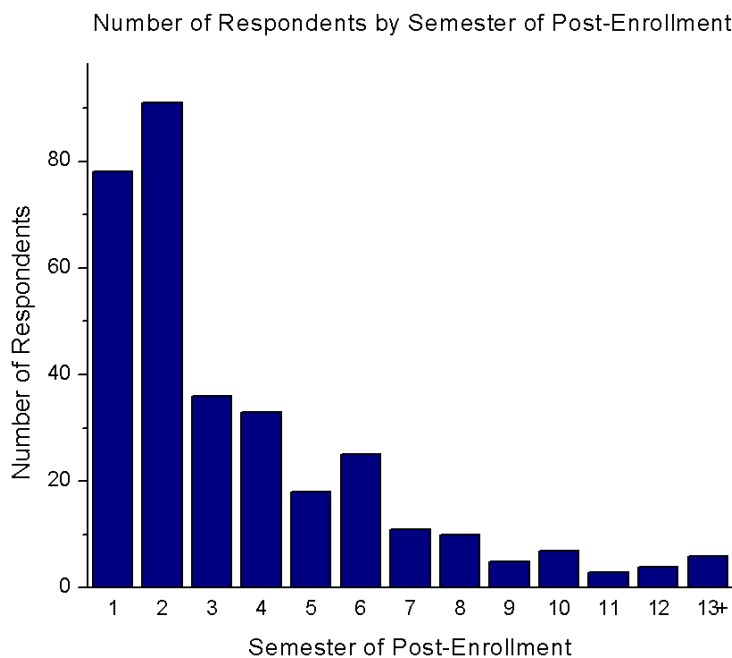
In addition, we have added quotes taken from the 2002 survey of post-enrolled students made possible by the erroneously created <allgs> mailing list. A total of 1301 students were on that list but not on <gsg-global>, the list of enrolled students. The GSG asked all of these students to participate in our survey. We received 492 responses. 348 were from current or former post-enrolled students. The respondents who are or were post-enrolled are described in the following table:

Status	Number	% of respondents
Current post-enrolled students	235	67.5
Recent graduates who were post-enrolled	69	19.8
On leave of absence, but expect to return	5	1.4
No longer actively pursuing degree	12	3.4
Not sure	6	1.7
Other	21	6.0

Other responses (outside of the 348) came from recent graduates who were never post-enrolled, graduate students who had gone on to join the faculty and were not reclassified as faculty by OIT, students who had dropped out of their degree programs, students who were never enrolled, and a small number of students

²⁹ Michael Domjan. *The Principles of Learning and Behavior*. New York: Brooks/Cole, 4th ed., 1988, p.278.

who were mistakenly omitted from the list of enrolled students.³⁰ The graphs below shows the number of semesters of post-enrollment experienced by these 348 respondents and their academic divisions.



³⁰ It should be noted that students who became post-enrolled before Princeton started its policy of creating e-mail accounts for graduate students, or students who had their accounts terminated, were necessarily excluded from this survey.

Specific Problem: Housing

Q. Did becoming post-enrolled affect your research (positively or negatively)?

“Added at least 2 months to my thesis due to time wasted in apartment hunting and moving.”

“Slightly negative, [an] hour spent commuting.”

Q. Did you have trouble finding/keeping housing?

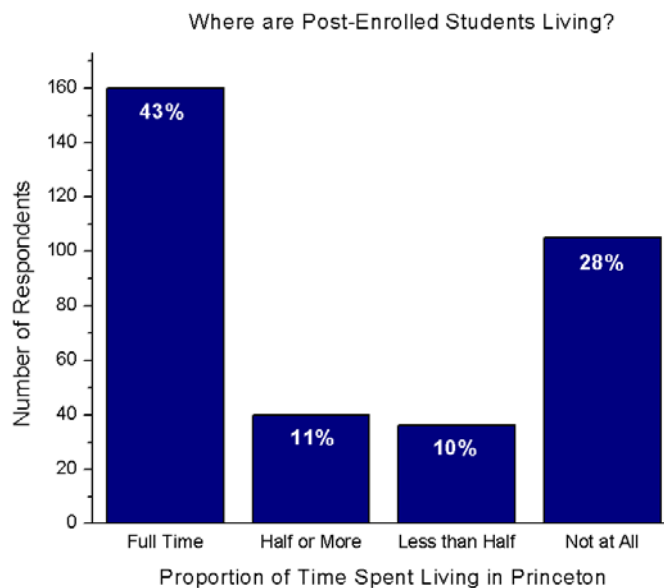
“I wasted a solid month in apartment hunting.”

“I had to sign a year lease on my new apartment which locks me in until August.”

“Yes. Extreme trouble. As a post-enrolled student, you’re disqualified for the only housing in Princeton that you could conceivably afford.”

Several years ago, the GSG gained an important concession from the administration with regard to the housing issue. Previously, post-enrolled graduate students had no access to University housing, even if the housing in question was vacant. Currently, post-enrolled students can gain access to University housing under three conditions: (1) that no enrolled graduate student, faculty member, or qualifying staff member desired the housing, (2) that leases would be on a month-to-month basis and could be terminated by Housing at any time with 30 days’ notice, and (3) that a 19% surcharge would be added to the rent. Usually, the necessary relocation is to housing of lower quality. It demonstrates the remarkably bad position of post-enrolled students that such an agreement could be the greatest victory to date in the battle to overcome the bureaucratic nightmare that is post-enrollment. As can be easily imagined, even this situation represents increased financial pressure and causes a good deal of stress.

With the recent University housing crisis, however, there are few, if any, post-enrolled students in subsidized housing, and there are unlikely to be any for the next several years. The graph below summarizes where post-enrolled graduate students have been living.



We ask that the University commit to housing post-enrolled students. The Housing office has estimates of the faculty, staff, and enrolled student populations and is able to plan for housing these members of the community. The situation is different for post-enrolled students, however. According to Director of Housing Tom Miller, the Housing office has “no knowledge of the number of post-enrolled students.”³¹ Since the Housing Department has no figures, they would not be able to plan for housing post-enrolled students, even if resources were available.

The 19% surcharge on University Housing for post-enrolled students apparently has its origin in the notion that degree candidates who are no longer students should be charged as “guests” rather than students, although the Housing Department is unable to state definitively the origin of the surcharge, except to speculate that its origins lie in the Guest Rate charged to persons not affiliated with the University.³²

In the area of housing, we have several requests:

1. The University must commit to collecting statistics on the number of post-enrolled students and the trends in this number. These statistics and projections from them must be public record, available to the GSG and to all University departments.
2. The University should agree in principle that all students in degree programs and actively pursuing their degrees, both enrolled and post-enrolled, deserve the option of University housing, even if special provision is made to allow enrolled students to have priority over post-enrolled students.
3. The University should incorporate estimates of post-enrolled numbers into its current plans for expansion of University housing. This could be somewhat expensive, we readily admit. The alternative, having graduate students commuting from as far away as Pennsylvania or New York, is unacceptable. We understand that this may take several years.
4. The University should not place a 19% surcharge on housing for post-enrolled students. This charge results in a negligible amount of income for the University and hits graduate students exactly when they are having the greatest financial difficulties. Making this change at the present moment will cost the University nothing immediately, because few, if any, post-enrolled students are likely to be housed next year. This gesture would therefore be mainly symbolic in the short-run, but in the long run, this would make a significant difference to a lot of students.
5. Once housing is available for post-enrolled students, the University should undertake to make leases available for periods of up to one semester or one year, especially for those students in the earlier years of post-enrollment, who are the majority of post-enrolled students. We do not quarrel with the University policy of allowing newer students to have room priority over older students, but we do disagree with the policy of taking overt measures to guarantee that post-enrolled students cannot afford to live in Princeton.

I found it difficult to locate housing	124	33.3%
My housing search made me lose time working	76	20.4%
Housing became a financial burden	130	35.0%
Commuting became a problem	54	14.5%
University Housing Department was helpful	16	4.3%
I was able to find University housing	34	9.1%

Data from the 2002 Post-Enrollment Survey of 348 current or former Post-Enrolled Students

³¹ Tom Miller, letter to GSG Corresponding Secretary Eric Adelizzi.

³² Tom Miller, letter to Eric Adelizzi, February 19, 2000.

Specific Problem: Health Care

“Last semester I became quite ill at some point, but could not afford to either purchase health insurance or go to a doctor. As a result, my illness probably lasted longer than it should have, and I was unable to work for 3 weeks.”

Q. Did becoming post-enrolled affect your research (positively or negatively)?

“I had to teach a great deal more in order to get health insurance.”

Q. After becoming post-enrolled, did you have any trouble with your medical insurance coverage?

“Yes, in fact, that was part of my reason for seeking full-time employment.”

“I am anxious about health coverage for next year.”

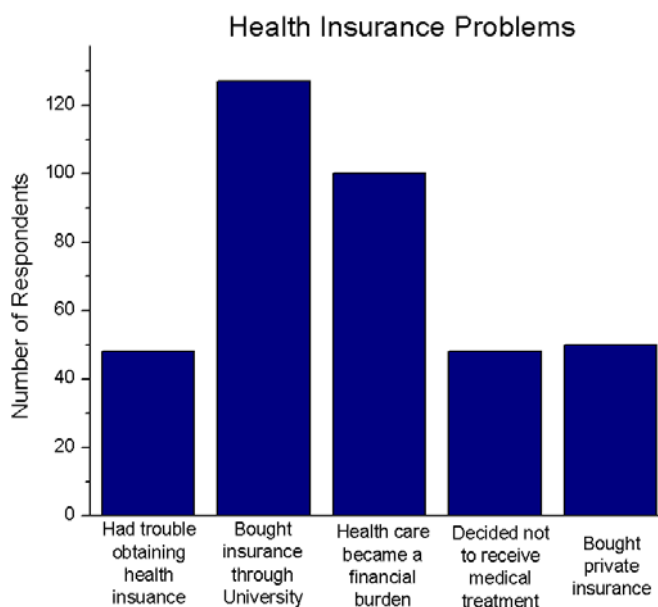
“Definitely -- considering that the University only extends the ‘privilege’ of buying into the health plan at roughly \$1200/year to students in their first year of post-enrollement [sic], I haven’t had coverage for the past 3 years. NJ health insurers don’t offer catastrophic insurance, and the cheapest coverage (according to my research last fall) is Blue Shield at \$200/month.”

“No trouble per se, though it was something of a financial hardship to have to pay \$1000 to extend it. If I weren’t finishing this year, I would not even have the option of extending it again, and I think I’d have to go without health insurance.”

“I found a job just before I broke my arm, so I was lucky.”

“Yes—minus full-time teaching, insurance is prohibitively expensive.”

Affordable health care is a basic human need. What is affordable to a post-enrolled graduate student whose yearly income (on average) rarely peaks above \$20,000 and more often than not borders the poverty line is not what is affordable to your standard skilled laborer or white-collar Princeton employee. As shown in the graph below, health care became a financial burden to a large number of post-enrolled students. Dozens reported foregoing medical treatment because of their inability to pay for it.



Dean Redman, in response to GSG concerns regarding this problem, stated that payment for health care is an issue that all adult Americans must contend with, even if the costs are high,³³ but such comparisons are baseless, since graduate students earn far less money than they would in the private sector as college graduates. Further, it would be inconceivable that the University would even consider health care for faculty, staff, or undergraduates to be a private issue outside of the University aegis.

In the meantime, many graduate students forego health insurance. Approximately 400 students become post-enrolled each year, and only somewhere between 100 and 150 of them purchase the Student Health Plan.³⁴ We assume that many of the rest have no health coverage whatsoever.

Potential room for a compromise could be found in:

1. Lowering the yearly costs by a certain percentage.
2. Extending the right to purchase (at or below cost) University health coverage to students past their first year of post-enrollment.
3. Lowering the number of teaching hours required to receive health insurance.
4. Offering the option of alternative, cheaper plans with fewer benefits and thereby affording greater flexibility.

Suggestions (2) and (4) could be done at little or no cost to the University, depending on how there are implemented.

The University must commit to the principle that all graduate students actively working toward their degrees, post-enrolled the same as enrolled, deserve health care, even if they are required to teach for it. Graduate students should not be denied health care merely because there are no classes available to teach, nor should they be required to teach an excessively large number of classes and thereby stall progress on their dissertations. At present, the difficulties in purchasing decent health care are one more obstacle to degree completion and one more cause of extreme stress.

Specific Problem: Stress and Depression

Q. Did you feel any excessive emotional distress (way too much stress)?

“... [c]ertainly there is an unnecessary stigma attached to being unenrolled. And the very process of becoming unenrolled—the pink slip that must be signed by various depts. on campus and culminating in having a hole punched through one’s picture i.d. (and through the head at that!)—is nothing more than ritual humiliation (to my mind, at least).”

“I had my first-ever panic-attack over becoming post-enrolled. I was facing the loss of my stipend and my housing, and was still very unsure about the next year. No one would answer my questions, or tell me what my options were. I felt like the University was washing its hands of me. It all worked out more or less OK, but for about a month I seriously considered leaving graduate school over it. I deeply resent that month.”

“Yes. Extreme. You feel your existence is on the line each semester.”

“Yep. I’m currently having to pay for counseling at \$100 a week for anxiety and depression.”

“Yes. I felt almost no support in the transition process and no concern about my financial problems, except from my advisor.”

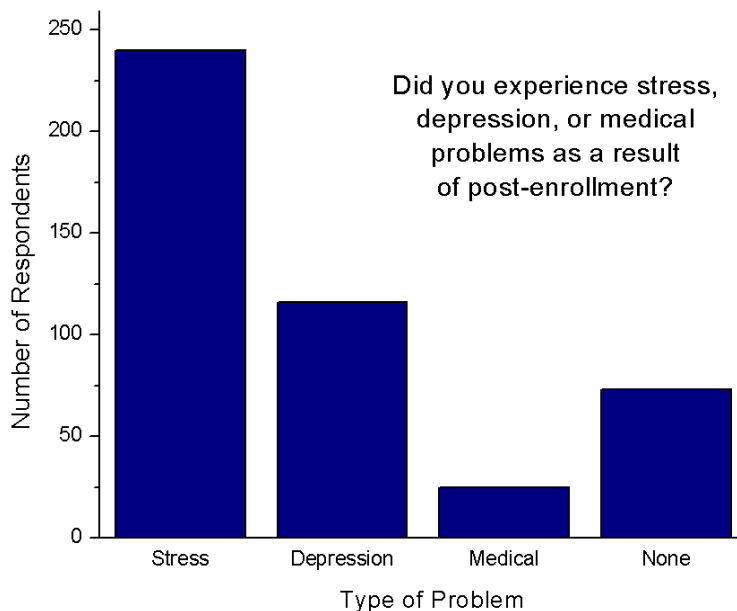
³³ David N. Redman, interview with Kevin Osterloh, February 7, 2001.

³⁴ F. Joy Montero, interview with Kyle Morrison and Dan Novak, April 1999.

“My whole [experience] here has been very emotionally upsetting. I would never choose this graduate school if I had it to do over again. The full funding without teaching is not worth the nastiness that comes afterward. I'd rather have my labor exploited openly.”

“Yes. I've had stress-induced high blood pressure since the summer.”

Post-enrolled students experience a host of problems, causing stress and depression. The 2002 Post-enrollment survey asked respondents if they experienced stress, depression, or medical problems as a result of post-enrollment. The results are summarized in the graph below:



The University should be concerned not only for the sake of the students themselves, but also for the sake of the quality of their research. The GSG recommends the University address the roots of the problem:

1. Post-enrolled graduate students should be given access to the counseling facilities at McCosh Health Center, as part of, or as a separate measure from, reforms made to the health services offerings. At the very least, group counseling should be extended.
2. The Graduate School Announcement and/or the Guide for Graduate Students should contain a section on the end of enrollment, explaining procedures and changes, if any, to benefits, so that graduate students are aware of what will happen to them well in advance.

Specific Problem: Bureaucratic Annoyances

“Post enrollment is insulting and infuriating. My [department] has been extremely helpful; but Nassau Hall has been a disaster.”

“[Y]ou waste a lot of time getting signatures (for the enrollment termination [form]) when you know perfectly well you are still going to be in [P]rinceton and doing the same thing you always did.”

“I have been told many times that I'm just not in the computer system.”

“Many of the stresses of post enrollment are related to petty issues, minor [indignities]. Getting dropped from the department’s regular e-mails about upcoming events, for example. Or not having a PU ID sticker to use at the gym--or in my case, to use NYU facilities.”

“I find the university’s refusal to renew post enrolled students ID cards ridiculous. We are degree candidates here and deserve an ID card that testifies to our affiliation with the University. Unlike changing the health care policy, changing this wouldn’t cost anything.”

“Overall, my Princeton experience was very positive. Post enrollment was **by far** the worst part of my seven years there, as a student and then as a lecturer. It is a very difficult status, since you really have no official status; not even an ID card.”

“The worst part for me about being post enrolled are the seemingly trivial things, like not giving you an updated sticker for your id card. This has in turn caused me problems trying to get into libraries at other institutions or performing research for my dissertation in archives. It s also a pain (and counter productive) to not allow post enrolled students to get books out of the Annex libraries on line, etc. Just give me a real student ID card so I can get my work done and leave!”

“Not having a valid student ID makes it difficult to gain access libraries at other universities. Columbia, for example, requires that you present a valid student ID to obtain reading privileges.”

“The lack of a student ID seems vindictive as this serves all kinds of purposes outside of the university (not least professional association memberships).”

Q. Did becoming post-enrolled affect your research (positively or negatively)?

“It affected my writing in the sense that it was disruptive (not to mention depressing) to get my library carrel taken away, and to have to deal with the bureaucratic procedures involved, at the library and at the gym.”

Q. Did administrative personnel treat you any differently?

“I feel really excluded and unwelcome, even though I’m doing a lot of really good teaching work for the University.”

“Yes; [i]n many ways I felt like I was a last priority. All of a sudden it became very difficult to get simple things taken care of, and to get solid answers to questions. No one wanted to deal with my problems.”

“Yes, though only in the Graduate School.”

Q. Were there any other enrolled-student benefits that you especially missed?

“There are a million times when we have to demonstrate some connection to the university, and a very shoddy-looking library ID doesn’t cut it. They really need to make up some official status for us, and give us a photo ID. It sounds simple, but it would be a huge help.”

“Inability to use the Counseling Center at McCosh.”

“[T]here are many things you don't hear about because you are off the email lists.”

“I can’t get discount tickets to McCarter or to Richardson music events – it’s all the little indignities that add up.”

“Yes, the use of Dillon gym facilities.”

A cloud of small problems is associated with being post-enrolled. Many of the indignities foisted upon the post-enrolled student are so small and unimportant as to be petty. Yet, the negative ramifications of many of these tiny indignities are far-reaching and quite parlous to the livelihood of the post-enrolled

student. As far as we can see, the visa problem can only be rectified through a change in nomenclature, a subject that we shall address below.

Another issue is the loss of library carrels. Post-enrolled students are not even included on the list of persons eligible for carrels,³⁵ but they are occasionally granted use of carrels on a case-by-case basis for limited period of time. The increase in the undergraduate population foreseen by the Wythes Report will make the situation even worse.

We propose here a few small, cheap, and ameliorative ideas:

1. Post-enrolled students, whatever their status, should be issued with a University ID, valid until their degree candidacy terminates or they permanently withdraw from the University. The cost for this would be very small, and yet afford a great deal of dignity, as well as opening the door to other measures proposed here.
2. The University must keep a list of post-enrolled graduate students so that they can be informed, perhaps by e-mail, of University events that may interest them, such as APGA Career Brunches. This e-mail list should be made available to the GSG, in the same way it currently possesses a list of enrolled students. This involves no direct cost.
3. Post-enrolled students must be given access to such facilities as library carrels, even if their priority is lower than enrolled students.
4. Season tickets for sporting events and student discounts at McCarter and Richardson should be made available. The cost to the University would be negligible, and the IDs described in proposal (1) could be used for purposes of identity verification.

Specific Problem: Student Visas

“As an international student, the biggest problem for me being post enrolled is that Princeton stops supporting my student visa. It would be nice if the university could offer financial support for post enrolled students. But visa is THE MOST important thing!!! Many other schools, including Harvard and Yale, support their students’ visas until they finish their degrees. Please, please do let the university know!!!”

“As a foreign student, post enrollment has been especially hard. I have to leave the country in a few months time, which is a depressing prospect since it will sever me from the institution and from my friends.”

“I am an international student on a F-1 visa, and being a post enrolled student makes my life miserable since it is pretty difficult to get my visa stamp extended if I go out of the country. According to the graduate school, I am not an enrolled student even though I am a full time student according to the visa office at Princeton.”

“[G]etting the practical training status is tedious and involves running around the university visa office and even to Newark INS. I remember spending a lot of sleepless nights wondering about what will happen if the visa status does not get changed !!!”

“I literally had to leave the country.”

Simply put, international students who become post-enrolled have visa problems. Perhaps the largest of these for international students is the perpetual worry that they will become ineligible for student visas and be deported; this a rare but very real situation. Over the last five years, at least 10 international graduate students have been forced to return to their home countries because the University no longer uses the term “student” to describe them.³⁶ Only a change in nomenclature, to a status involving the words “enrolled” and “student” can solve this problem. Needless to say, deportation is a poor way of encouraging

³⁵ David N. Redman, interview with Kyle Morrison and Dan Novak, March 22, 1999.

³⁶ F. Joy Montero, interview with Kyle Morrison and Dan Novak, April 1999.

progress toward a degree. The University should further undertake to explain, well in advance, to international students exactly what will happen when they become post-enrolled.

Specific Problem: Financial Worries

“The administration has COMPLETELY misled us when it comes to the status of loan deferment. All they can do is to get the Academic Dean to write a kind letter to the lending agencies asking them to defer. But, loan agencies are in no obligation to grant deferment, and even agencies such as Princeton’s own Perkins loan department does not accept that letter as valid evidence of student-like status!! We need a clear status that shows that we are pursuing full time study.”

“Princeton would not provide a letter to defer loans after enrollment status ended.”

“It is my understanding that being post enrolled makes me ineligible to apply for some grants that I would otherwise be eligible to apply for as a full time student.”

Q. Did you have any financial difficulties?

“Major. Had to worry about whether I’d have enough money for groceries; couldn’t afford rent outside University grad student housing; qualified for faculty housing when teaching, but couldn’t afford it.”

“In addition to health insurance, having to leave Princeton-owned housing has forced me to live in a higher-rent apartment, which I find financially difficult.”

“All of these things combined to put a lot of [pressure] on me to make more money than I otherwise would have needed to get by. This means fewer hours to devote to the dissertation. I feel trapped in a [vicious] cycle I can’t get out of.”

“Yes; severe difficulties. When the University kicked me out of university housing in July, I had a very hard time finding new [accommodations]. The rent of the apartment I finally found is \$200/month more than my [on campus apartment]. From August to January, when I finished, this cost an extra \$1,200.00 in rent above what I would have paid had I been allowed to remain [on campus]. Utilities are not included at my new apartment, so there’s an additional \$80/month (average) on top of the rent difference. The move itself cost about \$700.00 for van rental and moving supplies. The new apartment is further away, thus increasing my commuting costs. The only way I had to fund these expenses was to run up credit card debt.”

“Yes, I am paid less, have to pay \$175 more in rent, and had to get a part time job to cover the difference.”

“Yes, my tax situation changed and decreased [my] stipend noticeably”

“No, in the sense that I’ve easily found employment But working 20+ hours a week has certainly slowed down my dissertation progress.”

Q. Were you unable to apply for loans, grants, or scholarships that you would have otherwise?

“Not really. Princeton has turned me off to formal education.”

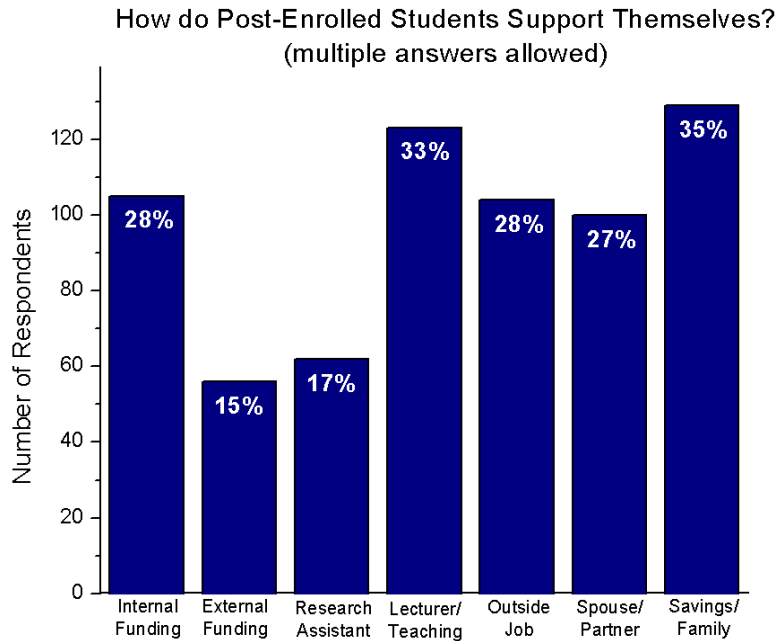
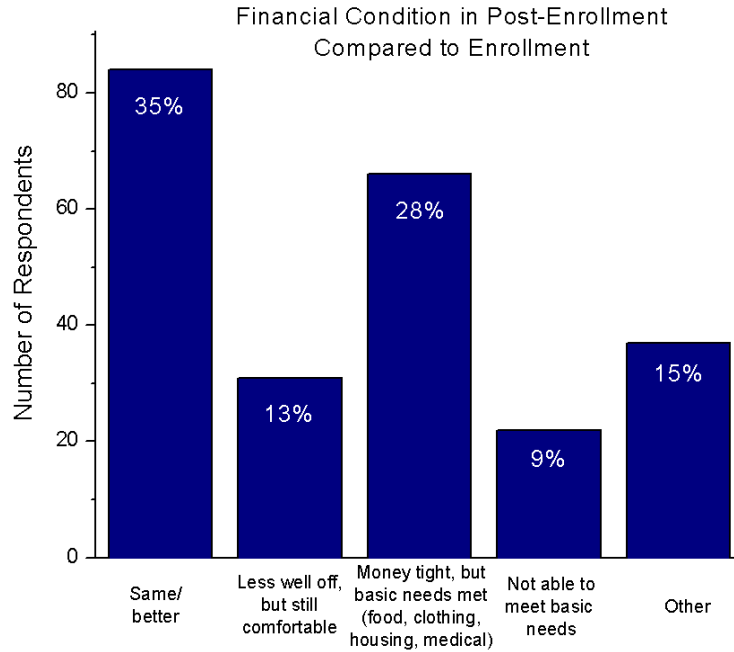
“Yes, many potential outside grants require you to be an enrolled student.”

“No. I just live on rice and don’t go out much!”

Q. Did becoming post-enrolled affect your research (positively or negatively)?

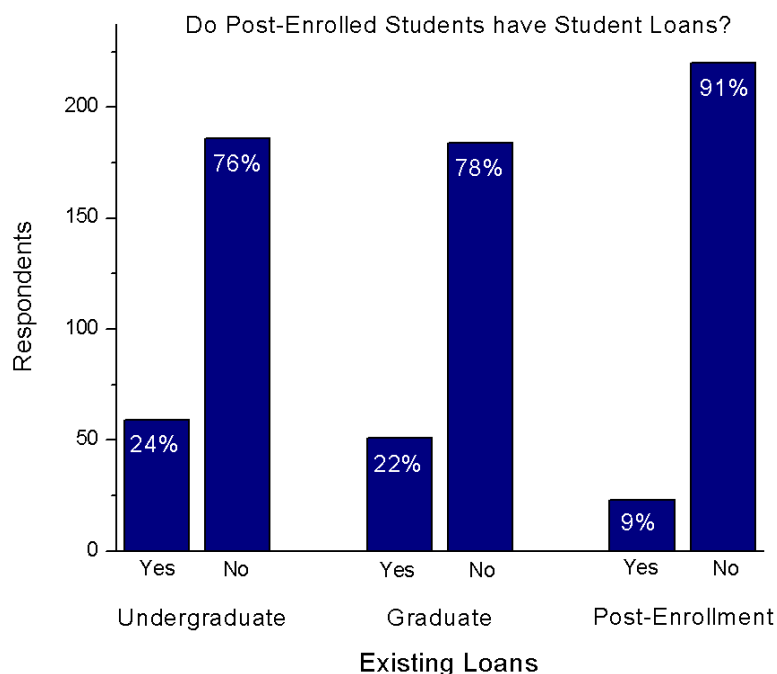
“Yes, negatively, in that I was forced by economic circumstances to get a full-time job to support myself and that cut down on research and writing time.”

The Graduate School should not want graduate students to work full-time outside jobs, to worry about finding food to eat, or to be ineligible to apply for outside fellowships which might actually have the effect of bringing additional research money into the University. As shown in the graph below, 9% of post-enrolled students claim that they are not even able to meet the basic needs of food, shelter, clothing, and health care.



When Dean Redman was asked about fellowship opportunities that are denied to post-enrolled students,³⁷ he named two fellowships for which post-enrolled students are eligible, to indicate that the situation is not as bad as it seems. Upon closer examination, these fellowships can help only a handful of post-enrolled students. The Charlotte Elizabeth Procter Fellowships are restricted to students in their first six years of study, provided that the year in which they receive the fellowship is their terminal year. At most three students can receive this fellowship in any given year, and it is not even clear whether post-enrolled students are eligible. Dean Redman also cited the Woodrow Wilson Fellowship, noting, however, that the rules for this fellowship explicitly discourage any post-enrolled students from applying.

Many post-enrolled student have undergraduate (and graduate) student loans that come due when they are no longer “students.” The number of post-enrolled students in our survey who claimed to have outstanding educational loans is shown in the figure below. For the 9% who stated that they took out loans as post-enrolled students, the median value of loans taken out was \$7000 and the mean value close to \$9500. 77% of those who had undergraduate loans reported that their undergraduate loans were no longer in deferral, and 69% of those who had graduate loans reported that these loans were no longer in deferral.



The Graduate School may call student loan agencies to try to convince them that you are still a student, and this often works. The graduate school views this practice as a “favor” that it extends to the post-enrolled student. It is, in fact, another symptom of the Graduate School’s mistaken perception that post-enrolled students are no longer students. Said favor is bestowed on a case-by-case basis, at the Graduate School’s discretion, thus forcing each of the individual students in question to make a case for the obvious – that they are still students. Leaving aside the fact that the burden of proof is foisted upon them, each of these students makes this request of the Graduate School with the knowledge that this “favor” may not be granted.

Once again, if other problems associated with post-enrollment are solved, many of the financial worries associated with housing and health care will go away.

We propose the following:

³⁷ David N. Redman, interview with Kevin Osterloh, February 7, 2001.

1. The University must recognize post-enrolled students as “students” so that they are eligible for outside grants and support. Below, we will outline one possible scheme for achieving this.
2. Once again, we request openness. Students must be informed in a clear and forthright manner about the financial difficulties they may face. Students should be notified well in advance of an upcoming semester of their funding options, so that they can take appropriate steps to ensure their well-being.

Specific Problem: Quality of Research Suffers

“I think it’s abhorrent that someone still actively working on their degree and often extremely financially strapped because of it should have to pay such exorbitant fees just to keep using the *library*.”

“How do they expect us to finish if we cannot even use the research facilities? It’s a joke.”

Q. Did becoming post-enrolled affect your research (positively or negatively)?

“Well, negatively in that I have been teaching 'part time' (actually full time) each semester to keep my health insurance and pay the rent, etc. It's hard to get time to work. Also, I lost my student status, and therefore my access privileges at all of the libraries Princeton has agreements with. Some of these I needed for my research, and it's been a hassle. Also, I can't defer my student loans, so that puts more financial pressure on me. I had to take another small job on the side to deal with them.”

“... [N]ot being eligible for any of the [University’s] travel funds or computer/web training is a blow”

As mentioned above, quality of research suffers when graduate students are overburdened and overwhelmed. The University should be very willing to assist post-enrolled graduate students on this front, as the prestige and output of Princeton are at stake.

We suggest:

1. Post-enrolled students must continue to have access to library and computer facilities, and not just as alumni or paying guests. This should be at a relatively small cost, as the University itself offers library and computer access to many students for several hundred dollars *per annum*.
2. In fact, the University already offers library access for free within a certain number of years of generals, but, since this is not well publicized, the Library charges many of these students for access anyway. This problem should be corrected immediately.
3. Insofar as it is economically feasible, post-enrolled students must have access to travel funds or other grants that would aid in the speedy conclusion of their dissertations.

Specific Problem: Effect on Alumni Relations

“I am quite bitter at the general neglect the university shows towards unenrolled students.”

“I would not recommend Princeton to someone looking at graduate schools, and the way post enrolled students are treated is the #1 reason.”

“Being a post enrolled student made me feel even more isolated.”

“My experience these past few years has [led] me to question the wisdom of coming to Princeton.”

Graduate alumni as a rule tend not to feel as close to Princeton as its undergraduate alumni do. One of the reasons may be that the majority of them go through post-enrollment just before leaving. Here

are some further comments from the 2002 GSG Post-enrollment survey, all solicited merely by a general question asking if there is anything else respondents would like to say:

“The entire system of post enrollment is cruel, pointless, and unfair. The reality is that in many departments the time to completion is at least a couple of years less than the enrollment period. Princeton should do what many other universities do and allow students who have completed coursework to pay a nominal fee to continue their enrollment as Ph.D. candidates. Possibly the worst thing about post enrollment is that it makes you a non person, not eligible for most university services, and not even eligible for a university ID card.”

“I found the inconsistencies between the expectations of advisor, department, and Graduate School to be ridiculous.”

“Dean Redman does not seem to understand that his stance on post-enrolled students harms students, their relationship with the university, and (not least) their ability to complete their work in a timely fashion.”

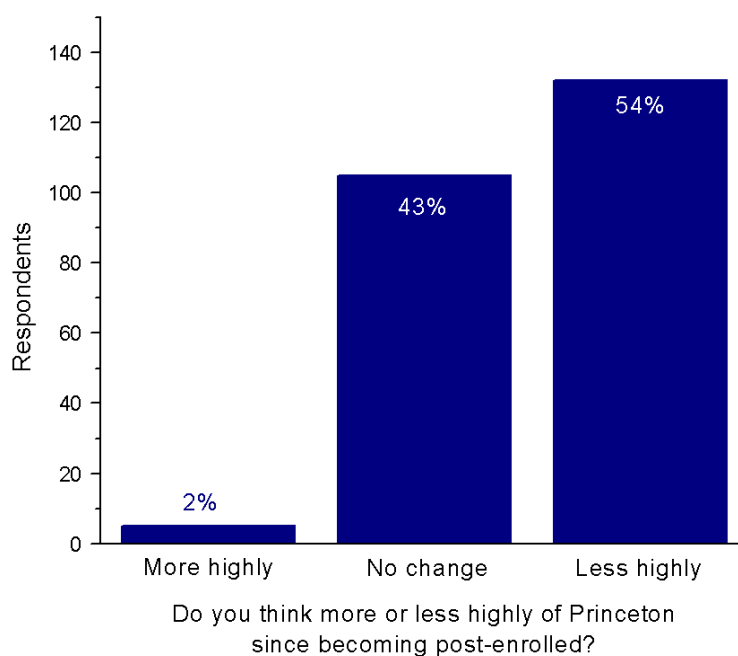
“I had it fairly easy as a post enrolled student and knew what to expect with regard to funding and health insurance. What I found perplexing and, at some level, unconscionable on the part of the university was its general attitude toward post enrolled students.”

“The fact that the enrollment clock in no way represents the true time it takes to get things done is ridiculous.”

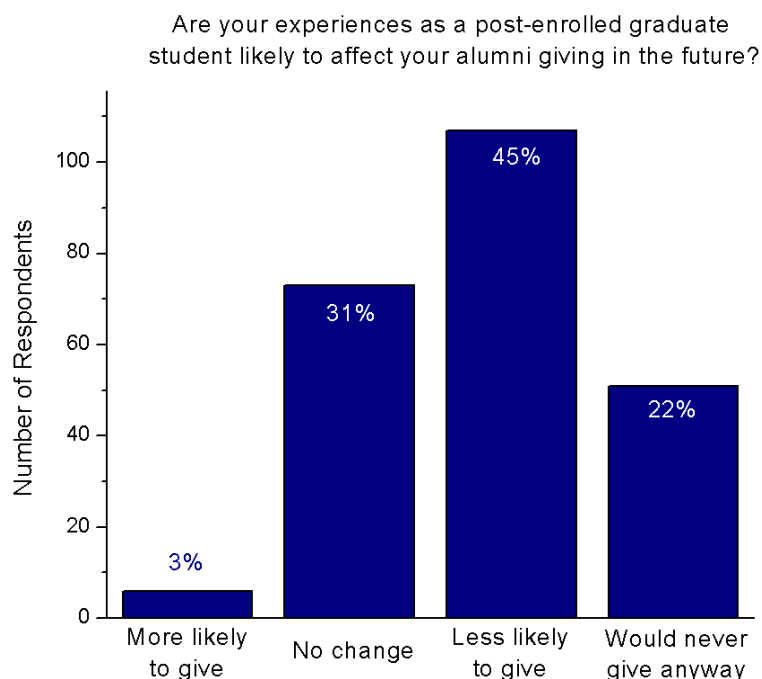
“Dean Redman made life hell. Cutting off the means to support yourself through teaching at the same time as outside sources of fellowships no longer consider you eligible (not enrolled, not on the cusp of finishing) leaves you in a harrowing limbo. Rather than functioning as a kick in the pants, time to degree is actually substantially increased because half of every year is spent scrambling for next year s job or money.”

“On the accuracy of time to degree: I think it was clear that most people [in my 4-year department] took about 6 years to complete their degree, but what that meant in terms of post enrollment status was never clearly explained.”

One consequence of this bitterness is that post-enrolled students feel less highly of Princeton University, as shown in the graph below.



Perhaps because of this, they are less likely to contribute to Princeton as alumni.



Perhaps surprisingly, only 14% of those students who answered our survey stated that they made the wrong decision to come to Princeton and less than 5% stated that they would tell prospective students to go elsewhere, compared to 46% who would give Princeton an outright positive recommendation.

Proposals

Now that I'm post-enrolled my loans are out of deferment, my health care coverage is in question. All of this means that I'm at the mercy of the University for teaching jobs. Right now I'm teaching 6 precepts, just trying to make ends meet. And of course since I'm not enrolled, I'm not eligible for further student loans. A system in which a continuing enrollment status was available would cost Princeton little and give students a lot.³⁸

On March 4, 2002, the GSG Post-enrollment Committee, as requested, sent President Shirley Tilghman a memorandum outlining our proposals for fixing the post-enrollment system. The central proposal was the creation of an Advanced Enrollment status. This status was similar to the "Post-Coursework" or "Continuing Matriculation" status we proposed in the 2001 GSLI Report, but it was presented in a more detailed fashion. Before these proposals are presented, it may be wise to say a word on the issue of cost. The Graduate School's first objection to the creation of any type of Advanced Enrollment status is that it has insufficient funds to pay tuition for these students and that, if tuition is not paid, federal auditors will object.³⁹ It is worth restating that this is an "illusory problem" since tuition is paid by the University to the University.⁴⁰ The Graduate School might even benefit because of fewer headaches dealing with visa and loan deferral problems. It is worth pointing out that the Graduate School's public position is that it does not object to the application of the term "student" to students who have passed the length of their program

³⁸ Testimony of Princeton post-enrolled student, Spring 2001.

³⁹ Provost Jeremiah Ostriker and Dean John Wilson, interviews with Kyle Morrison and Dan Novak, March and April 1999; John F. Wilson, remarks to the GSG Assembly, February 20, 2002.

⁴⁰ Graduate Student Life Initiative 2001, p. 20.

per se and that they have conceded that the objections of federal auditors could be overcome by the simple institution of a “continuing enrollment” fee.⁴¹ We find that even a fee of this nature is not necessary, as described in our proposals below. That said, we reproduce here the recommendations given to President Tilghman.⁴² We presented 10 primary goals to address immediate problems. In addition, we presented 10 broader goals, which deal with long-term planning and matters requiring further investigation. At the end, we presented a timeline for implementation. Each goal is accompanied by what we feel to be a reasonable date for implementation and a qualitative estimate of the cost to the University. In the Executive Summary, we emphasized:

Our first priority remains the creation of an Advanced Enrollment (AE) Status to replace/supplement the ETDCC status that currently exists. Under this proposal, ETDCC status would apply only to graduate students not actively pursuing their degrees. This change alone would accomplish the most important changes the GSG desires: student ID issuance, the end of the housing surcharge, availability (although possibly with a fee) of health coverage, deferral of student loans, library and athletic access, inclusion on official lists, and extension of visas for international students. Many other recommendations made below would follow naturally from this status change, but these changes are also listed separately because we believe that they can be accomplished before such a status change is accomplished. We propose measures to alleviate some of the bureaucratic hassles students face when they reach the end of their program lengths. We suggest areas in which the collection of statistics and other data would be invaluable for future planning. Additionally, we propose several ways in which the University can study important issues related to post-enrollment and address the fundamental problem that stated degree lengths are unrealistic and incompatible with the goals of the University.

Here are the prioritized recommendations:

Primary Goals

1. **Creation of an Advanced Enrollment Status**

Implementation target date: September 2002

Cost to the University for implementation: Negligible, aside from subsidized (not free) health insurance

Features of Advanced Enrollment Student Status:

- a. All graduate students certified by their department (*i.e.* Director of Graduate Studies (DGS)) as working at least half-time toward their degree would be granted Advanced Enrollment Status
 - I. Certification would be done annually on the standard Readmission form.
 - II. The student, advisor, and the DGS would certify, under penalty of perjury, that the person is still a full-time student and is not otherwise employed (*e.g.*, predoctoral researcher, lecturer) more than half-time.
 - III. The half-time requirement would allow the student to work as a predoctoral researcher (“predoc”) or lecturer employed by Princeton University or a similar institution, as is currently established practice for many graduate students.
- b. The title of this status must include the words “enroll” and “student”, thereby allowing graduate students who fall into this status to continue educational deferment of student loans and, in the case of international students, extend student visas.
- c. The University, through the Graduate School and the Registrar’s Office, shall make a commitment to affirming to student loan and student visa agencies and offices that

⁴¹ Minutes of the Graduate College House Committee, October 2, 2000.

⁴² Prioritized Recommendations, Post-Enrollment Committee, Graduate Student Government, March 4, 2002.

- Advanced Enrollment students are indeed enrolled students pursuing their degrees. This should be achieved with a minimum of effort on the student's part.
- d. Graduate students shall be ineligible for Advanced Enrollment Status until they complete the fixed Program Length (usually currently called the term of enrollment) established by their department, in consultation with the Graduate School, usually 4 or 5 years (6 in Molecular Biology).
 - I. This requirement would end the troubling practice sometimes seen in the sciences and engineering by which advisors, anxious to stop paying tuition out of their grants, terminate the enrollment of their graduate students early.
 - II. It would also assure that there are no incentives for departments to post-enroll individual students early.
 - III. This provision guarantees that advisors in the Sciences and Engineering will not deprive the University of needed income from tuition.
 - IV. The Graduate School has, in the past, suggested that grant agencies and federal auditors would object if the term "student" meant "tuition-paying" in some instances but not others. Other Universities significantly lower the tuition rate for post-general graduate students. We believe that the notion of a fixed program length followed by a period of Advanced Enrollment would also meet any objections from grant agencies or auditors.
 - e. Advanced Enrollment students shall receive fellowships from the University in the full amount of tuition and fees, but not including stipends. They shall therefore be considered enrolled students. Since tuition and fees are paid directly to the University, this can be done at no net cost to the University, except with regard to athletic fees and health care, which will be discussed below. These fees shall be treated separately, and, if properly separated from what is necessary for a student to be considered "enrolled" should not prove an obstacle to the rapid implementation of Advanced Enrollment status. The tuition money should be collected by the University, not by the department, which could create an incentive for departments to lengthen time-to-degree.
 - f. Advanced Enrollment students will be granted University IDs. Ideally, these IDs should be indistinguishable from the IDs of other enrolled graduate students. They should be fully functional and allow for proximity-access to campus buildings (such as offices) as necessary.
 - g. The Housing Department shall consider Advanced Enrollment students to be just like other graduate students for the purposes of eligibility for student housing.
 - I. Since Housing is allocated with the priority going to students in earlier years of enrollment, and current housing is inadequate or barely adequate to house currently enrolled students, this will not have much of an immediate impact.
 - II. The abolition of the 19% surcharge currently assessed to post-enrolled students remaining in student housing will represent a small financial outlay on the part of the University, since there is a shortage of graduate student housing on campus and few post-enrolled students are currently housed. Therefore, the elimination of the 19% surcharge would be mostly symbolic, at least in the short-term.
 - h. Advanced Enrollment students will be granted library access. Since most students in this category can already gain library access through being less than 5 years post-generals, guests of the University through their advisors, being employed as staff members, or (for a small fee) being alumni holding M.A.'s, this would represent a

very small cost to the University. Blanket conferral of library rights on all Advanced Enrollment students will also eliminate a lot of paperwork for the University, since access will simply continue, without needing to be reestablished.

- i. Computer accounts through the Office of Information Technology will continue. This is current practice and represents no additional cost to the University.
- j. Advanced Enrollment students shall be included in University e-mail lists, and these lists shall be available to Career Services, the Graduate School, the GSG, and other University offices for distribution of information and other notices.
- k. Advanced Enrollment students shall have access to Career Services. This does not represent a change in current policy.
- l. Advanced Enrollment students shall be members of the Graduate Student Government. Our Constitution, as ratified by the graduate student body, describes our membership as including all enrolled students. This change will cost the University nothing, but will cost all Advanced Enrollment students an annual \$5 membership fee. The University shall collect this fee on behalf of the Graduate Student Government, through student accounts, as is now the practice with enrolled students.
- m. The University shall endorse the alteration of Rights, Rules, and Responsibilities, and other University instruments, including, if necessary, the charter of the Council of the Princeton University Community (CPUC), to grant Advanced Enrollment students representation on various University boards and committees. Advanced Enrollment students should gain representation on departmental Graduate Student Committees and be allowed to serve in the CPUC.
- n. If Advanced Enrollment students are granted predoc or lecturer appointments, they shall be treated as much like Assistants in Research and Assistants in Instruction as possible. We recognize that legal difficulties may prevent such statuses as may be created from being identical to AR and AI, but we would like them to be similar.
- o. Advanced Enrollment students shall be granted access to campus athletic facilities. The real cost would be small, since the group is small relative to the size of the University and graduate students typically use these facilities less than undergraduates. Implementation of Advanced Enrollment status should not be delayed if the cost of this request cannot be immediately met.
- p. Those Advanced Enrollment students whose health insurance is not otherwise paid for by predoc or lecturer appointments or fellowships shall be granted the right to purchase the University health plan. Currently, this right is extended to all post-enrolled students in their first year of post-enrollment. The additional financial outlay of the University, therefore, would only be for those Advanced Enrollment students past their first year of such status who do not receive such an appointment or fellowship. This is a relatively small number. In the long term, the Student Health Plan should be included as part of the tuition fellowship accorded to Advanced Enrollment students. In the short term, however, the GSG recognizes the potentially large financial burden this could place on the University, and free health insurance is thus not part of our immediate request.

2. **Issuing or renewing University ID cards for AE and ETDCC students**

Implementation target date: May 2002 at the latest

Cost to the University for implementation: negligible

- The GSG understands that the University is planning to give all students new ID cards shortly anyway. The new cards proposed here can be implemented at the same time. Since separate proximity cards, library access cards, meal plan cards, and other ID cards, will no longer be needed for these students, the issuing of IDs may actually amount to a net savings for the University.
3. **Release of time-to-degree data for all departments and PhD programs**
 Implementation target date: immediate
 Cost to the University for implementation: negligible
 Information should be immediately released by the Graduate School and Registrar to the GSG. The data should also be public record, and thus accessible to any member of the Princeton Community, at the very least. Within two months, that information should be publicly posted on the Registrar's website along with other enrollment data. The number of degree candidates for each year of post-enrollment (later, Advanced Enrollment) should be posted there as well, as soon as is practicable.
 4. **Library access: implementation of current system**
 Implementation target date: immediate
 Cost to the University: none
 Currently, graduate students within 5 years of generals are allowed library access for free. The Library does not implement this right all the time and many graduate students are unaware of their continued rights. Our data show that a significant number of post-enrolled students are actually charged for library access. A memorandum should be sent to the Library (and all Library staff) and notice circulated as best as possible to all qualifying graduate students that their library access is free. Those who have been erroneously charged a fee should be refunded this fee in its entirety.
 5. **Library access: expansion to all AE and ETDCC students**
 Implementation target date: May 2002 at the latest
 Cost to the University: small
 All students actively working toward their degrees should be afforded access to the University library system. Denying students who are actively pursuing their degrees access to the library is counterproductive and increases time-to-degree. Ideally, all Advanced Enrollment students should be afforded library access. In the short term, all post-enrolled students can be granted free library access provided that their DGS writes a letter to certify that they are actively pursuing their degrees. The University will lose a small amount of income, \$230 per affected graduate student. Note that this pecuniary loss applies only in cases of post-enrolled students not within 5 years of generals who have not been appointed predocs or lecturers.
 6. **Inclusion of all active degree candidates in the campus computer system**
 Implementation target date: May 2002
 Cost to the University: none; database upgrades announced by Dean Wilson are already paid for and underway
 All offices should, in their records and computer systems, recognize all degree candidates as members of the Princeton University community. Our goal is complete integration. Dean Wilson has assured us that upgrades to the PeopleSoft system will make this possible by May 2002. This list must also be made available for use by any University office, including Career Services. No degree candidate at Princeton should be denied services or information because he or she isn't in the system.
 7. **Information packet detailing options for AE and ETDCC students**
 Implementation target date: 1st version, May 2002; 2nd version, May 2003

Cost to the University: perhaps in the neighborhood of \$2000 annually, but offset by savings in bureaucratic headaches across departments

Students who enter ETDCC status face a serious lack of information. The Graduate School (perhaps the Associate Dean for Academic Affairs) should prepare a packet of information for distribution to ETDCC students. This packet should include the following information, all of which is presently gleaned by graduate students by word of mouth or informal procedures within departments: (1) health care options, including how to purchase the University health plan, (2) visa status, who to contact, how to remain in the country, and what the University will do to help prevent deportation, (3) student loans, and what the University will do to encourage loan agencies to defer them, (4) Career Services, along with a description of the services still available to graduate students and whom to contact, (5) what bureaucratic steps are required of graduate students entering ETDCC status to avoid fines and other unpleasantness, (6) what parking and housing options remain, and (7) how to obtain or purchase access to facilities such as the library and gymnasium. This should be done by May 2002, in good time for those students facing ETDCC status at the end of this academic year to understand what is expected of them and what support resources can be obtained. Following the implementation of Advanced Enrollment status, an updated (and, it is hoped, significantly shorter) version should be released in May 2003, reflecting the changes made by that date.

8. **Access to group therapy at Counseling Center**

Implementation target date: September 2002

Cost to the University: less than ½ FTE (full-time equivalent employee)

It is well established that post-enrolled students face a great deal of stress and depression.

About 80% of post-enrolled students report to the GSG that post-enrollment has caused them stress or depression. Irrespective of any other conferral of health benefits, ETDCC students should have access to group therapy sessions at the Counseling Center. The benefits would lie both in mental health *and* in reducing the overwhelming isolation that post-enrolled students tell us they experience.

9. **Athletics Access**

Implementation target date: September 2002

Cost to the University: up to thousands of dollars, but probably much less

Post-enrolled students (especially those in Advanced Enrollment status) should be granted access to athletic facilities, such as Dillon Gym, and the right to purchase tickets at student rates for sports competitions.

10. **End of the termination form**

Implementation target date: March 2003

Cost to the University: nothing

Students entering on ETDCC status now have to complete the offensively-named "Termination" form and obtain signatures from many offices on campus (Library, DGC, student accounts, *etc.*) to verify that they may terminate enrollment status. The upgrades to the PeopleSoft system may make this obsolete anyway, but we are requesting an end to this humiliating and needless bureaucratic procedure. If Advanced Enrollment status is adopted, entry to Advanced Enrollment status can be achieved by the standard readmission form. We recognize that it may be technically difficult to eliminate this form by the end of the current academic year, so we are setting March 2003 (the next round of readmission forms) as the target date for this reform. This change will also free up time for many staff members and save many man-hours of work annually.

*Broader Goals***1. Approval of a clear mission statement by the Trustees**

Implementation target date: September 2003

Cost to the University: nothing

Frequently, the goals that the University should have for graduate education come into conflict with each other. Certain branches of the University see short degree time as their primary goal, while others feel high thesis quality or good job placement to be more important. We suggest that the following four goals are worthy of inclusion:

1. Excellent placement of graduates
2. Low time-to-degree by field, compared to peer institutions
3. Enrichment of campus intellectual life
4. Strong relationships between graduate students and the University

We believe that the Trustees should ratify a mission statement for the Graduate School along these lines. The GSG would like to participate in the discussions leading up to such a final statement. We hope that such a statement would clarify the goals of the various departments who deal with graduate students and would be a worthwhile exercise.

2. Elimination of the financial incentives to advisors/departments for post-enrollment

Implementation target date: report, Sept. 2003; implementation, Sept. 2004

Cost to the University: report, nothing; implementation, unknown

It is known that departments and advisors have incentives to increase time-to-degree. In the sciences and engineering, advisors can and do force their students to stay longer so that they have experienced and cheap labor in laboratories. In the humanities and (to a lesser extent) the social sciences, departments have an incentive to prolong time-to-degree to build a ready-made supply of cheap teaching labor. This problem has led to graduate student unionization at peer institutions. While the GSG cannot and does not object to the policy that students (especially upper-year students) be forced to work (teach or research) for their pay, we do wish to make sure that this work does not lead to increased time-to-degree solely for the sake of the University's supply of cheap labor. We propose the convening of a faculty committee, on which (ideally) one or more graduate students would sit, to isolate these incentives and propose, by September 2003, their elimination. These proposals should be implemented by September 2004.

3. Investigation of marginal cost of providing student health plan to ETDCC students

Implementation target date: September 2002

Cost to the University: negligible

It is our understanding that the Graduate School has been attempting to obtain figures on the marginal cost for adding post-enrolled students to the Student Health Plan, but that other offices have not been cooperating. In order to determine whether the provision of health benefits is possible, the University must consider and report on how much this would cost. Greater coordination is required between the Graduate School and the Treasurer's office.

4. Investigation of housing need for on-campus housing of AE and ETDCC students

Implementation target date: May 2003

Cost to the University: negligible

Planning for graduate student housing at Princeton necessarily ignores the needs of post-enrolled students because of a refusal or inability of the Graduate School to release estimates. The University should survey the housing market and determine how much student housing is

required to house those graduate students still resident in Princeton and actively pursuing their degrees.

5. Commitment to house active degree candidates

Implementation target date: September 2012

Cost to the University: unknown, but potentially a large investment

We ask that the University make a commitment to house all graduate students who (1) are resident in Princeton, or wish to be, (2) are certified as actively working on their degrees (for instance, through an Advanced Enrollment designation), and (3) desire such housing. This may be a huge undertaking. We suggest that a commitment to house 80% of all enrolled or unenrolled graduate students calculated based on the median time-to-degree in each department, may be a good initial estimate. Such estimates should be incorporated in planning as soon as possible, for instance in the proposed Butler reconstruction. We estimate that, depending on the University's financial health, it may take a decade to achieve this goal.

6. Internal review of departments failing to meet length of program

Implementation target date: starting September 2004

Cost to the University: difficult to estimate

In many departments, especially in the humanities, departments have established unreasonably short estimates (usually 4 years) of the length of program. This harms graduate students, and will continue to harm graduate students even after an Advanced Enrollment status is adopted. Departments artificially shrink their figures in order to appear smaller and better than they are and also, perhaps primarily, to save money. To add to this problem, many departments that offer courses of study popular amongst undergraduates have informal teaching requirements that are not written or advertised, but that tend to occur at exactly the wrong time for the graduate student teacher or preceptor – these should be formalized. Even after an Advanced Enrollment system is adopted, the length of program (the time after which a student will enter Advanced Enrollment) is still of concern. We propose that any department that fails to graduate more than one-third of their graduate students in the stated program length must increase the program length to a more realistic number. To this end, a faculty committee (ideally with graduate student representation) chaired by the Dean of the Graduate School should be created to evaluate the stated length of each program annually (or, perhaps, biennially). We anticipate a grace period of two-three years during which only warnings would be issued, to allow departments to fix the root problems and evaluate how long their programs should be. The Program Length Committee would, each year, extend the program length of a given department by one semester or by one year, continuing each year until one-third of graduate students obtain their degrees within the stated program length. The Committee would be able to waive extensions in extraordinary cases, but perhaps not in consecutive years. The Committee would also evaluate departmental requests to shorten program length by similar standards.

7. Study of Princeton's hiring practices

Implementation target date: May 2003

Cost to the University: small

In many departments, time-to-degree is increasing because academic employers desire graduates who spent more time in graduate school. Does Princeton follow this model? If so, it may wish to reevaluate its program lengths and program goals in departments that do. We propose a study of Princeton's practices in academic hiring and the academic backgrounds of those academic employees. Anecdotal evidence suggests that Princeton tends to hire faculty members who have spent long amounts of time in graduate school.

8. **Time-to-degree by advisor**

Implementation target date: September 2004

Cost to the University: negligible

Just as many departments misrepresent time-to-degree, so do many advisors. The advisor is often the most critical person in determining time-to-degree. Graduate students entering a program have a right to know the true time-to-degree in that program. The Graduate School and Registrar should calculate time-to-degree by advisor. We do not advocate the publication of this data, but current and prospective graduate students should have the right to see it upon request. We anticipate that several issues will need to be considered before this information is made public, which is why we have placed this as a long-term goal. For instance, students who switch advisors should be eliminated from the statistics. Although such a system of information will be admittedly imperfect (and should be advertised as such), it will provide accountability where it is needed most. It is our understanding that the Molecular Biology Department requires advisors to go before a board of three faculty members to request to keep a student beyond the program length; this system should be considered in every other department. Such a system lowers time-to-degree, but it also creates documentation regarding why degree times are as long as they are.

9. **Pedagogical training for graduate students**

Implementation target date: September 2004

Cost to the University: perhaps several FTEs

Currently, graduate students are thrust into the classroom to precept, and sometimes to teach (although the University doesn't like to admit it). For the most part, these graduate students receive no training in teaching. The creation of the McGraw Center has shown that the University appreciates this need. The programs run through the center, however, might be expanded to involve actual courses on teaching, in addition to discussions or seminars. Academic employers, especially in the humanities and social sciences, want to see evidence of teaching experience in the PhDs they hire. Beginning a system of pedagogical training would have several benefits: (1) better credentials and placement for graduate students, (2) a more productive and efficient classroom environment for all concerned, and (3) better education for Princeton undergraduates. Graduate students in many disciplines find that teaching experience is crucial for placement; teaching courses would improve placement. Taking teaching courses might also allow graduate students to do their own teaching more quickly and efficiently.

10. **Training for advisors and new faculty**

Implementation target date: September 2004

Cost to the University: difficult to estimate

If Princeton desires a short time-to-degree, new faculty must be socialized to share the goals of the Princeton system. Additionally, some form of "good advisor" training may be warranted. It is our impression that Princeton has traditionally done a poor job of socializing faculty to the Princeton model, while they are the people who must make the important decisions that effect time-to-degree.

The recommendations ended with this note:

In addition to the stated priorities above, there is one additional issue that contributes to the lengthening of the degree. Some advisors, primarily in the sciences and engineering, refuse to grant degrees to graduate students until the students find replacements for themselves or complete some work not necessarily associated with the thesis. We hope that the investigation of incentives requested above will address this problem and that the creation of an Advanced Enrollment

status will lessen the negative effects on the graduate student who is “taken hostage” in this way. Nevertheless, we have our doubts. Although we cannot propose any good method for solving this problem, we cannot allow ourselves to submit a memorandum or report on post-enrollment without mentioning it.

Following the recommendations, we included this timeline for implementation:

Immediate

- Release of time-to-degree data for all departments and PhD programs
- Library access: memorandum on implementation of current system
- Formation of faculty committee to examine incentive structure for post-enrollment

May 2002

- Public posting on Registrar’s website of time-to-degree data for all departments and PhD programs
- Inclusion of all degree candidates in University computer systems
- Information Packet(s) for AE and ETDCC students
- Issuing or renewing University ID cards for ETDCC students (and AE if implemented by this date)
- Library access for all AE and ETDCC students

September 2002

- Creation of Advanced Enrollment Status
- AE and ETDCC students have access to group therapy at Counseling Center
- Access of AE students (and ideally ETDCC as well) to athletic facilities
- Report on marginal cost of extension of health benefits to AE students, and also to ETDCC students

March 2003

- End of termination form

May 2003

- Information Packet(s) for AE and ETDCC students updated
- Study of Princeton’s PhD hiring practices

September 2003

- Mission statement for Graduate School adopted by Trustees
- Report of faculty committee on incentives for post-enrollment

May 2003

- Report on housing needs of all active degree candidates

September 2004

- Implementation of recommendations of faculty committee on incentives for post-enrollment
- Program Length Committee begins annual evaluations
- Time-to-degree by advisor data available
- Pedagogical training for graduate students
- Training for incoming faculty

September 2012

- Provision of housing to all active graduate students

Conclusion

“This is not a plea for a lump of cash, just for being recognized as a STUDENT.”

Q. Is there any issue you had not alluded to here?

“Perhaps allowing people to purchase the student health plan after the first year of unenrollment, even at a slightly increased rate as time goes on, would make things more livable.”

“... [L]osing my library carrel was a fairly major inconvenience. They told me that there was a shortage, and that they could not continue to give them to post-enrolled people. The problem is that my old carrel remains unassigned and vacant, to this day. There’s **absolutely** no reason I couldn’t be using it. The shortage was an out and out lie.”

“I am no longer legally permitted to park on campus, which is ridiculous since I am still working on my thesis here.”

Q. If you could change something about the University's policy on Post-Enrollment, what would it be?

“I may not still be on my stipend, but that only means I need the discounts even more than before.”

“All of it—I want some dignity!”

“Speaking from my own experience, I know that ET-DCC interferes with one’s work at precisely the time when one is wrapping things up. It delays rather than speeds up the time it takes to finish. It causes tremendous financial hardship. It causes severe emotional stress. It has been a major problem for all students I have known who have been forced to take it.”

“Why increase the rent for ETDC (it goes up by 19%)?”

“The last thing a student needs to think about is where he/she is going to live for the next few months, while attempting to write a dissertation and find a job. In a nutshell, guaranteed housing for at least one year into ETDC status would be a big help.”

“Just drop it. Be honest about it when people come and sign up. INFORM people that they will be treated like this.”

In conclusion, we restate that our primary goals are (1) openness and freedom of information, and (2) the creation of an Advanced Enrollment status. Many have denied the size and scope of the post-enrollment problem, yet solving it requires that we acknowledge it and commit to finding a solution. It may also require a searching reevaluation of the reasons for post-enrollment, if any. Graduate tuition, actually paid by a very small number of students, is basically a sham that allows the University to extract money from grant and fellowship agencies. This is an important source of income for the University, and we do not object to it; however, it should not be collected in a way that is harmful to graduate students. If the University finds that the rules it has designed to increase its income (*e.g.* every graduate student must be said to have “paid” tuition) end up hurting its graduate students, then those rules should be reevaluated.

There is a tendency to consider graduate school as a fixed program of 4-5 years, just like the undergraduate program. This was perhaps once the case at Princeton. We do not advocate that students in the 6th, 7th, 8th, or later years of their programs be treated identically to students in earlier years. Given the finite amount of money available to fund graduate students, it is entirely reasonable that students who stay past their 5th year be forced to teach (or do other work) for their pay. Nevertheless, the University does not profit from denying these students some very basic dignities and services or denying them a nominal status of “student” which could help them defer student loans and continue student visas. We are cognizant of, and grateful for, the full funding received by most graduate students for their enrolled years. We do not suggest that the University extend this, but we must put an end to the punitive measures foisted upon post-enrolled students. We emphasize that applying punitive measures on graduate students, even if it were effective, has no effect on the behavior of advisors or departments.

It is a misconception that post-enrollment and loss of student status can be used as a tool to “encourage” graduate students to finish their dissertations earlier. In many cases, the pace of dissertation

progress is largely a function of advisor-student relations and, of course, the vicissitudes inherent in any open-ended research program. Even in those cases where it is the student's fault that he or she is spending a 6th year in a program, is it proper to "encourage" said student to work harder by evicting him or her from his or her home and revoking his or her health insurance, denying him or her even official recognition as a student? Would anyone at Princeton tolerate a suggestion that undergraduates who need to stay in a special program over a summer be evicted from housing and refused student health treatment at McCosh Health Center, in order to "encourage" them to do better work? If you are appalled by the suggestion about undergraduates but not by the situation faced by the majority of graduate students at some time in their academic careers, we ask that you consider the reason for the distinction that you are drawing. Revocation of health care as "encouragement" to work harder or faster is a punishment that no one would ever inflict on undergraduates, staff, or faculty.

One issue that has received less emphasis in this year's post-enrollment report is the excessive nature of teaching burdens forced on post-enrolled students, especially in the humanities. Teaching five or six classes is extremely burdensome and leaves very little time for research. We understand that the reduction in teaching loads, just like the extension of free health care to post-enrolled students, represents a real cost to the University, so we have not emphasized it in this report. In past years, the small indignities, bureaucratic problems, and egregiously counterproductive policies have become conflated with the genuinely costly benefits lost when students become post-enrolled. It is our present goal to remove the indignities, solve the problems, and reverse the policies, all at a small cost to the University. In the future, we hope to address issues such as teaching loads and health care. We also hope that such a discussion will be thoughtful and reasoned, and we pledge to enter such a discussion cognizant of the University's financial realities. There have been increasing trends of graduate student unionization at Princeton's peer institutions. Despite the fact that the GSG is the successor organization to the "Graduate Student Union", there has never been a strong unionization movement at Princeton. For the most part (and increasingly), the University administration has been generous and willing to work with the GSG as partners for a better Princeton, rather than as rivals across a negotiating table. The GSG was heartened by President Tilghman's initial response to the post-enrollment recommendations quoted in this report. With positive, honest dialogue, the GSG is confident that future discussions can be collegial instead of adversarial.

We remain confident that the plight of post-enrolled students is compelling. We hope that something can be done soon. All of us here at Princeton, from the graduate student body to administration and staff, have a common interest in the prestige of Princeton University. It is in the interest of the Graduate School to have as many successful Princeton graduate alumni enter their professions or academia as possible and for these alumni to leave Princeton as contented graduates. It is also in the interest of Princeton graduate students to have this prestige backing them when they are applying for jobs. The present plight of post-enrolled graduate students serves neither the goals of the student body nor those of the administration. In short, everyone suffers. Let us commit to working together to build a better Graduate School, and a better Princeton.

Housing Report

*Compiled by the Housing Committee
of the Graduate Student Government*

Note: The Housing Report was previously released in May 2002. Small updates have been made, and a new addendum follows with further updates.

Introduction

This year's report on housing is mainly preoccupied by the most recent stage in the ongoing crisis in graduate student housing, a situation that is entering its third year and has worsened significantly from last year. The Housing crisis has two components:⁴³

- 1) The unrestrained and unplanned growth of the Graduate School is continuing to put undue pressure on graduate housing.
- 2) The tightening local housing market has increased the demand for on-campus housing.⁴⁴ Affordable housing for graduate students is a real necessity in the Princeton area.

Additionally, a future housing crisis is waiting to happen. The Wythes Report outlines a planned increase in the undergraduate population, and an increase of over 10% has already been approved by the Trustees. Administrators are already talking about increasing the size of the faculty in response to this planned growth, but the impact on the graduate student population has never been realistically assessed. In brief, more faculty mean more research assistants. More undergraduates mean more teaching assistants. Research and teaching assistants are graduate students. The actions proposed by the Wythes Report will therefore directly deepen an already prolonged shortage of housing for graduate students.

The immediate crisis needs to be addressed. Moreover, Princeton must plan for graduate student housing in a considered manner, as it has done for undergraduates. The existing policy of merely reacting to periodic crises is unacceptable. We cannot stress enough that realistic projections of growth, better controls on growth to constrain it to planned levels, and better communication between the University's departments, are desperately needed.

It should also be emphasized that the Tilghman administration has inherited most of these problems and should not be held responsible for decisions taken in past years. The proposals for the Lawrence Construction, which have improved markedly over the last few months, will be a good first step, but they alone will fail to solve the problem, even in the short term.

This report will also discuss issues of deferred maintenance and the quality of life in existing housing spaces.

The Housing Crisis

The Nature of the Housing Crisis.

Princeton is undergoing a crisis in its graduate student housing. The fact is still denied by some administrators, but the University as a whole has made a commitment, in response to the crisis, to provide

⁴³ See, for instance, comments of Director of Housing Tom Miller, Minutes of the Undergraduate Student Government, February 25, 2001; and comments of Vice-President for Facilities Kathleen Mulligan, Minutes of the Council of the Princeton University Community, December 11, 2000.

⁴⁴ Graduate School Dean John F. Wilson, as quoted in: Princeton University Office of Communications Press Release, "Princeton to Provide Fellowships for All Doctoral Students in Sciences and Engineering; Summer Support for All Doctoral Students in Humanities and Social Sciences", January 27, 2001.

additional graduate student housing. It is commonly thought that the crisis began in 2000, when a larger-than-anticipated incoming class of graduate students caused demand to exceed the supply of graduate housing units. In fact, the housing crisis is much older, and emergency and “temporary” measures such as the use of the faculty/staff Hibben-Magie Apartments, the acquisition of Annexes, and the conversion of single rooms in the Graduate College to doubles, have been going on for some time.

The Ramifications of the Housing Crisis.

There have been several ramifications of the current housing shortage. Because some University administrators have expressed to the GSG the opinion that there is no real housing crisis, it is worthwhile to begin this discussion by pointing out some of the real problems associated with the current state of affairs:

1. *Eviction of upper-year students.* Perhaps the most obvious is the eviction of upper-year students, causing most students in their fourth or fifth years of study to look for off-campus housing options. The loss in research time and increase in stress both result from the process of apartment-hunting and moving itself and also from long commutes from as far away as Pennsylvania and New York.
2. *Alienation and loss of community.* The sense of graduate student community diminishes both through the dispersion of students and their resulting inability to interact amongst themselves and with the rest of the Princeton community. The results of this dispersion are keenly felt in the GC, the primary residence for unmarried students. The GC has become home to predominantly first-years, and this damages the community by destroying the identity forged through institutional memory in this center of graduate social life at Princeton, something that happened before, in the 1960s.⁴⁵ Once forced out of their community, graduate students who live off-campus increasingly regard Princeton as a "day job", an undesirable aspect of our peer institutions that has inclined many prospective students to choose Princeton.
3. *Overcrowding.* The increased density in the Graduate College means that students are forced to share bedrooms or walk through the bedrooms of other students to reach bathrooms or hallways. The conversion of singles to doubles is always done “temporarily” and in response to an immediate crisis, but the conversions tend to remain indefinitely and the lack of privacy and quiet study spaces is detrimental to the study and research of the residents. The significant reduction in quality of life leads to approximately 30% of students assigned to such rooms moving out before the end of the year.⁴⁶ Before the “current” housing crisis, a total of 45 single rooms in the Old Graduate College were being used as doubles (40 of the 45 with the “walk-through” problem mentioned above), and a handful of doubles were being used as triples and quads. During the recent crisis, an additional 27 rooms were increased in density by one occupant, but two rooms in the New Graduate College were decreased, leading to a net increase of 25. With this additional increase, the Old Graduate College contains 67 more residents than it can comfortably hold.⁴⁷
4. *Poorly executed stopgap measures.* This year, Lockhart Hall was converted, temporarily, from an undergraduate hall to a graduate dormitory. That the University delayed its plans to renovate the dormitory in order to accommodate graduate students is praiseworthy. However, many graduate students have moved out of Lockhart Hall during the year, unsatisfied with the accommodations and overcrowding in a building already slated for renovations due to physical deterioration, and there have been numerous complaints about the lack of a sense of community and the lack of sound planning that went into the temporary conversion. The attempts of the Graduate College House

⁴⁵ Willard Thorp, Minor Myers, Jr., Jeremiah Stanton Finch, and James Axtell. *The Princeton Graduate School: A History*. 2nd ed. Princeton, New Jersey: Association of Princeton Graduate Alumni, 2000. Page 282.

⁴⁶ Minutes of the Graduate College House Committee, March 15, 2001.

⁴⁷ Patricia McArdle, Lior Silberman, and Eric Adelizzi. *Graduate College Housing Stock Evaluation*. July 1, 2001.

Committee to incorporate Lockhart into the House of the Graduate College and provide social events and a greater sense of community were rejected by the Graduate School, on the grounds that residents might not want to pay the associated dues.⁴⁸

5. *Fraud.* Because it is easier to get housing as a married couple, many graduate students have been claiming to be domestic partners or have a non-existent domestic partner to better their chances in the apartment draws. Current University policy tends to favor students who perpetrate such frauds.
6. *Financial concerns.* The lack of subsidized housing, combined with the high cost of the Princeton housing market, drives graduate students out of the Princeton area. The lack of public transportation and high cost of car ownership make this difficult for many students. Additional commuting time (and time spent in second jobs to finance life off-campus) directly harms research.
7. *Dissatisfaction with undesirable housing.* A final ramification of the housing crisis is that graduate students do not get the housing that they want. Incoming unmarried students who desire to live in an apartment are forced to live at the Graduate College because of a lack of apartment space. Returning graduate students who would like to remain at the Graduate College are forced out, to make room for the large number of first-year students.

The Reasons for the Housing Crisis.

Princeton keeps relatively tight control over the number of undergraduate students admitted, but the number of graduate students entering the University seems to be a source of surprise. The GSG has isolated the following reasons for the current Housing crisis:

1. *Lack of communication between University administrative branches.* The Graduate School and the physical planners in the Facilities Department seem unable to make projections together about the number of graduate students expected for the coming years and the amount of housing they will need. There are promising signs that this is changing, but this lack of communication represents a systemic problem at Princeton.⁴⁹ Graduate School Dean John F. Wilson has stated that the University should ideally house every graduate student who desires housing, or come as close to this goal as possible; the University's finances are the reason this cannot be accomplished.⁵⁰ On the other hand, representatives of the Facilities Department seem to indicate that they will plan for and provide only such housing as is requested by the Graduate School and other branches of the University administration, a request that they have not, until recently, received.
2. *Lack of centralized control over admissions.* Departments have tended to admit increasing numbers of graduate students.⁵¹ There appears to be a lack of oversight from the Graduate School in keeping the number of graduate students at a level compatible with the resources of the University. It may be that there has been a philosophical decision made to admit as many students as are qualified and worry about issues such as housing later. If so, this is a shortsighted attitude that would clearly not be applied to faculty or undergraduates and will, in decreasing graduate quality of life, erode the contentment of graduate students, hence graduate alumni, and hamper future recruiting efforts. Several graduate students have mentioned to the GSG their intention to warn prospective students about the housing crisis. The Report of the Wythes Committee put the matter succinctly: "Just as the University is committed to safeguarding and enhancing where possible the quality of academic instruction distinctive to Princeton, so also the University must remain committed to preserving

⁴⁸ Minutes of the Graduate College House Committee, January 7, 2002.

⁴⁹ See also the Post-Enrollment section of the Graduate Student Life Initiative 2002.

⁵⁰ Minutes of the Graduate College House Committee, December 10, 2001.

⁵¹ Vice-President for Facilities Kathleen Mulligan, *Op. Cit.* This is especially true in the Sciences and Engineering.

the quality of student life outside the classroom which is also one of Princeton's distinctive features." Of course, this quotation is taken from the section on undergraduate life.⁵²

3. *Unrealistic expectations.* The Graduate School, and therefore the Physical Planning Department, is working under the assumption that the Graduate Student Body will grow at the rate of 1% annually; this view was reflected in the projections of the recent report by Brailsford and Dunlavey, consultants.⁵³ Indeed, the size of the Graduate School has been increasing at about 1% a year for the past 30 years. However, over the past 2 years, it has been increasing at about an average 5.4% rate. The rate will vary, depending on the window of time considered. Over the past 5 years, the rate has been 2%. Since the Second World War, the average has been 3.2%. Since the Graduate School was founded in 1901, the average has been 6.7%. The rate is 6.6% since 1883, the beginning of publically available data.⁵⁴ It should be obvious that the data can be manipulated to show a stagnant or growing Graduate School. The 1% figure chosen for planning is toward the extreme low end of the possible figures.
4. *Practice versus projections.* The recommendations of the Wythes Committee should cause the greatest worry, though. While recommending the increase of the undergraduate student body by over 10%, the Wythes Committee recommended: "The Committee endorses the administration's plan to maintain at approximate current levels the total number of graduate students at Princeton. Slight decreases in the humanities and social sciences doctoral programs overall, to be offset to some extent by slight increases in selected areas, and modest increases in masters' programs in the School of Engineering, the new Finance program, and the Woodrow Wilson School are projected and endorsed."⁵⁵ Not only does the current real increase in graduate admissions across departments, including in the humanities, belie this analysis, but an increase in the undergraduate student body will lead to a need for more teachers. An expansion of the faculty, although not recommended in the Report, is already being discussed. The expansion in the number of undergraduates *will* lead to an expansion in the number of graduate students, something that is apparently not currently being considered.
5. *Exclusion of post-enrolled students.* As detailed elsewhere in the Graduate Student Life Initiative 2002, the University does not count graduate students continuing their studies past their nominal program lengths as students. Thus, all of the University's figures regarding the housing of graduate students are inflated to make it appear that the University is housing more degree candidates than it actually is. The University would seemingly consider the housing crisis over if 100% of enrolled students were housed, but many, possibly most, graduate students would still face eviction from their residences during their studies if this were the case. Once again, as detailed in the Post-Enrollment section, the Graduate School states that post-enrolled students should be housed, but that Facilities cannot find the money, while the Facilities Department maintains that they will not attempt to house post-enrolled students because the Graduate School has a policy against it.
6. *Aggravating factors.* Aggravating factors include the expense of living in the local housing market, the lack of public transportation to bring in off-campus students living far from campus in less expensive areas and/or expenses involved in car ownership.

⁵² Report of the Wythes Committee, April 15, 2000.

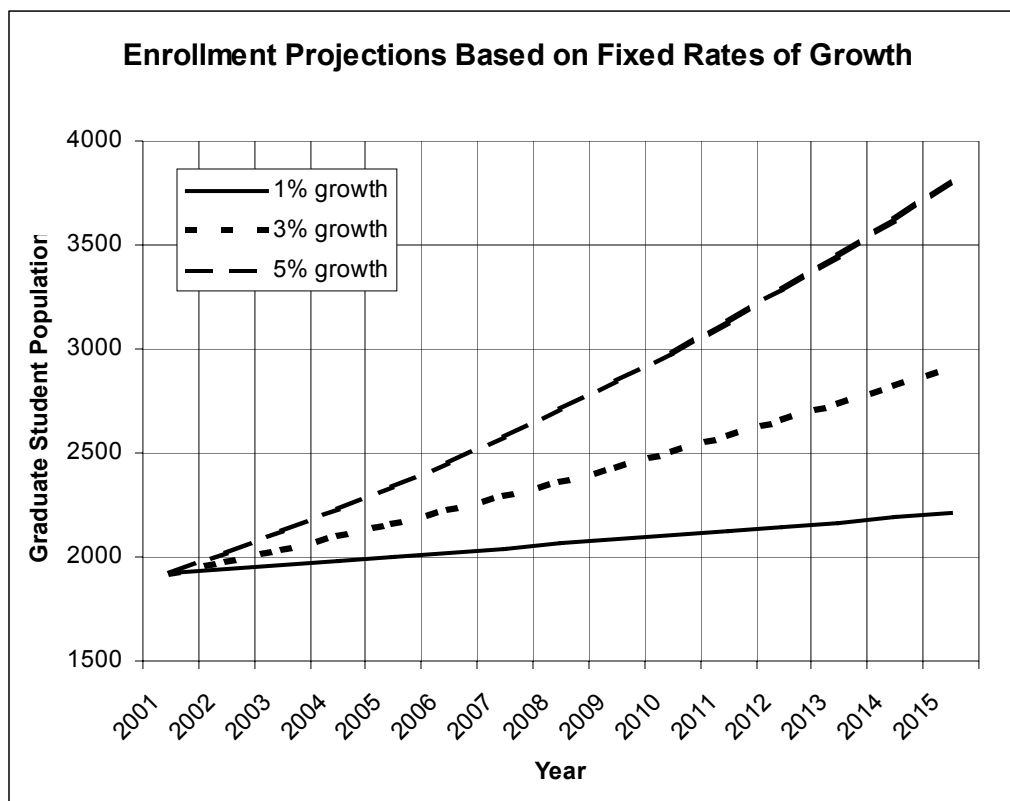
⁵³ Brailsford and Dunlavey, "Princeton University Comprehensive Graduate Student & Faculty/Staff Housing Plan: Final Report", October 2001, page 2.

⁵⁴ Data from the Office of the Registrar, available at: <http://ntigger.princeton.edu/registrar/data/oe.htm>

⁵⁵ Report of the Wythes Committee, *Op. Cit.*

Data and Projections

On the surface, it may seem that a small error in the projection of graduate student enrollment, *e.g.* 3% vs. 1% *per annum*, may not make a great difference. As the chart below shows, a cumulative error of this magnitude can be very serious. It starts from a figure of 1924 for the current academic year.⁵⁶



For several years, the Graduate School has been admitting larger incoming classes. In 2001-2002, the Graduate School admitted 383 Ph.D. students and 150 Master's students. Based on attrition rates calculated from average data from the past four academic years, rates which have been remarkably steady,⁵⁷ it is possible to estimate future sizes of the enrolled graduate student population based on different admissions scenarios. For instance, if the same raw number of graduate students is admitted each year, the Graduate School will reach a steady state of 1964 graduate students in the 2005-2006 academic year. However, a return to the high admission rates of 2000-2001 will lead to a steady state of 2023 students. A 1% increase in admissions for both types of degree candidates annually leads to an enrolled population of 2011 in 2005-2006. Enrollment grew at 8.7% from 1999-2000 to 2000-2001 and at 2% the following year, indicating that the rates are extremely variable.

⁵⁶ All past enrollment data presented in this section come from the Registrar's Office.

⁵⁷ For Ph.D. students, average rates of retention are 0.95, 0.93, 0.95, and 0.83, for students entering their 2nd, 3rd, 4th, and 5th years, respectively. For Master's students, the corresponding rates are 0.76, 0.23, 0.09, and 0.08.

A Change in Philosophy

When the Graduate School was founded in 1901, its first Dean, Andrew Fleming West, laid out a comprehensive vision for graduate education at Princeton.⁵⁸ In his proposal for the Graduate College, Dean West wrote:⁵⁹

To every graduate student who lives within its quadrangle, and to every undergraduate who passes it in his daily walks, the College should, in its very beauty and in the completeness of its appointments, be a visible symbol of the nobility of truth and knowledge that are fit to dwell there... .

Quadrangles enclosing sunny lawns, towers and gateways opening into quiet retreats, ivy-grown walls looking on sheltered gardens, vistas through avenues of arching elms, walks that wind amid the groves of Academe, – these are the places where the affections linger and where memories cling like the ivies themselves, and there are the answers in architecture and scenic setting to the immemorial longings of academic generations back to the time when universities first began to build their homes Nothing so fully accords in spirit with our desires for Princeton

Each student is to have a suite consisting of a large study, with open fireplace, and bedroom and bath-room attached. The Master's house extends outward from a corner of the quadrangle and is surrounded by a garden. A Fellow's Garden is also contemplated. The interior should be furnished in oak

Certainly, Dean West's vision did not come to pass in its entirety. Nevertheless, his vision for a "Household of Knowledge" where graduate students could live and learn was to be constructed in a style commensurate with his esteem for academic study. The Graduate College, when it was finally constructed in 1913, lived up to most of this goal in the creation of a community of scholars.

By comparison, today there is no overarching philosophy behind graduate student housing. Instead of working toward the creation of the ideal graduate student residence(s), Princeton exhibits a more reactive attitude, based primarily on looking better than competing institutions. The modern vision for graduate student housing is laid out by the Brailsford and Dunlavey report:⁶⁰

B&D recommends that Princeton increase the number of apartment units available to graduate students. The market analysis ... shows that PU is currently close to maximum performance in housing its graduate students, and that there is currently demand for nearly 250 additional market-driven units on campus, with an emphasis on apartment-style units. Given a 1% per year growth in graduate student enrollment, this demand for on-campus housing will swell to more than 600 units by 2010. Although B&D does not believe that the demand for housing has a significant impact on recruitment or retention of graduate students, B&D does recognize that the opportunity to participate in the "Princeton Community" is an integral part of the graduate student experience at the University.

Therefore, B&D recommends that the University meet most of the graduate demand for housing, by providing approximately 300 additional units near campus. Future units may be phased in as demand dictates over time The University can mitigate its risk by allowing some excess demand to remain and by creating units that are flexible enough to house single students, students with families and faculty and staff. Furthermore, if need be, the University has the opportunity to adjust the density of the Graduate College to unleash additional demand on the market.

The difference in tone and philosophy speaks volumes. The University should not think of itself separately from the graduate student body; we are not neighbors, and graduate student housing should not be thought of as a risk that requires mitigation or a factor to be manipulated.

⁵⁸ Thorp, *et al.*, *Op. Cit.*, Chapter IV.

⁵⁹ Andrew Fleming West. *The Proposed Graduate College*. 1903.

⁶⁰ Brailsford and Dunlavey, *Op. Cit.*, page 2.

Princeton must identify what its philosophy of graduate student housing is, and what it hopes to achieve. The GSG hopes that the resulting decision will lie closer to Dean West's vision (and even the current vision for the sixth undergraduate college) than to the Brailsford and Dunlavey report.⁶¹

What is Needed in General

A number of steps are needed to address the University's attitude to graduate student housing and the current problems:

1. *Realistic Estimates.* Realistic estimates of the size of the graduate student population are required. The Graduate School has either been unable or unwilling to restrain the growth of the graduate student body to a figure commensurate with the ability of the University to provide services to them. The key service is housing, but other services, such as office space and parking, are also in short supply and becoming scarcer across Princeton. The Graduate School must undertake to limit growth until the facilities catch up to demand and thereafter plan facilities in advance of growth. This runs counter to the prevailing philosophy in the Graduate School, namely that admissions should not be tied to availability of housing. The Graduate School's current philosophy, while it might contribute to a greater quantity of research being done at Princeton, lowers the prevailing standard-of-living of graduate students, something that is not in Princeton's long-term best interests, and damages the social aspect of the graduate community. Regardless of whether these limitations are put in place, the Graduate School must provide realistic estimates of graduate enrollment for planning purposes. The graduate housing crisis is worsening this year, with second year graduate students being denied rooms in the Graduate College for their third year of study. This is a function of both increased demand *and* increased enrollment. The Graduate School had promised a 0-1% increase in enrollment for the 2002-2003 academic year; preliminary figures indicate that the real figure may be closer to 3%. Similar underestimates have been made for the previous two years, leading to a large cumulative effect. Planning estimates should not reflect the ideal size of the Graduate Student Body, but the projected *actual* size.
2. *Evaluation of Princeton's Philosophy for Graduate Student Life.* As noted above, Princeton once envisioned its graduate school as a community of scholars who should be given good housing as a reflection of Princeton's attitude toward education. Its current philosophy seems much more reactive, *e.g.* measuring its success relative to peer institutions and increasing the graduate housing stock only in response to immediate crises. What commitment is Princeton willing to make for graduate students? To take a recent example, Princeton has committed to building a sixth undergraduate residential college. It will be lavishly constructed: "The building will have exterior stone walls, a slate roof and oak doors and window frames. In keeping with the design of other Princeton buildings, the new college is expected to have courtyards, towers and covered arcades. Rooms will have oak floors and trim; communal spaces will likely have working fireplaces."⁶² This design is reminiscent of Dean West's plan for the Graduate College, quoted above. At the same time, the Physical Planning Department has ruled out hardwood floors, and even basements, from

⁶¹ One promising remark was made by Graduate School Dean John F. Wilson, Graduate News, Vol. 3, No. 3, Spring 2001: "By tradition, residence near or on campus has been integral to Princeton's programs of study, in part because of the value of proximity to laboratories, libraries and the intellectual life of the campus. In addition, Procter Hall provides nightly evidence of the benefits of informal interactions among students from diverse backgrounds, as do the various student activities now taking place at the Frist Campus Center and the GC. In short, at Princeton graduate housing entails special significance."

⁶² Princeton Office of Communications Press Release, "Demetri Porphyrios selected as architect for Whitman College at Princeton", Press Release, April 15, 2002.

the planned new Lawrence Apartments, on the grounds that they would be too expensive.⁶³

Princeton must state its philosophy for graduate student housing clearly and move to implement its philosophy. The manipulation of graduate student housing density, without regard to quality of life, in order to lower University financial risk, for instance, is abhorrent and should be condemned.

3. *Honesty and Communication.* One member of the Princeton administration, speaking in confidence to the GSG, has admitted that lying and the dissemination of false planning statements is an integral part of the way Princeton University functions. This administrator went on to say that nothing would ever get done if the ramifications of decisions were honestly conveyed to students or the public. The GSG is well aware that it is the policy of some administrators to give false reasons for their actions and conceal facts in an attempt to stifle discussion and timely dissent. This attitude, and the intransigence that springs from it, alienates many graduate students from Princeton. Graduate students, thus denied input into planning, frequently dislike the results, becoming dissatisfied with Princeton. We ask for a more open planning process. We call for plans for housing, construction, and other matters, to incorporate student comment (especially by elected representatives who are best able to convey information to and from the broad spectrum of the graduate student body) at early stages of planning. Graduate student input into the Lawrence construction has been minimal and mostly occurred when it was too late to propose significant changes. This is not the fault of the Tilghman administration, which inherited the project and has shown a willingness to increase communication with the GSG, Lawrence Committee, and graduate student body in general. There is also the broader problem of University departments blaming each other for problems. University departments must commit to freedom of information and to working towards better communication. If the Graduate School had made clear that enrollment would yet again increase for the coming year, plans could have been laid down to deal with the situation, like the University's *ad hoc* Short Term Housing Committee did last year.
4. *Determination to Achieve Success.* Once the University sets out its goals for graduate housing, it must make a commitment, and this includes a financial commitment, to achieve its goals. It is a disheartening thought that the University was able to provide better quality housing for graduate students in 1913 than it has been for the past five decades. Princeton long ago learnt that the commitment of resources to undergraduates leads to happy alumni and strong financial support. Princeton should make the same commitment to increasing the quality of life of graduate students. The rewards will flow back, not only immediately, through increased productivity, but also in the coming years.

What is Needed in Specific Residences

The individual residences have specific needs that are best addressed on a case-by-case basis.

The Graduate College

The Graduate College consists of the Old Graduate College, built in 1913, expanded in 1927, and renovated in 1992, and the New Graduate College, built in 1962. The GC is Princeton's first residential

⁶³ Director of Physical Planning Jon Hlafter to GSG Officers, April 2002.

college, although it is frequently not considered a residential college any more, as budget cuts have removed many of the key elements of residential college life over the years.⁶⁴

The GC has been described in the past as a good experiment gone bad. The cumulative funding cuts over the years have resulted in some egregious situations, including the summer closing of a dining hall that should be serving the 300+ summer residents; a reduction in staffing that has included the abolition of the Master, one of the most important members of any residential college staff; and the deterioration of common facilities and furnishings into substandard, unusable, and even shameful conditions.⁶⁵ The cumulative effects of housing crises over the years have increased the density of housing significantly beyond design capacity, leading to overcrowding, overstrain on common facilities and services, and a lack of privacy. The Graduate College House Committee has made a number of recommendations to various University officials, but these have been mostly ignored. We propose that the following steps be taken to restore the Graduate College to make it a more pleasant place to live and to strengthen the graduate community there:

- *Lowering Density.* Graduate students should not be forced to share bedrooms or walk through their neighbor's bedrooms to access bathrooms or hallways. The density of housing in the Old Graduate College should be permanently lowered to eliminate the "walk-through doubles" that eliminate privacy and cause stress and tension. A quiet study and work space is a necessity, especially when so many graduate students are denied offices and library carrels.
- *Renovations and modernizations.* The common spaces and basement spaces of the Old Graduate College need comprehensive renovation. Climate control, including air conditioning, is a necessity in athletic rooms and television rooms, for the protection of equipment. Wiring needs to be upgraded throughout the Old and New Graduate Colleges to reflect the modern electricity needs of residents with computers, refrigerators, and even (pending upgrades) microwaves.⁶⁶ Many of the telephone jacks in the Old GC are inactive due to a lack of funds to activate them.⁶⁷ Old GC room furniture is antiquated and in need of replacement. The emergency fire doors in the upper floors of the Old GC are completely permeable to sound, somewhat permeable to light (around the edges), and are complete eyesores in a beautiful Gothic building; they have been the subject of complaints over the quarter-century since their installation.
- *Addition and expansion of kitchen facilities.* There are three "snack" kitchens at the GC for 450+ residents. This is clearly insufficient, especially as the dining hall is closed for lunch all year, and all day during holidays, recesses, and over the summer.
- *Restoration of meal hours.* There should be food available in the dining hall over breaks and the summer. A continental breakfast, at the very least, should be provided.
- *Restoration of the Mastership.* A Master of the Graduate College should be appointed. Graduate students benefit even more than undergraduates from interactions with faculty. The GC also needs

⁶⁴ For instance, Director of Physical Planning Jon Hlafter, during a period in which the University was considering turning the GC into an undergraduate college, told the Daily Princetonian that the GC was a "ready-made college". Then Vice-President for Finance and Administration Richard Spies stated, "The fact that it is already built in the form of a residential college makes it very appealing." A consultant hired by the University said that the GC had "the common areas, the courtyards and the physical spaces internally and externally that a residential college would have." Cindy Kellogg, "Eyeing the grad school as site for a sixth college", Daily Princetonian, Wednesday, March 8, 2000.

⁶⁵ In the last year or two, several steps have been taken toward the replacement of furniture in common spaces and, most recently, a needed upgrade in wiring to the Van Dyke Library. Furniture is also being replaced in the New GC.

⁶⁶ The wiring in the Old Graduate College Common Room was not upgraded in 1992. The light bulbs there blow out about half the time if turned off and on, and so there has been a standing order to leave the lights on at all times for 15 years or more. Other serious examples can be found.

⁶⁷ See the GSG's forthcoming report on Information Technology.

an advocate on the Council of Masters and a more permanent authority figure. The Residence Life Coordinator should be retained and should function as a College Administrator. The post of College Secretary should be made a full-time and year-round position.

- *Poor Design of the New GC.* New GC rooms are more cramped than Old GC rooms (*i.e.* Old GC rooms that are not currently assigned at densities higher than design capacity), allow less privacy, lack private or semi-private bathrooms, and have poor noise and odor insulation. Wiring is inadequate to current needs, and common spaces are minimal and poorly configured. In the long term, consideration should be given to how these buildings can be improved.

The Lawrence Apartments

The Lawrence Apartments are in need of renovation and repair of some chronic issues such as erratic heating compounded by poorly fitted windows. Pipes have been known to burst, and insufficient attention has been paid to repair and replacement of infrastructure. It is hoped that the new Lawrence construction will address concerns over common spaces, but the construction may also place undue strain on facilities such as the Computer Cluster, especially since the new construction will not provide an additional cluster to serve the extra 350 residents. The current cluster has about a half dozen computers. It should be noted that the housing crisis has made desirable one-bedroom apartments unavailable to single students.

The Butler Apartments

Butler was built in 1947. At the time, the University promised to demolish Butler by 1952 and replace it with better housing. We have now passed the 50th anniversary of the projected date for the demolition of Butler. Additional units were added in 1988-89.

The Butler Apartments suffer from poor insulation (including lack of storm windows), long-term deferred maintenance issues, poor heating (including from poor design), severe mold problems, lack of common space, lack of fans in bathrooms and kitchens in older units, and lack of connections to the campus computing network,⁶⁸ and flooding in lawns and sidewalks.⁶⁹

Simply put, Butler needs to be demolished and reconstructed. Two-storey buildings would seem a better and more efficient use of space. The GSG hopes that a townhouse model will be chosen, rather than ugly garden-style apartments or inconvenient large tower blocks. In short, we hope that the mistakes of the Hibben-Magie Apartments and Lawrence tower can be avoided. Consideration must also be given to methods for strengthening and fostering a sense of community and a social network at Butler and how facilities can be constructed with this goal in mind. Most of all, the ideas of current Butler residents should be solicited so that their concerns may be addressed.

Planning should commence immediately, even if planned reconstruction is not anticipated to begin for 6-10 years, as some administrators have suggested.⁷⁰ Graduate student input should be solicited from the beginning, and the GSG and Butler Committees should have seats at the planning table. It may take a few years for plans to mature, and this is all the more reason to start soon.

Other Areas

Several other graduate housing areas have problems of their own:

- *Millstone.* The Millstone Apartments are being conveyed by the University to the Plainsboro Housing Authority. Insufficient planning was done to account for spaces lost in this transfer. The

⁶⁸ See the GSG's forthcoming report on Information Technology.

⁶⁹ Thanks to the Butler Committee for assistance in assembling this list.

⁷⁰ Graduate School Dean John F. Wilson, Open Forum on Housing and Health Care, February 5, 2002.

University should make clear what its plans are for the remaining units and these plans should be incorporated into estimates of demand for housing elsewhere.

- *Hibben-Magie*. These apartments are on long-term loan from the faculty/staff housing stock. It is not clear that they will remain graduate student housing. There is a lack of graduate student community in Hibben-Magie mainly caused by the fact that it was designed for and is run for faculty and staff. It should not be a model for graduate housing.
- *Lockhart Hall*. Lockhart has been temporarily borrowed from undergraduate housing stock. It was, and still is, slated for renovations. It is imperative that housing should be constructed soon so as to remove graduate students from a building with no common spaces (other than a cramped, overused kitchen) and a dire need for general renovations.
- *The Annexes*. The Annexes each have problems that are best addressed individually. In general, the buildings are fairly old. They are nevertheless a popular type of housing.

Current Progress and Realistic Estimates of Demand

The administration has made a number of positive commitments in the last two years to ameliorate the housing crisis. Administrators have made a commitment to keeping the Graduate College as graduate housing, lent Lockhart for graduate use, acquired additional (temporary) annex space, and made a real commitment in the proposed Lawrence construction. Additionally, there seems to be a growing consensus for replacement of the Butler Apartments. The University has also established a Long Term Housing Committee to evaluate future needs for graduate housing. All of this is admirable and shows a willingness to reverse years of comparative neglect of graduate housing.

The Lawrence construction, when complete, will likely be inadequate to current needs. There will be 346 beds in the seven new buildings.⁷¹ Because the buildings will house some dependents (as well as, it is planned, some postdoctoral researchers and other staff), the number of graduate students who will be housed can be estimated at somewhere around 250. There are currently about 70 beds in Lockhart, borrowed from undergraduate housing stock, and 240 in Hibben-Magie, borrowed from faculty/staff housing stock, 34 of which must be returned soon.⁷² The Graduate College was assigned 25 temporary beds in excess of the 45 beds by which it exceeds design capacity.⁷³ There are 22 beds in temporary annexes and 14 in other newly borrowed apartments. This year, around 20 students were denied housing in the single apartment draw, and dozens were wait-listed at the GC draw. Without counting the needs of post-enrolled students, or the fact that demand for on-campus housing rose at this year's room draw, the new Lawrence Apartments will be filled.

This year, some unmarried graduate students who will be in their fourth year of study were denied housing in the apartment draw for the coming year, as were some married fifth years; some unmarried graduate students who are currently second years were denied housing in the GC/Annex/Lockhart draw for the coming year. The cause is a conjunction of two factors: (1) graduate enrollment continues to grow, despite the planning projections of the Graduate School, and (2) demand for on-campus housing increased as the local housing market tightened. In order to achieve the goal of sufficient housing in the near-term, the University should consider controlling enrollment much more strictly for a limited period,⁷⁴ adopting temporary measures to alleviate housing shortfalls in the coming year, and expediting consideration of long-

⁷¹ Director of Physical Planning Jon Hlafter, meeting with Provost Amy Gutmann and GSG officers, April 5, 2002.

⁷² Much of the data in this paragraph comes from the Housing Department.

⁷³ It actually exceeds design capacity by more, but 45 beds are in suites with "walk-through" and similar problems.

⁷⁴ "Limiting enrollment" was cited by Graduate School Dean John F. Wilson as one method for dealing with the housing crisis. Princeton Alumni Weekly, Vol. 91, No. 1, September 9, 2001.

term measures for graduate housing above and beyond the proposed Lawrence construction. Longer-term, the University must better anticipate the increase in size of the Graduate Student Body and undertake construction projects to prepare for coming growth before it occurs.

Other Considerations

There are a number of housing-related issues that have necessarily taken a backseat to the housing crisis. In the coming year, the GSG will raise these issues with the Housing Department, Priorities Committee, and other branches of the administration.

- *Rent increases.* The rent in graduate housing has been increasing faster than the rate of inflation, as shown in this table:

Academic Year	Rent increase over previous year
2002-03	5% ⁷⁵
2001-02	5% ⁷⁶
2000-01	5% ⁷⁷
1999-2000	6% ⁷⁸
1998-99	3% ⁷⁹
1997-98	3% ⁸⁰
1996-97	4% ⁸¹
1995-96	3.5% ⁸²

Such rent increases are difficult for many graduate students, especially those with undergraduate debts, lack of summer support, low stipends, or fixed stipends that are not adjusted for increases in the cost of living. The GSG is unconvinced that these increases reflect actual increases in the cost of maintaining graduate housing units. Students entering in 1998 and remaining in University housing for five years will have seen their rents rise a cumulative 22.7%, a period during which inflation has been only 9.7%.⁸³ Since 1995, rent has increased 40.1% compared to 17.3% inflation over the same period. The increases in rent cannot even be justified by appeals to the increasing cost of providing housing, since Princeton does not calculate its rent based on its actual costs.

⁷⁵ Graduate College House Committee records.

⁷⁶ Princeton University Office of Communications Press Release, "Three percent tuition and fee increase is lowest in 34 years", January 27, 2001, and Graduate College House Committee records.

⁷⁷ Princeton University Office of Communications Press Release, "Princeton Increases Student Fees by Lowest Percentage in Three Decades", January 31, 2000, and Graduate College House Committee records.

⁷⁸ Princeton University Office of Communications Press Release, "Princeton Increases Student Fees by Lowest Percentage in Three Decades", January 25, 1999.

⁷⁹ Princeton University Office of Communications Press Release, "3.7 Percent Increase in Student Fees Lowest in Three Decades", January 26, 1998.

⁸⁰ Princeton University Office of Communications Press Release, "Cost of Undergraduate Education Rises 3.9 Percent For Lowest Rate of Increase in 30 years", January 27, 1997.

⁸¹ Princeton University Office of Communications Press Release, "1996-97 Tuition and Fees Rise 4.6 Percent For Lowest Rate of Increase in Nearly 3 Decades", January 22, 1996.

⁸² Princeton University Office of Communications Press Release, "1995-96 Tuition and Fees Rise 4.9 Percent For Lowest Percentage Increase in 20 Years", January 23, 1995.

⁸³ Inflation data from the Federal Bureau of Labor Statistics.

- *Rent structure.* Even if the rents were kept at a reasonable rate, the current structure for rents, worked out years ago, needs to be reevaluated to reflect the relative worth of various housing options. Summer rents throughout the GC and Annexes are uniform, resulting in rents sometimes *increasing* during the summer despite the diminution of facilities and services provided to residents, for instance in GC one-room singles.
- *Draw policies unfair.* The current draw system, in which the GC and Apartments have rooms for the draw distributed according to an old empirical formula – with apartments similarly empirically divided between married and single students – creates a situation in which students suffer for guessing which draw has the greater probability of giving them housing. Current draw rules also favor those who invent fictitious “domestic partners.” The Housing Office has expressed a willingness to work with the GSG on these issues in the coming year. We look forward to working with them.

Conclusions

It is necessary for the University, considering the lack of affordable housing in Princeton, to affirm a philosophy embracing on-campus housing for all graduate students who desire it. In order to achieve this goal, the University may control enrollment much more strictly in the short term, adopt temporary measures to alleviate housing shortfalls in the coming year, and expedite consideration of long-term measures for graduate housing above and beyond the proposed Lawrence construction. In the long term, complete estimates of future enrollment should be considered so that housing and other facilities will be available when growth occurs.

Addendum to the Report on Housing

The GSG presented the foregoing report on Housing on May 16, 2002, shortly before a presentation on the subject by GSG Chair Scott Miller to the Council of the Princeton University Community (CPUC). The response to our report and to Mr. Miller's presentation leads us to believe that a brief addendum is in order, to clarify several points that may have been misunderstood.

The primary emphasis of our report was to make clear that there is currently inadequate University housing for graduate students and that the problem is worsening. Furthermore, the planned construction at the Lawrence Apartments, even if it proceeds according to schedule, will be inadequate to the needs that we expect will exist on that date. We continue to believe that this is the case. President Shirley Tilghman and Provost Amy Gutmann, in comments made to the CPUC, indicated their broad agreement that additional housing will be necessary, although it seemed that their estimates of the amount of housing that will be required were somewhat lower than our own.

With that in mind, here are our responses to the points that have been raised with respect to our report:

1. During Mr. Miller's presentation, he stated that graduate enrollment was growing at a greater rate than the Graduate School has projected. This is a primary factor in the current housing shortage. President Tilghman, in her reply, expressed the view that graduate enrollment should not be tied to the availability of housing. Our desire is not to cap graduate enrollment at the current number of housing units available, today. Rather, the University should better project future enrollment growth so that housing may be built in anticipation of that growth. Currently, the University is always playing "catch up". If estimates of

enrollment are always low, and estimates of housing needs are always based on those estimates of enrollment, there will always be a housing shortage.

Instead, the Graduate School should assess, right now, what graduate enrollment will be in 5 years, 10 years, 25 years. These estimates should be realistic and not "best case" scenarios.

- What new degree programs are being contemplated?
- What new fellowships are being solicited from the alumni?
- How is grant income increasing in the Sciences and Engineering?
- How will projected increases in the undergraduate population affect the need for graduate student teaching assistants?
- How will the faculty size increase in coming years, and how many additional graduate students will these professors want?

No doubt, estimates made this year will have to be changed next year, ad infinitum. Nevertheless, if such realistic estimates are made for enrollment 5-10 years out, the University will allow itself plenty of lead-time for housing planning and construction. If the Graduate School foresees 500 additional students 10 years from now, perhaps a new apartment building should be discussed.

If the Graduate School foresees doubling enrollment over 50-100 years, then now is the time to consider the ramifications.

2. The University's response included the objection that the construction of excess housing for graduate students could prove wasteful, because the University could be left with empty units, depending on the local housing market and future enrollment fluctuations. The GSG believes that a small excess of graduate student housing will not result in vacancies, since graduate apartments can be used to house junior faculty, staff, and visitors, not to mention post-enrolled students. The planned Lawrence Apartments were designed to provide common housing for graduate students, faculty, and staff, demonstrating that the University accepts this idea. Hibben-Magie was designed as faculty/staff housing and demonstrates that faculty/staff housing can be converted into graduate student housing in the event of a shortage; we believe the reverse is true as well.

3. There is a common misbelief that vacancies that are likely to occur are likely to occur in the Graduate College. The Graduate College, being a dormitory, cannot easily accommodate staff, and the housing of resident faculty fellows there was discontinued years ago. This misbelief is based on the fact that there were vacancies at the Graduate College during the mid-1990s. In fact, these vacancies were largely due to an inefficient room reservation system. Prior to 1994-1995, the deadline for canceling a room reservation at the GC was August 31. Incoming students would arrive in Princeton in August and many of them would find housing elsewhere, not cancelling their contracts until August 31. By August 31, very few students were left on the wait list. One cannot confidently remain on the wait list for a housing contract that begins the first week in September if one might not hear until September 1 whether one is to receive a room. In 1994-1995, the Housing Department changed the cancellation deadline to August 1. Given this earlier deadline, incoming students would not reserve a GC room with the intention of canceling it should they find other housing. Students who wished to live in the GC would remain on the wait list and be housed in August. Since this change was effected, the GC has always been as close to full as can reasonably be expected (i.e. considering the inevitable handful of last-minute cancellations, with penalty) at the start of each academic year.

Indeed, there are a few factors which make living in the GC less pleasant nowadays that it was in the past. These factors, however, have less to do with changing graduate student lifestyles than they do with administrative policy decisions. Meals are not provided over breaks or the summer, for instance. Sections of the GC have fallen into disrepair. Additional students have been forced into rooms designed for smaller occupancies. The list could go on and readers are referred to the above report for further details.

We present the evidence of long wait lists at the GC, even in an era of overcrowding, as evidence that the GC remains a popular and desirable housing alternative.

4. In our report, we quote the first Dean of the Graduate School, Andrew Fleming West, giving his description of what graduate housing should be like. It has come to our attention that several readers of the report in the administration interpreted our comments as a plea for Gothic architecture. This is not the case. While many graduate students certainly do enjoy Gothic architecture, our main point was that great care should be given in the planning of graduate housing, to create a community of scholars within a pleasant living environment. The quotation from Dean West was to emphasize the great care and the importance of long-term vision, rather than to endorse his particular vision.

Great care and a great deal of planning are going into the sixth undergraduate college. In contrast, the planning of graduate housing seems hurried and cheap. The University is establishing a tradition in graduate housing of waiting until the last minute and then building housing as quickly as possible, under tight budgets, without serious input from graduate students, and very little input at all until the latter stages. The President and Provost indicated to the CPUC that they have started considering locations for the next phase of graduate housing. We believe that planning should begin immediately.

The GSG warned a Trustees committee a full year before planning began for the Lawrence construction that there would be a housing crisis. We hope that planning can begin earlier this time. We hope that our requests for one-bedroom apartments and studios, for instance, can be considered from the start, rather than grafted on as a small part of a larger design process that has already started.

In short, the take-home message from the Dean West quotation had nothing to do with architectural style. Rather, it posed a question: What housing do we believe should be constructed for graduate students? This ought to be the first question asked in the planning process, rather than "What can we afford and how quickly can we build it?" If the answer is Collegiate Gothic, so be it. It doesn't have to be.

5. A response to our figures on the rapid rise of rent for University housing (far outpacing the cost of living) is that stipends have increased by similar margins over the same time frame, and therefore students can afford the rent. To a certain point, we concede that this is true. It does not address the matter of graduate students in departments that do not increase stipends with the cost of living, but, on average, it is true, give or take a few percent.

Our concern is that rents are increasing faster than maintenance or student life budgets. Based on our own estimates, far more money is coming in from rent of graduate student residences than is being spent on construction, maintenance, or upkeep. The University considers graduate student housing "subsidized" because it is rented below its value on the open market. This characterization is not fair. We believe that the University is making a profit from graduate housing. This is difficult to verify because the University's accounting procedures separate income from rents from maintenance budgets completely. Our rents continue to rise even as maintenance budgets are decided behind closed doors in what seems to be almost a random process. As many graduate student requests are denied each year, there is a perception amongst graduate students that the University is operating graduate housing at a profit to subsidize other operations.

Undoubtedly, there have been other objections to the GSG's Housing Report and other misunderstandings. These are unavoidable. We don't believe that any maliciousness was associated with the misconstructions of our arguments. The purpose of this addendum is to further the understanding between the GSG and the administration, and we will be pleased if it achieves this goal.

Additionally, it is our hope that when new housing is constructed, it will be close to the Princeton campus, so that graduate students can, as best as possible, be a part of the University community, both intellectually and socially. This is not a plea for a construction location as central as the planned sixth undergraduate residential college, but rather a suggestion that future graduate housing should be located in the general environs of the University, no further than existing complexes.

Parking and Transportation Report

*Compiled by the Parking and Transportation Committee
of the Graduate Student Government*

Introduction

The bulk of this report will deal with the recurrent problem of the increasing demand for daytime parking on campus. As the University continues to grow its student and employee populations, so the need for parking and transportation resources continues to grow. As with the demand for many other resources, the demand for parking has been increasing faster than the University can meet it, to the point where it has infringed upon the local non-University Princeton community. On the one hand, we recognize that space in general is at a premium as the University expands physically; parking lots are an inefficient use of space, and parking garages are more complicated and take longer to build. On the other hand, we graduate students need to maintain, if not increase, the number of spaces allocated to us as the population of the Graduate School increases. We are especially pleased that the University has recently committed to testing a daytime shuttle service that we expect will greatly help in offsetting demand for peak-hour parking (8:30am-5:30pm) by allowing students who live at the four major graduate residences to leave their cars at home and take the shuttle to and from campus. The GSG is happy to assist the University in its efforts to make the shuttle service a success, but we advise that some effort will be necessary to reorient students who are in the habit of driving toward mass transit. Above all, publicity about the new service and demonstration of dependability are key.

The report will also include comments on Public Safety's nighttime shuttle service, the desire for University-sponsored transportation to and from the Forrestal Campus, the ongoing need for maintenance of facilities for bicyclers, and pedestrians' concerns.

In addition, once again, we call for the elimination of the Graduate College Parking Fee, which elimination has been promised to residents since the 1970s.

Daytime Parking and Shuttle

The parking crunch at Princeton is a long-term problem and occurs mainly during business hours when students, faculty, staff, and visitors are all trying to park on campus. Periodically, Public Safety reallocates parking spaces amongst these groups, but this juggling method will not adequately address the problem: many more potential drivers than spaces available. With the exception of Enrollment Terminated, Degree Candidacy Continuing students, no Princeton affiliate is restricted from driving onto campus; they are only restricted as to where they can park. Last winter the administration contemplated the formation of an Administrative Process Team (APT) to address this University-wide dilemma. However, according to Dale Grieb (APT Team co-leader), the problem turned out to be too large even for an independent administrative committee to tackle. The process has been shelved, so far as we are aware, although there were discussions about establishing a planning group in the Facilities Department to discuss the issue. To our knowledge, no other resolution for the parking problem has been advanced by the administration.

Although the graduate student population has increased in each of the last five years, the number of parking areas allocated to graduate students has been decreased. The last graduate slots in Lot 3 (The Bowen Hall

Parking Garage) have been taken away. Parking on Prospect Avenue and other roads adjacent to campus has been restricted to short-term parking. This reduction was partly offset by Public Safety's creation of additional graduate student parking on Western Way and FitzRandolph Street.⁸⁴ But, in general, the lots open to graduate students are so far away from central campus locations that sometimes students may as well have walked from home, especially after spending time circling lots that are often near capacity by 9am.⁸⁵

With reference to the parking problem, graduate students can be divided into two groups: those who live in University housing and those who commute from a greater distance (greater than the 1 mile radius currently drawn around campus by the graduate housing). Because of the relative lack of public transportation from the surrounding towns into Princeton, these commuting students have no alternative but to drive onto campus, and they must be able to park here. Furthermore, as the graduate student population continues to outstrip available University housing and as the University acquires Annexes farther away from campus (*e.g.* Eden Way), we expect that there will be more graduate commuters in the near future. No matter what, graduate students must always be allocated sufficient parking on campus to serve these commuters, at the very least.

The other group of graduate students, those who live in University housing within a one-mile radius of campus, also includes many students who have historically driven to campus. These students are mainly residents of the four major complexes: the Graduate College (GC), Lawrence Apartments, Butler Apartments, and Hibben-Magie Apartments. These residences are too close to be considered commuting distance, but too far to be considered easy walking distance from certain parts of campus (*e.g.* the GC, Hibben-Magie and Lawrence are particularly far from the Engineering Quad; Butler is far from Firestone). Carrying little, and in good weather, a brisk walker can reach campus in 20-30 minutes, a biker in 7-15. However, these ideal conditions are rarely met, especially during the northeast winters that span at least half of the academic year (November to March). In addition, on any given day a graduate student may have to make multiple trips between home, campus, and on errands while trying to balance the demands of research, precepting and advising, working for professors, and personal life. The cumulative time that is lost by making multiple 20-minute trips to and from home to fetch and drop a car can be very damaging to productivity, not to mention exhausting. This group of students must have license to park on campus, but does not necessarily need to do so every day or at a regular time.⁸⁶

It is unclear how these groups will grow in proportion to one another, but it is sure that they will continue to grow in absolute number since the University continues its policy of increasing graduate admissions without regard for available resources. Whether the students live in University housing or not, they will have to get here somehow, and the more that live off-campus, the more will need to drive here. As University officials have indicated that future graduate housing will be built even farther away from campus,

⁸⁴ The spaces along Western Way are very large, and additional spaces could be created by making them smaller or converting them from parallel to tilt parking. Public Safety has informed us that concerns as to drainage make this impossible, but we are sure that the problem could be tackled by a coordinated approach. The spaces along FitzRandolph remain unpaved and appear very temporary in nature.

⁸⁵ Public Safety has opened part of Lot 21 to graduate student parking. It is located on Faculty Road. A shuttle has been established for the academic year to take students parking in Lot 21 to Lot 25, but this shuttle runs only between 9 a.m. and noon.

⁸⁶ It should also be noted that many of these students are either routinely or periodically called on to run errands from campus that require driving. These errands might include, for instance, visits to University surplus or regional shopping centers, travel to other campuses (such as Rutgers), and collaborations with or presentations to researchers and/or colleagues in the area.

for example across the canal in West Windsor, the likelihood of creating a short-distance commuter population looms on the horizon.⁸⁷ In addition, the new construction that is currently being executed will further increase demand, as the University welcomes residents and employees at the sixth undergraduate college, the new Genomics center, and the new Lawrence Apartments, just to name a few projects that will add pressure to the lots already over capacity.

A few external factors increase the pressure on campus parking lots:

Lack of public transportation. Practically speaking, there is no public transportation within Princeton. The New Jersey Transit 605 and 606 buses are better described as “passing through” rather than “serving” the University area. The Dinky/New Jersey Transit-Northeast Corridor trains are designed to serve the long-distance commuter—and they have become more expensive, almost 20% more than before the rate hike that took effect on April 1, 2002. For example, the cost of an off-peak round trip ticket from Princeton to New York is now \$16.25; the off-peak round trip ticket from Princeton to Philadelphia is \$20.25 (NJT to SEPTA).

Local parking pressure. Princeton is becoming a popular destination for tourists and businesses. Public metered parking, already less desirable because of its cost and time restrictions, is also more difficult to come by for the length of time and regularity required by students of the University. Ironically, we might expect that some of this public parking is being occupied by Enrollment Terminated, Degree Candidacy Continuing students who are no longer allowed to park in University lots, yet are actively trying to finish their degrees.

Community relations. The University inevitably exerts various kinds of pressure on a town of this size, and parking plays a role in community relations. In short, when graduate students can't find parking on campus, they look elsewhere, including the vicinity of private homes. It is a real reflex of the unmet demand for on-campus parking, and it brings the University problem to the doorstep of the local community.

Given the inefficiency of using land for parking lots and the complications and time involved in getting permits to build garages, the preferable short-term way to address the parking problem is by instituting a short-distance daytime shuttle. For many years, the GSG has requested a daytime shuttle from the University primarily for the purpose of serving the residents of the GC, Lawrence, Hibben-Magie, and Butler. In addition to the expected decrease on demand for parking, the benefits of local mass transit will be shared by the residents of University housing who have historically bicycled or walked to campus. The substitution of a few shuttle vehicles for hundreds of cars also comes into line with Princeton's continuous efforts to create environmentally friendly policies. The entire community can expect to benefit from a reduction in traffic on local roads, as well. During the 2000-2001 academic year, Public Safety offered to run a shuttle to serve the graduate residences as part of a plan that would eliminate the right of graduate students to park on campus; the GSG conducted a poll of the graduate student body about this plan, and it was overwhelmingly rejected, largely because of fears that a single shuttle would prove inadequate and because of the continuing need of some graduate students to drive to campus.

⁸⁷ While the GSG is in favor of the construction of more graduate housing, we remain hopeful that the University will choose sites for new residences that do not further physically or psychologically marginalize the graduate population from the rest of the University community by locating us in another town.

Over the past academic year, the GSG has renewed and revitalized its push for a local shuttle system. In the Fall 2001 semester, Assembly members posted petitions in Lawrence, Hibben-Magie, and Butler, and almost 300 students signed their support for a daytime shuttle service between the residences and campus. At the February 2002 GSG Assembly attended by President Tilghman, the Parking and Transportation committee delivered a presentation regarding the state of parking and the desire for a shuttle system, to which President Tilghman responded encouragingly. Around this time, a Lawrence resident alerted the Parking and Transportation committee to the existence of the Greater Mercer Transportation Management Association (GMTMA) and we contacted Director of Community and State Affairs Pam Hersh in her capacity as an officer of that organization. She was able to mobilize the various groups in Princeton who have an interest in instituting a shuttle service, including the University, the Town, the Borough, New Jersey Transit, and the GMTMA. Representatives of the Parking and Transportation committee were invited to participate in these meetings, which were held monthly in the spring semester. The University administration also sent Associate Director of Public Safety for Technical Services Chuck Nouvel (who retired this summer) and Associate Dean of the Graduate School F. Joy Montero to join the group.

There are many needs in the community that a local shuttle system could meet, but from the perspective of the graduate student community, the requirements are few, simple, and fundamental:

- The shuttle system must begin running by 8:30am and should continue through at least 5:00pm, when the evening Public Safety shuttle begins running;
- It must stop at the GC, Lawrence, Hibben-Magie, Butler, at least point on the main campus, and near the Engineering Quad;
- It must hit each stop every 10-15 minutes at peak times (8:30-9:30am, 12-1:30pm, 4:30-6pm) and at least every 20 minutes in between (20 minutes is the make-or-break number because that is how long it takes many people to walk to campus);⁸⁸
- It must be driven by a regular staff member, rather than the (undergraduate) students who have already proven incapable of showing up consistently to drive the nighttime shuttle;
- It must adhere to the posted schedule in order to earn the trust of riders.

Any destinations, scheduling, or services that can be provided in addition to those listed above are worthless if these basic requirements cannot be met.

We have learned that one of the outcomes of the recent Planning Board approval of the construction of the new Lawrence Apartments is that the University will be instituting a pilot shuttle program servicing the graduate student residences in the near future. We are pleased at this decision but caution that in order to make this work in the long term, we will have to put serious short-term effort into orienting the returning students toward the shuttle service and overcoming the skepticism caused by bad experiences with the nighttime shuttle, with which many students will associate this service. The GSG is ready and willing to participate in this effort in conjunction with the University.

Nighttime parking and shuttle service

The improvement of the nighttime shuttle service run by Public Safety will be integral to the success of the daytime shuttle program. At present, many graduate students drive to campus early in the morning and

⁸⁸ The GSG is in the process of conducting a survey to determine the exact peak hours of demand.

secure a parking space even if they do not intend to leave until the evening. Why? Because the nighttime shuttle has acquired a reputation for untrustworthiness.

If students are to be persuaded to leave their cars at home, they will also have to trust that the evening shuttle will run when scheduled and that it will stop at all the destinations. Public Safety is aware of the difficulties encountered by graduate students in trying to use the nighttime shuttle. Last fall, the Parking and Transportation committee held a meeting with Chuck Nouvel and Captain Donald Reichling to discuss that issue and others related to parking and a daytime shuttle. Both gentlemen expressed a desire to ameliorate the situations, particularly with the nighttime shuttle.

A major problem has been that only undergraduates were eligible to drive the shuttle. The result was very uneven service, especially because when the driver did not show up for his or her shift, no other staff member was detailed to this responsibility. In this event, there was simply no service. After 10pm sometimes a Public Safety officer would come to pick up and deliver a student who called in for a ride, but this cannot be expected at all times.

In addition, the relatively low wage, \$9 an hour, was perhaps not a sufficient incentive to show up on weekend nights or during exams, and we understand that the shuttle service has had difficulty finding and keeping employees. When President Tilghman discussed the shuttle service with the GSG at the February 2002 Assembly, Molecular Biology representative Jessica Bessler noted that at her undergraduate institution, University of California-San Diego, the shuttle service offered their student employees the highest wage on campus. Indeed, it is difficult to understand why such a low wage is offered to employees who have the lives of other students in their hands.

In the spring, Public Safety began to advertise that they would be accepting applications not only from undergraduates, but from graduate students as well, who wished to drive the nighttime shuttle. This change is an improvement, but the optimal solution would be to hire regular employees to drive the two shuttles from 5pm-1am, or to find some other way to make sure that the service continues to run even if the scheduled driver is not able or willing to show up for work.

Transportation to and from Forrestal Campus

The University maintains a second campus known as Forrestal. The University provides no institutional means of transportation to and from Forrestal. Currently, a student in Oceanic and Atmospheric Science is paid to drive a van to and from Forrestal once a day. It is our understanding that this system relies on the availability of a student willing to undertake this task, and it is unclear whether regular service will continue indefinitely.

Bicyclers and Pedestrians

There are currently many students who bicycle or walk to campus. Maintenance of bike paths like the one connecting Lawrence to Alexander Road is important. Some residences, like Lawrence, have bike shelters; the Graduate College has requested one on previous occasions, but thus far the request has not been filled.

Regarding safety, pedestrians have the right of way in New Jersey and there are even signs in the crosswalks alerting drivers to watch for people crossing the street. At a number of the intersections in town, drivers are quite good about yielding to pedestrians. However, the GSG has received many complaints about the

intersection of College Road and Alexander Road. This is a very wide and dangerous intersection and all too often drivers speeding through the light at University and Alexander do not stop for bicyclers and pedestrians, even if they are already in the crosswalk. This is a very important issue because this intersection is the outlet from the Graduate College and most of the Annexes are also in this area. Similarly, Butler residents have been lobbying for a crosswalk to be approved on Harrison Street because of similar problems crossing from the apartment complex toward campus.

Graduate College Parking Fee

The GC, Lawrence, Hibben-Magie, and Butler all provide lots where their residents may park, and the University requires that all students register their cars and display a sticker proving their current registration. However, only residents of the GC are charged a fee to park at their own homes. When Lot 19 was built adjacent to the Graduate College in the 1960s, GC residents were told that a fee would be assessed for a few years until the cost of construction was repaid. Residents agreed to this arrangement. During the 1970's, the University decided to extend the fee on a temporary basis due to budgetary difficulties. The Graduate College House Committee has been calling for the abolition of this fee since then. During the last two years, the Parking Office has joined to call for the abolition of the fee. The Public Safety Department last year asked that the fee be abolished "at the earliest possible moment." Former Vice President for Finance and Administration Richard Spies, shortly before his resignation, endorsed the call for the abolition of the fee. The GSG has previously called for abolishing the fee, and we do so again. Most graduate students, unlike undergraduates, live in Princeton year-round. Many who own cars need to use them for travel associated with academic work or other work for the University. Graduate College residents should not be charged for parking a car where they live.

Conclusion

In conclusion,

- The GSG applauds the University's decision to begin a daytime shuttle.
- We call for the evening shuttle to be reevaluated and its unreliability addressed.
- We call for parking to be considered as part of all new construction on campus, before that construction is underway.
- We call for repairs and upgrades to bicycle paths and construction of bicycle shelters.
- We call for the long-overdue abolition of the Graduate College Parking Fee.

The GSG remains, as always, willing to work with the administration on all of these issues. We look forward to productive dialogues.

Computing Report

*Compiled by the Computing and Information Technology Committee
of the Graduate Student Government*

Introduction

Over the last year, the Office of Information Technology (OIT, formerly Computing and Information Technology (CIT)), under the leadership of its new Vice-President, Betty Leydon, has been very responsive to the needs of graduate students. This year's computing report will outline a few ongoing issues, but it should be stressed that OIT has implemented everything that was requested for completion by January 2002 in the 2001 GSLI report. These items were:

- providing Ethernet for the Graduate College Annexes,
- installation of a computer cluster in Hibben-Magie,
- granting proximity card access to the Edwards computer cluster,⁸⁹ and
- reopening the New Graduate College computer cluster.

We further requested that the Lawrence Apartments be wired with Ethernet by January 2003; this was completed by September 2001. We requested Hibben-Magie to be wired on the same time scale and we have been informed that this work should be complete by September 2002. The GSG also conducted discussions with Steven Sather, Director of Support Services for OIT, which led to an impressively quick tripling of graduate student disk quota on the Arizona system.

This report, therefore, should be viewed as a statement of how we feel OIT can best build upon the remarkable achievements of the past year. The GSG is grateful for the openness and responsiveness of OIT and the genuine commitment that this department has to providing technology services to the graduate student body.

Expansion of Campus Network

As noted in the introduction, OIT has completed the wiring of the Graduate College Annexes and the Lawrence Apartments and has made a commitment to wire Hibben-Magie during this coming summer. This remarkable pace of expansion of the campus network to better serve the graduate student body is faster than the GSG thought possible. Only one major concentration of graduate student housing will remain off the campus network for the 2002-2003 academic year: the Butler Apartments.

Several University administrators, including Graduate School Dean John F. Wilson and Vice-Provost for Administration Joann Mitchell,⁹⁰ have stated that such networking must be considered within the framework of plans for the demolition and replacement of the Butler Apartments, which have been slated for demolition since 1952 and may actually be demolished in a 10-year time-frame. The GSG suggests that an evaluation of the useful lifetime of networking equipment be factored into the consideration of the wiring of the Butler Apartments – should the useful lifetime of the wiring be shorter than the planned time before demolition, Butler should be wired. Because of the uncertainty of its future, Butler was rightly left for consideration until after the wiring of other graduate student residences had been completed. It should

⁸⁹ Done as part of the larger grant of graduate student access to undergraduate dormitories, as accepted by the CPUC and implemented by Vice-President for Campus Life Janet Smith Dickerson with approval from the Council of Masters.

⁹⁰ Comments at the February 5, 2002, Open Forum on Housing and Health Care.

also be noted that plans call for the phased demolition of Butler, perhaps 20% a year for five years,⁹¹ and that expenses involved in running Ethernet to the Butler site will be the same whether this is done pre- or post-demolition. Perhaps wireless Ethernet hubs serving several units could be considered, to save the expense of physical modifications of the buildings. We would like to work with OIT to find a way to provide Ethernet to Butler as soon as possible.

In the long run, if the University is to maintain properties such as Millstone, 529 Alexander, or other far-flung annexes, these residences should be networked. This is likely to be expensive relative to the number of students served and thus should be considered a low priority.

It would also be good for public study spaces, such as the various common rooms in the GC and apartments, or the GC's Van Dyke Library and Coffee House, to be wired for Ethernet, thus allowing students with laptops registered for Dormnet to use their computers in these public spaces. We applaud the increasing trend toward these common network jacks. Wireless Ethernet could, for instance, be provided in common spaces, either as a substitute or supplement to the addition of jacks.

Usage of Campus Network

OIT recently (July 2002) announced bandwidth caps on outgoing file transfers to deal with the proliferation of file-sharing programs at Princeton and the concomitant increases in network volume. The GSG is cautiously optimistic that the announced cap of one upload from a machine at a time will improve network efficiency for graduate students. We feel that it is probably too early to issue a definitive appraisal of this move.

Disk Quotas

The Graduate Student Government is concerned about providing adequate access to computing and network services to graduate students who reside on campus. Graduate students depend heavily on computing and network services to conduct their research even after they leave their departments and go home to their residences.

In October, 2001, the GSG undertook an informal survey of UNIX disk quotas for graduate students on various University servers across the country. The survey was not comprehensive and the schools listed below were selected merely because information was easy to obtain.

School ⁹²	Unix Disk Quota (MB)	IMAP (E- mail quota) (MB)
Carnegie Mellon	200	
Cornell	0	
Harvard	50	
MIT	100	
Michigan, U of	50	
Princeton	10	20
Rutgers	50	30
Yale	100	

⁹¹ Comments of Director of Physical Planning Jon Hlafter to GSG Officers, April 2002.

⁹² Data as current as possible, as of October 2001. Princeton's recent increased quota is not reflected in this table.

This winter, we met with Steven Sather of OIT to discuss why graduate students need more disk quota space than the undergraduate students with our research and teaching responsibilities. As researchers, we often rely on large datasets that are too big to store on our university accounts. As preceptors, for example, undergraduate students often send graduate students their written papers through email, and this also can consume a lot of disk space. Lastly, as graduate students often going on the academic job market, our websites are important places to store papers and information about our work. Some students do not own their own computers and rely on their Unix accounts to store all information they may need. In sum, we argued that it is essential to being a successful graduate student to have sufficient disk quota space. As a result of our conversations, OIT increased the UNIX disk quota space to 30 MB, up from our 10 MB allotment.

We consider this great progress. Princeton is approaching its peer institutions in terms of the amount of server space allocated to graduate students. OIT has hinted at future increases, and we hope that the declining costs of storage media will make this an inexpensive possibility.

Security

The GSG has concerns that security on the Princeton network may not be as high as might be desired. OIT has made the recent step of requiring password authentication on outgoing e-mail, which is important progress. We request that OIT should review its network security policies throughout all of its services.

The GSG Executive Committee has also written to Vice President Leydon and Senior Vice President for Administration Charles Kalmbach regarding our concerns about the uses of student data and identification numbers. We are pleased to see that the University has asked these Vice Presidents to conduct a survey of electronic security and information use on campus.

Efficiency of Campus Services

Advances in Information Technology have revolutionized the way Universities work in the modern era. OIT has solicited input from the GSG on how to streamline bureaucratic processes on campus. The GSG would like to praise the new electronic functionalities of the Library system's web pages, including inter-library loan and annex request services. Additionally, the moving of Registration on-line has saved a lot of people a lot of time. We understand that course selection will soon become electronic. We suggest the following further procedures as good candidates for migration to electronic implementation:⁹³

- Housing/Room Draw. We would like to work with OIT and the Housing Department to lessen the chaos of room draw by considering how it might be moved on-line.
- Long-distance telephone billing. It seems senseless that dormitory residents should pay their telephone bills by remitting checks to an address in Philadelphia, rather than simply having the charges incorporated into the standard student bill.
- Student Bill inspection. Princeton has made available information on the student bill on-line. The format, however, makes it difficult to understand, and monthly statements are still sent to everyone on paper via campus mail, a tremendous waste. We suggest that access to this information via the web be streamlined and that paper statements be available only by request, or (perhaps) on an annual or per-semester basis.

⁹³ Representatives of the GSG have already discussed many of these ideas with Project Office Manager Hetty Baiz of OIT.

Services to Dormitories

The Graduate College and other graduate dormitory spaces are unique in having services such as cable television and (local) telephone supplied by OIT rather than external providers. The GSG applauds the recent decision of OIT to make cable television available over the summer at these spaces. We suggest, since graduate dormitory residents come and go over the summer, that the cable package be purchasable on a weekly basis.

One other issue affecting the Graduate College is that of telephone service. Each room in the Old Graduate College has one telephone jack, but only one jack per suite is active. This has been the case since the renovation of the Old Graduate College in the early 1990s.⁹⁴ This situation is very inconvenient, since residents must either use telephones located in rooms belonging to other residents or, as is the case in many rooms, buy line splitters and extension cables, running these from one room to the next every year and then taking them down again before moving. GC residents don't desire separate telephone numbers or lines for each resident, something that might prove expensive, but merely an extension line in each room. We hope that OIT can address this need, as several other University departments have considered it prohibitively expensive. The Graduate College House Committee is working with the Housing Department on this issue, but the fees that Telecommunications has said will be charged to either Housing or the House Committee are exorbitant.

Conclusion

The GSG has been extremely pleased with the activities of the Office of Information Technology over the past year and with our interactions with that department. In this report, we have considered how OIT can best expand on its successes, in the areas of expanding the campus network, adjusting disk quotas to reflect current needs, improving security, increasing the efficiency of campus services, and improving services to dormitory spaces. We look forward to another productive year working with OIT, and we thank them for their contributions to graduate student life.

⁹⁴ See, for instance, Minutes of the Graduate College House Committee, July 16, 2001; July 30, 2001; October 1, 2001; October 15, 2001; November 12, 2001; November 26, 2001; and other meetings. The apparent reason was the desire of the Facilities Department to save money when the Old Graduate College was renovated a decade ago.

Health Care

*Compiled by the Health Care Committee
of the Graduate Student Government*

Accomplishments

Beginning with Olgica Bakajin, Eric Thomas, and Margarita Mooney in 1998, the Graduate Student Government has worked to improve the availability of information regarding eye care and dental care in the local area for graduate students. These efforts resulted in a web page describing both dental care options (<http://www.princeton.edu/~gsg/dental.html>) and eye care options (<http://www.princeton.edu/~gsg/eyecare.html>) for students.

Beginning in the 2000-2001 academic year, David Linsenmier and Mary Wheeler spearheaded the most significant effort of the Graduate Student Government to urge the administration, through the health care committee and the Graduate Student Life Initiative 2001 (<http://www.princeton.edu/~gsg/GSLI.pdf>), to improve the health care options for graduate students to a level comparable to both our peers at comparable institutions and Princeton's own FSA (faculty, staff, and administration). These efforts resulted in a series of enhancements to the health benefits available to graduate students effective for academic year 2001-2002. These enhancements are as follows:

Prescription Drug Benefits: A discount card that provides a 20% discount on prescription drugs at a number of local pharmacies. (This discount is in addition to the 80% reimbursement that is available to Student Health Plan participants who have satisfied the deductible, \$250 for students and \$500 for families).

Dental Benefits: Graduate students are now eligible to be reimbursed up to \$125.00 per year for an annual dental examination (including cleaning and x-rays) under the Student Health Plan. No deductible or co-insurance will be necessary, but students will be required to submit claims in order to be reimbursed for charges incurred.

Moreover, students are eligible to purchase Healthplex Dental HMO Plan XV insurance, which make a number of additional benefits available to students who elect it, including a six-month re-call dental examination and cleaning as well as free silver or composite fillings. The Healthplex plan also covers major procedures, however, co-pays are required. The University is currently subsidizing the cost of the premiums for graduate students during this academic year. Healthplex charges \$117.12 per year for a single person, \$234.24 for a couple, and \$394.68 for a larger family. There are three participating dental offices (that are accepting new subscribers) within driving distance, but none are in Princeton.

Vision Benefits: The Vision Service Plan (VSP), which is identical to the plan that is offered to faculty and staff, became available to Princeton students in academic year 2001-02. This Vision Service Plan allows participating students to have a complete vision examination for a \$10.00 co-pay for in-network providers and to purchase glasses and contact lenses at discounted rates. As is the case with dental insurance, the University is currently subsidizing the premiums for students participating in the plan. VSP charges \$50.88 per year for a single person, \$81.84 for a single person and spouse, \$83.40 for a single parent and child(ren), and \$134.40 for single person, spouse, and child(ren). There are six participating vision offices

(that are accepting new subscribers) within driving distance. The nearest office is The Princeton Eye Group located on 419 North Harrison Street in Princeton. More information regarding the optional health benefit plans for dental and vision care can be found at <http://www.princeton.edu/puhs/shpoptions.html>.

Current and Continued Concerns

Costs of Insured Dependents: For 2001-2002, the student health plan fee for one additional dependent is \$2,575, and the fee for two or more dependents is \$4,080. In comparison to the faculty/staff health care plan rate chart (<http://www.princeton.edu/hr/ben/herate.htm>), the maximum fee for one additional dependent is \$1,550.82 (Aetna U.S. Healthcare-HMO of NJ) and the maximum fee for an entire family is \$3,046.80 (Aetna U.S. Healthcare-HMO of NJ). The Graduate Student Government intends to pursue reducing the costs of graduate student dependents to an amount comparable to that of Princeton University's faculty and staff. {See Appendix for calculations}

Summary

The Graduate Student Government has proved successful in lobbying for increased benefits to graduate students in the area of dental care, vision care, and prescription benefits. The Student Health Plan now has adequate preventative dental coverage. Moreover, effective 2001-2002, graduate students can now buy into a comprehensive dental and vision care plan comparable to that of Princeton University's faculty and staff. These successes do not mean the end of our efforts. The Graduate Student Government intends to shift its energies toward promoting a reduction in dependent health care costs to an amount comparable to that of Princeton University's faculty and staff.

Appendix for Costs for Insured Dependents

Comparison of Student Plan to the Five Faculty/Staff Plans:

	SHP Student ~	PPO United ^	POS Oxford ^	HMO Blue ^	HMO Aetna NJ ^	HMO Aetna PA ^
Monthly Rates						
Employee*		33.23	34.64	54.34	93.51	48.93
w Child in Total*		86.40	90.06	126.21	182.54	120.43
w Spouse In Total*		116.31	121.23	143.09	223.42	141.54
w Family In Toal*		182.77	190.51	233.10	347.41	221.42
Annual Costs						
Employee Baseline		398.76	415.68	652.08	1,122.12	587.16
Min. Dependent Surcharge	2,575.00	638.04	665.04	862.44	1,068.36	858.00
Max. Dependent Surcharge	2,575.00	996.96	1,039.08	1,065.00	1,558.92	1,111.32
Family Surcharge	4,080.00	1,794.48	1,870.44	2,145.12	3,046.80	2,069.88

Sources: ~Student Health Plan Brochure - <http://www.princeton.edu/puhs/shp02booklet.pdf>

^Health Care Plan Rate Chart for Faculty and Staff - <http://www.princeton.edu/hr/ben/herate.htm>

* Monthly Rates - Multiplied by 12 in lower columns

Note: Students are eligible to enroll ONLY in the SHP Student Plan

Other Issues

In addition to the five issues addressed in their own chapters of this report, several other items deserve mention. The issues of Housing, Post-Enrollment, Parking and Transportation, Information Technology, and Health Care, remain the GSG's most pressing concerns. The items listed here are important, however, and we hope administrators and community members reading this report will give them consideration as well.

Dining and the Frist Campus Center

Dining is an issue affecting primarily GC residents, as they are the only graduate students forced to purchase a meal plan. The Graduate College House Committee continues to work with the administration in the hope of expanding and improving serves offered at the GC.

The dining services at the Frist Campus Center, however, are of importance to all graduate students. Last year, the GSG lobbied the administration to offer expanded summer services at Frist. We were pleased that the Priorities Committee approved funds to extend the closing hour of Frist from 5 p.m. to 8 p.m. on weekdays. We were less pleased to see that very few services were offered during these hours. We have been informed that the expansion of hours at Frist has been regarded as unsuccessful. It is the view of the GSG that the services provided at Frist were so minimal as not to provide a fair basis for evaluation.

The GSG requested that Frist remain open for dinner over the summer because graduate students (including hundreds of GC residents faced with a closed dining hall) had no other meal options on campus. Frist, this summer, responded by offering pizza and hoagies, exactly the sort of fare available on Nassau Street (at lower prices). The Pasta Bar, the Deli, and the "Food for Thought" – all places where one might purchase a full meal – were all closed. The Café Vivian was closed, as early as 3 p.m. The Beverage Laboratory was closed, even though its menu of shakes and "smoothies" is perfectly designed for summer weather. We suggest that, for the upcoming summer, the services offered at Frist should be expanded during the hours approved last year.

International Student Concerns

The GSG has just established a Committee on International Graduate Student Concerns. International students face a number of problems not encountered by domestic students. Post-enrollment, for instance, hits them hardest, since many students on student visas face deportation upon the end of enrollment, due to the University's refusal to consider them students. Many married graduate students have to support spouses who cannot legally work in the United States. Students from non-English-speaking nations also have to take oral language examinations to qualify as Ph.D. candidates, and there have been concerns voiced that these examinations are not conducted uniformly or by fair standards. Aside from the Post-enrollment issue, which would be solved if the University would simply call these individuals "students", the GSG does not have any recommendations to make at the present time, but we mention these issues in order to raise awareness and in the hope that the University will investigate them. We are continuing to examine the issues faced by international students.

Campus Relations

Since the publication of the 2001 GSLI Report, some progress has been made on the issue of Campus Relations. Graduate students and undergraduates now have, for instance, full prox-card access to all dormitories. Graduate students may serve as liaison officers to undergraduate clubs, which is a promising start. The GSG continues to regard the division between Undergraduate and Graduate Student Clubs as arbitrary. It has been justified solely as a matter of administrative practicality, so that funds marked for use by undergraduates do not go to clubs and organizations primarily populated by graduate students and (we trust) *vice versa*. We see no reason why it should not be possible for an organization to be formed with both undergraduates and graduate students as officers.