



Report of the Decadal Review Committee of the Board of Trustees



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We are also most grateful for the participation of the distinguished scholars and other experts who have served on the Visiting Committees, in particular, the Committee Chairs, Harold T. Shapiro and David L. Baltimore, and the Roundtable discussion panels. Their opinions were invaluable in expanding the breadth and depth of our inquiry.

It is our sincere hope that the recommendations contained in this Report will ensure that the Institute continues to make leading contributions to fundamental research and to the development of the scholars and scientists who work here.

Charles Simonyi
Chairman

1 Introduction

Background

The Institute should be small and plastic; it should be a haven where scholars and scientists could regard the world and its phenomena as their laboratory without being carried off into the maelstrom of the immediate; it should be simple, comfortable, quiet without being monastic or remote; it should be afraid of no issue. It should be under no pressure from any side which might tend to force itself to be prejudiced either for or against any particular solution of the problems under study; it should provide the facilities requisite to the fundamental inquiry into the unknown. Its scholars should enjoy complete intellectual liberty and be absolutely free from any responsibilities or concerns. **Abraham Flexner, 1931**

In his 1940 autobiography, *I Remember*, Abraham Flexner, first Director of the Institute for Advanced Study, recalled his vision for the Institute, writing in part: “In the interest of clarity, I began by recapitulating the reasons why the Institute for Advanced Study was established and what its main characteristics should be; for only by recapitulation from time to time can we be sure that we will not be drawn or drift out of our course.” Flexner went on to describe the Institute’s ideal qualities, among them that it be nimble, adaptable—he used the term “plastic”—and open to change as circumstances required in order to fulfill its mission of fostering curiosity-driven research into fundamental questions by leading scholars from around the world. Over the course of eight decades, the Institute has kept faithful to the mission set by its founders, Louis Bamberger and Caroline Bamberger Fuld, and its character remains remarkably true to that envisioned by Flexner: nimble, adaptable, intimate.

The recapitulation that Flexner advocated to keep the Institute on course has been realized through a series of extensive reviews that the Board of Trustees has conducted at roughly ten-year intervals since the mid 1950s: the Joint Faculty-Trustee Study Committee (1956); Trustee Committee on the Future of the Institute (1966); Segal Report (1976); Wolfensohn Report (1986); and the Black-Kaplan Report (1997). While structured somewhat differently, each of these studies assessed the achievements of the Institute, measured against its mission, and considered the resources that would be required in the coming years to ensure the Institute’s continuing ability to provide an environment that would attract internationally leading scientists and scholars, assist and influence their future intellectual development, and facilitate fundamental research at the highest levels.

Each of these previous reviews has influenced the development of the Institute in many significant ways. To give some examples: in 1956, the proposal for growth and for a new library building, realized as the Historical Studies and Social Science Library completed in 1960; in 1966, the proposal for a fourth School, devoted to an area of the humanities or social sciences, realized by the creation of the School of Social Science, formally established in 1973; in 1976, the recommendation for efforts to increase the endowment by 20% to 40% (the endowment increased by about 50% in real terms over the following decade) and a projection for the future size and shape of the Faculty achieved over the next 25 years; and, in 1986, the suggestion that the desirability of programs in biology and theoretical computer science be investigated; these were later realized beginning in the 1990s.

Among the specific key recommendations of the Black-Kaplan Report (1997), all of which were implemented, were the following: that an Academic Affairs Committee of the Board of Trustees be established to encourage a more structured interaction between the Board and the Faculty; that new forms of Faculty appointment between Schools or with other institutions be explored; that each School review its academic program and its means of responding to the needs of Members; that a systematic renovation of Member housing be undertaken; that Member stipends and benefits, including health insurance, be reviewed to ensure competitiveness; that the Institute's endowment be increased through investment returns and donations so the annual draw on endowment does not exceed 5% of its value; and that a New Initiatives Fund be established to provide seed funding for new academic ventures.

Decadal Review Process

This Review, begun in the fall of 2007, has been conducted by the Board of Trustees, working as a Committee of the Whole. As terms of reference, it adopted the Decadal Review Charge Statement (attached as Appendix A). In brief summary, the charge proposes these questions for examination:

- How should the Institute's mission be interpreted at present and how well is the Institute fulfilling its mission?
- What is the impact on the Institute of the proliferation of other institutes for advanced study and of the pressures that have led to them?
- How competitive is the Institute in the terms and conditions it offers to Members and to Faculty?
- Should the appointment process for Professors be modified?
- Should more be done to widen the pool of applicants for Memberships?
- How effective is the relationship between the Institute and its Board?
- Are the financial resources adequate for future needs?
- Should the Institute do more outreach locally, nationally, or globally?

Over a two-year period, information has been gathered from a wide range of sources, with differing perspectives on the Institute, including Faculty, Members, Trustees, staff, and external experts and consultants, about all aspects of the life and work at the Institute. (The schedule of Decadal Review activities, a list of reports received, and descriptions of discussions held in the course of this Decadal Review are listed in Appendices B and C.)

During the academic year 2007-08, Visiting Committees were established for each of the four Schools under the Chairmanship of Harold Shapiro, President Emeritus and Professor of Economics and Public Affairs, Princeton University (chaired Historical Studies and Natural Sciences) and David Baltimore, President Emeritus and Professor of Biology, Caltech (chaired Social Science and Mathematics). (The Charge to the Visiting Committees for the Schools is attached as Appendix D.) Before the arrival of each Visiting Committee, the School prepared a self-assessment, setting out its own view of its mission and an evaluation of its success in fulfilling that mission, and a file of information about the School's activities and achievements. Over a three-day visit each Visiting

Committee prepared its report, which was conveyed to the Decadal Review Committee along with the comments of the Faculty of the School.

The Decadal Review Committee also received reports from external consultants on governance; on computing and information technology; on consultations with the Institute's staff; on the Institute's facilities; and on development and public affairs activities. Additionally two surveys were conducted in the summer of 2008 of Members and former Members, dealing with the academic aspects of their visits (Members of the last five years) and the more practical aspects (current Members), respectively; and a file of data was compiled on all aspects of the Institute's life and work.

Present Financial Context

In the two-year period during which this Review has been conducted, the global financial situation, and consequently that of the Institute, has changed dramatically. Although the Institute's Trustees have pledged generous support for its operating budget for the period through June 2012, the upheaval in the financial markets is likely to have a challenging impact on the Institute's work for some years. Its immediate effect has been to require postponement of all nonessential capital projects, and substantial economies have been made in all sectors of the Institute's operations, both administrative and academic. Thus the Institute does not at present possess the resources to pursue the more costly initiatives that might be proposed to implement the recommendations arising from this Review. However, the aim of the Decadal Review is to look ten years and more ahead, and so the approach of this Report is to discuss what should be done in the longer term, when resources again permit. Financial considerations are discussed further in Section 7 of the Report.

2 The Faculty

The Institute's permanent Faculty is at the heart of the Institute's academic life, providing its direction and continuity. The principal duties of the Faculty are to advance research in their own field and related fields, and to select Members and provide them with guidance that will positively influence their intellectual and professional growth. The responsibility to develop successive generations of scholars and scientists has become increasingly important. The Institute's small scale and commitment to excellence in an increasingly competitive market for scholarly talent make every Faculty appointment crucial. Factors affecting Faculty selection and recruitment are therefore of critical importance. The Institute is fortunate to have a group of Emeritus Faculty who continue to be active and productive. The Emeritus Professors are very involved in the academic life of each of the Schools, particularly the School of Historical Studies, where Emeriti are most numerous.

Salary and Support

The Institute's salary and compensation structure for Faculty was discussed at points throughout the Decadal Review process and in various contexts, including the overall financial picture, competitive pressures, and the need to provide appropriate support for the academic program. Faculty in all of the Schools expressed unanimous support for the current policy of uniform salary for

all IAS Faculty. The policy is part of the Institute's special character and holds practical benefits in that it avoids potentially distracting tension and morale problems that can accompany disparities in pay. The level of Faculty salaries was somewhat lagging the competition but IAS salaries now are reasonably competitive. The Institute's support of its Emeritus Faculty reflects the importance of their continuing contributions to research and to the Institute's academic community more generally. It also provides a significant incentive for scholars in mid-career being considered for Faculty posts. However, while costs associated with research and related travel have risen, financial allowances to support these activities have not increased at the Institute for many years.

The Institute should retain the uniform salary structure for its Faculty while continuing to do all it can to maintain overall compensation levels that will attract the best scholars in an increasingly competitive environment. This includes all aspects of compensation, including travel and research allowances, health insurance, moving expenses, and related considerations. IAS should continue to monitor the competitiveness of its Faculty compensation.

- *Ensure the continued competitiveness of Faculty salaries while retaining a uniform salary structure.*

While overall the Institute provides generous support to its Emeritus Faculty, static levels of research and travel support and rising associated costs have had a greater impact on Emeriti because their access to other sources of support may be more limited.

- *Increase research and travel support for Emeritus Faculty when resources allow.*

Faculty Selection and Appointment Process

The formal process for Faculty appointments is based on an initial search for a suitable candidate, conducted by the Faculty of the School in which a position exists. Proposals for appointments are subsequently evaluated by an ad hoc Committee established by the Director to receive comments from any Faculty member and to consider supporting evidence. The ad hoc Committee comprises one Faculty representative from each of the other three Schools, and three outside experts in relevant academic disciplines. If the ad hoc Committee endorses the proposal, the Director forwards it to the Board of Trustees for approval.

While this procedure has worked well, a suggestion or recommendation for more systematic use of external advice in the formal process of appointing permanent Faculty was an element in each of the School Visiting Committee reports. The Visiting Committees for the School of Social Science and the School of Historical Studies specifically recommended that this advice occur early in the search process.

Increasingly over recent years, the Schools of Historical Studies, Natural Sciences, and Social Science have formed their own informal advisory panels of outside experts, chaired by the Director at the School's invitation, to identify and evaluate candidates as part of the initial search phase. These informal panels have been helpful. More consistent use of this mechanism would build upon and strengthen existing collaboration between the Faculty and the Director in identifying and appointing permanent Faculty, make increasingly transparent the use of external advice, and enable strategic choices at a critical stage of the selection process.

- *While preserving the relevant School Faculty's ultimate responsibility for nominating Professors, continue to seek input from external advisory committees at an early stage whenever practicable.*

Visiting Committees also commented on the composition of the Faculty, noting in particular, the absence of women in some areas. Women remain underrepresented among the Institute Faculty and it is largely racially homogeneous. The Institute's highly successful Women and Mathematics and Prospects in Theoretical Physics programs, which make a special effort to reach out to underrepresented groups, are an acknowledgment of this issue in a broader educational context and indicate the Institute's willingness to take an active role in helping to address it.

- *Continue to make every effort to include qualified women and members of other underrepresented groups among the candidates considered for Professorships.*

3 The Members

In some ways, the Institute is like an intellectual kibbutz, but one located on the edge of three hundred acre woods in a paradise for academics, researchers, and scholars. In this paradise, I have been able to ruminate in a relatively uninterrupted way about the foundations of my work. If I have been able to deepen my understanding of my own approach, it has been in no small measure because of my conversations and deliberations with IAS Faculty and Members from diverse disciplines (philosophers, economists, historians, political scientists, and psychologists) whose interests overlap with mine. When it comes to the “life of the mind,” the Institute is a very libertarian institution; there are lots of things going on, some organized, and some not so organized, but one is generally free to pick and choose activities or even just sit in one’s cell (office, home) and think and write and ruminate.

Richard Shweder, 2009

A principal purpose of the Institute is to provide exceptional opportunities for the intellectual development of its Members. Each year, the Institute hosts approximately 200 Members, scholars from universities and research institutions around the world. About 180 Members are in residence at any one time, most often for a year but in some cases longer (up to five years), particularly in Mathematics and Natural Sciences.¹ Members are selected solely on their scholarly achievements and potential, and while at the Institute are free to pursue their own research.² Time at the Institute also provides sustained opportunity for contact with the permanent Faculty and senior scientists and scholars. The Faculty considers mentoring and guidance an important part of its role, particularly for young or mid-career scholars or others whose work at the Institute may occur at a critical time in their academic lives. Following from these considerations, it is important to make every effort to maximize the potential and effectiveness of the Members program. Survey results show that Members generally are happy with and value their Institute experiences highly.³ Nevertheless, there are several areas where improvements should be considered.

1. See Appendix E, p. 35.

2. See Appendix E, p. 36.

3. See Appendix E, pp. 37, 38.

Composition of the Membership

With some variations between Schools, Members represent a mix of postdoctoral fellows, mid-career academics, and senior scholars. Over half the Members come from outside the United States, and increasingly they come to the Institute with spouses or partners, and children.⁴ The number of female Members has been rising, particularly in the School of Mathematics (which has roughly doubled in ten years from about eight to about sixteen).⁵ But with the exception of the School of Social Science, women remain underrepresented as Members at the Institute. A number of external factors were cited as contributing to this situation, including overall demographics and differences by field in lower levels of the educational system, and social inequality affecting the pool of female candidates from foreign countries.

- *While continuing to select Members only on the basis of attainment and promise, continue to make strong efforts to encourage applications from as diverse a pool of candidates as possible.*
- *Invite senior women as visitors and seminar speakers wherever appropriate.*

Stipends and Other Support

Stipend levels continue to be a competitive issue in all of the Schools, linked to the aspiration of attracting the best scholars in a worldwide market. Although stipends for Members have increased in recent years, most rapidly in Historical Studies, they have also increased at competing institutions, leaving the Institute's stipends still not sufficiently competitive in some cases. Other institutes provide greater research and travel support, in addition to higher stipends. Results of the Members survey indicated that dissatisfaction with the level of stipends and other support appears to be greatest in the School of Social Science, where a number of other institutions offer markedly higher stipends and support than the Institute.⁶ Stipends for economists are a particular issue because they can command higher compensation. Particular areas of concern that were identified included stipends for senior scholars in all of the Schools and financial support for mid-career and junior scholars to supplement or replace Mellon Foundation funding in the School of Historical Studies.

The Institute appropriately aspires to attract the best scholars, and the levels of compensation for Members should be consistent with that goal. IAS should continue to monitor the overall level of compensation for Members in a world market, including subsidies and benefits such as travel and research allowances, health insurance, moving expenses, and related considerations.

- *Increase the level of stipends and support for research and travel dislocation for Members in order to be competitive with comparable institutes.*

The cost of health insurance for Members, especially those with families, has been a significant and longstanding problem. The Institute has addressed this issue to a considerable degree with the introduction of 60% coverage of health insurance costs for Members in January 2009. It is intended that this amount will be increased when financial circumstances permit. Some Members also choose other types of health coverage (through a foreign scholar plan, through individual insurance, or through their home institution). Although efforts to reform the provision of health care in the U.S. currently are underway, unless and until these efforts result in adequate insurance coverage for

4. See Appendix E, p. 39.

5. See Appendix E, p. 40.

6. See Appendix E, p. 41.

Members, the Institute should continue to seek to raise the subsidy for Members' health insurance to the level provided for Faculty and staff.

- *Increase the level of support for Members' health insurance when possible.*

As elsewhere, the number of two-career families with children within the Institute community has increased over the decades. More than forty years ago, members of the community established Crossroads, an independent nursery school, which has always been based in accommodation on the Institute's campus. It now provides year-round infant through pre-K care for 65 children each year. Families who are affiliated with the Institute have preference over the general public for spaces in the school, and Institute Members and staff (but not Faculty) pay reduced fees. Demand for these spaces from Institute families inevitably fluctuates from year to year and at times exceeds the number of spaces available. Members who cannot obtain spaces may experience difficulty locating childcare options elsewhere, and alternatives may be more expensive and require lengthy commutes that interfere with academic work. Crossroads would like to expand its infant classes, but it has always relied on the Institute to fund expansion. As an immediate step, the Institute has recently created a new program designed to provide subsidies for alternative childcare in cases where Members who meet certain criteria are unable to secure a space at Crossroads.

Mentoring

In astrophysics, the view over the last couple of decades has been that the appropriate way to have influence is by making the Institute a sort of nexus at which as many as possible of the bright young people come and spend two or three or five years of their career in the postdoctoral stage, and that they go away having absorbed what we hope is a unique commitment to excellence and a unique style of doing things, as well as having met and become colleagues and friends with people who are going to be department chairs and deans in 20 years. **Scott Tremaine**, 2009

The advice and mentoring I got at the Institute made a great impact in my life. I think that, as a mathematician, I was born twice—in the Institute for the second time. **Member**, 2008

Mentoring is an important aspect of the Faculty's role in all four Schools. The process relies for its effectiveness on the ability and willingness of Faculty and Members to engage one another in positive and productive ways along with ample opportunities to do so. Member survey results indicate that the Faculty generally takes this collective responsibility seriously, and that most Members are satisfied with the amount and helpfulness of the mentoring they receive. There is inherently, however, some degree of variability in these relationships based on differences in the nature of individuals' work, Members' career status, and interpersonal styles. Other factors that can affect the process include Member-to-Faculty ratio; a tendency in some young Members to feel intimidated by the eminence of the Faculty; and the need for Faculty members to balance the mentoring needs of Members with their duty to advance their own research.

The School of Natural Sciences and the School of Mathematics have a preponderance of younger Members, many of them postdoctoral fellows, among whom there is likely to be a greater expectation

and need for mentoring. Visiting Committees have offered several suggestions aimed at ensuring that such Members, in particular, feel welcome and are able to take full advantage of opportunities for interaction with senior colleagues and Institute Faculty. These include the following, some of which have already been adopted: formal and informal mentoring arrangements, monitoring progress, preventing isolation, and annual reviews of progress for postdoctoral fellows staying more than a year.

- *Continue to improve arrangements for mentoring younger Members in the School of Natural Sciences and the School of Mathematics.*

Longer-Term Members and Visiting Professors

Each of the Schools would benefit from the provision of more Visiting Professorship positions, or Memberships aimed at more senior scientists or scholars, who would be expected to contribute to the Institute's resources for mentoring as well as augmenting the range of areas of expertise covered by the Faculty. The detailed needs and the length of tenure for such posts vary from School to School. In the School of Mathematics, for example, five-year Memberships for outstanding young mathematicians have proved extremely fruitful. Current resources in the Schools of Mathematics and Natural Sciences in general only allow the invitation of senior scientists when these individuals can provide most of the resources necessary for their own support. In each of the Schools, being able to offer more realistic stipends would facilitate the more targeted inviting of senior scientists and scholars. These could include distinguished professors nearing retirement, particularly from countries where academics are subject to a retirement age.

- *Seek resources to provide Visiting Professorships in each of the Schools.*

4 Governance

The principle responsibility of the Board of Trustees is to ensure that the Institute is successfully pursuing its mission and that it has the resources necessary to do so. As part of this Decadal Review, an external assessment has been made of the Institute's current governance practices, with a view to seeking suggestions for improvement where appropriate. The assessment process reviewed the role and responsibilities of Trustees, Board composition, length of service and turnover of Trustees and officers of the Board, committee structure and membership, Board leadership, and the effectiveness of Board meetings. Overall, the assessment concluded that the governance of the Institute is very strong: Trustees are appropriately involved in setting the organization's direction, monitoring its achievements, solving problems, and seeking improvements; Board membership is well-balanced in terms of professional skills, financial capacity, and time commitment, as well as in the mix of new members and longer-term leadership.

The assessment suggested several ways in which the Institute might build on these strengths to improve further its governance practices. These included reviewing and clarifying Trustees' roles and responsibilities; developing a more formal orientation process; communicating expectations in relation

to financial contributions; enhancing the diversity of the Board; systematizing the processes of Trustee recruitment and reappointment; and organizing Board meetings to maximize time for discussion and strategy formulation.

- *Implement as appropriate the recommendations of the Governance assessment.*

5 The Staff

Staff members, without observable exception, hold the academic work of the Faculty, Members, and Visitors in high regard. Staff members understand that their own primary obligation is either to support research activity directly, or to help enable that activity to take place without unnecessary distraction, or both. **Thomas Wilfrid, 2008**

The Institute's staff carries out the day-to-day administrative operations that provide an essential support system for the Institute's research activities. The small size of the Institute enables members of staff to understand and appreciate the Institute's mission, to gain personal satisfaction from contributing to its furtherance, and to feel a connection to the Institute's achievements. They enjoy the trust and freedom in performing their jobs that they are accorded at the Institute. They view the flexibility and dynamism of the Institute as an indicator of its vitality as an institution. These qualities are reflected in a pervading sense of dedication and in an extraordinary level of efficient and effective service, and these in turn provide the Institute with a strong competitive advantage over larger, less closely-knit research environments.

My experience at the IAS was unique, and I have enormously benefited from my stay there in very many respects. I would like to add that the way the Institute staff is dedicated to its work, being highly efficient and discreet at the same time, contributes immensely to what makes the IAS a piece of heaven on earth for scholars. **Member, 2008**

Nevertheless, there are some aspects of the administrative arrangements that might be made more efficient and effective.

Staff Structure and Development

Members of staff generally see the current staffing and administrative structure of the Institute as logical and efficient. However, in a small institution, with a generally lean staffing arrangement, absences, departures, and times of increased workloads can produce stress and the potential for deficiencies in the quality of service. The staff possess a "can do" attitude, but they express concern that in most areas they are "one person deep" and they have expressed a desire for more training opportunities for job development. Opportunities for professional development for staff at the Institute have been enhanced in collaboration with other institutions. Training of staff to provide

coverage for colleagues has occurred in “critical” areas, such as housing, visa services, and payroll, and will be expanded to other important areas.

- *Continue to extend opportunities for staff development and training, particularly in order to increase capabilities for coverage when colleagues are overstretched or absent.*

Communication and Feedback

As part of the Institute’s intimate community, members of staff want a sense of connection and involvement. There is a desire for more communication and collaboration across departmental boundaries. There has been an increase in small group meetings to share information, address particular issues, and ensure coordination among various academic and administrative units, and there is more written communication on specific issues or of general interest concerning Institute matters.

The Director now sends a letter to all staff following each meeting of the Board of Trustees to provide information on policy decisions and directions. The Human Resources Office has sought to encourage collaboration and communication through work initiatives wherever possible. Such mechanisms have the potential to further strengthen the Institute’s sense of community and also contribute to more efficient and effective operations.

- *Continue to seek to improve lines of communication and to provide opportunities for collaboration between departments.*

6 Facilities and Services

We enjoyed our stay at the Institute enormously. It was a very intellectually stimulating environment, not only because of our work and exchange with fellow Members and Faculty, but also because of interesting events (we truly enjoyed the concerts!). It was also a very nice year from a social perspective. We truly appreciated the pleasant social gatherings organized by the Institute staff. The physical environment, the living areas, and the close interactions we (and particularly also the children) could have with others on the campus made this a very unique and memorable experience for all of us. Member, 2008

One area where IAS stands head and shoulders above anywhere else I’ve been is in its inclusion of scholars’ families in its activities. Anything you can do to keep up or augment them would be wonderful. Member, 2008

The Institute maintains a variety of facilities and services that support its academic work and foster a strong sense of community. The Historical Studies and Social Science Library and the Mathematics and Natural Sciences Library contain extensive collections of print materials and provide an expanding array

of electronic resources, including links to the Princeton University Library system and, through that agency, external electronic publications and databases. The Institute's Information Technology Group manages a full range of academic and administrative computing functions, including networking, storage, telecommunications, and audio-visual support. Approximately 11 Faculty, 9 Faculty Emeriti, and 169 Members and Visitors, many with their families, live in housing on or adjacent to the campus. Together, these services support a living and working environment, a true academic village, that facilitates frequent personal interactions, access to local resources, and connections to other resources remote from the Institute campus. The Institute community generally appears content with the facilities provided; results of the survey of Members in 2008, for example, indicate 80% to 90% satisfaction levels with housing, office accommodation, library resources, and computing resources.

One thing that I hugely appreciated was how the office and computer were all set up and ready to go for immediate use: minimizing transition costs in this way was a great boon, and was one thing that made the IAS experience compare favorably with other sabbatical experiences I've had. **Member, 2008**

Libraries

Physical use of the Institute's holdings of printed materials (books and periodicals) has decreased in mathematics and, more dramatically, in the physical sciences over the last ten years. The downward trend reflects the increased availability and use of online journals and other digital sources. Use of libraries has remained relatively constant in Historical Studies and in Social Science, but the use of online sources, such as the digital archive JSTOR, has increased dramatically. Online sessions increased from approximately 450 in 2005 to nearly 7,000 in 2007. While there is variation among Schools, disciplines, and individual users' needs and preferences, the shift toward digitally based research and communication will surely continue, along with rising expectations for access to electronic resources as an essential component of a leading research environment, particularly among a younger generation of scholars. The Institute will need to monitor and manage this trend in a way that balances the impetus for change with continuing preferences and needs for print materials by some members of the community. The increased use of electronic archives and journals in the physical sciences and, to a lesser extent, mathematics, has already had an impact on the Institute's estimates of the need for future library space and may within the next decade free up space currently used for library stacks for other purposes.

- *Continue to develop further the infrastructure that will enable greater use of digital information for research purposes.*

Information Technology

The Institute has seen a substantial growth in the use of information technology for both academic and administrative purposes over the last decade. In line with the growing importance of electronic media, the Institute's presence (number of pages) on the World Wide Web has increased enormously in recent years (fortyfold over the last decade and tenfold over the last five years), providing a means of communication within the resident and wider Institute community, making the academic work of the Institute available widely through video recordings of lectures and seminars, and providing information about the Institute and its work to the general public. Use of video conferencing has become far more common throughout the academic world than in the past. Now, having an

effective presence on the Web is essential, and this in itself requires extensive technical infrastructure. The Institute has responded in a number of ways: facilities and staffing arrangements for video recording of lectures and posting them on the Institute website have been improved and extended; and arrangements are being made to install video conferencing facilities in two frequently used multi-purpose spaces on campus, the White-Levy Room and the West Building Seminar Room. The trend toward the greater use of information technology has broad implications for future resource allocation, space planning, community outreach, and fundraising.

As in any other contemporary organization, the use of information technology pervades nearly all of the Institute's activities in ways extending from e-mail to a wide range of administrative applications, as well as general and specialized academic computing tailored to the specific needs of the Schools and individual research interests. The information technology support provided by the Institute's staff is generally regarded as excellent. Nevertheless, there are opportunities for development and improvement. In line with recommendations of the Visiting Committee on Computing, these should be realized within the context of a longer-term view and systematic approach to technological support and advancement of scholarship. For example, more can be done to make extensive resources, such as digital storage, readily available to scholars in the humanities, and arrangements for video conferencing can be made more readily available through desktop-based facilities.

- *Further extend the Institute's presence on the Web and the availability of video recordings of lectures.*

Housing

The Institute's residential character is one of its defining features and an important part of its overall attraction to scholars. Analysis of patterns of housing need among Members indicates that, presumably because of decreased family mobility, there is demand for more single-person accommodations. At the same time, there is an increasing need for accommodations for short-term visitors, including those attending small conferences in the summer. A dedicated short-term housing facility would promote and enhance interaction among conference participants and visitors, would be more efficient to operate, and would also meet indirectly the need for additional housing resulting from the expansion planned for biology. Plans have been completed and building permits have been obtained for a two-phase construction of 14 one-bedroom units followed by 5 similar units and common space. The Visitor Housing project has been designed so that it would also help to address the need for additional meeting rooms and social space discussed below.

While Members are generally happy with the Institute's housing facilities, surveys have identified some issues related to noise and exterior lighting, which the Institute is addressing. Also, the housing complex may seem relatively isolated for Members and their families who do not have cars. The frequency of the Institute's shuttle service to downtown Princeton and local area services has been increased and connections with the Princeton University shuttle system and local trains have been improved.

- *Construct the planned Visitor Housing project as soon as funding can be raised or made available.*

Meeting Rooms and Social Space

Between men of first-rate ability, collaboration or team work cannot be arranged or forced; on the other hand, collaboration and discussion will take place, where a relatively small group of scholars have abundant opportunity to discuss with one another either their own individual problems or problems that lie on the border line. **Abraham Flexner**, 1931

There is an increasing need for small and medium-sized rooms for meetings and discussion, particularly at lunchtime, close to the Dining Hall, and particularly for the School of Historical Studies and the School of Social Science. The need for more meeting and discussion space for academic purposes reflects an overall need for more space that is conducive (e.g. well-designed, schedule-friendly, conveniently located, etc.) to personal interaction. This need arises from the increased number of seminars and for spaces designed to accommodate slide presentations and other forms of media. Since seminars, which have increased over the years, are most often scheduled to coincide with lunchtime, the rooms should be close to the Dining Hall. To help address these issues, previously underused space on the third floor of Fuld Hall has been converted to a small seminar and discussion room for the School of Historical Studies, and blinds have been installed to cover the skylight in the Dilworth Room to improve its suitability for slide projection.

Srinivas Aravamudan has compared the researcher's stance to that of Rodin's Thinker on one hand, and Matisse's The Dance on the other. Solitary thought or collective choreography? These analogies convey the alternation of concentrated thought and serendipitous encounter that make up the elastic fabric of research life. The solitary scholar has always learned something new by stumbling on a book or talking to a colleague. **Mary Jacobus**, 2009

While electronic resources and communication have brought great benefits, their remote capabilities have reduced opportunities for face-to-face contact. Shifting patterns of personal interaction have implications for the way communal spaces for academic and social purposes, such as libraries, meeting rooms, and common rooms, are used, and these factors must be taken into account in the planning of how to meet future physical space requirements. The serendipitous casual interactions from which significant ideas and collaborations often result cannot be engineered, but rather should be encouraged and facilitated by a suitable built environment. The Bloomberg Hall extension is a successful example of architectural design intended specifically to promote interaction. When resources permit, new or different kinds of spaces might be considered where Faculty, Members, Visitors, and others can gather for academic discussion or social interaction.

An innovative example of fostering cross-disciplinary interaction is the After Hours Conversations program, developed by Professors Caroline Bynum and Piet Hut within the last couple of years, which has been an enormous success. However, its location, Harry's Bar on the upper level of the Dining Hall, is not an ideal venue for casual interaction in the evening and a more suitable place is needed.

- *Assess whether the needs for increased space for seminars and for social interaction can best be met, when resources permit, by the reconfiguration of spaces or by the construction of new ones.*

7 Future Strategy and Development

We have the responsibility to maintain the uniqueness of the institution, its excellence, and the contributions of the work done here. At the same time, we maintain fiscal stability and integrity. These are not easily reconciled. **Trustee, 2009**

Maintaining the Institute's special place within the academic world depends on continuing its ability to attract leading scientists and scholars as Members and, particularly, as Faculty. To attract the most distinguished and creative Faculty, the Institute must continue to provide excellent conditions, including complete academic freedom, and it must be financially stable. The Institute's ability to raise funds from foundations and individuals depends on its maintaining its unique qualities and status.

The Endowment and the Budget

The Institute's endowment provides 80% of the operating budget for its core activities.⁷ The endowment's total size, its rate of return on investment, and the annual percentage drawn from it to support operations and capital expenditure, therefore, are key indicators of financial health. The Institute raised more than \$125M over the five years from July 2004 to June 2009, including a completed \$100M campaign. During this five-year period, the endowment increased from \$472M to a peak of about \$700M in October 2007, before falling during a global recession by more than \$200M and subsequently rising to about \$525M in June 2009.⁸ The forty-year average annual yield on endowment dropped from about 12.5% in 2008 to 11.5% in 2009 and the ten-year average dropped from 9.3% to 7.4%. The annual draw on endowment (based on the year's beginning endowment value) increased from 4.5% in FY 1998 to 6.3% in FY 2004, reflecting, in part, the costs associated with extension of the Institute's activities to include biology and other new areas. The draw decreased again to 5.0% p.a. in FY 2007 and 4.9% p.a. in FY 2008 as a result of strong investment returns and successful fundraising. Because of the endowment's near zero return in FY 2008 and commitments to increased Faculty salaries and Member stipends, the percentage draw increased in FY 2009; it would have increased to 6.3%, but, thanks to savings implemented against the budget and increases in income, the draw was kept to 5.5% for FY 2009.⁹ Despite the endowment's -17.3% return for FY 2009, with the benefit of reductions in operating and capital expenditures and the extremely generous support provided by Trustees, the draw is projected to be no more than 5.6% for FY 2010 (4.7% based on the endowment's three-year trailing average value, which provides a more stable guide to spending policy). Further economies and support pledged by Trustees should keep the draw below 6% through FY 2012.

Government funding (NSF, DoE, NEH, etc.) requirements may include contingencies that constrain the Institute's ability to select Members solely on the basis of their achievements and potential. Further, becoming more dependent on such funding risks the Institute's independence and could compromise its pursuit of its mission.

A significant reduction in the Institute's size in the short term would hardly be possible and, in any case, would entail considerable reputational risk. So, for the finances of the Institute to remain stable beyond 2012 without a substantial reduction in size, either the endowment value will need to increase or substantial sums will need to be raised each year for the operating budget.

7. See Appendix E, p. 41.

8. See Appendix E, p. 42 (Figure A).

9. See Appendix E, p. 42 (Figure B).

Fundraising and Public Affairs

An external assessment of the Institute's Development and Public Affairs functions was conducted as part of the Decadal Review process. The assessment was based on a review of fundraising plans, written materials, and interviews with Institute Faculty, staff, and Friends of the Institute. The report concluded that the Institute has built a well-designed and effective Development and Public Affairs operation. It noted in particular that funds raised in recent years have increased significantly and that the Institute's printed materials and publications are both well-written and attractive. While the Development program has been successful, three areas were identified where more should be done to support the Institute's funding needs, particularly given the challenges of the current economic climate: increase the pace of fundraising; enlarge the pool of major gift prospects; and secure more direct involvement of the Trustees in fundraising efforts.

- *Strengthen the endowment in order to enable the Institute to pursue its mission successfully.*

The Size of the Institute

If we get big we will spoil everything, because the kind of intimacy, the kind of understanding, the kind of comradeship that is possible in a place of this size is hard to maintain in a place ten times as big. **J. Robert Oppenheimer**, 1954

Knowledge is growing at such a pace—fields are growing at such a pace. Interdisciplinary areas are growing at such a pace, one has to make choices ... there is no obvious right size, but, certainly, to go much further than you have gone already would begin to change the character.... You want to be a residential community. You want to be an interactive community. There's no one magic number for that size, but you certainly can begin to feel when it's cracking. **Neil Rudenstine**, 2009

The Institute was founded to be a small institution, centered on fundamental research, and intended to grow only gradually when appropriate and when resources permitted. The Institute has grown slowly over the decades, with the number of Professors remaining at about 22 from 1960 to 2000. Following the last Decadal Review, a number of initiatives were taken, including the addition of biology, theoretical computer science, and East Asian studies, which have gradually increased the number of Faculty to 28 at present.¹⁰

In order to secure the development of biology at the Institute, a third Professorship is planned for that area. Arguments have been made for additional Professorships in other areas. However, much of the Institute's strength and character derives from the fact that it has remained organizationally small and flexible. Arguments for further growth, therefore, must be weighed carefully against the potentially adverse consequences of expansion; for example, over-taxing of central facilities, such as the Dining Hall, which might be difficult or costly to expand; loss of the sense of community; and reduced administrative responsiveness and flexibility. Moreover, additional posts would need to be financed at full true cost (\$10M for a Professorship; \$2.5M for a Membership; hence \$20M would be required for a Professorship with four associated Memberships) if the Institute is not to be weakened financially.

- *Weigh carefully any arguments for growth against the adverse consequences of increased size.*

10. See Appendix E, p. 43.

8 Conclusion

I think what everyone echoes is this sense that the Institute is immensely successful and I can tell you I can go to no meeting of European institutes without it always being stressed how amazing it is that after all these decades, the Institute for Advanced Study Princeton is undoubtedly the leading institution. **Björn Wittrock, 2009**

If someone were to ask me what the really hard issues are for the Institute, it's going to be making choices. Knowledge is expanding at an extraordinary rate. New disciplines are getting formed, recombined, and you just can't do it all. Some of the most successful programs at the Institute have made choices right from the very beginning as to what they're going to cover and what they're not going to cover, and they continue to focus on where they can really make a difference given the resources. **Harold Shapiro, 2009**

I think the Decadal Review process itself is quite good. . . . But there needs to be more tracking of how we're doing. . . . Are we moving in the right direction, based on the recommendations? The areas of improvement should be what the Board focuses on for the next years. **Trustee, 2009**

As a result of its self-examination over the years, the Institute has evolved successfully while holding remarkably true to its mission. The challenge is, and has always been, to balance the Institute's rich scholarly traditions—the desire to maintain the ethos and practices that have been successful—with the need to adapt to the changing academic world in which it exists. This balance implies that many essential characteristics of the Institute should *not* change. Indeed, there were many indications in comments from Faculty, Members, and Trustees, often expressed in glowing language and superlatives or forceful advice, that the Institute is doing exactly what it should be doing, and cautioning against change for its own sake.

On the other hand, over the decades, where appropriate, and not least in recent years, the Institute *has* changed markedly, responding to areas where science and scholarship are advancing and, as a result, the range of disciplines represented has broadened substantially. In recent years, appointments have been made in Islamic history, theoretical computer science, theoretical and mathematical economics, East Asian studies, systems biology, particle physics phenomenology, theoretical cosmology, and social and medical anthropology. In this way, the Institute has demonstrated the plasticity advocated by Abraham Flexner, while remaining committed to fostering curiosity-driven research and retaining the smallness of scale that he envisioned.

The conclusions and recommendations in this report reflect a general finding that the Institute overall is strong and healthy. That said, there is of course room for improvements. Many of these are in the nature of needed adjustments or fine tuning that would help to position the Institute for continued or further success in key areas: ensuring the quality, diversity, and proper support for the Faculty and Members; adapting to technological change; providing an appropriate physical infrastructure; maintaining and extending opportunities for the exchange of ideas through personal interaction; enhancing staff training and communication; strengthening the sense of

community life; ensuring long-term financial stability; and optimizing the leadership provided by the Trustees.

Central to the recommendations arising from the Decadal Review are three conclusions: first, that the mission of the Institute, of advancing disinterested fundamental research, remains at least as relevant today as at its founding; second, that the size and scope of the Institute are now appropriate for its mission and that its essential character would be endangered by further expansion; and, third, all the more important in the present global financial context, that its endowment must be strengthened in order to secure the Institute's ability to provide its Faculty and Members with complete academic freedom to pursue curiosity-driven research, unconstrained by pressures from external funding sources.

To achieve these related goals of stability of scale and adequacy of financial resources will require sustained effort. The recommendations in this report provide the elements of a broad-based strategy for addressing the issues that have emerged in the course of the Decadal Review. Where these recommendations are accepted by the Board, the Director with the Institute's staff should provide plans for implementing these recommendations and the associated more specific action items of the various constituent reports. Where appropriate, this should include mechanisms to monitor the progress and effectiveness of the actions taken, and the Director should report to the Board periodically on the implementation of the recommendations contained in this Report.

Summary of Recommendations

The Faculty

1. Ensure the continued competitiveness of Faculty salaries while retaining a uniform salary structure.
2. Increase research and travel support for Emeritus Faculty when resources allow.
3. While preserving the relevant School Faculty's ultimate responsibility for nominating Professors, formalize the practice of seeking input from external advisory committees at an early stage whenever practicable.
4. Continue to make every effort to include qualified women and members of other underrepresented groups among the candidates considered for Professorships.

The Members

5. While continuing to select Members only on the basis of attainment and promise, continue to make strong efforts to encourage applications from as diverse a pool of candidates as possible.
6. Invite senior women as visitors and seminar speakers wherever appropriate.
7. Increase the level of stipends and support for research and travel dislocation for Members in order to be competitive with comparable institutes.

8. Increase the level of support for Members' health insurance to 80% when possible.
9. Continue to improve arrangements for mentoring younger Members in the School of Natural Sciences and the School of Mathematics.
10. Seek resources to provide Visiting Professorships in each of the Schools.

Governance

11. Implement as appropriate the recommendations of the Governance assessment.

The Staff

12. Continue to extend opportunities for staff development and training, particularly in order to increase capabilities for coverage when colleagues are overstretched or absent.
13. Continue to seek to improve lines of communication and to provide opportunities for collaboration between departments.

Facilities and Services

14. Continue to develop further the infrastructure that will enable greater use of digital information for research purposes.
15. Further extend the Institute's presence on the Web and the availability of video recordings of lectures.
16. Construct the planned Visitor Housing project as soon as funding can be raised or made available.
17. Assess whether the needs for increased space for seminars and for social interaction can best be met, when resources permit, by the reconfiguration of spaces or the construction of new ones.

Future Strategy and Development

18. Strengthen the endowment in order to enable the Institute to pursue its mission successfully.
19. Weigh carefully any arguments for growth against the adverse consequences of increased size.

Sources of Quotations

- p. 4 The Institute should be small and plastic... **Abraham Flexner**, *Founding Director of the Institute (1930-39)*.
- p. 8 In some ways, the Institute is like an intellectual kibbutz... **Richard Shweder**, *Year-end report, Member, School of Social Science, 2009*.
- p. 10 In astrophysics, the view over the last couple of decades... **Scott Tremaine**, *Richard Black Professor, School of Natural Sciences; Roundtable Participant, 2009*.
- p. 10 The advice and mentoring I got at the Institute... **Member** in a response to the Decadal Review Survey, 2008.
- p. 12 Staff members, without observable exception, hold the academic work... **Thomas Wilfrid**, *Report on consultations with staff, 2008*.
- p. 12 My experience at the IAS was unique... **Member** in a response to the Decadal Review Survey, 2008.
- p. 13 We enjoyed our stay at the Institute enormously... **Member** in a response to the Decadal Review Survey, 2008.
- p. 13 One area where IAS stands head and shoulders above ... **Member** in a response to the Decadal Review Survey, 2008.
- p. 14 One thing that I hugely appreciated was... **Member** in a response to the Decadal Review Survey, 2008.
- p. 16 Between men of first-rate ability... **Abraham Flexner**, *Founding Director of the Institute (1930-39), Confidential Memorandum to the Institute Board of Trustees, September 26, 1931*.
- p. 16 Srinivas Aravamudan has compared the researcher's stance... **Mary Jacobus**, *Director, Center for Research in the Arts, Social Sciences and Humanities, University of Cambridge; Roundtable Participant, 2009*.
- p. 17 We have the responsibility to maintain the uniqueness of the institution... **Trustee**, 2009.
- p. 18 If we get big we will spoil everything... **J. Robert Oppenheimer**, *Director of the Institute (1947-66), interview with Edward R. Murrow, December 1954*.
- p. 18 Knowledge is growing at such a pace... **Neil Rudenstine**, *President Emeritus, Harvard University; Roundtable Participant, 2009*.
- p. 19 I think what everyone echoes is this sense that the Institute is immensely successful... **Björn Wittrock**, *University Professor and Principal, Swedish Collegium for Advanced Study, Uppsala; Roundtable Participant, 2009*.
- p. 19 If someone were to ask me what the really hard issues are... **Harold Shapiro**, *President Emeritus, Princeton University; Roundtable Participant, 2009*.
- p. 19 I think the Decadal Review process itself is quite good.... But there needs to be more tracking of how we're doing.... **Trustee**, 2009.

Appendix A: Decadal Review Charge Statement

The Institute for Advanced Study was founded with the aims of providing an institution where scientists and scholars could pursue fundamental research, free both from the distractions of teaching and administration and from the requirements of pursuing predetermined outcomes or short-term goals. Thanks to the generosity of its founders and subsequent benefactors, and the independence from outside pressures that this has provided, the Institute has remained remarkably true to this mission. Indeed, it was the “express wish” of the founders, stated in their letter of invitation to the first Trustees, that the fundamental aim of the Institute should never be modified. However, it is appropriate that the Institute should review how this mission should be interpreted in the present context, both of the world of scholarship and of the world beyond, and also how well the Institute is fulfilling its mission.

At the time of the last Decadal Review, the growth in the number of institutes for advanced study around the world was remarked upon. Internationally, this growth has increased. None of these institutes is a clone of the Institute for Advanced Study, but their citing of the Institute as a model or its success as a motivation for their own establishment demonstrates the value of the Institute as a paradigm. The “product” of the Institute comprises the research performed by its Faculty and Members, the impact the Institute has on the academic development of its Members, former Members, and those with whom they come into contact, and its value as a model for the development of other institutions and for the maintenance of the values of disinterested research.

This development of new institutions may be seen as a reaction both to the perceived success of the Institute, and the institutes modeled on it, and to increased pressures in the universities. These pressures include an increased demand for short-term accountability, the somewhat mechanistic allocation of resources according to short-term performance metrics, and requirements that research have demonstrable relevance to the economy and wealth creation. They run exactly counter to the philosophy articulated by Flexner in his essay on the *Usefulness of Useless Knowledge*, which has been the guiding spirit of the Institute throughout its history.

The Decadal Review offers an opportunity to consider the implications that the alternative opportunities, provided by this growing number of institutes, might have on the way the Institute should pursue its mission. Also, the support and facilities currently offered by the Institute need to be considered in this competitive context.

One of the features that remains special to the Institute is its character as a residential community; almost all the Members and many of the Faculty and Emeritus Faculty live on or very close to the campus. However, this is much more true of the Emeritus Faculty than those recently appointed. Reversing this trend depends in part on the successful implementation of the Faculty Housing project, but it is worth considering what else is being done or could be done besides this to enhance the Institute as a residential community in terms of housing, and also, more broadly, through the cultural and other resources provided at the Institute.

From the beginning, Flexner stressed the crucial importance of the quality of the Faculty in building an institution and it was to this, rather than the physical environment, to which he devoted his

attention. The Institute's success has always been dependent on the selection and appointment of the permanent Faculty more than any other process. The appointment procedure developed over recent decades strikes a balance between the need to allow all members of the Faculty a say in all permanent appointments and the desirability of avoiding the sort of internal dissension, publicly displayed, that has occasionally riven the Institute in the past. Great care is taken in the process but consideration should be given to whether our processes of getting external advice in making Faculty appointments remain adequate.

Over the years, Professorships at the Institute have usually been very attractive to potential candidates, but circumstances are changing. Far from the Institute being satirized as "The Institute for Advanced Salaries" as it once was, those considering the offer of a Professorship at the Institute now not infrequently suffer a pay cut. Further opportunity to pursue research, relatively free from other duties, once an almost unique feature of the Institute, is quite commonly offered to "star" academics by leading universities. The terms, conditions, and benefits offered to the Faculty need to be reconsidered in the light of this.

A principal responsibility of the Faculty is the selection of Members. The Members of the Institute form a body that is arguably as diverse as ever and very international in character. An application to any of the Institute's four Schools can be initiated from the World Wide Web. There is no shortage of excellent applicants but the Institute should always be considering whether the net is being cast widely enough.

The financial independence of the Institute has been a crucial factor in all that it has achieved and the key to this is the endowment. Its importance has increased in recent years because the pressures in academia referred to earlier have been manifested through many grant-giving bodies, including many foundations as well as government agencies, becoming more programmatic and agenda-driven. Thus, their objectives do not fit well with the ethos of the Institute, where the Members are free to pursue their intellectual curiosity wherever it leads them. Given the likely increasing dependence on internal resources, the health of the endowment is ever more important.

A significant change in the last twenty years is a marked growth in outreach activities. Originally, it was thought that, in order to discharge its mission, the Institute needed to be removed from the world. Today, the Institute still provides a sort of sanctuary from the increasing maelstrom of academic life but the quietude of the Institute and its setting, evocative of and conducive to its purpose, is not seen as incompatible with an involvement in outreach either in the local community or more widely through, e.g., MSI and PCMI. A balance between such activities and the core purposes of the Institute needs to be actively maintained.

Summary of Questions for the Decadal Review

1. How should the mission of the Institute, to foster the disinterested pursuit of research into fundamental questions in the sciences and humanities, be interpreted in the contemporary context?
2. How well is the Institute fulfilling that mission? What is the long-term impact of the research performed at the Institute? What benefits do Members derive from their time at the Institute?

3. What is the impact on the Institute of the prolific formation of new institutes for advanced study around the world? Has it lost its unique status and, if so, does that matter?
4. Do the pressures that have led to the proliferation of similar institutes have implications for the Institute?
5. How competitive is the Institute in attracting Members, in terms of the opportunities, support offered, and selection procedures ensuring excellence, when compared with the ever-growing number of other institutes for advanced study and similar centers?
6. Are the terms, conditions, and benefits offered to Faculty sufficiently competitive?
7. What can be done to enhance the life of the Institute as a residential academic community?
8. Does there need to be any modification or further codification of the process for the appointment of Professors?
9. Should more be done to widen the pool and diversity of applicants for Membership and/or otherwise make the selection process continue to yield excellent Members?
10. How effective is the relationship between the Institute and its Board of Trustees?
11. Are the financial resources of the Institute adequate to meet likely future needs? What more can be done to ensure that we have adequate resources?
12. Could or should the Institute do more by way of outreach either locally, nationally, or globally? Is the right balance being struck between the core mission of the Institute, fostering intelligent and supportive relationships within the local community and beyond, and using the status and influence of the Institute to promote important objectives related to science and scholarship nationally and internationally when opportunities arise?

Appendix B: Schedule of Decadal Review Activities

2006

December

Special Assistant to the Director is appointed with responsibility for coordinating all activities of the Decadal Review. An analysis is made of implementation of the recommendations of the previous Decadal Review.

2007

January–April

An outline schedule of activities and a timeline for the Decadal Review are established.

Chairs and members of the Visiting Committees for each of the Schools are identified and recruited in consultation with the Faculties of the relevant Schools.

May

Formation of Visiting Committees continues. The Director and Co-Chairs of the Decadal Review Committee report to the Board on the overall plan for the project and invite broad participation from the Trustees.

June–November

Materials are collected and logistical plans made for each of the Visiting Committees.

December

The Visiting Committees for the School of Natural Sciences and the School of Social Science conduct their visits.

2008

January–February

The Visiting Committees for the School of Natural Sciences and the School of Social Science submit their reports to the Director and the reports are forwarded to the respective School Faculties for comment.

February–March

The Institute engages a consultant to elicit feedback from staff members about their role in relation to the mission of the Institute. Nine group meetings take place, each involving 10–15 individuals, mixed with respect to job level, organizational unit, and years of service.

The Visiting Committees for the School of Mathematics and the School of Historical Studies conduct their visits.

April

The Visiting Committees for the School of Mathematics and the School of Historical Studies submit their reports to the Director and the reports are forwarded to the respective School Faculties for comment.

May

The School Visiting Committee reports and Faculty responses are submitted to the Board of Trustees and the Charge to the Decadal Review Committee is approved.

May–October

Two online surveys of Members, one of current Members and one of current and former Members over the last five years, concerning academic and practical aspects of their stays at the Institute, are conducted. An extensive file of institutional data is compiled to help inform the Decadal Review process.

TCC Group is engaged to conduct an external review of the Institute's governance.

The Decadal Review Committee holds meetings with the Faculty of the School of Natural Sciences (June) and the School of Social Science (September).

The report on consultation with staff is received (September).

October–December

TCC Group conducts telephone interviews with current and former members of the Board of Trustees, and an online survey of Trustees as part of its review of the Institute's governance.

The Decadal Review Committee meets with the Faculty of the School of Mathematics (December).

2009

January

The Decadal Review Committee meets with the Faculty of the School of Historical Studies.

A Visiting Committee composed of academics and information technology professionals reviews the academic and administrative computing functions at the Institute.

February

TCC Group consultants submit their Report on Governance.

March

The report of the Visiting Committee on Computing is received.

The Co-Chairs of the Decadal Review Committee and Director meet with a group of other Trustees to consider preliminary findings, a possible framework for the final report, and further steps that may be required to complete the process.

A Roundtable on Interdisciplinarity with participation of Institute Faculty and Trustees, and distinguished external academics, takes place in New York City.

April

Two additional Roundtables (Reconfiguration and The Role of Institutes for Advanced Study) take place in New York City.

The Co-Chairs of the Decadal Review Committee hold a day-long series of small group meetings at the Institute with Members from each School and with administrative staff, and meet with the Director.

May

Tentative conclusions for a final report are presented to the Board of Trustees at its May meeting.

June–August

Raybin Associates is engaged to conduct an external assessment of the Institute's Development and Public Affairs functions. The assessment involves interviews with Institute Administrators, Development and Public Affairs staff, School Administrative Officers, Faculty, Trustees, and Friends leadership.

September

The Co-Chairs of the Decadal Review Committee and the Director meet with Faculty representatives from all four Schools to discuss preliminary conclusions for the final report.

October

Raybin Associates submit their report on Development and Public Affairs.

A draft final report is presented to the Board of Trustees. It is agreed that after amendment and after Faculty consultation, a proposed final version of the Report will be presented to the Trustees Executive Committee at its next meeting in February 2010.

2010

January–February

The report document and appendices are revised, including changes resulting from comments by Trustees and Faculty.

A proposed final version of the Report is submitted at the Board of Trustees Executive Committee meeting (February).

Appendix C: Reports Received and Discussions Held by the Decadal Review Committee

1. Reports of the Visiting Committees for the Schools

a. School of Natural Sciences – January 2008

Harold Shapiro (*Chair*), *President Emeritus, Professor of Economics and Public Affairs, Princeton University*; J. Richard Bond, *University Professor and Director, Canadian Institute for Advanced Research Cosmology and Gravity Program, University of Toronto*; Shrinivas Kulkarni, *Professor of Astronomy and Planetary Sciences, California Institute of Technology*; Marc Kirschner, *Professor of Systems Biology and Chair, Department of Systems Biology, Harvard Medical School*; Michael Wigler, *Professor and Head, Mammalian Cell Genetics Section, Cold Spring Harbor Laboratory*; Michael Green, *Professor of Theoretical Physics, University of Cambridge*; Stephen Shenker, *Professor of Physics, Stanford University*; Helen Quinn, *Professor of Physics, Stanford Linear Accelerator Center*; Joel Lebowitz, *Professor of Mathematics and Physics and Director, Center for Mathematical Sciences Research, Rutgers University*.

b. School of Social Science – January 2008

David Baltimore (*Chair*), *President Emeritus and Professor of Biology, California Institute of Technology*; George Akerlof, *Professor of Economics, University of California, Berkeley*; Jonathan Cohen, *Professor of Psychology, Princeton University*; Jonathan Cole, *Professor of Sociology, Columbia University*; Carl Elliott, *Professor of Medicine and Medical Ethics, University of Minnesota*; John Ferejohn, *Professor of Political Science, Stanford University*; Sanford Levinson, *Professor of Government, University of Texas School of Law*; Sherry Ortner, *Professor of Anthropology, University of California, Los Angeles*; Nancy Rosenblum, *Professor of Political Theory, Harvard University*; William Sewell, *Professor of History and Politics, University of Chicago*.

c. School of Mathematics – April 2008

David Baltimore (*Chair*), *President Emeritus and Professor of Biology, California Institute of Technology*; Enrico Arbarello, *Professor of Geometry, University of Rome*; John Ball, *Professor of Natural Philosophy, University of Oxford*; Laurent Clozel, *Professor of Mathematics, Université Paris-Sud*; Sun-Yung Alice Chang, *Professor of Mathematics, Princeton University*; Carlos Kenig, *Professor of Mathematics, University of Chicago*; Tomasz Mrowka, *Professor of Mathematics, Massachusetts Institute of Technology*; Michael Sipser, *Chair, Department of Mathematics, Massachusetts Institute of Technology*; S. R. Srinivasa Varadhan, *Professor of Mathematics and Statistics, Courant Institute of Mathematics, New York University*.

d. School of Historical Studies – April 2008

Harold Shapiro (*Chair*), *President Emeritus, Professor of Economics and Public Affairs, Princeton University*; Keith Baker, *Professor in Humanities and Early Modern European History, Stanford University*; Shadi Bartsch, *Professor of Classics, University of Chicago*; Robin Fleming, *Professor of History, Boston College*; R. Stephen Humphreys, *Professor of Islamic Studies and History,*

University of California, Santa Barbara; Paul Kennedy, Professor of History, Yale University; Joseph Koerner, Professor of Art History, Courtauld Institute of Art, London; Robin Yates, Professor of Chinese History, McGill University.

2. School Responses to Respective Visiting Committee Reports

a. School of Natural Sciences – April 22, 2008

b. School of Social Science – June 12, 2008

c. School of Mathematics – August 18, 2008

d. School of Historical Studies – October 2, 2008

3. Follow-up Meetings with School Faculty

a. School of Natural Sciences – June 16, 2008

b. School of Social Science – September 15, 2008

c. School of Mathematics – December 18, 2008

d. School of Historical Studies – January 23, 2009

4. Report on Staff Input, September 2008

by Thomas Wilfrid, Consultant

5. Report on Governance, February 2009

by TCC Group, New York

6. Report of the Visiting Committee on Computing, March 2009

Ira H. Fuchs (Chair), Vice President for Research in Information Technology, Andrew W. Mellon Foundation; Boaz Barak, Assistant Professor, Department of Computer Science, Princeton University; Joseph R. Blasi, Professor, School of Management and Labor Relations, Rutgers University; George Laskaris, Executive Director, NJEdge.Net; Peter G. Martin, Professor, Canadian Institute for Theoretical Astrophysics, University of Toronto.

7. Discussion of Preliminary Conclusions with Trustees, March 2009

8. Roundtable Discussions

a. Interdisciplinarity – March 21, 2009

Harriet Zuckerman (Moderator), Senior Vice President, Andrew W. Mellon Foundation, Professor Emeritus of Sociology, Columbia University; David Gross, Director, Kavli Center for Theoretical Physics, University of California, Santa Barbara; Geoffrey Harpham, President and Director, National Humanities Center; David Mumford, Professor Emeritus of Applied Mathematics, Brown University; Josiah Ober, Professor of Political Science, Stanford University; Richard Shweder, Professor of Human Development, University of Chicago.

b. Reconfiguration – April 13, 2009

Martin Rees (*Moderator*), *Professor of Cosmology and Astrophysics, Master of Trinity College, Cambridge, President of the Royal Society, IAS Trustee*; Paul Ginsparg, *Professor of Physics and Computing and Information Science, Cornell University*; Lenore Grenoble, *Professor of Slavic Linguistics, University of Chicago*; Kevin Guthrie, *Chairman, JSTOR Board of Trustees*; Andrew Odlyzko, *Professor of Mathematics, University of Minnesota*; Theda Skocpol, *Professor of Sociology and Political Science, Harvard University*.

c. The Role of Institutes for Advanced Study – April 18, 2009

Vartan Gregorian (*Moderator*), *President, Carnegie Corporation of New York, IAS Trustee*; Ralph Cicerone, *President, National Academy of Sciences*; Mary Jacobus, *Director, Center for Research in the Arts, Social Sciences and Humanities, University of Cambridge*; Neil Rudenstine, *Chairman, ARTSTOR, President Emeritus, Harvard University*; Harold Shapiro, *President Emeritus and Professor of Economics and Public Affairs, Princeton University*; Björn Wittrock, *University Professor and Principal, Swedish Collegium for Advanced Study, Uppsala*.

9. Meetings with Members, Staff, and Director, April 2009

10. Meeting with Faculty Representatives from All Four Schools, September 2009

11. Report on Development and Public Affairs, October 2009

by Raybin Associates, New York

Appendix D: Charge to the Visiting Committees for the Schools

Mission of the School

Is the School fulfilling its stated mission?

- How does the School see its role in relation to the larger scholarly world with which it is connected?
- Is the School helping to shape scholarship, and in what ways?
- Is the School enabling scholarship here that would otherwise not be possible?
- How does the School differentiate itself from university departments and other institutes?

Members

Is the visiting member program working well?

- Is the School attracting the best scholars in their areas of specialization? Are the age distribution and range of interests satisfactory? Is the selection process working well?
- Are the terms of appointment (length, residence requirements, etc.) appropriate?
- Do the visiting Members perform important research at the Institute? In what ways is the experience of the visiting Members here formative?
- Are there good interactions between visiting Members and the permanent Faculty?
- Are the stipends adequate?
- Are there things that could be done that would make the tenure of visiting Members more productive or more pleasant?

Permanent Faculty

Do the permanent Faculty provide appropriate intellectual leadership?

- Are Faculty members' roles properly defined?
- Do the fields represented by the Faculty indicate a focus, or balance, or spread of areas appropriate to the School's definition of its purpose and role?
- Are the Faculty members effective in their work?
- Are the Faculty members leading their fields forward? Is their work innovative, as well as contributing to contemporary scholarship? ¹
- Is the Faculty salary adequate?
- What considerations should the School take into account for future planning?
 - Are there areas of particular vitality or areas that may be of less importance in the future?
 - Should the School be thinking of particular areas not now represented?
 - What advice should be given to the School in appointing replacements for those Faculty members who may retire in the next few years?

Special Programs and Distinguished Visiting Professorships

- Are the Visiting Members leading their fields forward? Is their work innovative, as well as contributing to contemporary scholarship? (see footnote)
- Should there be more such activity—is the balance right?
- Should these programs be large or small?
- Are there programs and activities the School should be planning?

1. Presumably, contributions to contemporary scholarship already involve innovation, but one can ask whether the School's Faculty and Visitors are going beyond this level of innovation and opening new directions through their research.

Relations Between the School and the Larger Community

- Are there ways that should be considered to promote better interactions between the School and: other Schools? the larger Institute community? Princeton University?
- Are there other synergistic relationships that should be considered?
- How can these relationships be made as mutually beneficial as possible?

Financial Support

- Is the financial support for the School sufficient?
- Are there areas that require special consideration or emphasis in this context?

Physical Facilities and Administrative Arrangements

- Are the physical facilities (office space, housing for Members) adequate?
- Are administrative assistance and support services adequate?
- Are the library and computing resources adequate?
- Are childcare facilities, dining services, and recreational areas adequate?
- Are there changes or improvements in any other administrative areas that should be considered?

Summary Considerations

- How would the Committee assess the School's overall strengths?
- How would the Committee assess the School's overall effectiveness in implementing its self-described mission?
- What are the notable problems and issues for the future?

Additional Suggestions

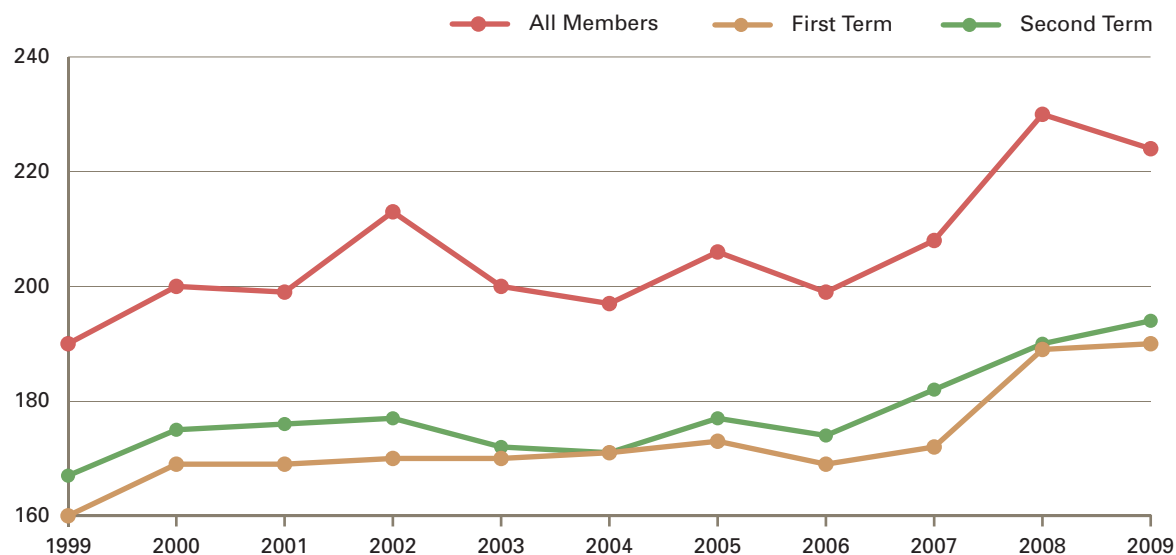
- Does the Committee have any other suggestions for improving the School or enhancing its contributions?

Appendix E: Selected Institutional Data

List of Charts

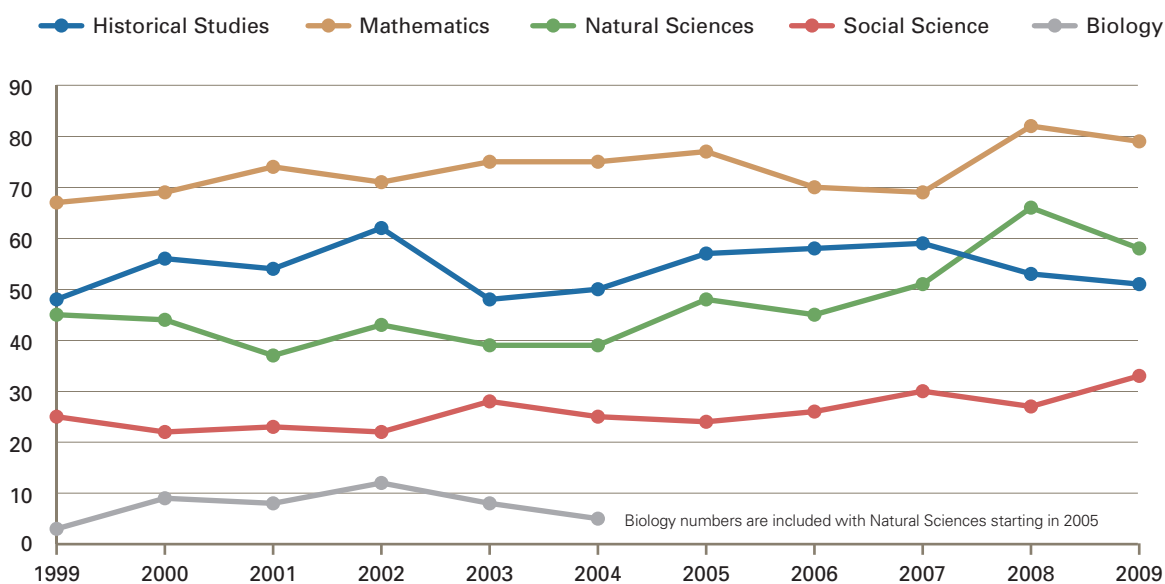
Number of Members, Fiscal Years 1999–2009	35
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Number of Members Fiscal Years 1999-2009



Fiscal Year	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
All Members	190	200	199	213	200	197	206	199	208	230	224
First Term	160	169	169	170	170	171	173	169	172	189	190
Second Term	167	175	176	177	172	171	177	174	182	190	194

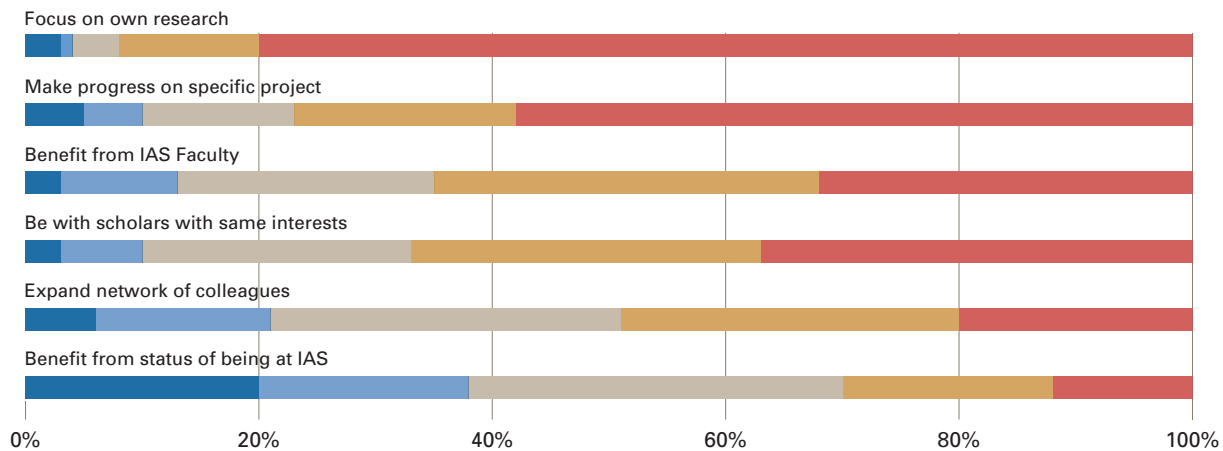
Number of Members by School Fiscal Years 1999-2009



Fiscal Year	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Historical Studies	48	56	54	62	48	50	57	58	59	53	51
Mathematics	67	69	74	71	75	75	77	70	69	82	79
Natural Sciences	45	44	37	43	39	39	48	45	51	66	58
Social Science	25	22	23	22	28	25	24	26	30	27	33
Biology	3	9	8	12	8	5					

Goals of Members

Survey 2008 What were your major goals in coming to the Institute?

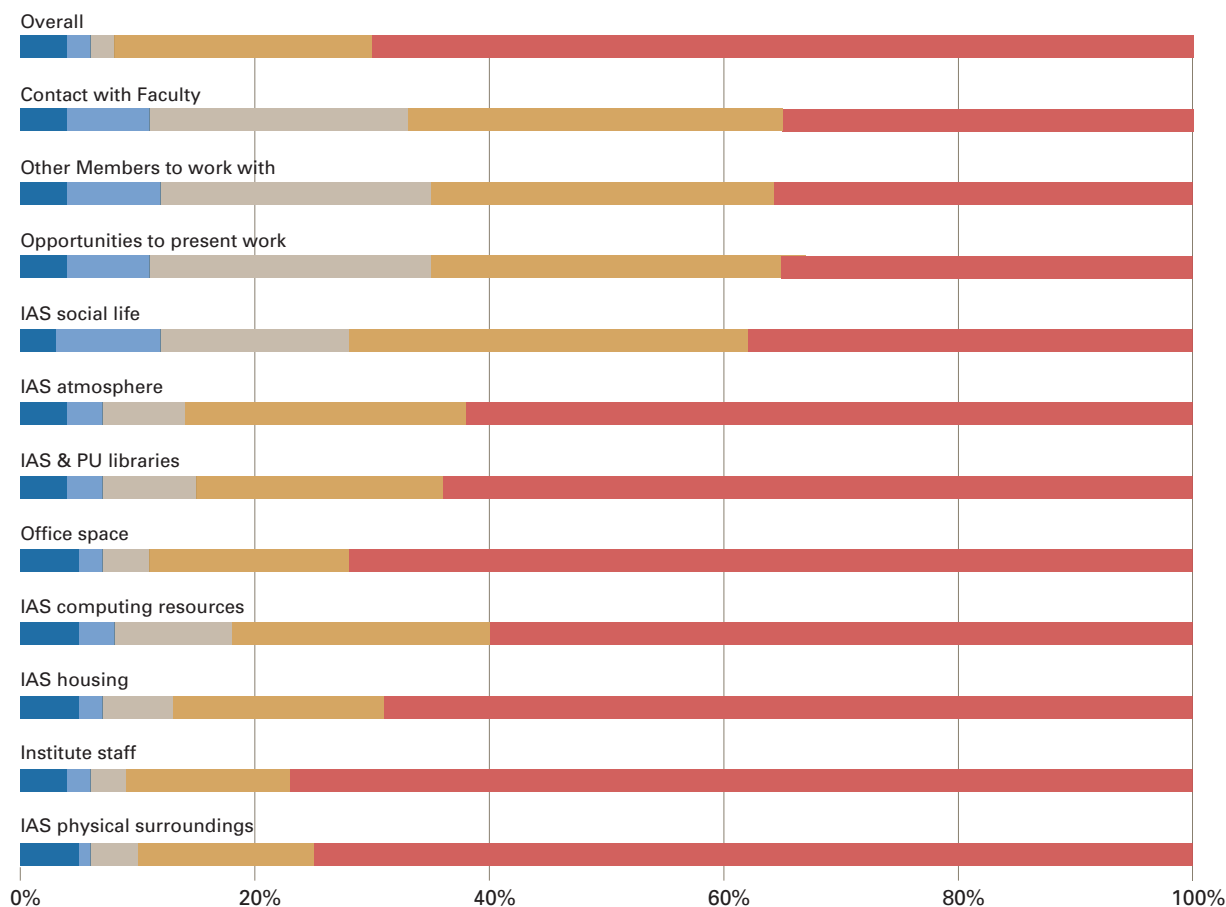


Focus on own research	3%	1%	4%	12%	80%
Make progress on specific project	5%	5%	13%	19%	58%
Benefit from IAS Faculty	3%	9%	22%	33%	32%
Be with scholars with same interests	3%	7%	23%	30%	38%
Expand network of colleagues	6%	15%	29%	29%	20%
Benefit from status of being at IAS	20%	17%	32%	18%	12%

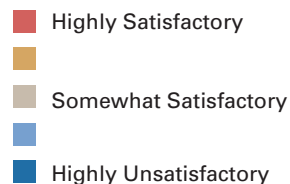
■ Highly Important
■
■ Somewhat Important
■
■ Not Important

Members' Satisfaction with Institute Experience

Survey 2008 Please evaluate your experience at the Institute for each of the following:

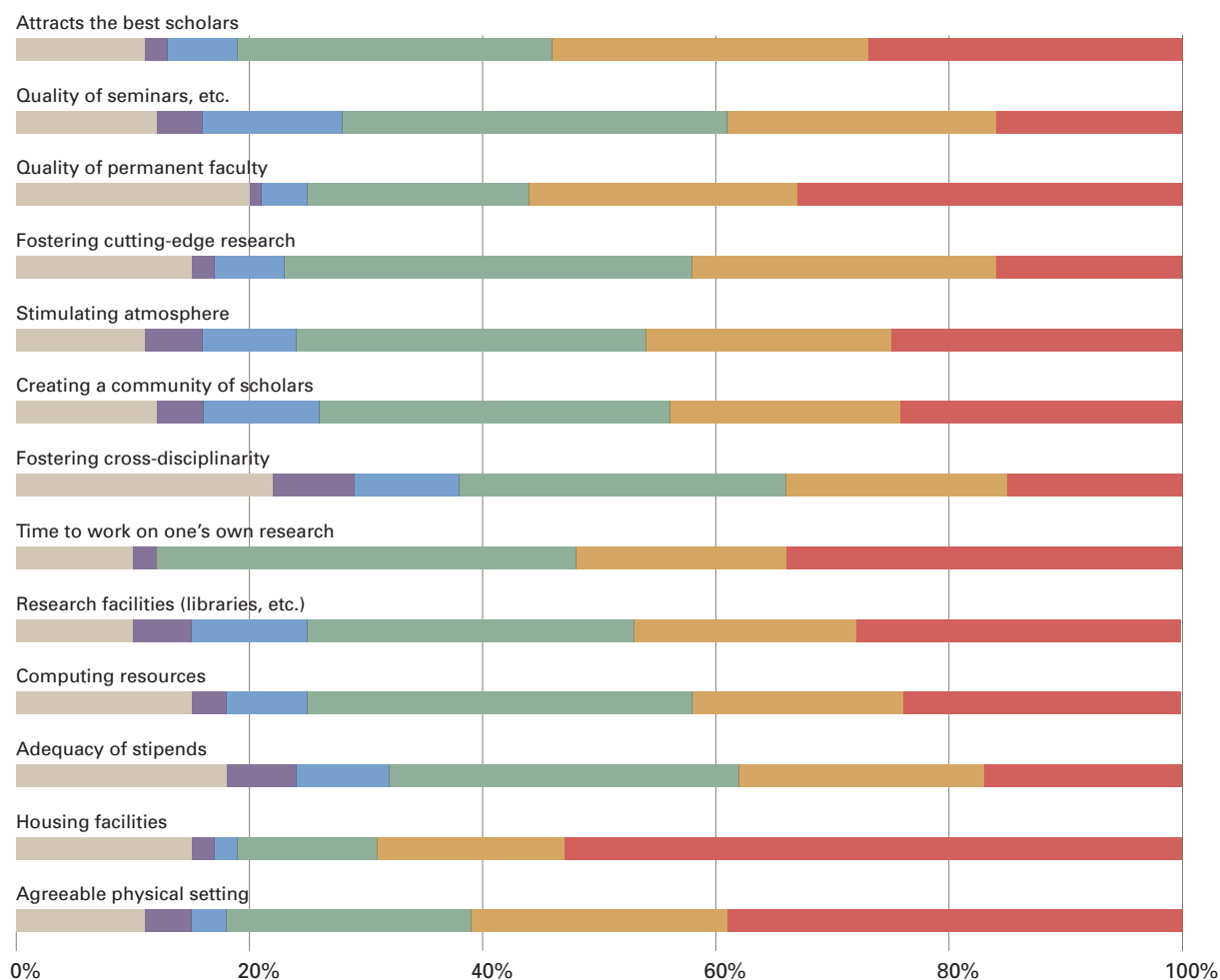


Overall	4%	2%	2%	22%	68%
Contact with Faculty	4%	7%	22%	32%	34%
Other Members to work with	4%	8%	23%	30%	35%
Opportunities to present work	4%	7%	24%	32%	34%
IAS social life	3%	9%	16%	34%	39%
IAS atmosphere	4%	3%	7%	24%	62%
IAS & PU libraries	4%	3%	8%	21%	64%
Office space	5%	2%	4%	17%	72%
IAS computing resources	5%	3%	10%	22%	60%
IAS housing	5%	2%	6%	18%	69%
Institute staff	4%	2%	3%	14%	77%
IAS physical surroundings	5%	1%	4%	15%	75%



Comparison with the Best of Other Institutes

Survey 2008 How does IAS compare with the best among other institutes where you have been with respect to each of the following?



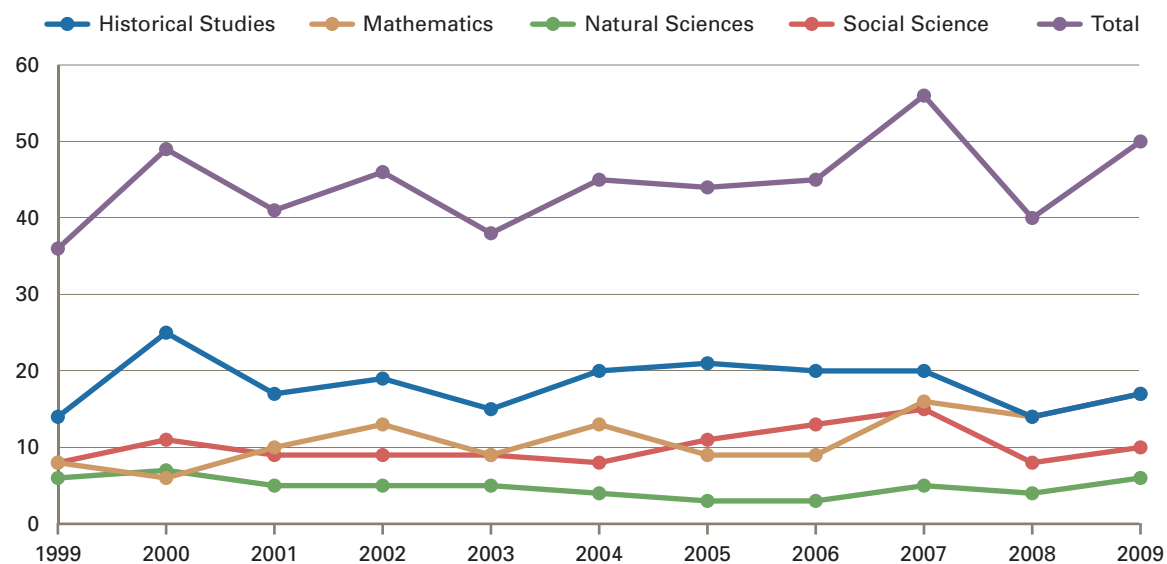
Attracts the best scholars	11%	2%	6%	27%	27%	27%
Quality of seminars, etc.	12%	4%	12%	33%	23%	16%
Quality of permanent faculty	20%	1%	4%	19%	23%	34%
Fostering cutting-edge research	15%	2%	6%	35%	26%	15%
Stimulating atmosphere	11%	5%	8%	30%	21%	25%
Creating a community of scholars	12%	4%	10%	30%	19%	24%
Fostering cross-disciplinarity	22%	7%	9%	28%	19%	15%
Time to work on one's own research	10%	2%	0%	36%	18%	34%
Research facilities (libraries, etc.)	10%	5%	10%	28%	19%	27%
Computing resources	15%	3%	7%	33%	18%	23%
Adequacy of stipends	19%	6%	8%	30%	21%	17%
Housing facilities	15%	2%	2%	12%	16%	53%
Agreeable physical setting	11%	4%	3%	21%	22%	39%

■ IAS is Better
■
■ IAS is Equal
■
■ IAS is Less Good
■ Don't Know

Members by Country Fiscal Years 1999-2009

Fiscal Year	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Average
Algeria					2				1	1		0.4
Morocco									1		1	0.2
Nigeria						1						0.1
South Africa				1						1		0.2
Tunisia				1								0.1
AFRICA				2	2	1			2	2	1	0.9
China	3	4	6	7	15	6	9	3	4	5	18	7.3
Hong Kong		1	1			1			1		1	0.5
India	7	6	7	5	5	3	4	3	6	6	5	5.2
Indonesia	1											0.1
Iran							2	1	3	2	2	0.9
Israel	8	12	16	13	9	7	14	24	13	17	15	13.5
Japan	6	2	3	5	5	4	4	1	4	8	6	4.4
Korea	1	2	1	5	2	2	2	2	2	2	3	2.2
Lebanon						1		1	2			0.4
Malaysia	1	1	1									0.3
Pakistan	1						1	1				0.3
Syria										1	2	0.3
Taiwan	1	1	1	3		2	1	1	1		3	1.3
Tajikistan		1					1					0.2
Turkey			1	2	2		1		1		1	0.7
Uzbekistan				1			1					0.2
Vietnam	1							2	4	4	4	1.4
ASIA	30	30	37	41	38	26	40	39	41	45	60	38.8
Argentina	2	3	3	2		2		1	1	2	3	1.7
Brazil	1	3			1	1	1	1			1	0.8
Peru										1		0.1
Venezuela					1	2	1					0.4
C. & S. AMERICA	3	6	3	2	2	5	2	2	1	3	4	3.0
Belarus							1	2		1	1	0.5
Bulgaria	1		1	1					3		1	0.6
Croatia	1					1	1	1	2	1	1	0.7
Czech Republic			1			1	1	1	2	1	1	0.7
Estonia			1									0.1
Hungary	2	1	1			2	1	2	1	1	3	1.3
Latvia				1	1	1						0.3
Macedonia	1							1				0.2
Poland		1	3		1	1						0.5
Romania	1	4	4	2	2	2	6	3	6	3	1	3.1
Russia	22	15	12	14	16	16	15	10	9	19	2	13.6
Serbia								1				0.1
Slovakia								1	1	1		0.3
Ukraine		1	1	1					1	1	1	0.5
Yugoslavia						1		1				0.2
EASTERN EUROPE	28	22	24	19	20	25	25	23	25	28	11	22.7
Canada	3	8	9	10	3	4	8	4	4	6	4	5.7
Cuba				1	1				1	1	1	0.5
Jamaica									1			0.1
Mexico	1		1			1	1	1	1			0.5
United States	88	91	87	84	85	78	72	82	95	89	85	85.1
NORTH AMERICA	92	99	97	95	89	83	81	87	102	96	90	91.9
Australia	1	5	2	3	1	3	2	2		2	1	2.0
New Zealand			2	1		1			1	1	1	0.6
OCEANIA	1	5	4	4	1	4	2	2	1	3	2	2.6
Austria	2	1				1	1	2			1	0.7
Belgium			1	3	1	1		1		1	2	0.9
Denmark			1	1	1	1	1		1	1	3	0.9
Finland	1				1						2	0.4
France	4	6	7	4	11	11	4	9	6	8	11	7.4
Germany	11	16	12	17	11	13	18	14	13	13	14	13.8
Greece				1	1		5	2			2	1.0
Ireland					1	1	1			3	1	0.6
Italy	5	6	2	7	8	8	10	5	7	12	6	6.9
Netherlands			2	2	4	1	2	1	3	1	2	1.6
Norway	1						1		1			0.3
Portugal			1	1		1						0.3
Spain	3			1	2	3	2	3	2	2	1	1.7
Sweden	1	1	1			1	2			1	2	0.8
Switzerland	2			2		2	3	1	1			1.0
United Kingdom	12	8	6	11	10	9	6	8	10	10	8	8.9
WESTERN EUROPE	42	38	33	50	51	53	56	46	44	52	55	47.3
NUMBER OF NATIONS	31	24	31	31	27	37	35	35	36	34	39	33
NUMBER NON-US	108	109	111	129	118	119	134	117	121	141	139	122
PERCENTAGE NON-US	55%	55%	56%	61%	59%	60%	65%	59%	56%	61%	62%	59%
TOTAL	196	200	199	213	200	197	206	199	216	230	224	207

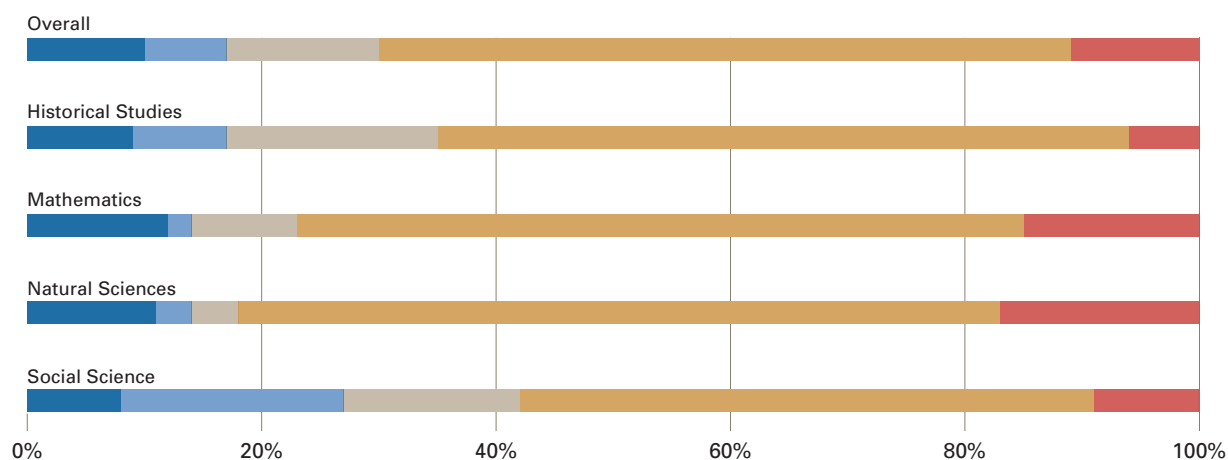
Number of Female Members by School Fiscal Years 1999-2009



Fiscal Year	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Historical Studies	14	25	17	19	15	20	21	20	20	14	17
Mathematics	8	6	10	13	9	13	9	9	16	14	17
Natural Sciences	6	7	5	5	5	4	3	3	5	4	6
Social Science	8	11	9	9	9	8	11	13	15	8	10
Total	36	49	41	46	38	45	44	45	56	40	50

Adequacy of Member Stipends

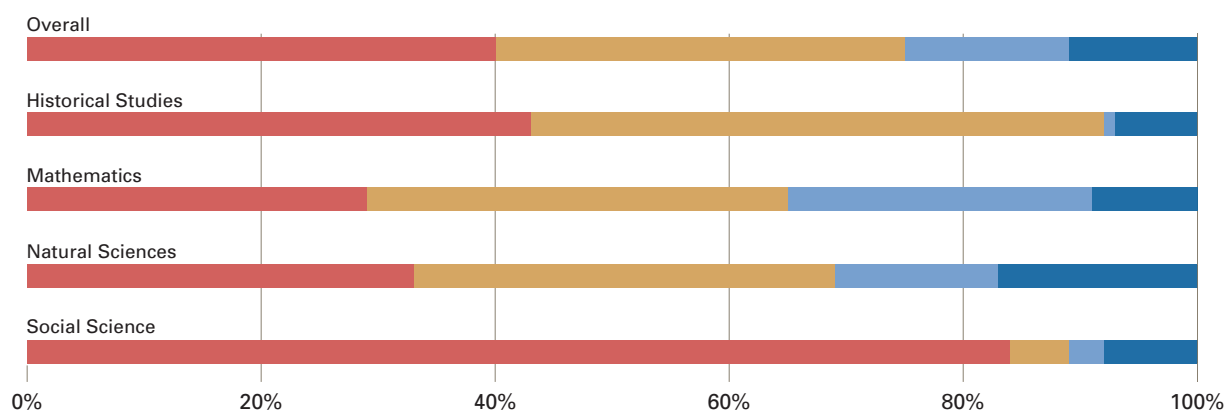
Survey 2008 Was the stipend you received from the Institute adequate to maintain your standard of living at the time of your stay?



Overall	10%	7%	13%	59%	10%
Historical Studies	9%	8%	18%	59%	6%
Mathematics	12%	2%	10%	62%	15%
Natural Sciences	11%	3%	4%	65%	17%
Social Science	8%	19%	15%	49%	8%

- More than Adequate
- Adequate
- Somewhat Less than Adequate
- Much Less than Adequate
- Did Not Receive a Stipend

Sources of Funding to Schools Fiscal Year 2008

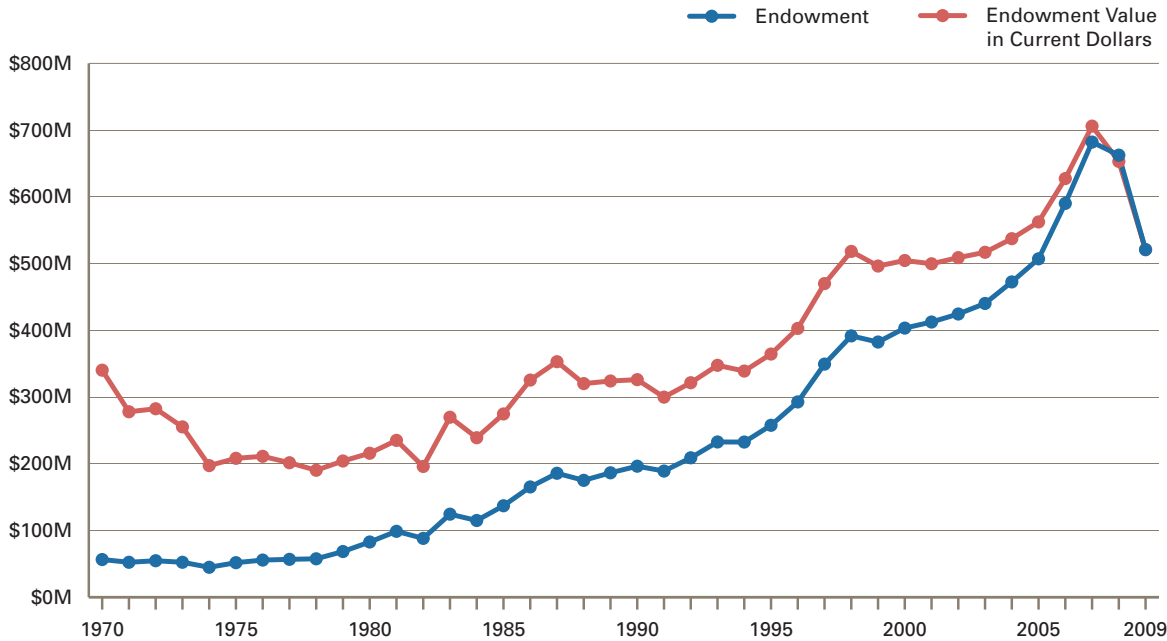


Overall	40%	35%	14%	11%
Historical Studies	43%	49%	1%	7%
Mathematics	29%	36%	26%	8%
Natural Sciences	33%	36%	14%	18%
Social Science	84%	5%	3%	8%

- Specific Endowment
- General Endowment
- Government Grants
- Private Grants

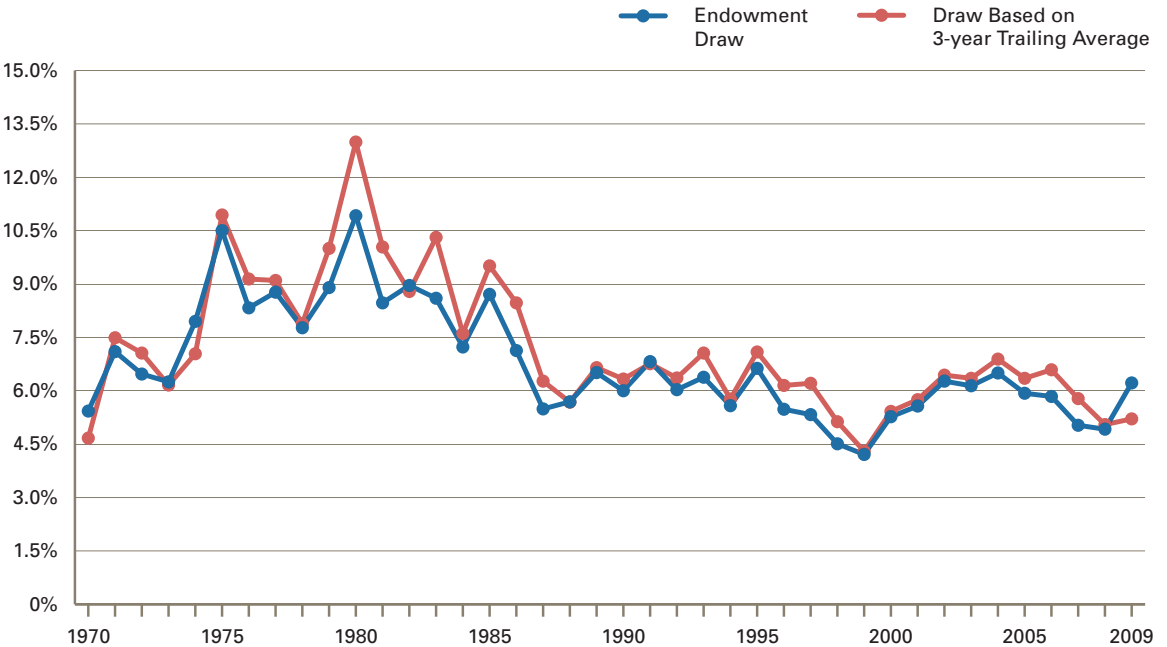
Market Value of the Institute's Endowment

Figure A

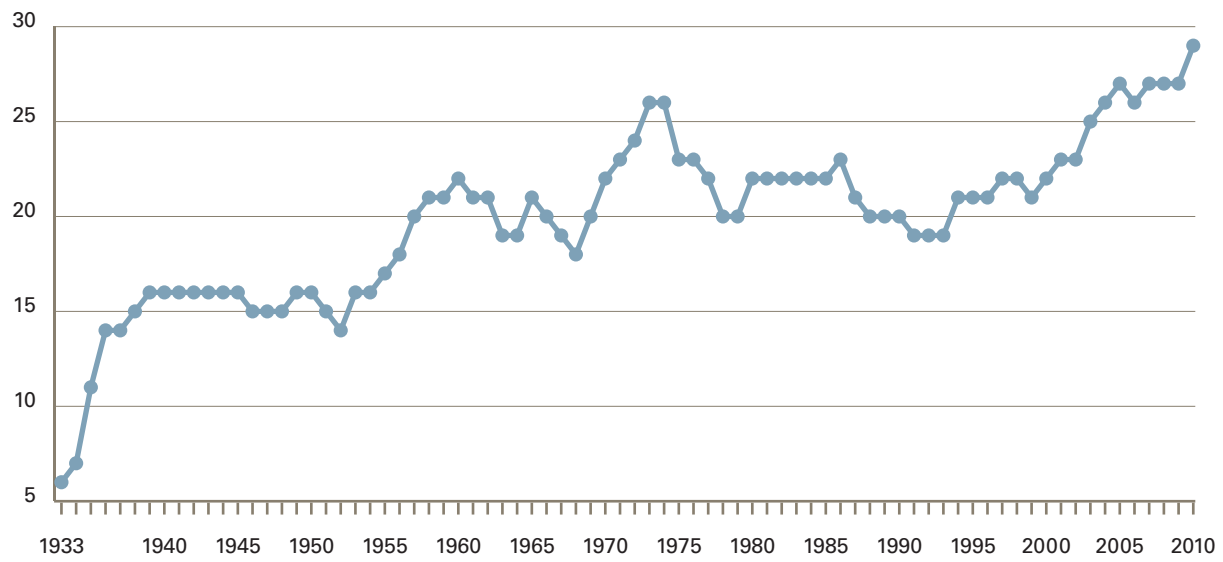


Percentage Draw from Endowment

Figure B



Number of Institute Faculty



Appendix F: Decadal Review Member Survey 2008

The Survey was sent to the 554 people who were Members of the Institute in at least one of the five academic years 2003–04 to 2007–08. 432 responses were received (78% response rate).

1. During which academic year(s) was your stay at the Institute? (If at IAS more than once, indicate **most recent** stay. If stay spanned more than one year, check all that apply.)

2007– 2008	149	35%
2006– 2007	114	27%
2005– 2006	90	21%
2004– 2005	72	17%
2003– 2004	55	13%

2. Which School or Program were you in during your **most recent** stay? (If “Joint Member,” please check that option **and** the appropriate Schools/Programs.)

Joint Member	4	1%
Historical Studies	171	40%
Mathematics	116	27%
Natural Sciences	71	17%
Social Science	72	17%
Program in Interdisciplinary Studies	1	0%

3. What was your area of research? [422 responses]
4. Please list any previous stays at the Institute. Please also indicate School for each if different from that in Q.2 above. [102 responses]
5. How long were you at the Institute during your **most recent** stay? **If a current member**, how long **in total** do you **expect** to be at the Institute during **this** stay? (Check the option that most closely applies.)

One term or less	146	34%
More than one term, up to one academic year	231	54%
More than one academic year, up to two years	19	4%
More than two years, up to three years	23	5%
More than three years	9	2%
Total	428	100%

6. Would it have been of significant benefit to you to have stayed longer?

Yes	277	64%
No	54	12%
Not sure	101	23%
Total	432	100%

7. Would it have been possible for you to have stayed longer if the Institute had supported a longer stay?

Yes	213	56%
No	73	19%
Not sure	92	24%
Total	378	100%

8. What, if anything, do you think would have helped in this regard? [130 responses]

9. Ideally, how long would you have liked to stay?

Additional term	174	50%
Additional year	139	40%
More than one year	38	11%
Total	351	100%

10. At what point in your career were you just before you came to the Institute for your most recent stay? (Check all that apply.)

Graduate student	43	10%
Postdoctoral fellow	50	12%
Non-tenured faculty position – not on tenure track	22	5%
Non-tenured faculty position – on tenure track	57	13%
Tenured faculty position	238	55%
Other, please specify	25	6%

11. At what point in your career are you now? (Check all that apply.)

First postdoctoral position	26	6%
Later postdoctoral position	26	6%
Non-tenured faculty position – not on tenure track	11	3%
Non-tenured faculty position – on tenure track	53	12%
Tenured faculty position	278	65%
Other, please specify	38	9%

12. Was the point in your career when you were at the Institute **most recently** the best time for you to come, or would it have been better to come at an earlier or later stage of your career?

Right time	324	76%
Later time	8	2%
Earlier time	45	11%
Unable to judge	50	12%
Total	427	100%

13. Why is that? [331 responses]

14. What were your major goals in coming to the Institute? Please rate how important each of the following was to you on the scale below. (If you were at the Institute more than once, please answer in terms of your *most recent* stay.)

	Not Important	2	Somewhat Important	4	Highly Important	Don't Know
To have the freedom to focus on my own research	12	3	19	51	343	1
	3%	1%	4%	12%	80%	0%
To make progress on, or complete, a specific project	23	20	57	80	244	2
	5%	5%	13%	19%	57%	0%
To benefit from the Faculty at the Institute	14	37	95	143	138	2
	3%	9%	22%	33%	32%	0%
To be with other scholars who share my interests	13	28	97	127	159	1
	3%	7%	23%	30%	37%	0%
To deepen my knowledge in my area of specialization	23	52	101	113	135	1
	5%	12%	24%	27%	32%	0%
To broaden my knowledge of related areas within my general field, but outside my specialization	19	42	99	138	127	2
	4%	10%	23%	32%	30%	0%
To broaden my knowledge of allied disciplines outside my general field	34	86	117	109	73	5
	8%	20%	28%	26%	17%	1%
To expand my network of colleagues	26	66	125	125	86	1
	6%	15%	29%	29%	20%	0%
To be in contact and/or work with people at Princeton University and other neighboring universities	62	67	132	106	56	3
	15%	16%	31%	25%	13%	1%
To benefit from the status gained from being at the Institute	84	72	137	78	52	4
	20%	17%	32%	18%	12%	1%

15. Optional: Please describe any other goals that you associated with your time at the Institute. [62 responses]

16. Here are some suggestions that have been made for ways to improve the *academic experience* for Members at the Institute. Please rate how valuable you think each of the following would have been in enhancing your stay at the Institute.

	Not Important	2	Somewhat Important	4	Highly Important	Don't Know
Creation or expansion of focused programs, concentrating on a single topic or area, each term or year.	77	64	109	90	62	23
	18%	15%	26%	21%	15%	5%
Creation or expansion of a series of lectures broad enough for <i>all Members in your school</i>	58	103	130	79	45	9
	14%	24%	31%	19%	11%	2%
Creation or expansion of a series of lectures broad enough to be of interest to <i>Members in more than one school</i>	86	124	104	69	30	12
	20%	29%	24%	16%	7%	3%
Creation or expansion of seminars in your School on the current literature in your field	50	70	120	118	55	11
	12%	17%	28%	28%	13%	3%
Creation or expansion of joint seminars with other universities or institutes in your area	75	85	121	88	42	12
	18%	20%	29%	21%	10%	3%

17. Optional: Please describe any other ways you think the *academic experience* could be improved for Members at the Institute. [136 responses]
18. Please rate the extent to which your stay at the Institute had a significant influence on your later research and/or teaching.

	Not Important	2	Somewhat Important	4	Highly Important	Don't Know	Not Applicable	Too Recent to Tell
Influence on research	6	1	21	76	279	2	3	41
	1%	0%	5%	18%	65%	0%	1%	10%
Influence on teaching	83	75	85	46	43	12	39	43
	19%	18%	20%	11%	10%	3%	9%	10%

19. In what ways, if any, did your stay at the Institute have an influence on your later development? (Check all that apply.)

Learned new techniques in my research	164	38%
Accelerated my research	307	72%
Brought more depth to my research	335	79%
Resulted in publication	292	69%
Revitalized my teaching	39	9%
Led to promotion or raise	35	8%
Led to a job	53	12%
Stimulated invitations to speak at conferences	117	27%
Established new collaborations	224	53%
Other, please specify	34	8%

20. Please think of other institutes or settings *where you have been* that offer opportunities for scholarly research in your field approximately similar to those at the Institute for Advanced Study. In general, how does *the best* of these other places compare to the Institute (IAS) in each of the following?

	Not as good as IAS	2	Equal to IAS	4	Better than IAS	Don't Know
Attracting the best scholars in the field	103	106	104	22	8	44
	27%	27%	27%	6%	2%	11%
Quality of seminars, workshops	62	86	124	45	15	47
	16%	23%	33%	12%	4%	12%
Range of specialties covered in seminars and workshops	62	85	112	49	29	49
	16%	22%	29%	13%	8%	13%
Providing a stimulating atmosphere	98	79	117	32	18	41
	25%	21%	30%	8%	5%	11%
Quality of permanent faculty (if any)	123	81	67	14	3	71
	34%	23%	19%	4%	1%	20%
Creating a community of scholars	92	72	114	39	16	45
	24%	19%	30%	10%	4%	12%
Fostering cutting-edge research	57	99	133	23	9	57
	15%	26%	35%	6%	2%	15%
Fostering cross-disciplinary research	57	71	107	35	25	85
	15%	19%	28%	9%	7%	22%
Providing time to work on your own research	131	69	140	1	6	40
	34%	18%	36%	0%	2%	10%
Research facilities (libraries, etc.)	104	73	107	38	21	40
	27%	19%	28%	10%	5%	10%
Computing resources	90	70	127	27	12	57
	23%	18%	33%	7%	3%	15%
Housing facilities	202	61	47	8	9	56
	53%	16%	12%	2%	2%	15%
An agreeable physical setting	148	86	79	12	15	43
	39%	22%	21%	3%	4%	11%
Easy access to other scholarly institutions	84	76	152	15	11	44
	22%	20%	40%	4%	3%	12%
Adequacy of stipends	64	79	116	29	24	71
	17%	21%	30%	8%	6%	19%
Adequacy of other financial support	47	65	105	35	18	103
	13%	17%	28%	9%	5%	28%

21. Please identify any other setting you feel is *better* than the Institute where so indicated (if at all) in the previous question. Please feel free also to elaborate on why you feel that is the case. [124 responses]

22. Was the stipend you received from the Institute adequate to maintain your standard of living at the time? (Think of your most recent stay, if more than one.)

Yes, more than adequate	45	10%
Yes, adequate	254	59%
No, somewhat less than adequate	57	13%
No, considerably less than adequate	31	7%
Did not receive a stipend	45	10%
Total	432	100%

23. Why do you feel your stipend was inadequate? (Please explain.) [82 responses]
24. Did any particular expense(s) create a financial strain? (If so, please explain.) [199 responses]
25. What were your relationships with Members from other Schools at the Institute?

Primarily social – as neighbors, parents, friends, compatriots, etc.	243	57%
Both social and working relationships	126	29%
No relationships with Members from other Schools	59	14%
Total	428	100%

26. From what other School(s) were the Members with whom you had **working** relationships?

School of Respondent	Historical Studies	Mathematics	Natural Sciences	Social Science
Historical Studies		5 [3%]	5 [3%]	41 [24%]
Mathematics	0 [0%]		6 [5%]	0 [0%]
Natural Sciences	3 [4%]	7 [10%]		2 [3%]
Social Science	20 [28%]	1 [1%]	1 [1%]	

27. From what other School(s) were the Members with whom you had **social** relationships?

School of Respondent	Historical Studies	Mathematics	Natural Sciences	Social Science
Historical Studies		47 [27%]	40 [23%]	124 [73%]
Mathematics	50 [43%]		57 [49%]	31 [27%]
Natural Sciences	30 [42%]	37 [52%]		21 [30%]
Social Science	47 [65%]	26 [36%]	27 [38%]	

28. How do you feel about cross-disciplinary work in general? Please indicate the extent to which you agree or disagree with each of the following statements:

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	Don't Know
Cross-disciplinary work is desirable, but not as important as depth of focus in one's own discipline	110 26%	175 41%	80 19%	52 12%	8 2%
Cross-disciplinary work is very important as a way to position one's own field in a larger context	131 31%	190 45%	70 16%	20 5%	15 4%
People in the sciences have little in common with those in the humanities – it is almost impossible to establish connections between them	43 10%	102 24%	169 40%	94 22%	17 4%

29. Please indicate the extent to which you agree or disagree with each of the following statements about the Institute's role in cross-disciplinary activities:

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	Don't Know
The Institute should do more to promote cross-disciplinary research <i>within Schools</i>	96	178	98	24	26
	23%	42%	23%	6%	6%
The Institute should do more to promote cross-disciplinary activities <i>between allied Schools</i> (i.e. Mathematics and Natural Sciences; Historical Studies and Social Science)	94	192	93	22	22
	22%	45%	22%	5%	5%
The Institute should do more to promote cross-disciplinary activities across <i>all four Schools</i>	34	98	171	87	34
	8%	23%	40%	21%	8%

30. Please evaluate your experience at the Institute for each of the following:

	Highly Unsatisfactory	2	Somewhat Satisfactory	4	Highly Satisfactory
Your overall experience	19	7	10	95	296
	4%	2%	2%	22%	69%
The amount of contact you had with the Faculty of your School	15	32	96	138	146
	4%	7%	22%	32%	34%
The extent to which there were other Members with whom you could share your work	16	34	99	127	148
	4%	8%	23%	30%	35%
The extent to which there were helpful opportunities to share your work	16	28	100	136	145
	4%	7%	24%	32%	34%
The libraries at the Institute and/or Princeton University	19	12	35	90	272
	4%	3%	8%	21%	64%
Office space	20	9	19	73	307
	5%	2%	4%	17%	72%
Computing resources at the Institute	21	14	42	94	252
	5%	3%	10%	22%	60%
Your housing (Skip this item if you did not live in Member housing at the Institute.)	17	8	22	66	250
	5%	2%	6%	18%	69%
The assistance provided by the Institute staff	18	7	11	58	316
	4%	2%	3%	14%	77%
The social life at the Institute	12	37	64	136	160
	3%	9%	16%	33%	39%
The overall atmosphere at the Institute	16	13	30	97	252
	4%	3%	7%	24%	62%
The physical surroundings	20	5	15	62	307
	5%	1%	4%	15%	75%

31. Optional: Please feel free to elaborate on any response(s) to the previous question.
[96 responses]

32. Below are some suggestions that have been made for ways to improve the *quality of life* for Members at the Institute. How valuable do you think each would have been in enhancing your stay at the Institute?

	Not Important	2	Somewhat Important	4	Highly Important	Don't Know
More social gatherings of an informal nature, such as picnics, barbecues, softball games, etc.	65	53	149	95	43	18
	15%	13%	35%	22%	10%	4%
More family-oriented activities or events	81	63	114	69	27	65
	19%	15%	27%	16%	6%	16%
More frequent shuttle transportation to Princeton and Princeton University	70	51	86	72	102	38
	17%	12%	21%	17%	24%	9%
Improvements in housing, such as updating furnishings, appliances, etc.	87	88	102	75	27	38
	21%	21%	24%	18%	6%	9%

33. Optional: Please describe any other ways you think the *quality of life* for Members at the Institute could be improved. [80 responses]
34. During your stay at the Institute, how much mentoring or advice did you receive from any of the permanent Faculty?

A great deal	89	21%
Some	154	36%
A little	98	23%
Almost none	59	14%
None at all	28	7%
Total	428	100%

35. How did this degree of mentoring or advice fit with your expectations or needs?

As much as I wanted	320	76%
Less than I wanted	94	22%
More than I wanted	9	2%
Total	423	100%

36. Overall, how would you characterize the quality of mentoring or advice you received from the Faculty?

Very helpful	222	53%
Somewhat helpful	136	32%
Not helpful	15	4%
Did not receive any mentoring or advice from Faculty	49	12%
Total	422	100%

37. Optional: We would welcome any additional comments you may have regarding mentoring or advice from the permanent Faculty. [93 responses]

38. Listed below are some suggestions that have been made to provide a more supportive environment for **postdoctoral** Members. Please indicate your opinion of the value of each suggestion. Do you think the Institute should...

	Not Desirable	2	Somewhat Desirable	4	Highly Desirable	Don't Know
Select postdocs whose specializations are similar enough to have the potential to form coherent working groups	27	43	125	84	59	56
	7%	11%	32%	21%	15%	14%
Invite more mid-career Members who would be willing to serve as mentors to junior Members	15	34	101	104	83	56
	4%	9%	26%	26%	21%	14%
In selecting Faculty, consider their capability and willingness to build research groups	27	46	94	80	89	56
	7%	12%	24%	20%	23%	14%
Provide more assistance and direction in career development and job search	39	73	100	72	35	70
	10%	19%	26%	19%	9%	18%
Allow for longer stays for postdocs at the Institute	27	53	110	68	50	81
	7%	14%	28%	17%	13%	21%

39. We welcome any suggestions you may have for improving the **overall experience of members and/or the future direction of the Institute**. [92 responses]

Thank you for completing this survey! We welcome any suggestions you might have for how it could be improved. [42 responses]

Appendix G: Faculty and Emeriti 2009–10

Peter Goddard *Director*

School of Historical Studies

Faculty

Yve-Alain Bois
Caroline Walker Bynum
Patricia Crone
Nicola Di Cosmo
Jonathan Israel
Avishai Margalit
Heinrich von Staden

Professors Emeriti

Glen W. Bowersock
Giles Constable
Oleg Grabar
Christian Habicht
Irving Lavin
Peter Paret
Morton White

School of Natural Sciences

Faculty

Stephen L. Adler
Nima Arkani-Hamed
Stanislas Leibler
Arnold J. Levine
Juan Maldacena
Nathan Seiberg
Scott Tremaine
Edward Witten
Matias Zaldarriaga

Professors Emeriti

Freeman J. Dyson
Peter Goldreich

School of Mathematics

Faculty

Enrico Bombieri
Jean Bourgain
Helmut Hofer
Robert MacPherson
Peter Sarnak
Thomas Spencer
Vladimir Voevodsky
Avi Wigderson

Professors Emeriti

Pierre Deligne
Phillip A. Griffiths
Robert P. Langlands

School of Social Science

Faculty

Danielle S. Allen
Didier Fassin
Eric S. Maskin
Joan Wallach Scott

Professors Emeriti

Albert O. Hirschman
Michael Walzer

Program in Interdisciplinary Studies

Faculty

Piet Hut

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Managing Director, Morgan Stanley
New York

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Publisher, Princeton Alumni Weekly
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Managing Partner, August Capital
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Nancy B. Peretsman
Managing Director, Allen & Company LLC
New York

Martin Rees
Professor of Cosmology and Astrophysics
Master of Trinity College
University of Cambridge

David M. Rubenstein
Co-Founder and Managing Director
The Carlyle Group
Washington, D.C.

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Zurich Financial Services
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Mountain View, California

William H. Sewell, Jr.
Frank P. Hixon Distinguished Service Professor
of Political Science and History Emeritus
University of Chicago

Harold T. Shapiro
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Professor of Economics and Public Policy
Princeton University

James H. Simons
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