

**Princeton USG Senate  
Meeting 8  
November 14, 2021  
8:00PM**



**Undergraduate  
Student  
Government**

### **Introduction**

- 1. Question and Answer Session (15 minutes)**
- 2. President's Report (5 minutes)**

General updates:

- CUAFAs met on 11/9 to discuss statistics from the EA application pool and ways to support students on financial aid
- Met with VP Calhoun to discuss the Community Dining pilot program, ways to make dining on campus more community oriented, and health on campus. VP Calhoun has engaged UHS on how it can help.
- ICC/GICC meeting on 11/11 discussed COVID testing for eating club staff, DEI training, and Wintersession.
- The Community Dining Pilot Program was launched 11/13, and participants will be providing feedback.
- Remaining shirts from Yailgate will be handed out this week in anticipation of the bonfire, which will be happening next week.
- USG and GSG's presentation to the Board's SLHA committee will be next Friday (11/19).

### **New Business**

- 1. Evidn (Sustainability Consulting Firm) Presentation (20 minutes)**

Princeton Energy Conservation Project in partnership with the Office of Sustainability

- Evidn is a global behavioral science consulting firm that is partnering with the Office of Sustainability to apply a behavioral science approach to energy conservation at Princeton to change culture and behaviors around energy use to help Princeton reach net zero emissions.
- The Princeton Energy Conservation Project started in May 2021.
- Approximately 30% of Princeton's ability to reach net zero emissions will be determined by behaviors around energy conservation.
- Evidn's role is to figure out what decisions and behaviors drive energy conservation and feasible ways to change behaviors on campus to move towards carbon emissions goals.
- Evidn's priority is to systematize change by creating norms and processes across campus to create long term change.
  - A question for the Senate to consider are what kinds of norms and behaviors that could be employed across campus to conserve energy?

- Energy use is disproportionately concentrated in 25-30 buildings that use 80% of energy on campus. Many of these buildings contain labs or sporting facilities. Evidn is particularly interested in the 738 fume hoods across Princeton's campus.
  - Behaviors that have been normalized in labs could be modified to bring significant change in energy use.
- Evidn is working with the Computer Science department on an energy interface that will allow lab managers in Icahn labs to monitor real time energy use.
- Evidn is also looking at how to conserve energy in scheduling events in large scale facilities that must be heated, cooled, or catered with single use plastics. Many events are overscheduled.
- Students are not using the majority of energy on campus through any singular behavior, but initiatives that help students understand their energy footprint should be created in order to engage students in this project.

Suggestions/questions from the Senate:

- Is the idea to have each student track their own energy usage or to have residential colleges keep track?
  - Evidn's interest is in tracking energy consumption at an individual level.
- Given that many colleges have central heating systems, what are best practices for students living in older facilities?
  - Students can provide direct feedback to Facilities who may not be aware of what happens with central heating and cooling systems. One of the strategies could be educating students on best practices for the unique buildings they live in?
- Is Evidn looking into other avenues for behavioral change, such as food waste?
  - Evidn's immediate focus is on energy related behaviors, but the Office of Sustainability is looking into a holistic approach to reducing energy use. The Office of Sustainability is looking to restart composting efforts across campus in January 2022.
- For energy consumption on the individual level, what kinds of behavioral aspects would Evidn be interested in?
  - There is an ongoing discussion about the scope of energy consumption that Evidn addresses. It may consist of looking at behaviors that are energy-producing, such as shipping products to campus.

**2. Disability Task Force Presentation: Naomi Hess (10 minutes)**

- Mission: Improve the disabled student experience by creating more resources to support students with disabilities and working to foster more awareness.
- What the task force has done:
  - Launched last fall with 21 members.

- Collaborated with the AccessAbility Center to lead a training for eating club officers.
- Worked with ODUS to incorporate more training on disability into first-year orientation.
- Communicated with the Applied Wayfinding team on signage.
- What comes next:
  - Following up on last year's initiatives:
    - Reaching out to eating clubs
    - Explore how to expand this year's orientation lessons
    - Continue collaboration with Simon Hillier and Applied Wayfinding
  - New projects:
    - Work with the Academics Committee to advocate for the expansion of disability studies course offerings.
    - Create a campus climate report with input from the disabled student community on the issues that impact them the most.

### **3. Diversity, Equity, and Inclusion Annual Report: Michelle Minter and Shawn Maxam (20 minutes)**

- The Office of Diversity, Equity, and Inclusion works with centers in the Office of Campus Life, human resources, Dean of the Faculty, graduate colleges, and more.
- Princeton DEI strategic plans under President Eisgruber have been the Trustee Ad Hoc Committee on Diversity Report (2013), CPUC Task Force Report of Diversity, Equity, and Inclusion (2015), CPUC Special Task Force Progress Report (2016), and the Wilson Legacy Report (2016). These strategic plans have focused on different aspects of campus life and the University.
- President Eisgruber tasked the University's Cabinet officers with creating anti-racism action plans in March 2021. The Office of DEI reviewed feedback from the University community.
- There are three stages of activity in the creation of DEI initiatives and activities: University-wide commitments and activities, Cabinet Action Plans, and Academic Department initiatives. Staff teams were advised to be data-informed in order to maximize the impact of their initiatives. Additionally, the University focused on systemic initiatives (in addition to ongoing programmatic initiatives) to address structures that have embedded into the University.
- Themes within the annual report include pride and humility, accountability and shared ownership, transparency, and the necessity of systemic change.
- Highlights of Climate, Inclusion, and Equity
  - Juneteenth became an official University holiday
  - Woodrow Wilson's name was removed from campus programs
  - Trustee-led committee recommends principles for honorific naming

- Highlights of the Academic Experience
  - The University affirms its aspiration to increase the number of underrepresented tenured and tenure-track faculty members by 50% within five years.
  - Search for a new professor of Indigenous Studies
  - New undergraduate general education requirement on “culture and difference” went into effect.
  - 16 new academic departments and programs established DEI commitments.
- Highlights of Access and Outreach
  - The Provost launched planning for a major academic outreach initiative.
  - The Emma Bloomberg Center for Access and Opportunity was established.
  - The Graduate School delivered the Pre-Doctoral Fellowship Initiative and P3 program.
  - Finance and Treasury adopted a multi-year supplier diversity action plan to ensure that investments support minority owned businesses.
- Demographic and climate data is used to evaluate demographic progress, monitor campus inclusivity, surface continuing challenges, and explore promising opportunities.
  - Data is reported longitudinally over ten years.
  - Data includes US citizens, international students, Pell eligibility, legal sex/gender, and first-generation/low income students.
  - Undergraduates, faculty, staff, and graduate students are surveyed on varying cycles.
- During 2021-22 Princeton will:
  - Announce new initiatives and programmatic offerings
  - Make additional investments in infrastructure, including admissions, recruitment and retention processes, data analytics, professional development, and personnel.

Questions from the Senate:

- When will the search for the professor of Indigenous Studies be completed?
  - There is no clear timeline, but the process is well underway.
- How are demographics gathered?
  - It is based on self reported data.
- If the data is self reported, why is the Office using federal government categories since those categories often misidentify individuals?
  - The University has federal reporting regulations, but the University is trying to address inevitable gaps within the University community’s experience. The report is an opportunity to meet federal reporting obligations whilst honoring the rich diversity of experiences.
- Were students consulted in the development of this report? Many student activists who were actively engaged in institutional naming decisions were not mentioned in the report.

- The production of the report involved diversity practitioners across campus to represent their awareness of student perspectives. The content in the report incorporated feedback and criticism from students. Student activists were not named in the report, but there are references to student activist groups in the graphic.
- Since student activists were highly involved in institutional naming, shouldn't they be named in the report?
  - The Office values the role of students in making change. The report has limitations in what it can capture, but many departments and websites have named student activists. This will be an important consideration for the Office going forward as it continues to produce annual reports.