

Princeton USG Senate
Meeting 8
March 27th, 2022
8:00 pm EST



Introduction

1. Question and Answer Session (5 minutes)
2. President's Report (Mayu Takeuchi, 5 minutes)

New Business

1. Projects Board Approval (3 minutes, Stephane Sartzetakis)
2. SGRC Approval (3 minutes, Derek Nam)
3. USG Movies Update (5 minutes, Cheyenne Zhang)
4. Mental Health Initiative Update (5 Minutes, Tiffanie Cheng and Noah Luch)
5. Mental Health Referendum, Proposal for Senate Sponsorship (5 minutes, Stephen Daniels)
6. Referendum Language Review
 - a. DEI Referendum Language Review (10 minutes, Braiden Aaronson)
 - b. Mental Health Referendum Language Review (10 minutes, Stephen Daniels)
 - c. Caterpillar Referendum Language Review (10 minutes, Eric Periman)

Community Forum

President's Report, March 27
Mayu Takeuchi

From week of Mar 14

- Meeting with VP Calhoun and Dr. Chin, 3/21
 - Established next steps for reviewing/assessing the state of mental health resources on campus, including where the gaps and unmet needs are
 - Planning to meet this coming week for an initial assessment of the data/info available currently, and then to have a larger meeting in mid April to get the review going
- Weekly meeting with Dean Dunne
 - Discussed mental health resources referendum
 - Discussed elements of the USG Reform Project, establishing steps for Dillion and the working group to establish clearer position descriptions
 - Checked in on progress of community dining; we have a meeting on this coming up this week
- CPUC 3/21
 - See CPUC notes in the newsletter!
 - Special thanks to Riley (U-Council Chair) and **all** the U-Councilors for engaging!
 - Topic highlights: fossil fuel dissociation, minors, UHS/CPS
- Meeting with Jed Marsh, Office of Institutional Research, 3/22
 - Exciting stuff!
 - Thanks to Ned, Carlisle, and Dillion for leading the charge so we as USG can make more informed policy and programming decisions
 - Plans in the works for late August to bolster this work in partnership with OIR
- Meeting with Michelle Minter and Shawn Maxam, Office of Institutional Equity & Diversity
 - Thanks Braiden & DEIComm for the thoughtful prep for this meeting!
 - Discussed mechanisms for feedback/accountability, e.g. looking to establish quarterly public reports by the Office of Institutional Equity & Diversity
 - Discussed plans for expanding and diversifying affinity spaces across campus
 - Planning for our next meeting in April
- Meeting with new President of the Inter-Club Council Sophie Singletary
 - ICC priorities: equity/transparency with regard to financial aid, especially for sophomores; DEI; issues pertaining to sexual culture, climate, and conduct
 - ICC planning to bring back TruckFest
 - Opportunities for collaboration: community-building and school spirit-building initiatives (maybe jointly-hosted tailgates?)
 - I will attend the ICC meeting on Monday

- Meeting with Cecily Swanson and Mary Alexander to begin planning Academic Expo for Class of '26
 - Exciting stuff in the works!
 - Austin & I will meet with the Academics Chair who planned Fall 2019 expo to kickstart the planning process
- Meeting with VP Calhoun
 - Discussed mental health, particularly learning more about who's talking about it how:
 - Board of Trustees' Committee on Student Life, Health, and Athletics → from a long-term strategic perspective
 - University Student Life Committee's Subcommittee on Student Health and Wellbeing → from a "let's identify issues and activate the University to solve them" perspective
 - Student/community-building: in-person activities have been in high demand (as opposed to people wanting to stay on Zoom)
 - In the longer term, the building that's now McCosh Health Center will become a student-centered campus life building (sort of like Frist now). There will be opportunities for student input in the near future
- Meeting between USG, Honor Committee, Committee on Discipline, and Peer Reps
 - Thanks Avi for coordinating here!
 - Discussed initial updates on conversations surrounding financial aid implications for students who have to repeat a semester for academic integrity violations
 - Assessing levels of student familiarity with different University disciplinary processes
- Viewpoint Diversity Task Force, beginning to review student applications with Adam
- Senate hang out - exploring old USG docs
 - I hope everyone who came by had fun!
 - Let me know if you have suggestions for other activities

Upcoming items for week of Mar 28

- University Student Life Committee, 3/28: I will present on behalf of the USG regarding mental health: what we're doing, and what administrators across the University can do to support undergraduate student mental health
- Inter-Club Council meeting, 3/28: I'll present USG priorities and explore opportunities for collaboration
- Mental Health Resources review, 3/29: meeting with VP Calhoun, Dr. Chin, and Stephen & Hannah

General Guidelines for the Senate Language Review:

1. As the USG Senate will be facilitating this process with the collaboration of members of the student body who do not serve on the USG Senate, let us ensure that the conversation runs smoothly and clearly. When called upon to speak, please:

- Introduce yourself by your name and position on the USG Senate.

2. As the USG Senate will be reviewing numerous pages of documentation, when called upon to speak, please:

- State whether or not you are raising a question or comment.

- State which criteria of the Senate Language Review your question or comment pertains to.

- Which specific section of the documentation your question or comment refers to.

Should you require any clarifications about the Senate language review process, please be in touch with the USG Parliamentarian, Kate Liu.

§ 306. Senate Referendum Language Review

a. PRE-SCHEDULED TIME.—The Senate referendum language review shall occur at a pre-scheduled time.

b. TIMING.—

1. IN GENERAL.—The Senate referendum language review shall occur on a date no earlier than 15 days before the first day of campaigning and no later than 8 days before the first day of campaigning.

2. SENATE MEETING.—The Senate referendum language review shall occur during a Senate meeting.

3. RECESS SCHEDULING PROHIBITED.—The period beginning on the date after the Senate referendum language review and ending on the referendum petition deadline may not overlap with an academic recess.

c. COMPONENTS.—In order for the referendum sponsor to begin petitioning, the Senate must, by majority vote, pass a motion to approve the language of both the referendum resolution and the ballot question.

d. SCOPE OF REVIEW.—

1. REFERENDUM RESOLUTION.—The Senate shall approve the language of the referendum resolution if—

1. the resolution is neutrally worded;
2. the resolution clearly describes the direct effects of its adoption;
and
3. the resolution does not claim to exercise a power that cannot be exercised by an undergraduate referendum.

2. EXCEPTION.—A section of a referendum resolution is exempt from the requirement that the section be neutrally worded if both of the following conditions apply:

1. The section is issued solely under the advisory power.
2. The resolution unambiguously states that the section is issued under the advisory power.

3. BALLOT QUESTION.—The Senate shall approve the language of the ballot question if the ballot question clearly describes the referendum resolution.

e. AMENDMENTS TO REFERENDUM.—

1. ONLY SPONSORS MAY AMEND.—Only the sponsor may amend the language of the referendum resolution or ballot question.

2. BEFORE APPROVAL.—Before the Senate approves the language of the referendum resolution and the ballot question, the sponsor may amend the language.

3. AFTER APPROVAL.—After the Senate approves the language of the referendum resolution and the ballot question, the language shall not be amended.

f. FRIVOLOUS REFERENDUM DETERMINATION.—If the Senate approves the language of the referendum resolution and the ballot question, the Senate may

also determine the referendum to be frivolous in accordance with subsection 1001(c) of the Senate Constitution.

Suggested Practice 3-6.

The “direct effect” of a resolution issued under the advisory power is to take an official position on a question of interest to undergraduates. The Senate should not consider such a resolution to have violated section 306(d)(1)(B) merely because the proposed official position of the undergraduates, as expressed in the resolution, lacks specificity.

Referendum Question No. 1

**Princeton University Undergraduate Student Government Election—Spring
2022** Sponsored by BRAIDEN AARONSON '25, USG DIVERSITY, EQUITY, AND INCLUSION CHAIR
SUBMITTED BY THE SENATE OF THE UNDERGRADUATE STUDENT GOVERNMENT

[Insert if Senate approves the language].

Condensation (Ballot Question)

In consideration of the USG's commitment to diversity, equity, and inclusion, shall the undergraduates amend the Senate Constitution to establish the Diversity, Equity, and Inclusion Committee as a Core Committee bound by the proposed Committee Charter (attached in the complete Senate Resolution) and administered by an elected chair who shall be a member of the Senate Executive Committee and a voting member in the Senate?

Explanation (Submitted by the Sponsor)

The purpose of this referendum is to institutionalize the Diversity, Equity, and Inclusion (hereinafter DEI) Committee and to ensure its longevity in the work of the USG.

Establishing the DEI Committee as a Core Committee in the Senate Constitution aims to make important and necessary DEI work consistently a key priority of each USG Administration moving forward. As a permanent structure in the USG Senate, more stable relationships between the USG and Administration can be established with a specific focus on DEI work to achieve long term administrative change. Furthermore, codifying the DEI Committee in the Senate Constitution acknowledges the sustained effort and consistent proactivity required to effect change in Princeton's Administration by recognizing that the most meaningful administrative policy changes coming out of USG are from long-term sustained initiatives through its Core Committees.

Moreover, granting the position voting power in the Senate and a seat on the Senate Executive Committee conveys the integral nature and importance of DEI to the USG and the student body. DEI is an essential aspect of fostering a better USG, a better Administration, and a better campus community, so the USG should fully reflect a commitment to and acknowledgement of its importance.

Additionally, it is important to allow the student body the opportunity to choose who facilitates USG DEI work, granting the support and legitimacy of the student body to the position to embolden the elected facilitator and further legitimize the position's work with the Administration and Faculty as being representative of the will of the student body.

**THE UNDERGRADUATES OF PRINCETON
UNIVERSITY** Princeton, New Jersey

Referendum Resolution 1-2022

Referendum Question No. 1 (Spring 2022)

Sponsored by BRAIDEN AARONSON '25, USG DIVERSITY, EQUITY, AND INCLUSION
CHAIR SUBMITTED BY THE SENATE OF THE UNDERGRADUATE STUDENT GOVERNMENT

Referendum Resolution

Amending the USG Senate Constitution to establish the Diversity, Equity, and Inclusion Committee as a Core Committee bound by the attached charter and administered by an elected chair who shall be a member of the Senate Executive Committee and a voting member in the Senate.

Whereas the DEI Chair currently is appointed by the USG President, is not a voting member of the Senate, and does not automatically sit on the Senate Executive Committee;

Whereas the Senate Executive Committee serves a critical role in the overall policy direction and work of the Senate while also fostering enhanced and streamlined collaboration between Senate Executive Committee members;

Whereas the DEI Committee structure had to be re-established at the beginning of the Spring 2022 semester, impeding substantive progress due to necessary internal and administrative setup;

Whereas the presence of this proposed constitutional structure to the DEI Committee would help mitigate future internal impediments to the policy goals of USG DEI efforts;

Whereas the establishment of the Diversity, Equity, and Inclusion Committee formally as a Core Committee in the Senate Constitution would give the Senate a constitutional mandate to maintain an active committee with a DEI Committee Chair;

Whereas the DEI Committee Chair would be elected by the full undergraduate student body in the USG winter election cycle, would be a voting member of the Senate, and would automatically sit on the Senate Executive Committee: Now, therefore, be it

Resolved by the undergraduates of Princeton University,

SECTION 1. AMENDMENT OF USG SENATE §701.

Section 701 of the Senate Constitution is amended to read as follows: **§ 701. Core Committees**

The Core Committees are the—

- (1) USLC;
- (2) Academics Committee;
- (3) Social Committee;
- (4) CCA Committee; ~~and~~
- (5) Sustainability Committee; *and*
- (6) *DEI Committee***

SECTION 2. AMENDMENT OF USG SENATE §502

Section 501 of the Senate Constitution is amended to read as follows: **§ 501. Core Committees**

In descending order of seniority, the Executive Officers are the--

- (1) President;
- (2) Vice President;
- (3) Treasurer;
- (4) U-Council Chair;
- (5) CPUC Executive Committee Representative;
- (6) USLC Chair;
- (7) Academics Committee Chair;
- (8) Social Committee Chair;
- (9) CCA Committee Chair; ~~and~~
- (10) Sustainability Committee Chair; *and*
- (11) *DEI Committee Chair.***

SECTION 3. AMENDMENT OF USG SENATE §703

Section 703 of the Senate Constitution is amended by adding a new subsection, designated 703(i), to read as follows:

(i) DIVERSITY, EQUITY, AND INCLUSION COMMITTEE.—

(1) PURPOSES, MEMBERSHIP, AND RESPONSIBILITIES.—The Senate shall prescribe the Diversity, Equity, and Inclusion Committee purposes, membership, and responsibilities in the Diversity, Equity, and Inclusion Committee Charter.

SECTION 4. ADOPTION OF A DIVERSITY, EQUITY, AND INCLUSION COMMITTEE CHARTER

The referendum shall be binding on the Senate to adopt a Diversity, Equity,

and Inclusion Committee Charter, which is attached to this resolution.

SECTION 5. EFFECTIVE DATE

This resolution becomes effective upon approval of the Undergraduates in accordance with Section 1003(b) of the Senate Constitution.

DIVERSITY, EQUITY, AND INCLUSION COMMITTEE CHARTER

ARTICLE I – MISSION

The Diversity, Equity, and Inclusion Committee (hereinafter the DEI Committee) shall advocate for all students by promoting diversity, pursuing equity, and increasing inclusion in the Undergraduate Student Government (hereinafter the USG) work with student groups, faculty, and administrators. The Committee shall conduct its work with the vision of ensuring that students of diverse backgrounds and experiences are actively celebrated and supported by the USG, Administration, and broader campus community.

ARTICLE II – PURPOSE & RESPONSIBILITIES

The expressed purpose of the DEI Committee is to ensure that principles of diversity, equity, and inclusion (hereinafter DEI) are integral to the work of the USG and its impacts on the broader Princeton community. The core responsibilities of the Committee shall include:

1. Representing and advocating for students to amplify DEI in University policies and processes by:
 - a. establishing, maintaining, and consistently improving relations with administrators relevant to furthering the work of the Committee;
 - b. administering student focus groups to gauge student priorities and perspectives for informing administrative advocacy;
 - c. conducting comprehensive reviews of University DEI initiatives and reports (such as the Diversity, Equity, and Inclusion Annual Report);
 - d. and encouraging relevant administrative offices and campus organizations to coordinate programming and improve systems of support in order to strengthen institutional commitment and action toward DEI
2. Fostering meaningful and impactful conversations that bridge and elevate students with varied backgrounds, through both University decision-making processes and student-focused events
3. Facilitating and strengthening USG communications between the student body and the Administration regarding University DEI efforts
4. Having purview as a Core Committee of the USG to address campus issues related to DEI, specifically those not directly addressed by the Academics, Campus and Community Affairs, Social, Undergraduate Student Life, and Sustainability Committees

ARTICLE III – CONTEXTUALIZING DIVERSITY, EQUITY, AND INCLUSION In specific reference to Dr. Deborah Son Holoein’s paper “Do Differences Make a Difference? The Effects of Diversity on Learning, Intergroup Outcomes, and Civic Engagement” (reference APPENDIX I) created under Princeton University’s Trustee Ad Hoc Committee on Diversity in September 2013, the USG DEI Committee shall incorporate the following definition, on page two, as a guide to the work of the Committee:

Diversity can manifest in many ways. Differences in race, gender, sexual orientation, socioeconomic status, upbringing, and philosophical views are just a few ways in which people can be diverse. ... [D]iversity is defined as ‘variation based on any attribute people use to tell themselves that another person is different’ (Mannix & Neale, 2005, p. 33)

Furthermore, the Committee shall pursue equitable solutions, with the expressed understanding that appropriate and proper levels of support are not the same for all people

of diverse and intersectional backgrounds. This shall inform a consistent effort to provide fair treatment and access to opportunities, information, and resources for all.

Moreover, the Committee shall abide by the following definition of inclusion: all students should be a part of a welcoming and respectful campus environment truly reflective of the diversity of greater society where all feel valued to pursue their educational, scholarly, and career interests, without unnecessary and harmful barriers to access.

Thus, the Committee shall aim to support all Princeton students by pursuing equitable and inclusive University policy and programming, especially supporting students of varied and underrepresented experiences, backgrounds, perspectives, ideologies, beliefs, affiliations, upbringings, origins, groups, abilities, practices, and identities.

ARTICLE IV – COMMITTEE CHAIR & MEMBERSHIP

The Committee shall be led by the DEI Committee Chair, elected by the student body every winter election.

Members shall be recruited by the Committee Chair at the beginning of each semester, serving renewable one-semester terms. The appropriate size of Committee membership shall be left to the discretion of the Committee Chair.

The Committee Chair and members are expected to:

1. conduct administrative DEI policy advocacy, communications, and outreach,
2. improve USG internal operations relevant to,
3. encourage campus group and organization collaboration,
4. and actively participate in any other work designated a priority for the Committee.

Any member exhibiting a significant failure to participate in the Committee or participating in conduct unbecoming of a USG Representative may be dismissed by the Committee Chair. This decision may be appealed and brought before the USG

Executive Committee which will subsequently conduct a review, in consultation with the Committee Chair.

ARTICLE V – MEETINGS

The Committee shall meet on a weekly or bi-weekly basis throughout each semester, at the discretion of the Committee Chair. The Committee Chair and members are expected to attend all Committee meetings.

ARTICLE VI – AMENDMENTS

After the ratification of this Charter, it may be amended or altered by a majority vote of the USG Senate (S. Const. §308).

ARTICLE VII – CHARTER RATIFICATION

Upon the passage of the DEI Committee student referendum in Spring 2022, the DEI Committee shall be considered an established and operational Core Committee bound by this Charter (S. Const §701).

APPENDIX I – “DO DIFFERENCES MAKE A DIFFERENCE?” BY DR.

HOLOIEN “Do Differences Make A Difference? The Effects of Diversity on Learning, Intergroup Outcomes, and Civic Engagement” by Dr. Deborah Son Holoién may be provided per request of the USG Senate Historian or accessed online at the following link:

<https://inclusive.princeton.edu/sites/inclusive/files/pu-report-diversity-outcomes.pdf>

Referendum Question No. 2
Princeton University Undergraduate Student Government Election—Spring
2022 Sponsored by STEPHEN DANIELS '24

[Insert if Senate approves the language].

Condensation (Ballot Question)

Shall the undergraduates call on the Office of the Provost to, in a timely manner, allocate institutional resources to satisfy unmet demand for University-provided mental health care identified by a review, completed by the start of the Fall semester, by the Office of the Vice President for Campus Life in association with USG and other stakeholders including CPS?

Explanation (Submitted by the Sponsor)

The purpose of this referendum is to establish a process that allows for USG to address the current student mental health crisis. This process in particular allows for USG to work directly with senior administrators who have the power to allocate institutional resources to meet unmet demand for University-provided mental health care. The investigation will conclude no later than the start of fall classes on September 6th, 2022, with the expectation that there will be regular public progress updates and that the allocation of resources would begin as soon as this process identifies specific unmet needs. Although this is not an exhaustive list, the investigation would at least provide actionable responses to these questions:

- Does the current number of counselors available at CPS meet student need?
- How many students do not seek out mental health care because of perceived obstacles, wait times, etc.?
- How many students seek out but do not receive adequate mental health care, and why?
- How many students receive but are discontent with University-provided mental health care, and why?
- What is the follow-through rate for referrals by CPS to off-campus care, and, if it is not 100%, what are potential reasons why?
- Is there student demand for an expansion of telehealth counseling services, and, if so, what should this expansion look like?
- Does the number of private spaces on campus for telehealth counseling appointments meet student needs and is their availability adequately communicated to students?
- What is the plan to meet the mental health care needs covered by the outreach counselor program when the TigerWell grant expires?

- Do the current mental health care options provide proper support for people of all backgrounds?

As representatives of the student body, USG must respond to the loud call for more mental health care resources. This referendum is just one part of a much larger response; however, a strong demonstration of student support for this referendum would indicate that this process and the ultimate goal of meeting unmet mental health care demand should be viewed as an institutional priority.

**THE UNDERGRADUATES OF PRINCETON
UNIVERSITY** Princeton, New Jersey

Referendum Resolution 3-2022
Referendum Question No. 3 (Spring 2022)
Sponsored by STEPHEN DANIELS '24

Referendum Resolution

Calling on the Office of the Vice President for Campus Life under the advisory power to promptly satisfy unmet mental health care needs identified by a formal investigation in association with USG and other stakeholders including CPS

Whereas there is an ongoing mental health crisis leading to an increased need for mental health services for college students;

Whereas this crisis has been exacerbated by recent events, including but not limited to the COVID-19 pandemic;

Whereas the long lasting effects of those crises on mental health may continue to affect student mental health in the future, even though some of those events may be widely understood to have ended;

Whereas there appears to be a feeling amongst the undergraduate student body, expressed through forums like the Daily Princetonian opinion section, that current mental health resources on campus provide inadequate support;

Whereas the Office of the Provost has the ability to influence the allocation of resources and therefore increase mental health support on campus;

Whereas student support for some novel solutions that peer institutions have pursued like expansive digital mental health care may not be fully understood;

Whereas some student concerns about unmet mental health care needs may not have reached administration and thus may not have been fully investigated;

Whereas more funding for mental health resources is necessary to support a growing undergraduate student body;

Resolved by the undergraduates of Princeton University,

SECTION 1. FACULTY, DEPARTMENT HEADS, AND ADMINISTRATION. The

undergraduates call on the Office of the Vice President for Campus Life to:

1. Work with USG and other stakeholders including CPS to investigate unmet demand in University-provided mental health care resources offered to Princeton students and publish the findings no later than September 6th, 2022, while providing regular public progress updates.
 - a. This investigation will address questions including but not limited to
 - i. Does the current number of counselors available at CPS meet student need?
 - ii. How many students do not seek out mental health care because of perceived obstacles, wait times, etc.?
 - iii. How many students seek out but do not receive adequate mental health care, and why?
 - iv. How many students receive but are discontent with University-provided mental health care, and why?
 - v. What is the follow-through rate for referrals by CPS to off campus care, and, if it is not 100%, what are potential reasons why?
 - vi. Is there student demand for an expansion of telehealth counseling services, and, if so, what should this expansion look like?
 - vii. Does the number of private spaces on campus for telehealth counseling appointments meet student needs and is their availability adequately communicated to students?
 - viii. What is the plan to meet the mental health care needs covered by the outreach counselor program when the TigerWell grant expires?
 - ix. Do the current mental health care options provide proper support for people of all backgrounds?
2. After identifying unmet needs, work with the Office of the Provost to allocate the necessary financial resources to make the identified investments in students' mental wellbeing in a timely manner.

SECTION 2. USG SENATE

Section 1 of this referendum is issued solely under the advisory power of an undergraduate referendum.

As per Section 708 of the Elections Handbook, the USG Senate will write a report that explains the official position of the undergraduates as stated in the referendum resolution. The report will include action steps for the Senate and recommendations for the administration to further the undergraduates' official position. The report must be written and sent to the administration by no later than the end of the Spring 2022 semester on May 12, 2022.

SECTION 3. TRANSMITTAL OF RESOLUTION

The Executive Secretary of the Senate shall transmit an official copy of this resolution to each of the following university officers:

1. Christopher L. Eisgruber '83, President of the University.
2. Deborah A. Prentice, Provost of the University
3. W. Rochelle Calhoun, Vice President for Campus Life.
4. Dr. John Kolligian, Jr., Executive Director, University Health Services
5. Dr. Calvin R. Chin, Director, Counseling and Psychological Services
6. Jill Dolan, Dean of the College.
7. Kathleen Deignan, Dean of Undergraduate Students.

Referendum Question No. 3
Princeton University Undergraduate Student Government Election—Spring
2022 Sponsored by ERIC PERIMAN '23

[Insert if Senate approves the language].

Condensation (Ballot Question)

Shall the undergraduates call on the Princeton University administration to 1) immediately halt usage of all Caterpillar machinery in all ongoing campus construction projects given the violent role that Caterpillar machinery has played in the mass demolition of Palestinian homes, the murder of Palestinians and other innocent people, and the promotion of the prison-industrial complex (among other atrocities), 2) renegotiate or cancel contracts with construction entities who use Caterpillar machinery, 3) prohibit Caterpillar machinery from being used in all future University construction projects and 4) ensure strict oversight and enforcement of this resolution by construction entities who are contracted by the University to carry out University construction projects?

Explanation (Submitted by the Sponsor)

The Princeton Committee on Palestine is a diverse group of students, faculty, and community members who stand in solidarity with the Palestinian people both in historic Palestine as well as around the world. We as an organization are extremely concerned about the University's usage of Caterpillar machinery in the ongoing University construction projects including (but not limited to) the new Lake Campus Development Project in West Windsor, the new Art Museum construction project, the new E-Quad construction project, as well as the recently completed new residential colleges East and West.

Caterpillar is one of the largest construction manufacturing companies in the world and its machinery is routinely used for violent, inhumane, and despicable purposes. Caterpillar is listed as one of the only targeted construction companies in the national Boycott Divestment and Sanctions (BDS) movement. The BDS movement is a Palestinian-led organization which promotes boycotts, divestments, and sanctions of the State of Israel on the grounds that Israel is violating international law by their treatment of Palestinians in occupied Palestine. BDS explains how Caterpillar is "regularly used in the demolition of Palestinian homes and farms". The Center for Constitutional Rights explains how "[s]ince its occupation of the West Bank, the Gaza Strip, and East Jerusalem following the 1967 war, the Israel Defense Force (IDF) has destroyed more than 18,000 Palestinian homes in the Occupied Palestinian Territory (OPT). Meanwhile, Caterpillar, Inc., a U.S. company, has sold bulldozers to the IDF knowing they would be used to unlawfully demolish homes and put civilians in danger." As recently as May 2021, purchased Caterpillar machinery was used by Israel in the demolitions of Palestinian homes in East Jerusalem.

Furthermore, Caterpillar has been previously sued by the family of a 23 year-old American woman named Rachel Corrie who was crushed to death by a Caterpillar bulldozer in 2003 as she attempted to stop it from demolishing a Palestinian home in the Gaza Strip. Caterpillar never paid any restitution to the family of Rachel Corrie nor the four other Palestinian families who were injured and killed in similar demolitions and joined the lawsuit against Caterpillar.

Caterpillar knowingly contributes to the ongoing demolitions of Palestinian homes in occupied Palestine. In October of 2004, Human Rights Watch sent a letter to Caterpillar demanding that the company immediately cease all sales of its D9 bulldozers to the government of Israel, saying that "Caterpillar betrays its stated values when it sells bulldozers to Israel knowing that they are being used to illegally destroy Palestinian homes."

Additionally, Caterpillar supports the expansion of exploited prison labor. Caterpillar has close ties to the American Legislative Exchange Council (ALEC). ALEC has helped advance tough sentencing laws like mandatory minimums given to non-violent drug offenders and has worked to legislatively create private for-profit prisons. Caterpillar served as a "Trustee" level sponsor at both the 2013 and 2014 ALEC annual conferences. Corporations are the driving force behind ALEC's actions, and Caterpillar is one of them.

It is for these reasons that we propose that the undergraduates call on the Princeton University administration to immediately and permanently halt usage of Caterpillar manufacturing equipment in every ongoing University construction projects.

**THE UNDERGRADUATES OF PRINCETON
UNIVERSITY** Princeton, New Jersey

Referendum Resolution 2-2022
Referendum Question No. 2 (Spring 2022)
Sponsored by ERIC PERIMAN '23

Referendum Resolution

Calling on the Princeton University administration to immediately halt all usage of Caterpillar machinery in any and all ongoing University construction projects by renegotiating or canceling any and all contracts with construction entities carrying out University construction projects who make use of Caterpillar machinery. Prohibit Caterpillar machinery from being used in any and all future campus construction projects. Institute strict oversight and enforcement of this resolution for all construction entities contracted by the University to carry out University construction projects.

Resolved by the undergraduates of Princeton University,

SECTION 1. FACULTY, DEPARTMENT HEADS, AND ADMINISTRATION.

Given the violent role that Caterpillar machinery has played in the mass demolition of Palestinian homes, the murder of Palestinians and other innocent people, and the promotion of the prison-industrial complex (among other atrocities), the undergraduates call on the Princeton University administration to:

1. Immediately halt usage of all Caterpillar machinery in all ongoing campus construction projects including (but not limited to) the Lake Campus Development Project, the Art Museum construction project, the E-Quad construction project, the construction of New Residential Colleges East and West etc.
2. Renegotiate or cancel contracts with construction entities who make use of Caterpillar machinery.
3. Prohibit Caterpillar machinery from being used in any and all future campus construction projects.
4. Ensure strict oversight and enforcement of this resolution by construction entities who are contracted by the University to carry out University construction projects.

SECTION 2. USG SENATE

Section 1 of this referendum is issued solely under the advisory power of

an undergraduate referendum.

As per Section 708 of the Elections Handbook, the USG Senate will write a report that explains the official position of the undergraduates as stated in the referendum resolution. The report will include action steps for the Senate and recommendations for the administration to further the undergraduates' official position. The report must be written and sent to the administration by no later than the end of the Spring 2022 semester on May 12th, 2022.

SECTION 3. TRANSMITTAL OF RESOLUTION

The Executive Secretary of the Senate shall transmit an official copy of this resolution to each of the following university officers:

1. Christopher L. Eisgruber '83, President of the University.
2. Jill Dolan, Dean of the College.
3. W. Rochelle Calhoun, Vice President for Campus Life.
4. Dozie Ibeh, Associate Vice President of the Office of Capital Projects.
5. Kathleen Deignan, Dean of Undergraduate Students.
6. Louise S. Sams '79, Chair of the Board of Trustees of Princeton University.
7. Professor Blair Schoene, Chair, Resources Committee of the Council of the Princeton University Community.