Princeton USG Senate
Meeting 8
April 15, 2018
4:30 Guyot Hall 10

Introduction
1. President’s Report (5 minutes)

New Business
1. Movies Committee Budget Request: Jona Mojados (5 minutes)
2. CCA Day of Action Presentation: Caleb Visser and Eliza Wright (15 minutes)
3. Projects Board Funding Approval: Isabella Bosetti and Eliot Chen (5 minutes)
4. USG Office Makeover: Grace Lee (5 minutes)
5. SGRC Co-Chair Appointments and Student Group Approval: Aaron Sobel and Emily Chen (7 minutes)
6. Student Health Task Force Proposal: Brad Spicher (5 minutes)
7. Senator Accountability/Transparency Proposal: Kade McCorvy (15 minutes)
8. Office Hours/Coffee Chat Proposal: Kade McCorvy (10 minutes)
9. PHA Mini-Grants Proposal: Parker Kushima (5 minutes)
10. Calendar Reform Resolution: Olivia Ott (10 minutes)
11. MHI Video Project: Josh Gardner and Casey Kemper

Consent Agenda
1. Matthew Ramirez-2019:
   a. My name is Matt Ramirez, Class of 2019, Southern California born and raised. I'm an EEB major interested in Environmental Policy, and an elected officer of the Colonial Club. I look forward to serving on the Diversity & Equity Committee so that I can contribute to our inclusive campus culture, that has long been so welcoming to me.

2. Nivida Thomas-2020:
   a. Hi everyone! My name is Nivida Thomas and I am a sophomore from Seattle, WA. I am involved with the CONTACT Suicide Hotline, Princeton Bhangra, and WPRB News and Culture team. I look forward to getting to know you all as we work towards a more inclusive and diverse campus!

3. Hyojin Lee- 2020:
   a. My name is Hyojin (my email name is Joyce, which can be confusing). It's pronounced "YO" like the greeting and "jin" like the drink. I'm a sophomore from New Jersey. I'm looking forward to exposing people to unfamiliar other people -- and in the end, hopefully, encouraging people to make new kinds of friends.
4. Andy Zheng-2020:
   a. I’m Andy class of ‘20 studying in WWS. The last place I lived was in Chesapeake, Virginia. I’m most excited in being part of USG and hopefully making this campus more welcoming to different identities.

5. Wendy Ho-2021:
   a. Wendy is student from Dallas, TX in the class of 2021. On campus, she is involved with the Club Climbing team, HackPrinceton, and Theatre Intime. She is most looking forward to helping to continue the campus conversation about diversity and inclusivity beyond just freshman orientation week.
<table>
<thead>
<tr>
<th>Items</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fun Flick Movie Screen</td>
<td>$1,500</td>
</tr>
<tr>
<td>Blu Ray Movie (Amazon)</td>
<td>$40</td>
</tr>
<tr>
<td>Noise Permit</td>
<td>$10</td>
</tr>
<tr>
<td>Nomad Pizza</td>
<td>$2,500</td>
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<tr>
<td>Kettle Popcorn</td>
<td>$500</td>
</tr>
<tr>
<td>Movie Rights</td>
<td>$400</td>
</tr>
<tr>
<td>Giveaways</td>
<td>$500</td>
</tr>
<tr>
<td>Location/Drinks - Last Year Whitman Hill</td>
<td>Free</td>
</tr>
<tr>
<td>Electrical/Setup</td>
<td>$500</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$5,950</strong></td>
</tr>
</tbody>
</table>
Projects Board Funding Request

OMBE Representatives: Esham Macauley ’19, Amo Amokwandoh ’19, Winfred Darko ‘20
Projects Board Co-chairs: Eliot Chen ’19 & Isabella Bosetti ’18
Date: 15 April 2018

- **The Order of Black Male Excellence – 25th Annual Black Women’s Appreciation Dinner**
  - About: “OBME exists to both foster a cohesive black male and female community, and encourage black social, professional, and cultural development. Over the last decade or so, there has been an emerging rift between both black men and women and black women and members of the Princeton community at large. Black Women on campus are in a difficult position; in addition to the academic pressures of Princeton, they must deal with the cross sectional constraints of being people of colour and women in an environment in which many people do not understand their social situation. We feel it is our duty to help mend this fragmented campus and we hope that this dinner can help strengthen relations between our groups and build a more united Princeton community overall. It is worth noting that this dinner is an enjoyable event for everyone in attendance regardless of gender or ethnicity and has been one of Princeton’s most successful events in previous years.”
  - This event has been held since 1994 and is funded annually in part by the Projects Board
  - Location: Frick
  - Expected attendance: 150 - 200 people
  - **Amount funded: $2000**
    - Other funders: Carl A. Fields Center and ODUS
    - Expected total cost: ~$5000
    - Budget covers food (catering @ $2800) and decoration expenses
**Location:** Frist 204 lobby & conference room

**Color scheme (2 options):**

- Simple colors (mix of yellow, grey, blue)
  - Similar to Julian Street Library
• Colorful
  o Similar to Carl A. Fields Center
Sample spaces on campus:

New South
- Clean, bright walls with colorful ottoman chairs/tables in the middle

Julian Street Library
- Bright blue, comfortable sofas & chairs
- Low tables in the middle

Carl A. Fields Center
- Colorful chairs, ottoman chairs, & sofas
- Small tables scattered throughout
Other sample spaces:

- Bright color scheme
- Mix of ottoman chairs, sofas, benches

- Big whiteboard on the wall
- Colorful ottoman chairs
- Statement lamp piece

- Colorful stools/tables
- Clean, bright layout
SGRC Group Approval

Project Leader: Emily Chen ’18, Aaron X. Sobel ‘19
Date: April 6 2018

- **Black Pre-Medical Society of Princeton**
  - This student group hopes to empower the Black Pre-Medical community at Princeton University tackle issues both in and outside the healthcare field. It hopes to build long lasting connections among Black Pre-Medical students, address specific issues that affect Black students interested in medicine, provide the necessary support to combat issues pertinent to the Black Pre-Medical community, and offer resources to Black Pre-Medical students that specifically address their needs at Princeton. The group hopes to hold community-building activities and one day hopes to host the first Black Ivy Pre-medical conference.

- **The Princeton Centrist**
  - The Princeton Centrist will be a new publication dedicated to promoting and encouraging thoughtful, non-partisan analysis of current affairs. Specifically, it aims to examine issues through examining outcomes, focused on problem-solving rather than ideological purity or party politics. The Princeton Centrist has already existed online for a short period of time, and now seeks formal recognition as a student group.

- **foundations: a journal of critical thought**
  - *foundations* will be a new peer-reviewed publication dedicated to exploring Critical Theory and Critical Thought, a philosophical approach to understanding culture and literature through the social and ideological forces that produce and constrain them. Through the monthly journal, *foundations* hopes to provide a space for theorists and academicians within the undergraduate realm to get together, establish a discourse, and then publish said discourse. Beyond the publication, members of *foundations* will meet weekly to discuss Critical Theory and Thought.

- **Princeton Pre-Teacher’s Association (PPA)**
  - PPA’s objective is to foster a greater sense of community among students interested in the teaching profession and provide exposure to field of education. PPA aims to support, connect and inspire students interested in the teaching career. Specifically, the group hopes to provide resources and networks of information on internships, teaching experiences and alumni in the field.

- **Princeton Against Gun Violence (PAGV)**
  - PAGV is dedicated to educating and having an open conversation on the issue of gun violence. PAGV plans on holding dialogues on the issues themselves, U.S. gun legislation, and personal experiences of gun violence. The group
further aims to directly advocate for legislative change on the local, state and national level. PAGV’s vision is to generate and elevate sustained discussion on campus around issues of gun violence and control.

- **Princeton Aerial Arts Club**
  - The Princeton Aerial Arts club hopes to enhance the performance art scene at Princeton by introducing the growing field of circus and aerial arts to the campus, in forms including but not limited to aerial silks (fabric) and aerial hoops (lyra). The group will hold classes and practices open to all students, held by certified aerial arts instructors (certified students and full-time professionals). This will provide students with an alternative form of fitness activity.

- **Princeton International**
  - Princeton International will serve as a community for international students. It aims to promote solidarity among all undergraduate international students on campus, and provide a support network for all undergraduate international students. It further aims to spread awareness of international news, events and issues across campus. Finally, the group aims to bring an international perspective to campus through speakers and events.

- **Shimmy**
  - Shimmy is a new student group dedicated to workout dance. It offers a new type of fitness activity to all students, and with it offers the benefits unique to dancing to students not yet involved in a dancing activity on campus, and offers a way for dance groups to expand their recognition and role in campus community. It is open to people of all skill levels, and for anyone interested in dancing or getting more fit.

- **Undergraduate Women in Physics (UWiP)**
  - The Princeton Undergraduate Women in Physics (UWiP) offers mentorship, academic enrichment, and a welcoming community to students majoring in physics or related fields. UWiP invites all students, regardless of gender identity and/or expression, race, socioeconomic background, and/or sexual orientation, to become members. As a joint collaboration between students in physics and the astrophysical sciences, UWiP aims to provide guidance to aid students in their strides to achieve their academic, personal, and professional goals.
New SGRC Chair Confirmation

- The Student Groups Recognition Committee nominates Andrew Li ('19) and former USG VP Daniel Qian ('19) as the new co-chairs of SGRC. Since they joined in their sophomore year, Andrew and Daniel have been integral to the success of SGRC. They have constantly been reliable, bringing the best questions and utmost professionalism to their duties. Andrew and Daniel are the natural successors to SGRC, and will do a fantastic job as co-chairs.
Senator Accessibility/Transparency Initiative

Inspiring Quotes:

“The power of kings and magistrates is nothing else, but what is only derivative, transferred and committed to them in trust from the people, to the common good of them all, in whom the power yet remains fundamentally, and cannot be taken from them, without a violation of their natural birthright.” – John Milton

“The political world over, absolute governments which do not even do lip-service to the fiction of consent are more common than free governments, and their subjects rarely question their right except when tyranny becomes too oppressive.” – Hume

Objectives:
- Make Class Senators more accessible to the undergraduate student body
- Help promote and create a more informed Senate
- Help ensure Senate projects are meaningful to the undergraduate student body

Proposal:
- Establish a 20XXSenators email address/netid for sitting Senators (like the Class Government framework: Class-XX)
  - OR Grant Senators access to the Class-XX address/netid
- Require Senators to send out monthly emails that shall
  - Provide the class at large with at least one policy/funding proposal that was passed in the Senate during the prior month, or a something that is to be presented within the month
  - Include a personal statement from each Senator regarding a Senate policy position they have taken, a task/project they are currently working on
  - Survey the class on at least one pertinent policy topic (i.e. how the class feels about certain policies that have passed, how aware they are of USGs recent position on something, how the class feels about certain Task Force initiatives, crowdsourcing ideas for improving transparency, etc.)
  - Use the Communication Committee’s email template
  - Have format be approved by the Communication Director prior to being sent out
- Require a monthly report from each pair of class Senators to the Senate that will explain
  - What policy/funding proposal was lifted up in the monthly email
  - A brief overview of each personal statement
  - An analysis/presentation of data received from the class’s feedback

Moving Forward:
- Get feedback through targeted outreach and/or survey at the end of the semester
- Potentially set up as a consistent framework
- Use as a potential model for U-Councilor engagement
Coffee Chat / Office Hours Initiative

Inspiring Quotes:

“Each day holds a surprise. But only if we expect it can we see, hear, or feel it when it comes to us. Let’s not be afraid to receive each day’s surprise, whether it comes to us as sorrow or as joy. It will open a new place in our hearts, a place where we can welcome new friends and celebrate more fully our shared humanity.” – Henri Nouwen

“Being a good leader requires remembering that you’re there for a reason, and the reason certainly isn’t to have your way. High-integrity leaders not only welcome questioning and criticism - they insist on it.” – Travis Bradberry

Objectives:
- Make Senate more accessible to the undergraduate student body
- Help promote and create a more informed Senate
- Help ensure Senate projects are meaningful to the undergraduate student body
- Continue to dispel USG’s reputation as a “government club”
- Establish the USG Office as an accessible and welcoming space

Proposal:
- Have Senate book the USG Office every Sunday afternoon for the rest of the academic year (until Sunday, May 6th) for two hours
  o This time will be determined by the President
  o This time must be consecutive
  o This time must not be shared with any other Senate project or meeting time
- Have at least one Senator, one U-Councilor, and one Ex-Com member present throughout the entire time period established by the President
- Budget: at least $100/week to offer coffee, treats, and/or other low-cost incentives for students to come to the USG office
- Have an informal (numerical) attendance sheet accessible in the Senate Google Drive to be updated by present staffers
- Have this initiative publicized in the weekly USG email

Moving Forward:
- Analyze the success with regard to budgeting and attendance
- Decide upon the reinstatement of this policy for the Fall term
Peer Health Advisers (PHAs) are an on-campus group of undergraduate students, who are supervised by HPPS staff and serve as contacts for students seeking support, provide referral to UHS and other wellness-related campus resources, stimulate awareness of and decrease stigma around health issues by implementing health promotion programs, work to reduce disparities in health and wellness outcomes, and help students to navigate UHS' services.

PHAs act as resources for students with questions concerning anything from sexual health, sleep, alcohol, nutrition, stress, and mental health. They also promote awareness of health concerns through annual events such as safer sex program, the Sexpert Column, mental health screenings, and projects initiated and led by individual PHAs.

**RFP Purpose**
This Request For Proposals (RFP) has been developed in order to identify well-thought out health promotion programs to be implemented on campus by Peer Health Advisers. This document is intended to outline the aspects of the proposal that will be considered in the evaluation of the projects and allocation of funds.

**Eligibility**
Only Princeton University Peer Health Advisers can apply for these grants.

**Types of Projects**
Projects can increase awareness, impart knowledge, build skills, and/or increase healthy behaviors.

However, particular consideration will be given to projects that:
- Will be implemented by a small group of PHAs rather than one individual.
- Have a method of quantifiably measuring progress and achievement both during and at the end of the project (e.g. participant survey, number of posters, etc.).
- Is not a duplicate of another project being pursued by other health-related organization on-campus.
Funding Information
This is a one-time funding opportunity for projects for the Spring 2018 semester. Special weight will be given to projects that keep costs as close to or below $500 with a total amount granted for all projects of $1,500. Particular consideration will be given to projects that maximize the impact to cost ratio.

Timeline
Proposals are due Friday, March 26 at 4:30 p.m. Please return proposals to Health Promotion and Prevention Services in UHS, Room G05, McCosh Health Center or email your proposal to jmascari@princeton.edu. Special consideration will be given to projects submitted earlier for projects that occur immediately.

It is the intent of the reviewers to notify applicants of funding no later than Wednesday, April 4. Projects must be completed no later than May 26, 2017. Summary of evaluation findings is due to the PHA staff adviser as soon as possible following completion of the project.

PHA Mini-Grant Timeline Summary

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 26</td>
<td>Proposals due</td>
</tr>
<tr>
<td>April 4</td>
<td>Funding notifications sent.</td>
</tr>
<tr>
<td>April 8, 2018 through May 26, 2018</td>
<td>Project implementation period</td>
</tr>
<tr>
<td>At close of project</td>
<td>Evaluation summary due</td>
</tr>
</tbody>
</table>

Selection Process
Written applications will be reviewed by the grant proposal committee (RCCs) and staff adviser. Proposal authors will not review their own proposals. The revision process will consist of scoring the proposal applications. Each will be given a numerical score based on the amount of points they receive in each part of request. The point breakdown is as follows:

- Project Description-20 points
- Logic Model-10 points
- Budget information- 5 points
- Prospective Timeline-5 points
- Evaluation Plan-10 points

Applications will be ordered from highest score to lowest score, and funding will be allocated based on the rankings until the total amount ($1,500) is granted. The committee has the right to adjust the funding of proposals as applicable (i.e. suggesting a more reasonable amount of money for a certain aspect of the event). All applicants will have the opportunity to discuss their proposal with the committee.
PHA Mini-Grant Application  
Spring 2018

Please provide information for each of the following.

Title of Project: Princeton Connect

Amount Requested: $250

Proposed date(s) for project: Stage 1: May 7-13 (Reading period), Stage 2: May 19

Designated Contact Person (One person only please): Parker Kushima

Designated Contact person's email: pkushima@princeton.edu

Other Peer Health Advisers involved in project implementation (please list name and email):

Project Summary
Please give a complete description of your proposed project (100 words).

This project aims at helping students to build stronger and more meaningful connections with others in an environment that is typically inaccessible outside of set social groups (clubs, classes, etc.). The first stage would be an arts-and-crafts-like session(s) that allows students to design a square that conveys their story (what they feel is important to share). They will work in groups and get to share their stories with new people. The squares will be arranged into a quilt. The second stage will be a presentation (Frist Theater) where people can share their story and design. The third stage will be displaying the quilt (Frist stairs).

Project Description (20 points)

1. Describe the area of health this project addresses and how it promotes healthy behaviors among Princeton undergraduates.

The main health area that this project addresses is mental health. I think that the Princeton social environment is primarily based on clubs or classes that you happen to be in. There isn’t much room for meeting new people outside of prescribed social circles, especially as you progress in your Princeton career. This can lead to many feeling like they are stuck and unable to form new relationships, especially if they are not in any extracurricular or eating clubs. Hopefully through this mini-grant people will feel more confident that their stories are important
and worth being shared, leading to further opportunities to connect with others on a deeper level. The first stage of this project can also function as a stress relief session.

2. List your goals for this project and how you hope to attain them.

One goal for this project is to help people to share their stories, build deeper connections with new people, and feel more confident in sharing more about themselves in the future. I hope to attain this by creating a welcoming environment in the first and second stages that will allow people to comfortably meet new people while giving them an outlet to portray stories that are important to them. Another goal of this project is to reach a wide audience, which can be attained through wide advertisement (email, posters, etc.). This is a very important goal for a couple of reasons. First, we would want as many people as possible to create a decent sized quilt. Second, we would want people to be able to meet others they haven’t met before.

3. How will the Princeton community or a subsection of it benefit from this project? How many students do you intend to reach?

I believe that the Princeton community as a whole will benefit from this project because it will allow more people to feel comfortable sharing what’s important to them and will put people in the mindset to listen to others as well. This will mostly benefit people who feel like they don’t belong in any social groups but want to meet new people. I think that this is a very important subsection of the Princeton community to reach because there isn’t much opportunity for deep connections, or at least the foundations for such relationships, to be formed outside of set social groups or classes. I intend to reach around 50 people with the first stage, and maybe 20-30 with the second stage. The third stage will reach anyone who passes through Frist, or wherever it’s hanging up.

4. Please list potential partner organizations and how they could help in achieving your goals.

USG: I know that USG has taken a strong stance on mental health now and I believe that we can work with them to reach a wider audience. Working with USG will help to legitimize this project, greatly helping in its reception.
**Logic Model (10 points)**

Describe how the resources put into this project will then lead to a program that causes short-term outcomes and may lead to long-term outcomes. Please include a few references to support your logic model when possible. A sample format is provided with this RFP.

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Activities</th>
<th>Outputs</th>
<th>Intermediate Effects</th>
<th>Long-term Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Funding and supplies</td>
<td>-Stage 1: Designing squares that will portray important stories, working in small groups where they can talk and get to know each other</td>
<td>-S1: Quilt of everyone’s squares</td>
<td>- increased ability to share personal stories - new deeper connections between people</td>
<td>- people will feel more comfortable meeting new people and sharing their stories outside of their social circles - deeper, more meaningful relationships throughout Princeton community</td>
</tr>
<tr>
<td>-Time</td>
<td>-S2: presentation of people’s stories in intimate setting</td>
<td>-S2: highlights of presenters’ stories</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Participation by Princeton community</td>
<td>-S3: displaying of quilt</td>
<td>-S3: displaying of quilt</td>
<td></td>
<td></td>
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<tr>
<td>-Advertisement</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>-Partnership with USG</td>
<td></td>
<td></td>
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</tbody>
</table>
Budget Information (5 points)
Please list your expected costs and their justifications.

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
<th>Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction paper squares</td>
<td>$10</td>
<td>Base for quilt designs</td>
</tr>
<tr>
<td>Colored markers</td>
<td>$15</td>
<td>Quilt design</td>
</tr>
<tr>
<td>Glitter glue</td>
<td>$5</td>
<td>Quilt design</td>
</tr>
<tr>
<td>Pipe cleaners</td>
<td>$15</td>
<td>Quilt design</td>
</tr>
<tr>
<td>Glue</td>
<td>$15</td>
<td>Quilt design</td>
</tr>
<tr>
<td>Colored foam sheets</td>
<td>$10</td>
<td>Quilt design</td>
</tr>
<tr>
<td>Snacks</td>
<td>$80</td>
<td>Incentivize people to stop by, makes it a more well-rounded study break</td>
</tr>
<tr>
<td>Reserving areas</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Prospective Timeline (5 points)
Please provide a timeline of the prospective dates during which you will execute your project.
Include pertinent milestones in the execution of your project.

April 4: Funding notification, start ordering items and reserving spaces, poster design, reaching out to USG
April 23-29: Begin posting, sending out emails to advertise
May 7-13: Several Stage 1 sessions to reach wide audience
May 8-18: Assembling quilt, reaching out to people to find presenters for Stage 2, emails for Stage 2
May 19: Stage 2
May 20: Stage 3, display till end of year, possibly find a permanent space for it?

Project Evaluation (10 points)
Describe how you will evaluate your project. What metrics will you use? For example, if you are proposing posters, how many will you put up and where and estimate of number of students exposed. If tabling, how many students stopped at your table? If providing an in-person program, will you ask participants to evaluate the program at its end?

- Evaluating advertisement: posting in high-traffic areas (Frist, dorms, dining halls),
  emails (programs that show when emails are opened)
- Stage 1: survey after people design their squares. Do you feel like you’ve learned something important about a new person? Were you able to share something important about yourself? Did you make a friend? Do you feel more comfortable sharing your story with others?
- Stage 2: Similar type of survey, different one for presenters. Do you feel like this was something you could’ve accomplished in a different environment? Did you feel comfortable sharing your story in this environment?
- Stage 3: Email survey asking if people saw the quilt, if they understand the meaning behind it.

Return proposals by Monday, March 26, 2018 at 4:30 p.m.
to Health Promotion and Prevention Services in UHS,
Room G05, McCosh Health Center
or email your proposal to imascari@princeton.edu.

Logic Model Sample

Logic Model for Provision of Nutrition Information at Point of Sale

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Activities</th>
<th>Outputs</th>
<th>Intermediate Effects</th>
<th>Long-term Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Funding</td>
<td>- Determine criteria for giving food items red, yellow or green lights</td>
<td>- Increased knowledge of relative nutritional value of food items in dining hall</td>
<td>- Increased consumption of fruits and vegetables</td>
<td>- Increased physical and mental well-being of student population</td>
</tr>
<tr>
<td>- Time</td>
<td>- Post red, yellow or green lights on labels at point of sale</td>
<td></td>
<td>- Decreased consumption of high fat and low fiber-high carbohydrate foods</td>
<td></td>
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<tr>
<td>- Partnership with Dining Services</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>- Red, yellow and green light labels</td>
<td></td>
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</tr>
<tr>
<td>in dining halls</td>
<td></td>
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</tbody>
</table>

For more information on logic models, visit [http://ctb.ku.edu/en/tablecontents/sub_section_main_1877.aspx](http://ctb.ku.edu/en/tablecontents/sub_section_main_1877.aspx)
Resolution

Endorsing the Ad-Hoc Committee on Calendar Reform’s Proposed Calendar

Resolved by the Senate of the Undergraduate Student Government

SECTION 1. Endorsing the Ad-Hoc Committee on Calendar Reform’s Proposed Calendar

In light of the presentation and discussion on calendar reform that occurred during last week’s Senate, the Senate officially endorses the Ad-Hoc Committee on Calendar Reform’s Proposed Calendar as detailed in the report submitted to the Faculty Advisory Committee on Policy (FACP) on March 7, 2018.

Approved XXXXXX.

Members in Favor: ____________
Members Opposed: ____________
Members Abstaining: ____________

Nathaniel Lambert ’20,
Vice President of the Undergraduate Student Government and
Presiding Officer of the Senate.

Attest:

Chitra Parikh’21,
Executive Secretary of the Senate