Minutes of a meeting of the Council of the Princeton University Community held March 28, 2016 in 101 Friend Center. Present were Council members Mr. Burton, Ms. Calhoun, Professor Carvalho, Ms. Czulak, Mr. Davidescu, Mr. Durkee, Ms. Edwards, President Eisgruber (chair), Mr. Flites, Professor Fore, Ms. Goodstein, Ms. Hakim, Mr. Harris, Ms. Hastings, Mr. Hines, Mr. Hsu, Dean Kulkarni, Mr. Kumar, Ms. Liang, Provost Lee, Mr. Marcus, Professor McCarty, Mr. McGhee, Mr. Mehra, Professor Meyers, Mr. Nan, Ms. Patel, Professor Priestly, Ms. Rosen, Professor Rouse, Professor Schor, Dr. Sergienko, and Professor Wysocki. Ms. Halliday was secretary.

Approval of Minutes

The President requested and received approval of minutes of the February 15, 2016, Council meeting as circulated in advance of the meeting.

Question and Answer Session

Vice President Calhoun responded to a question about the University response to anti-Semitic messages conveyed using University printers. She noted that the response was based on the nature and the way in which the information was disseminated—using University resources across campus. The event was investigated by Public Safety and by the Office of Information Technology. Director of Public Safety Paul Ominsky explained that other institutions had experienced similar incidents all of which were under FBI investigation. Steven Sather, associate director of support services at OIT, noted that changes have been made to ensure that only those on campus can print to a campus printer.

Campus Plan

Executive Vice President Treby Williams introduced the two main agenda topics for the meeting. She first referenced the recently Trustee-approved strategic framework, noting that the campus planning process is carried out in conjunction with the strategic planning process, and University Architect Ron McCoy would describe the campus planning process, now focused on 2016-2026 and beyond. One key component of both the strategic framework and campus plan is sustainability, and the Director of the Office of Sustainability Shana Weber, would provide information about ongoing projects together with a panel of students.

Noting that the campus planning process for the future can be better understood by first looking at the history of campus, Mr. McCoy, then gave an overview of major milestones in the evolution of campus. (Please see Attachment A for the powerpoint presentation.) The campus had expanded at times when the Jeffersonian ideal of an academic village was prominent and, later, when the importance of a naturalistic setting, creating an “English nobleman’s park,” was paramount. For its 100th anniversary, Princeton adopted the collegiate gothic style, under the direction of the architect Ralph Adams Cram who attempted to develop a cohesive campus plan,
making use of courtyards. Today’s campus has become much more diverse and complex. Through slides, Mr. McCoy noted that campus building projects under President Tilghman responded to the need for additional facilities to support student life and academic and research programs. The focus of the campus plan was to integrate these new facilities successfully into campus. He referenced a chart showing the growth of campus facilities (Appendix A, charts 8-9). The 2016-2026 plan aims to guide design for the next 30 years, planning for the entire land mass held by the University, with goals that include ensuring flexibility and working within a much broader boundary than in the past. Mr. McCoy explained the relationship between the strategic framework and the campus plan for 2026. Draft planning principles are being developed that tie to the values of the University. Better utilization of existing built space that is underdeveloped or poorly developed is part of the planning process. He discussed studies to inform parking and transportation decisions and the location of residences for faculty, staff and students. Studies on the frequency of use of space suggest various “nodes” on campus where members of the community tend to gather (Firestone Library and Frist Campus Center are two examples). Such data can inform future building. Mr. McCoy also gave an overview of integrating infrastructure considerations into planning, including University initiatives to become more sustainable, to reduce energy use, and also to make the most of the natural landscape of campus.

Lively discussion followed that included concerns about bike safety and possible planning for expansion adjacent to town residential neighborhoods. Mr. McCoy underscored the importance of ongoing communication between the town and the University about campus planning, the University’s mindfulness of the importance of the relationship with town and the desire to enhance the vibrancy of the entire area.

Sustainability

Ms. Weber noted that the Office of Sustainability is working with the campus plan process to further sustainability. She opened the discussion about recent sustainability initiatives by giving operational highlights including examples of some of the numerous opportunities to become engaged with sustainability efforts on campus. These are noted on the attached powerpoint presentation (Appendix B) and include partnerships with town (Sustainable Princeton), with faculty (the Sustainability Steering Committee), with staff (Staff Ambassadors) and students (the Green leaders student consortium). The office is utilizing what has been learned since 2008 and trying to change campus culture, especially by demonstrating repeatable successful approaches. The Campus Plan includes attention to sustainability in everything from building materials to energy use. The campus as a lab program helps build a culture that teaches students to test possible sustainability solutions and teaches skills that can be applied after Princeton.

She then introduced a student panel who presented a sample of the variety of sustainability initiatives. Hannah Kraus ’17 gave examples of student-initiated seminars that explore sustainability from practical and philosophical standpoints and as a source of service-oriented efforts. Eric Teitelbaum ’14, currently a graduate student in Civil and Environmental Engineering, described his research into heating and cooling systems including those found in University buildings and how sensors can be used to regulate a more efficient use of energy.
Olivia Grah ’19 has used her graphic arts skills to develop a lab logo and to improve communication with the University community about sustainability goals by making data collected by the Office of Sustainability more easily “digestible” and impactful. In her work on campus and during the summer at Yellowstone national park, Deborah Sandoval ’16 has explored how to decrease use of fossil fuels and how to raise public awareness about their own use of energy and impact on the environment as well as how to optimize battery utilization.

During the engaged discussion that followed, links between the University and the town to promote sustainability were described including the solar panel array near town and recent successful efforts through the Andlinger Center to obtain from PSE&G data for the town about energy use. In response to a Council member’s comment, Ms. Weber acknowledged with thanks the efforts of Building Services staff to increase recycling. She noted that the campus plan will look at waste streams. The importance of educating students early in their careers at Princeton was emphasized. The Office of Sustainability has a long relationship with Outdoor Action and more recently has partnered with Community Action during orientation. The goal is to introduce students to sustainability as service to the community. There was discussion about the importance of effective communication. Social media is useful for building a culture of sustainability. Students have tried more direct approaches to inform their peers about recycling and in particular “single stream” recycling, going door-to-door to get out the message. It was suggested that communicating how effective recycling can be and showing proof that it does work can help change the culture. Finally, Ms. Weber noted that sustainability is part of residential life through a co-op organized around sustainability. At Forbes College the “Pink House” (99 Alexander) fosters these goals.

The President thanked Mr. McCoy, Ms. Weber and the student panel. The meeting was adjourned at 6:00 p.m.

Respectfully submitted,

Ann Halliday
Secretary
North-West Prospect of Nassau-Hall, with a Front View of the President's House in New Jersey.
“What the committee on Grounds and Buildings and the Supervising Architect are trying to do is just to express in adequate architectural form the lofty ideals of character, education and scholarship....”

Ralph Adams Cram 1909
Illustrative Plan: 2016
<table>
<thead>
<tr>
<th></th>
<th>2006 GSF</th>
<th>2016 GSF</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic, Administrative, Athletic and Other Uses</strong></td>
<td>6.4 million</td>
<td>7.6 million</td>
</tr>
<tr>
<td><strong>Residential Uses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate: 4,650 Beds</td>
<td>3.0 million</td>
<td>3.4 million</td>
</tr>
<tr>
<td>Graduate: 440 Beds &amp; 760 D.U.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty/Staff: 570 D.U.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>9.4 million</td>
<td>11.0 million</td>
</tr>
</tbody>
</table>

**Projected Campus Growth – The Next 10 Years (2008 Campus Plan)**

- **2006 - 2016**
  - 1.6 mil GSF
  - 17% growth

- **1996 - 2006**
  - 1.6 mil GSF
  - 20% growth

- **1958 - 1988**
  - 2.6 mil GSF
  - 71% growth

- **Reuse of Existing Buildings**
The 2026 Campus Plan—Themes and challenges

Coordination with Strategic Plan

- The Strategic and Campus Framework Plans will test, inform and add value to one another
The 2026 CP – Project work plan

Phase 1
Reconnaissance and analysis

Phase 2
Directions for full campus lands
July 2015 – Apr 2016

Phase 3
Draft Campus Plan components
May 2016 – Nov 2016

Phase 4
Campus Plan compilation
Dec 2016 – Apr 2017
Draft 2026 Campus Framework Plan Principles

Provide an integrated environment for teaching, living and living

Enhance the campus’s distinctive sense of place

Foster a setting that is welcoming and supportive and encourages positive interaction and exchange

Create a climate that encourages thoughtful and creative approaches to sustainability

Serve communities that extend beyond the campus
The Potential for Additional Capacity in the Central Campus

Optimize the benefits of a compact campus
Optimize the benefits of a compact campus
The Potential for Additional Capacity in the Central Campus

MacMillan

Ivy Lane parking lots

Dillon Court
Reduce reliance on single occupancy vehicles

Total parking spaces per commuter

Princeton
Implications of reduced parking ratios – 30 year impact

Spaces needed over 30 years

- Existing (0.70) 6.5 “North Garages”
- 15% decrease 4
- 25% decrease 2.5
- 35% decrease 1

Notes:
- Stanford/UNC = 0.58
- Duke = 0.54
- Dartmouth/Cornell/UVA = 0.46

18
Understanding the potential of the existing commuting population

- Staff
- Faculty
- Graduate students
Scenario 1: Consistent Commuter Distribution

![Graph showing commuter distribution over time for different modes of transportation.]

- Drive Alone: 57%
- Telework: 10%
- Carpool/Vanpool: 6%
- Regional Rail: 9%
- Local Bus: 5%
- Princeton Transit: 6%
- Bicycling: 3%
- Walking: 5%

Target (0.45)
Travel times across campus – *Walking 5 Minutes*

- Frist
- West Windsor
- Lewis Center
- Finney Campbell Fields
- Springdale
- Fields

5 minute walk = 440 yards
Travel times across campus – **Cycling 5 minutes**

5 minute cycle = 1370 yards (3/4 miles)
Princeton University 2026 Campus Plan

Post by Urban Strategies Blog Moderator, January 27, 2016

Campus Compass Data Summary

Thank you for your participation in the Campus Compass interactive mapping tool. We received over 1,900 responses from students, faculty, staff, alumni and members of the community! Please click the link below to read the summary report of the responses we received.

The campus planning team is excited to hear your thoughts and feedback. Join the conversation here and let us know what you think!
Create and enhance social settings to Support shared identity (Nodes)
(Undergraduates, Graduates, Faculty and Staff)
Reinforce the Lake Carnegie landscape as a recreational and environmental preserve
(Undergraduates, Graduates, Faculty and Staff)
The Integrated Infrastructure Master Plan (IMP) will address current and future utility infrastructure needs for:

- Energy production and distribution (thermal and electrical)
- Communications and information technology (IT)
- Domestic, sanitary, and storm water distribution
- Stormwater management
- Water conservation
Building Energy Vision

Achieving super low energy use buildings

THREE STREAMS
BUILDINGS
CAMPUS
CULTURE
PRINCETON UNIVERSITY
2026 Campus Plan

CPUC March 2016

In association with:
Vanasse Hangen Brustlin, Inc.
Michael Van Valkenburgh Associates Inc.
KPMB Architects
BFJ Planning
Burns & McDonnell
Level Infrastructure
Mills + Schnoering Architects

Nitsch Engineering
Rickes Associates Inc.
Sustainable Water
Two Twelve
U3 Advisors
Van Note-Harvey Associates
Vermeulens
ZGF Architects
Sustainability at Princeton

CPUC
28 March 2016

* 

Shana S. Weber, Ph.D.
Director, Office of Sustainability
Timeline

- 2006: Office of Sustainability established
- 2008: first Sustainability Plan launched
- 2009-2014: annual progress reports published
- 2015 forward: web-based dynamic reporting
- 2017: updated Sustainability Plan release

http://sustain.princeton.edu
Progress since 2008 Sustainability Plan

2015 SUSTAINABILITY OPERATIONAL HIGHLIGHTS

- More Local Food Purchased vs. 2007: 70%
- More Commuters Using Alternative Transportation vs. 2007: 39%
- More 100% Post-Consumer Recycled Paper Purchased (of the total purchased) vs. 2008: 31%

12% Fewer Commuter Cars vs. 2008
22% Less Water Used vs. 2006
34% Less Waste Per Person vs. 2006
44% Less Pesticides Used vs. 2007
63% Less Paper Purchased vs. 2008

Find us online!
sustain.princeton.edu
@TigersGoGreen
Active Campus Engagement/Governance

- GreenLeaders student consortium
- Staff Ambassadors
- Princeton Sustainability Committee (PSC)
- Sustainability Steering Council (SSC)
- Sustainability Leadership Group

- Community engagement: Sustainable Princeton non-profit
Cultivating an ethos of sustainability on campus through research, teaching, campus operations, campus-as-lab endeavors, and communications
Evolving Sustainability Framework
One dimension of building an ethos of sustainability
### As a student, which campus experience do you find to be most contradictory with sustainability?

<table>
<thead>
<tr>
<th>Ideas</th>
<th>Score (0 - 100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The option to take two water bottles during Late Meal</td>
<td>82</td>
</tr>
<tr>
<td>Princeton-branded bottled water</td>
<td>80</td>
</tr>
<tr>
<td>Flushing toilets with clean water instead of captured rainwater</td>
<td>79</td>
</tr>
<tr>
<td>No composting or recycling in Frist Late Meal area</td>
<td>75</td>
</tr>
<tr>
<td>Too many foam and plastic cups and plates at meetings and events</td>
<td>75</td>
</tr>
<tr>
<td>Lights left on in empty study spaces, libraries, lecture halls, and more</td>
<td>75</td>
</tr>
<tr>
<td>Plastic used for wrapping pre-packaged food</td>
<td>68</td>
</tr>
<tr>
<td>Inefficient lighting still in place in many buildings</td>
<td>67</td>
</tr>
<tr>
<td>Serving disposable bottled water at events</td>
<td>63</td>
</tr>
<tr>
<td>Reunions cups that are thrown out instead of recycled</td>
<td>62</td>
</tr>
</tbody>
</table>
Deborah Sandoval ’16
  – Energy visualization and battery storage optimization

Hannah Kraus ’17
  – Student-initiated course development

Olivia Grah ’19
  – Campus as lab logo development

Eric Teitelbaum ‘14, current grad student
  – Meggers CHAOS Lab