

# Memorandum



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**To:** Liz Davey  
**From:** Willa Small Kuh  
**Copy:** Nat Grier, Rob McKenna, Amy Nagengast, Bill Talbert, Mike Walters  
**Date:** May 29, 2014  
**Re:** Ideation Meeting Notes – Student Global Citizenship

Following are our meeting notes from the April 28 meeting with the Student Global Citizenship Working Group. Please feel welcome to circulate these to working group members.

Working group members present: Stephanie Barksdale, Katherine Jack, Jordan Karubian, Michael Mahoney, Shelley Meaux (for Michael Blum), Agnieszka Nance, and Ken Schwartz. Absent: Tor Tornqvist.

After introductions, the consulting team made an interactive presentation, summarized below:

1. The presentation introduced climate action planning in general and at Tulane, including consideration of student engagement in creating Tulane's Draft CAP.
2. The presentation asked the working group to explore and provide guidance on opportunities for student engagement association with this CAP planning process and after. The American College and University Presidents Climate Commitment (ACUPCC) speaks to creating a student experience that will create graduates capable of successfully addressing climate change. This is to be achieved through education, research, co-curricular activities and opportunity to contribute in meaningful ways to the institution's operations and maintenance activities related to reducing greenhouse gas emissions.

**Working group response:** After discussion of the existing university infrastructure for education, research and student engagement on GHG emissions reduction/climate change, the group focused on what they believe to be the most compelling student need/opportunity to associate with the CAP development and implementation: motivating behavior change. The conversation focused on means of developing extended engagement that brings enhanced meaning to the students' environmental studies and engagement while impacting the institution's GHG emissions, activities that also speak to leadership development. Perhaps implicit to our conversation was an understanding that the focus should guide students to concern about reducing building energy demand as that is the university's single largest source of emissions. As a strategy, the group felt that the activities associated with this plan should be conceived of as part of or an extension of the university's existing, rich infrastructure of opportunities and not a new initiative(s).

Suggested activities are:

- For entering classes, establish a class GHG emissions reduction goal (challenge) and use this as a means of organizing a number of other student-engaged strategies.
- In residential life: energize and mobilize student engagement in GHG emissions reduction/climate change across the first two years. Freshman seminar -> TIDES required for all first year freshman.

- Guide students towards activity that more obviously relates to their energy use and GHG emissions reduction on campus (perhaps attracting them away from so much activity relating to reuse and recycling materials).
  - Offer a student course in “*Greening the Ivory Tower*”
  - Develop an eco-reps program (residential and other buildings) with a measurement aspect to understand the program’s impact. Train residence hall advisors to reinforce behavior change objectives and partner with eco-reps assigned to their halls.
  - Motivate students through teaching about the potential for behavior change to impact building energy demand and about green building design.
  - Freshman orientation – select annual book and otherwise feature GHG emissions reduction/climate change in student orientation.
  - TIDES – focus it on GHG emissions reduction/climate change
  - The university (Office of Sustainability to guide this?) should create a database of its sources to support student involvement in green projects—a centralized place where students with ideas can go to find funding opportunities
  - Host an annual (or biennial) event (like health science research day) that all environmental societies would show posters of research and activities about green initiatives.
  - Gear the New Day Challenge to the issue of GHG emissions reduction/climate change
  - Engage provision of learning grants to the issue of GHG emissions reduction/climate change
  - Gear the CELT program to the issues of GHG emissions reduction/climate change
  - The group considered, but made no decision about using a “rules and regulations” approach to guide behavior to reduce GHG emissions.
  - Stay focused on a goal—for example, if the uptown campus buildings are largest source, direct student focus there
  - Create a dorm by dorm metric
3. The presentation asked the working group to “ideate” or imagine (generate ideas and explore those) of means for the university to pursue greenhouse gas emission reduction. These can be affirmation of those in the Tulane Draft CAP and/or new ideas.

**Working group response:**

- Address deferred maintenance.
  - Examine if current building guidelines shouldn’t be reworked to better ensure desired energy performance.
  - Investigate establishing a revolving loan fund to finance energy conservation investments.
  - The university should actively collaborate with students to help them conceive of and consider GHG emissions reductions projects to invest the Reserve Fund in.
  - Press catering to improve waste reduction and recycling systems.
  - Replicate the “Big Idea” campaign that was used with accreditation process.
4. The presentation asked the working group to generate ideas for points of engagement for students during the CAP planning process. These were:
- Membership on CAP working groups
  - Environmental classes – class ideation assignment
  - Include ideation/imagine opportunity in fall 2015 orientation
  - Invite the Green Club, Divest Tulane, Tulane Energy Club, and Environmental & Energy Law Society to ideate/imagine
  - Invite student groups (as above) to establish a CAP sub-group and engage them throughout the process
  - Invite Office of Sustainability interns to ideate/imagine
  - Ask departments to invite those on their standard mailing lists to ideate/imagine

**Working group response:**

- Listed items are acceptable and the following should be added:
  - a. Mike Mahoney to connect with student groups on the question of their response to the original ideas for CAP engagement and any additional ones.
  - b. Reach out specifically to SISE students

Follow-up and other matters (opinions offered and questions asked by the working group):

1. Mike Mahoney to provide the working group with a complete list of student green organizations and names for their leaders.
2. GHG estimates for the university attach approximately 2/3 to the uptown campus and 1/3 to the downtown campus. The working group is interested in knowing where the current energy/emissions are used relative to campus.