



Final Report: Campus Conversation

Climate Change and the Campus
Carnegie Mellon University
September 29, 2012



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Appendix: Agenda for Campus Conversation on Climate Change and the Campus

1. Summary

On September 29, 2012, one hundred and thirty students from six colleges¹ in the Pittsburgh region gathered at Carnegie Mellon University to engage in deliberation about how colleges should respond to the challenges and opportunities related to climate change. The Campus Conversation in Pittsburgh was part of a national initiative, facilitated by the Program for Deliberative Democracy at Carnegie Mellon, which involved Campus Conversations on climate change at colleges across the United States.

As facilitated by the Program for Deliberative Democracy, Campus Conversations involve structured deliberation designed to provide a diverse group of people the opportunity to provide informed feedback on issues affecting their community. The results of these conversations provide citizens, stakeholders and policymakers with a robust body of data that indicate what members of their community think about an issue after they have engaged in a deeply deliberative process. Campus Conversations involve five elements. Prior to deliberations participants complete an **initial survey**. They then receive a **discussion guide** providing balanced information about the topic of deliberation. On the day of the deliberation they participate in **small-group discussions** facilitated by trained moderators. After deliberating, each small group develops two questions that are then addressed to a **resource panel** of experts. Finally, participants complete a **post-deliberation survey**.

In the Campus Conversation at Pittsburgh, students considered three questions (What can we do for our campus? What can we do for our community? and What can we do for ourselves?) in discussions focused on four areas:

- The scientific consensus on climate change and projections about its effects;
- Practical matters of a college's energy production and consumption;
- A college's research, teaching, and community outreach missions; and
- Individual choices, in terms of choosing a major/career related to sustainability or choosing to be involved in sustainability initiatives.

To recruit participants for the Campus Conversation in Pittsburgh, the Program for Deliberative Democracy partnered with the Higher Education Climate Consortium (HECC) of the Pittsburgh Climate Initiative and, in particular, with six faculty members at Carnegie Mellon and the University of Pittsburgh. These faculty members encouraged students in their classes to attend, providing incentives (e.g., class credit) for those who participated.

Eighty-four students from six colleges completed all four elements of the Campus Conversation. Participants ranged in age from 18-69, represented a full range of academic years, from undergraduate through to graduate, including three alumni of Carnegie Mellon University, and identified fifty distinct majors/courses of study. In addition, twenty-five undergraduate students from Carlow University and five graduate students from Carnegie Mellon participated as moderators or note-takers and ten undergraduate students from Carnegie Mellon volunteered at the event.

¹ Carlow University, Carnegie Mellon University, Community College of Allegheny County, Duquesne University, Robert Morris University, and the University of Pittsburgh

Based on post-deliberation surveys, the Campus Conversation introduced participants to information that broadened their understanding of climate change and of the possible ways that colleges and individuals could address climate change. Post-deliberation surveys indicate a 20% increase in the number of participants who “strongly agree” with the scientific consensus that the earth is warming and human activities are a major source of climate change; these surveys also indicate strong support for the idea that colleges and individuals should adopt sustainable practices and strong support for colleges addressing climate change in the choices they make about how to fulfill their research, teaching, and community outreach missions. After deliberating:

- 96% of participants believed they understood climate change somewhat or very well
- 100% believed the issue of climate change is somewhat or very important.
- 97% believed that there was strong or some agreement among scientists that the earth was warming, and 96% felt there was strong or some agreement among scientists that human activities are a major source of climate change.
- 80% believed that the effects of climate change have already begun to happen
- 94% of participants indicated that colleges definitely or probably should alter their practices in multiple areas to encourage and promote sustainability.
- 94% of participants indicated that colleges definitely or probably have a responsibility to encourage and promote sustainability efforts in communities off campus.
- 79% of participants indicated that they would be very or somewhat likely to participate in sustainability initiatives
- 60% of participants indicated that they would be very or somewhat likely to seek a job in fields related to sustainability design, management, or technology

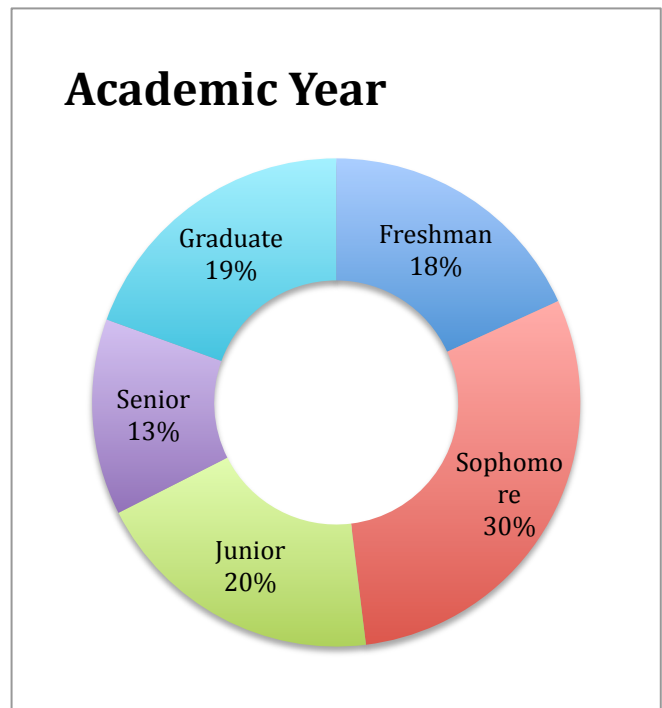
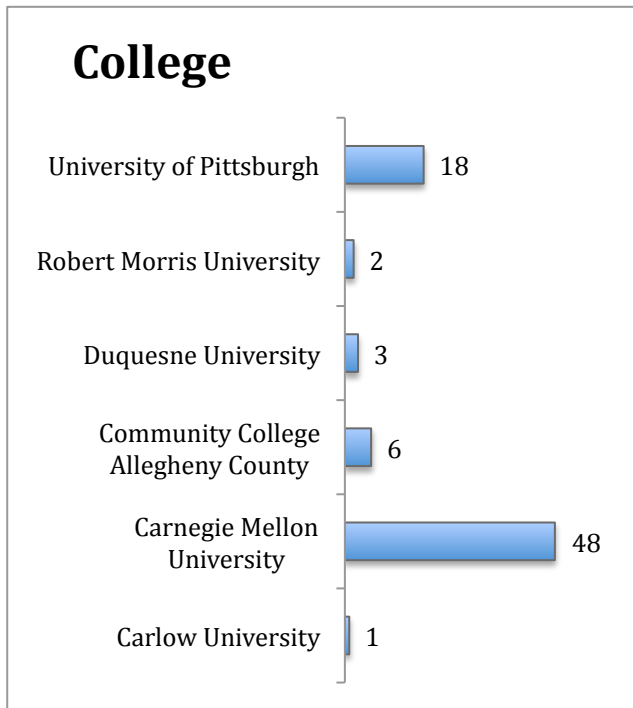
Comparisons between the pre- and post-deliberation surveys suggest that the Campus Conversation reinforced and confirmed participants’ previously held opinions about climate science and the importance of climate change. However, the conversation increased participants’ support for the idea that colleges and individuals should alter their practices to address climate change. Perhaps most significantly, after deliberations, participants’ indicated an increased likelihood of participating in sustainability initiatives. In particular, the percentage of participants who were very or somewhat likely to *take a leadership role* in sustainability initiatives increased by 22%.

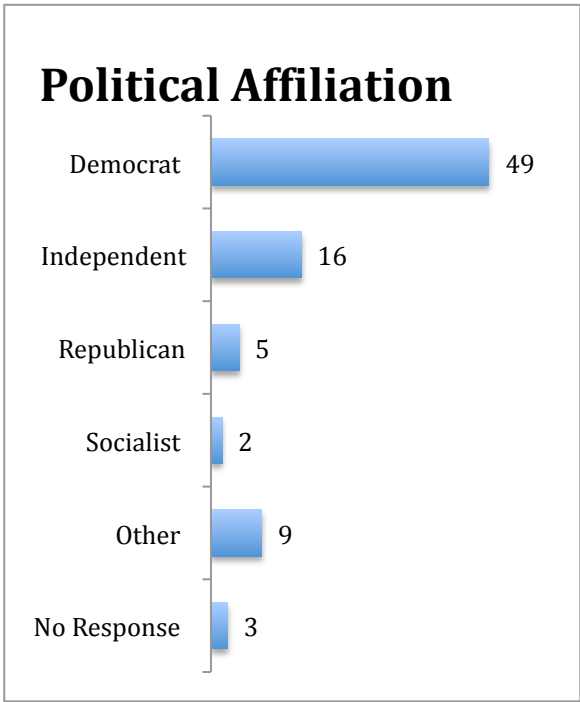
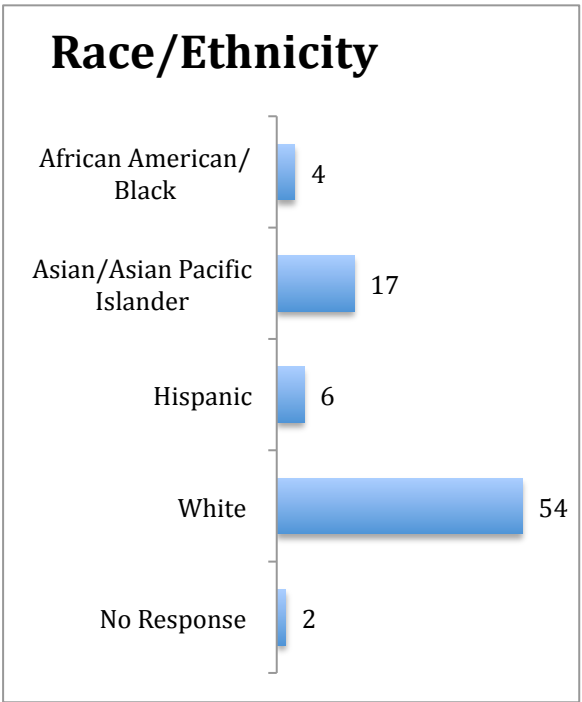
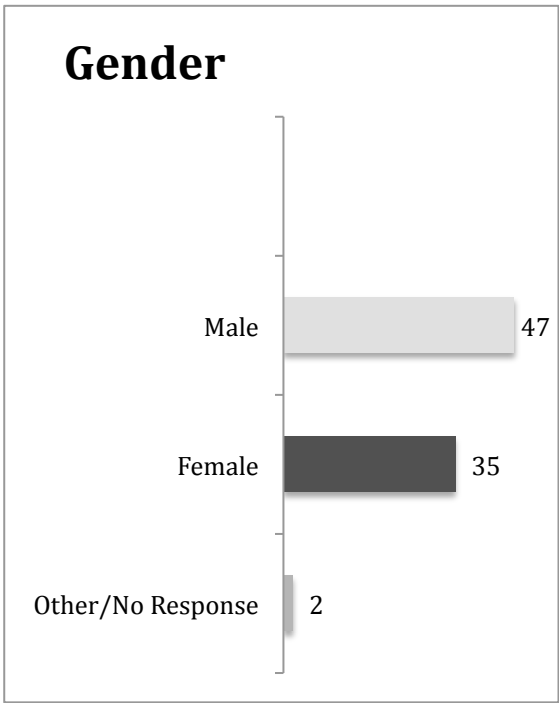
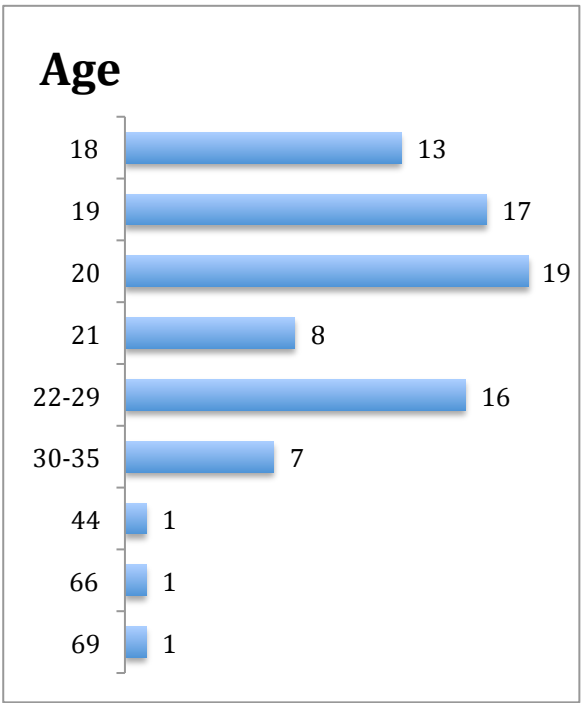
Post-deliberation surveys also reveal strong support for more opportunities to engage the type of structured deliberation provided by Campus Conversations. Most participants found that the conversation was very or somewhat intellectually stimulating (90%); engaging (95%); and enjoyable (91%), and most answered that “Yes” they would be willing to participate in another Campus Conversation (86%).

When considering the results contained in the following report, it is important to note that recruitment did not involve random sampling; instead, the data was gathered from a convenience sample of people who chose to attend the Campus Conversation.

2. Participant Demographics

Eighty-four students from six colleges and three alumni of Carnegie Mellon University participated in all four elements of the Campus Conversation on September 29, 2012. More than half the participants were from Carnegie Mellon (n=48), with the second largest group coming from the University of Pittsburgh (n=18). Sophomores were the largest single cohort (30%) and seniors were the smallest (13%), with similar percentages of freshman (18%), juniors (20%), and graduate students (19%). Participants ranged in age from 18-69; the average age of students who participated was 21.7 years. Fifty-six percent of participants were male (n=47), nearly two-thirds identified as non-Hispanic White (n=54), and 58% (n=49) indicated Democrat as their political affiliation.



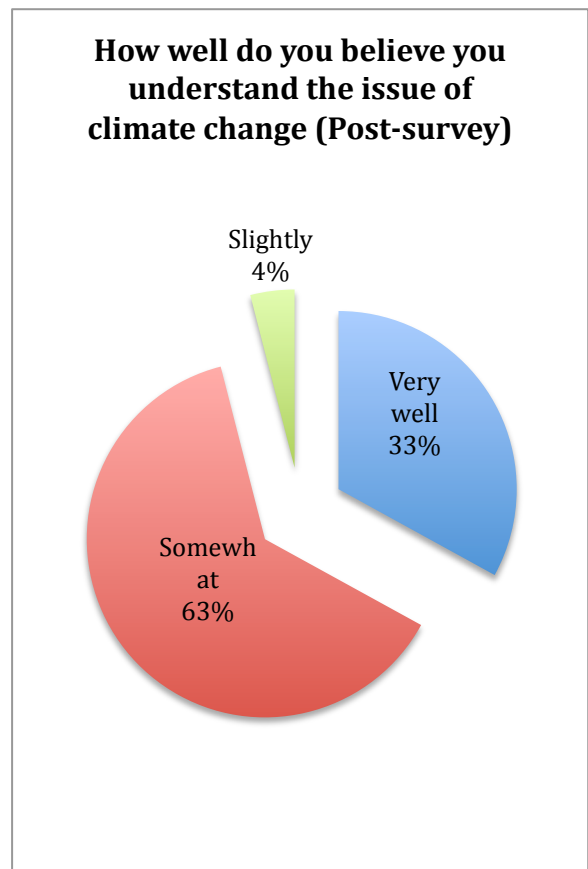
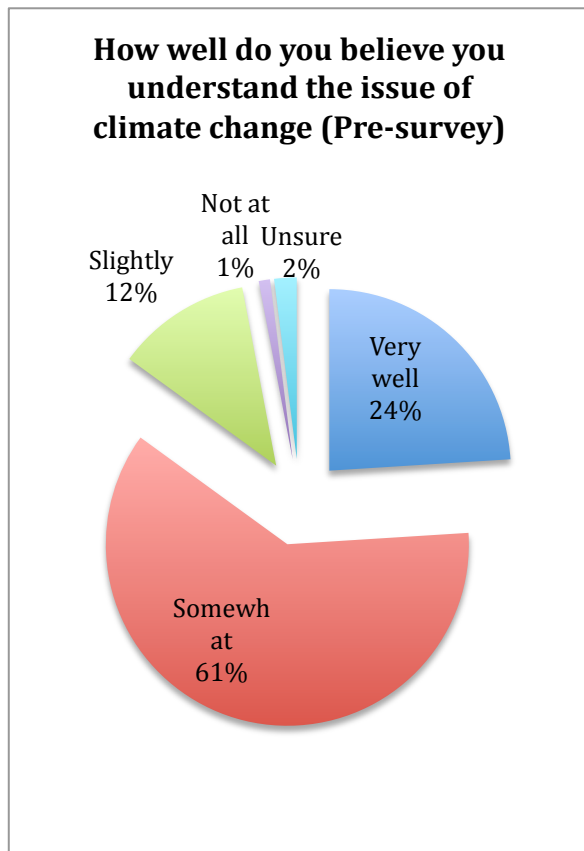


3. Climate Change: Knowledge and Attitudes

Although deliberations largely focused on how colleges and individuals should respond to climate change, the surveys included several questions designed to capture participants' knowledge of climate science and their attitudes related to climate change. After deliberations, participants indicated an increased understanding of climate change, which was accompanied by a 20% increase in those who strongly agreed with the scientific consensus that the earth is warming and human activities are a major source of climate change.

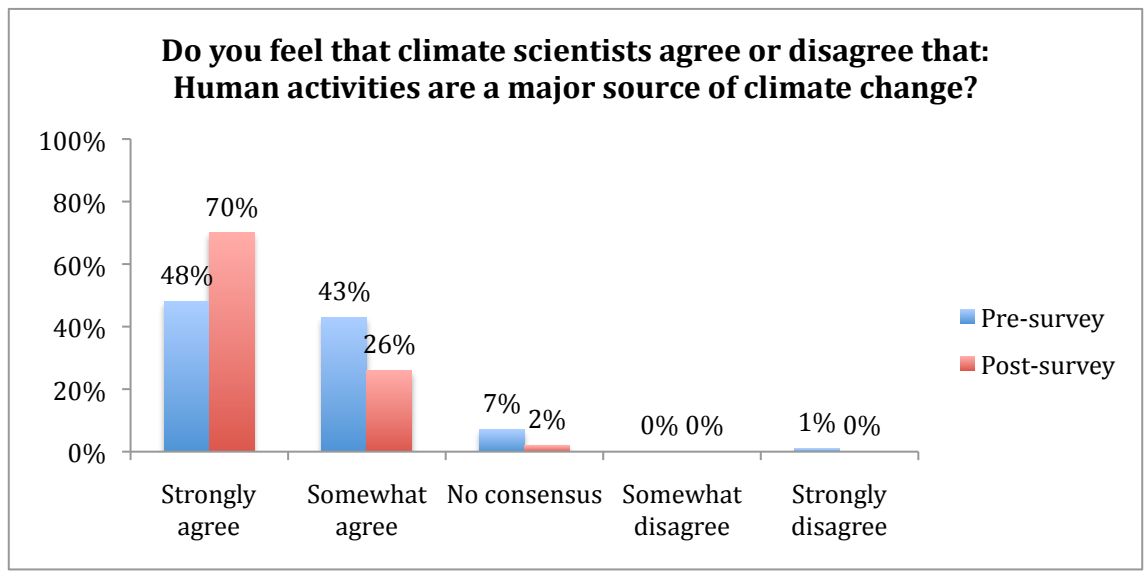
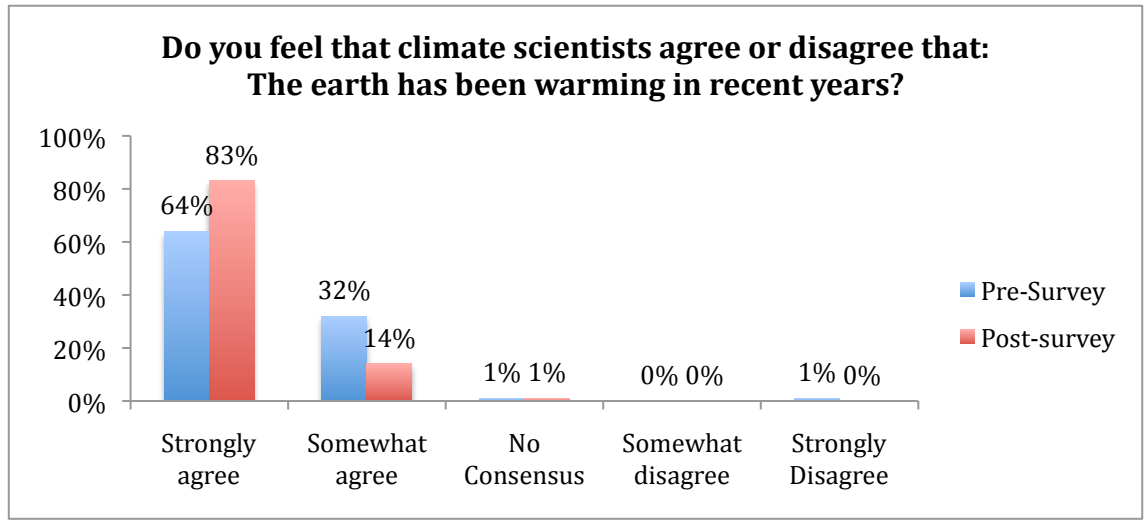
3.1 Understanding of climate change

Prior to deliberations, a large majority of participants (85%) believed that they understood the issue of climate change somewhat or very well, with 12% indicating they only slightly understood the issue and 3% indicating not at all or unsure. After deliberations, every participant believed they understood the issue, and there was a 9% increase of those indicating they understood the issue very well.



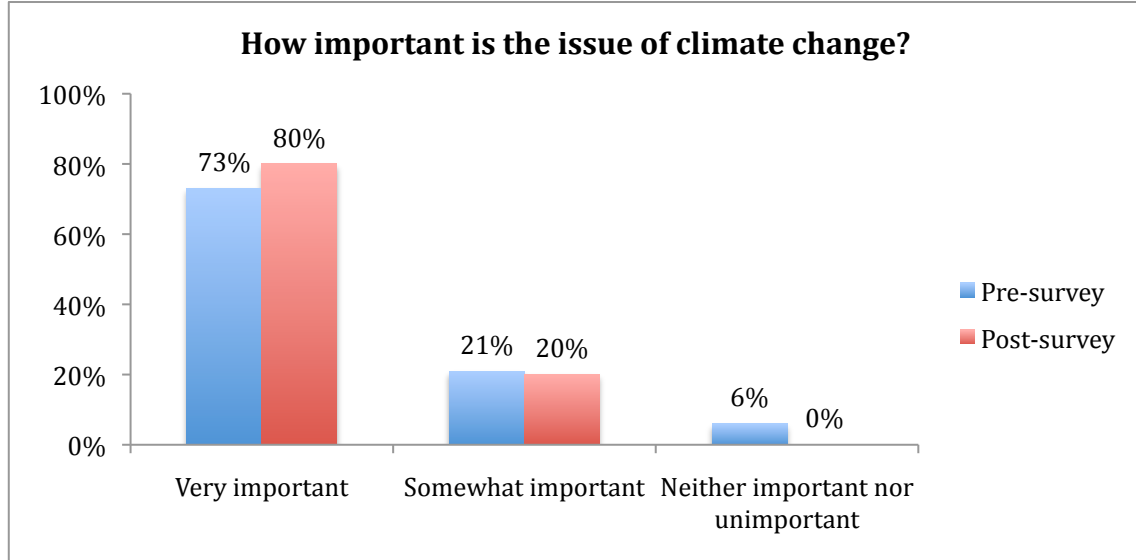
3.2 Understanding of Scientific consensus

Prior to deliberations 96% of participants felt there was strong or some agreement among scientists that the earth was warming, and 91% felt there was strong or some agreement among scientists that human activities are a major source of climate change. After deliberation these percentages rose to 97% and 96% respectively, with a 19% increase in those who felt that scientists strongly agree that the earth is warming and a 22% increase in those who felt that scientists strongly agree human activities are a major source of climate change.



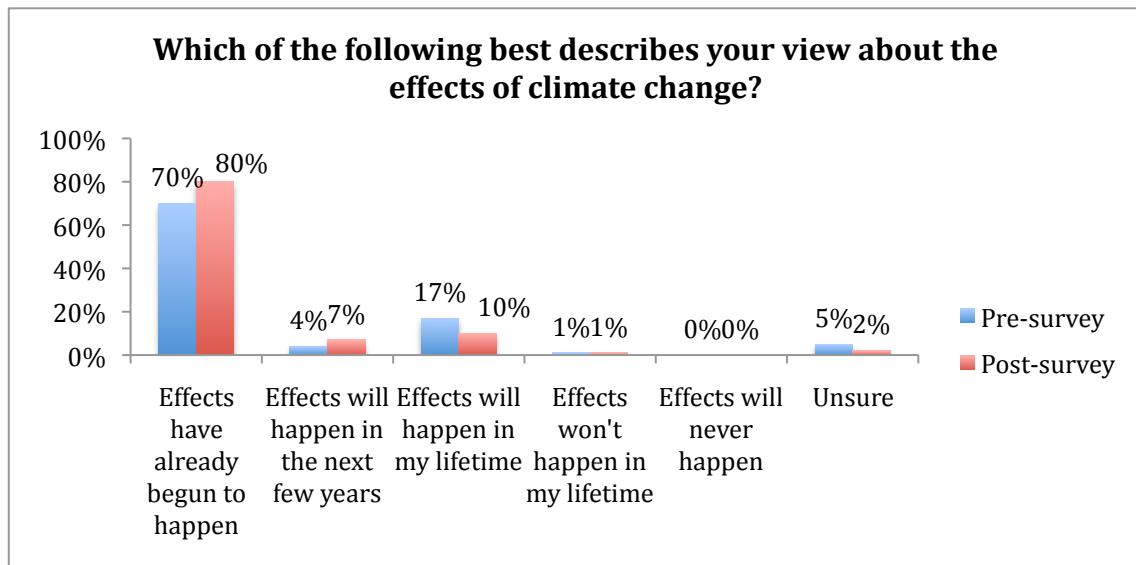
3.3 Importance of climate change

Prior to the deliberation, 94% participants indicated the issue of climate change was very or somewhat important; after the deliberation 100% of participants indicated the issue of climate change was very or somewhat important.



3.4 When will effects of climate change occur?

Before deliberating, most participants believed the effects of climate change had already begun to happen (70%) or would happen in their lifetime (21%), after deliberation these percentages shifted to 80% and 17% respectively.



3.5 Open-ended question: Are there community or environmental issues other than climate change that you believe are more urgent for colleges and universities to take action on at this time?

When offered the opportunity to identify other urgent issues, seventy participants responded. More than a third of these participants (n=25) indicated that there was no issue more urgent than climate change. Some mentioned a more specific issue related to climate change and sustainability, such as agriculture or the effects of climate change on “underprestiged” areas. Among other issues that were identified, some were related to current events (e.g., voter participation) or local issues (stormwater management, Marcellus Shale drilling), and no individual issue was mentioned by more than a few participants.

Open-ended question: Are there community or environmental issues other than climate change that you believe are more urgent for colleges and universities to take action on at this time? (n=70)		
No (n=25)		
Issues related to sustainability/climate change	<ul style="list-style-type: none"> • Effects of climate change on “underprestiged” areas • Need more mass transit • “...power consumption at databases” 	<ul style="list-style-type: none"> • Sustainable agriculture • Sustainable development • Water conservation
Other issues identified by participants	<ul style="list-style-type: none"> • Blight and vacant property • Cost of tuition • “The economy” • Economic inequality • Education for “underprivileged” youth • Homelessness • Hunger 	<ul style="list-style-type: none"> • Natural gas drilling/Marcellus Shale • Nuclear proliferation • “Nuclear waste storage, mining and oil spills” • Pollution/ Water pollution • Public health • Public employees’ pensions • Stormwater management • Voter participation

4. What can we do for our campus?

Before and after deliberations, more than 90% of participants indicated that colleges definitely or probably should alter their practices in multiple areas to encourage and promote sustainability and more than 90% indicated that colleges have some responsibility to encourage and promote sustainability efforts by their students.

4.1 Day-to-day practices on campus

After deliberating, 98% indicated that colleges definitely or probably should pursue energy efficiency; the percentage of those who believed that colleges definitely should install, produce and use renewable electricity on campus increased by 14 % (from 68% to 82%); and the percentage who believed that colleges definitely or probably should encourage faculty, staff and students to limit air travel and utilize public transportation increased 15% (from 49% to 64%).

Should your campus do any of the following?	Modify their policies to make day-to-day on-campus operations more energy efficient		Encourage faculty, staff and students to limit air travel and utilize public transportation		Install, produce and use renewable electricity on campus		Provide recycling containers next to trash cans in all buildings and encourage recycling	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Definitely yes	79%	80%	49%	64%	68%	82%	87%	82%
Probably yes	17%	18%	37%	30%	24%	15%	11%	13%
Probably not	2%	1%	10%	6%	4%	0%	1%	1%
Definitely not	0%	1%	0%	0%	0%	1%	0%	0%
Not sure	1%	0%	4%	0%	4%	1%	0%	0%

4.2 Colleges' responsibility to students

After deliberating, 95% of participants indicated that colleges definitely or probably had a responsibility to promote sustainability efforts by their students, with a 30% increase in those who answered "Definitely yes".

Do colleges and universities have a responsibility to encourage and promote sustainability efforts by their students?		
	Pre	Post
Definitely yes	39%	69%
Probably yes	51%	26%
Probably not	6%	1%
Definitely not	0%	0%
Not sure	4%	4%

4.3 General strategies for addressing climate change on campus: Likelihood of success

Participants were asked to consider the likely success of certain general strategies for encouraging and promoting student involvement in sustainability initiatives. In general, after deliberating, participants indicated an increased expectation that the strategies they were asked to consider would be successful. Participants indicated that the following are very or somewhat likely to be successful strategies for addressing climate change: encouraging students to use sustainable practices in their personal lives (increase from 83% to 93%); offering courses, clubs, and activities that focus on environmental and sustainability issues (increase from 80% to 90%); offering a major in fields related to sustainability design, management, or technologies (increase from 94% to 97%); and mentoring students in sustainability career opportunities (increase from 91% to 93%).

How are likely are colleges and universities to be successful promoting student involvement by...	Encouraging students to use sustainable practices in their personal lives?		Offering more courses, clubs, and activities that focus on environmental and sustainability issues?		Offering a university major in fields such as green design, sustainability, and/or green technology?		Mentoring students in career opportunities in the sustainability industry?	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Very Likely	29%	31%	38%	52%	61%	68%	36%	48%
Somewhat Likely	54%	62%	42%	38%	33%	29%	55%	45%
Neither Likely nor Unlikely	12%	5%	18%	7%	5%	2%	10%	6%
Somewhat Unlikely	5%	2%	1%	2%	1%	0%	0%	0%
Very Unlikely	1%	0%	1%	0%	0%	0%	0%	1%

4.4 Specific strategies for addressing climate change: Likelihood of success

in the post-deliberation survey participants indicated the likely success of the particular strategies outlined in the discussion guide they received prior to deliberations.

How are likely are the following to be successful ways of promoting sustainability efforts on your campus?	a “Lights Out” campaign across Pittsburgh campuses	“Meatless Mondays”	Community Gardens
	Post (only)	Post (only)	Post (only)
Very Likely	26%	25%	33%
Somewhat Likely	44%	51%	40%
Neither Likely nor Unlikely	21%	14%	19%
Somewhat Unlikely	8%	9%	7%
Very Unlikely	2%	3%	2%

5. What can we do for our community?

5.1 Colleges' responsibility to the community

Before and after deliberation most participants (94%) indicated that colleges definitely or probably have a responsibility to encourage and promote sustainability efforts in the community.

Do colleges and universities have a responsibility to encourage and promote sustainability efforts in the community?		
	Pre	Post
Definitely yes	63%	65%
Probably yes	31%	29%
Probably not	1%	2%
Definitely not	1%	0%
Not sure	2%	4%

5.2 General strategies for addressing climate change in the community: Likelihood of success

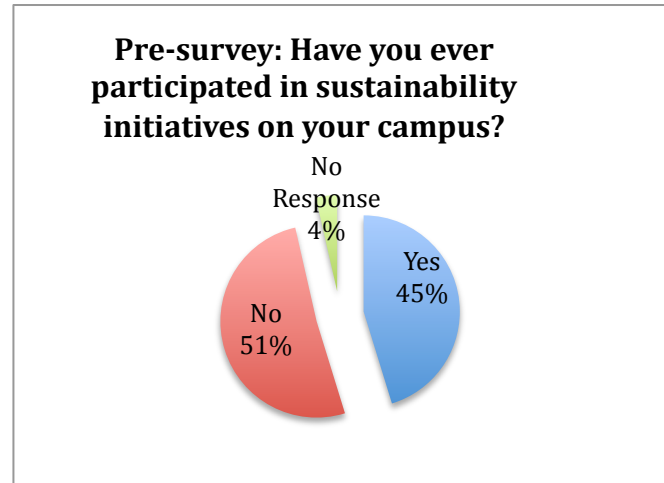
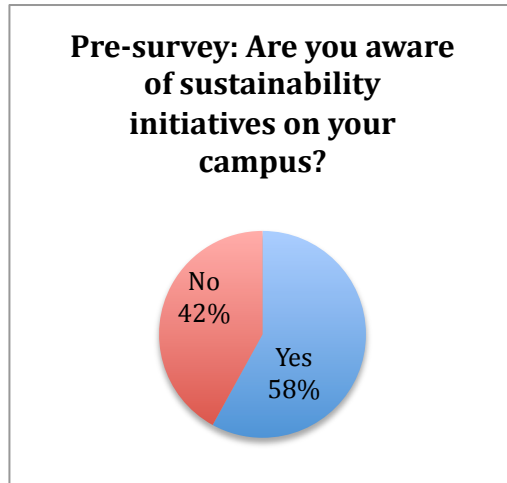
After deliberating, the percentage of participants who believed that colleges and universities would “very likely” be successful taking a leadership role to build community programs that promote sustainability increased 16% (from 49% to 65%). Participants felt that outreach activities designed to educate the public about sustainable practices and environmental issues were likely to be very or somewhat successful (96%); they felt that colleges encouraging and supporting environmental research would be very or somewhat successful (99%), and they felt that community gardens were likely to be a very or somewhat successful way to connect sustainable practices between campus and community (76%).

How are likely are colleges and universities to be successful...	Educating the public about sustainable practices and environmental issues?		Taking on leadership roles to build community programs that promote sustainability?		Encouraging and supporting environmental research?		Using community gardens to connect sustainable practices between campus and community?	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Very Likely	36%	46%	49%	65%	67%	73%	37%	39%
Somewhat Likely	49%	50%	40%	32%	31%	26%	48%	37%
Neither Likely nor Unlikely	11%	4%	8%	2%	1%	0%	8%	14%
Somewhat Unlikely	4%	0%	1%	0%	0%	0%	5%	6%
Very Unlikely	0%	0%	0%	0%	0%	0%	1%	1%

6. What can we do for ourselves?

6.1 Campus Sustainability initiatives: Awareness and participation prior to deliberation

The pre-survey indicates that 51% participants were aware of and 58% had previously participated in sustainability initiatives on their campus.



6.2 Campus Sustainability initiatives: Likelihood of participants' future involvement

After deliberating, participants indicated an increased likelihood that they would become involved and, in particular, take a leadership role in sustainability initiatives. The percentage of participants who were very or somewhat likely to become involved in future campus and inter-campus initiatives increased by 7% (from 70% to 77%), but the percentage of participants who were very or somewhat likely to play a leadership role in future initiatives increased 22% (from 29% to 51%). In addition, the percentage of participants who were very or somewhat likely to seek a job in fields related to sustainability design, management, or technologies increased 28% (from 32% to 60%).

How are likely are you to...	Play a leadership role in future campus or inter-campus sustainability initiatives?		Become involved in future campus or inter-campus sustainability initiatives?		Seek a job in the sustainability industry (e.g., fields such as green design and technology)?	
	Pre	Post	Pre	Post	Pre	Post
Very Likely	10%	15%	23%	26%	13%	32%
Somewhat Likely	19%	36%	47%	51%	19%	28%
Neither Likely nor Unlikely	40%	33%	22%	17%	30%	28%
Somewhat Unlikely	18%	11%	5%	6%	15%	6%
Very Unlikely	13%	7%	4%	1%	24%	7%

In terms of particular strategies, many participants indicated that they would be very or somewhat likely to participate in a “Lights Out” energy conservation campaign across Pittsburgh campuses (79%); “Meatless Mondays” (65%); and a majority indicated that they were very or somewhat likely to participate in a Community Garden program (54%).

How are likely are you to...	Participate in a “Lights Out” campaign across Pittsburgh campuses?	Participate in “Meatless Mondays”?	Participate in Community Gardens?
	Post (only)	Post (only)	Post (only)
Very Likely	37%	44%	26%
Somewhat Likely	42%	21%	28%
Neither Likely nor Unlikely	12%	12%	19%
Somewhat Unlikely	7%	11%	17%
Very Unlikely	2%	11%	10%

6.3 Open-ended question: What do you think is the most important practice that you as an individual can adopt to support sustainability?

When asked what they could do as an individual to support sustainability, most participants identified one or more specific choices they could make to reduce their individual carbon footprint, with the largest number mentioning energy conservation and recycling. Almost a third of participants suggested they could take a leadership role in educating or influencing the actions of others. Several mentioned a desire to become more educated about or more conscious/aware of sustainability and the climate impact of their personal choices (e.g., consumer products, energy use, and food), and a few indicated that they intended to pursue careers (n=2) or do research (n=1) that advanced sustainability.

Open-ended question: What do you think is the most important practice that you as an individual can adopt to support sustainability? (n=84)		
Reduce carbon footprint (n=61)	<ul style="list-style-type: none"> • Buy more local food • Compost/Reduce waste/Recycle • Conserve electricity (e.g., turn off lights) • Conserve water 	<ul style="list-style-type: none"> • Drive less/ Use public transit/bike/walk • Purchase green energy • Vegetarian diet/Eating less red meat
Influence others (n=25)	<ul style="list-style-type: none"> • Advocate for “positive policy changes” • Be an example to my community • Engage others on conversations about sustainability • Find new way to raise awareness and “get the word out” • Organize campus events and conferences • Participate in “policy/decision-making processes” • Publicize small changes, including how they relate to the “bigger picture” • Teach “the next generation” • Work for politicians who “understand & care about sustainability” 	

7. Participants' assessment of the Deliberative Process

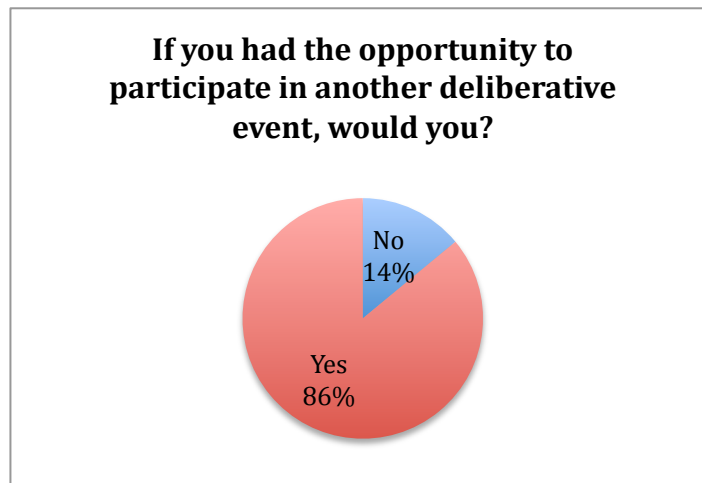
Public deliberation can introduce people to new information and provide them with an opportunity to engage arguments and perspectives they have not considered before. After deliberating, participants were asked to assess each element of the Campus Conversation (written materials, small group discussions, resource panel) in terms of these deliberative outcomes. They were also asked to assess what contributions each element of the Campus Conversation made to their knowledge and understanding of climate change and its effects.

7.1 General assessment of Campus Conversation and its elements

Most participants (more than 76%) indicated that all elements of the Campus Conversation were informative. Most participants found the conversation very or somewhat intellectually stimulating (80%); engaging (95%); and enjoyable (91%), and most indicated that they would be willing to participate in another deliberative event (86%).

To what degree did participating in this conversation feel...	Intellectually stimulating?	Engaging?	Enjoyable?	Frustrating?
Very much	40%	55%	37%	6%
Somewhat	40%	40%	54%	8%
Slightly	17%	5%	9%	27%
Not at all	2.2%	0%	0%	60%

How informative did you find...	Written materials?	Group discussions?	Resource panel?
Very much	28%	31%	25%
Somewhat	48%	49%	56%
Slightly	21%	18%	15%
Not at all	2%	2%	5%



7.2 Assessing Campus Conversation elements in terms of goals of deliberation

Most participants (more than 80%) indicated that each element of the Campus Conversation broadened their understanding of the effects of climate change, and most (more than 80%) indicated that each element provided at least some opportunity to engage arguments that they had not considered before. Between 55% and 60% of participants indicated that each element changed their views about the effects of climate change, with most participants (more than 80%) indicating that each element strengthened their existing views.

How much did the discussion guide...	Broaden your understanding of the effects of climate change?	Present arguments about climate change that you had not considered before?	Change your views about the effects of climate change?	Strengthen your existing views on the effects of climate change?
Very much	25%	23%	7%	41%
Somewhat	48%	42%	30%	38%
Slightly	13%	20%	23%	14%
Not at all	13%	15%	40%	7%

How much did the small group deliberation...	Broaden your understanding of the effects of climate change?	Present arguments about climate change that you had not considered before?	Change your views about the effects of climate change?	Strengthen your existing views on the effects of climate change?
Very much	20%	20%	8%	31%
Somewhat	47%	35%	22%	41%
Slightly	21%	34%	25%	22%
Not at all	11%	11%	46%	6%

How much did the resource panel...	Broaden your understanding of the effects of climate change?	Present arguments about climate change that you had not considered before?	Change your views about the effects of climate change?	Strengthen your existing views on the effects of climate change?
Very much	9%	16%	2%	19%
Somewhat	52%	27%	23%	40%
Slightly	28%	40%	33%	30%
Not at all	12%	17%	42%	10%

7.3 Open-ended question: Assessing Campus Conversation

In addition to indicating whether they would participate in another deliberate event, fifty-eight participants offered additional comments. Most of these additional comments came from those who indicated their willingness to participate in another deliberative event. Many offered general comments (e.g., “It was very interesting”; “It was a great experience”; “I think it is important to do so”). Others provided a general assessment of the event: “It was an enjoyable and intellectually stimulating way to spend an afternoon, and it has the possibility to have some positive effect on society.” Participants who made more specific comments valued learning new information, thought that the event had provided them with resources they could use in other contexts (e.g., teaching), and identified engaging the perspectives of others as a key value of the Campus Conversation. In particular, one participant noted “There are not too many other places where you get to hear the opinions of people who are not politicians, lobbyists, or businesses.”

Four participants commented on their unwillingness to participate in another deliberative event. Three identified the time commitment (i.e., three hours) as a reason they would not choose to participate, and the fourth wanted a more “hands on” event to “get people involved instead of more discussion.”

Open-ended question: If you had the opportunity to participate in another deliberative event, would you? Why or why not? (n=58)	
Engaged new/other perspectives (n=18)	<ul style="list-style-type: none"> • “ Good opportunity to engage and understand other people’s ideas” • “I quite enjoy the format I like hearing different perspective they help with questions and reconsider my own views which is...is important” • “I enjoyed hearing the opinions of others, the potential solutions that they brought up, and the diversity of experience and knowledge.” • “ A lot of great ideas were brought up and helped to broaden my understanding”
Learned new information (n=9)	<ul style="list-style-type: none"> • “ I learned a lot from this event” • “I felt it exposed me to issues I otherwise would not have had the incentive to learn about” • “...it is very informational and I hope to one day use this information when I teach.”

Appendix

Agenda: Campus Conversation on Climate Change and the Campus

12:30-1:00 pm	Registration
1:00-1:15 pm	Introduction Dr. Allyson Lowe, Chair, Political Science Department, Carlow University
	Opening Remarks Bill Peduto, Pittsburgh City Councilman, District 8
	Setting the Day's Agenda Dr. Sandi DiMola, Chatham University
1:15-2:15 pm	Roundtable Deliberations
2:15-3:15 pm	Resource Panel Dr. Brinda Thomas, Center for Climate and Energy Decision Making, Carnegie Mellon Lisa Ceoffe, Urban Forester and TreeVitalize Coordinator, City of Pittsburgh Dr. Stan Kabala, Center for Environmental Research and Education, Duquesne University Dr. Debra Killmeyer, Program Director, Renewable Energy Initiatives, Community College of Allegheny County Dr. Erika Ninos, Steinbrenner Institute for Environmental Education and Research, Carnegie Mellon Moderator: M. Shernell Smith, Coordinator of Student Development, Office of the Dean of Student Affairs, Carnegie Mellon
3:15-3:30 pm	Reflection and Post-survey
3:30 pm	Closing Remarks Dr. Robert Cavalier, Director, Program for Deliberative Democracy

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