

Planning for Paris: A U-M Delegation to COP 21

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EXECUTIVE SUMMARY

This report synthesizes knowledge regarding a University of Michigan delegation to the 21st meeting of the Conference of the Parties (COP 21) of the United Nations Framework Convention on Climate Change (UNFCCC) in Paris, France in December 2015 and makes recommendations on how to proceed with planning. Its main objectives are to investigate the merits of sending a delegation for our students, faculty, and the University community at large; explore possible roles for the delegation at COP 21 and how best to prepare the delegates to contribute toward these roles; address the coupled issues of selecting delegates and the possibility of funding their expenses; determine the optimal size and scope of a COP 21 delegation; and to distill best practices for during and after the event that may serve to make the COP 21 delegation the most successful one yet.

Through interviews with past participants, early organizers, and others interested in playing a role in the 2015 delegation, we gradually came to understand the principal constraints affecting planning for the COP 21 delegation and the extent to which our group could feasibly contribute to this planning. First, time constraints were an overarching concern. From a planning perspective, the times at which key events will take place, including when the United Nations informs institutions of the number of observer spots allotted to them, when students must register for fall classes, and when the COP will take place, present serious difficulties and uncertainties. In consideration of what our group could contribute to this process, we were severely limited by time as well, especially having to work out meeting times that met respondent's schedules. As such, opportunities for future research are outlined in the last section of this report. Second, from the outset our group found that since the University of Michigan delegation currently relies on volunteers within the faculty for leadership and authority, our planning recommendations for COP 21 generally build upon the plans already set in place rather than suggest a completely alternative course of action.

After briefly describing the background of U-M's participation in UNFCCC negotiations and detailing the current status of planning for COP 21, we make recommendations concerning the above objectives. When possible, we use scenario planning to address the uncertainties that remain. At the very least, our objective is to help those planning for the 2015 delegation begin thinking about these issues with a baseline framework and a collection of the useful perspectives gained after several years of representation at the COP. There are numerous recommendations, but chief among them are: recruit an interdisciplinary delegation, consider alternative modes of funding, rely heavily on past experience to prepare the next delegation, and begin recruiting now, in order to maximize the observer spots from the UN.

INTRODUCTION

The Conference of the Parties (COP) of the United Nations Framework Convention on Climate Change (UNFCCC) is an annual summit aimed at bringing the countries of the world together to coordinate international action on climate change. Each year, the COP is charged with pursuing the objective of the UNFCCC governing text, which is to "stabilize greenhouse gas concentrations in the atmosphere at a level that would prevent dangerous anthropogenic interference with the climate system."¹ While COPs have occurred annually since 1995 (shortly after the treaty was promulgated at the Rio Earth Summit in 1992), the University of Michigan began sending delegations of students and professors to attend in 2009. With COP 21 (the 21st meeting of the COP) set to take place in Paris, France, from 30 November to 11 December 2015, the University of Michigan has a great opportunity to build on the strengths and weaknesses of previous delegations to ensure that this year's program meets the needs and interests of the University, the student delegates, and the COP itself.

Even if University funding is not arranged for delegates (which it has been in all previous delegations), sending a delegation to the COP proceedings requires significant investment in human resources on behalf of the University, and as such it is important that it can first be proven to be of significant value to the University and its students. There is substantial top-down justification for attendance: COP 21 is the deadline for the Parties to agree to a new international climate treaty to replace the obsolete and oft-dismissed Kyoto Protocol. The outcomes of Paris will dictate the immediate future of climate policy at the national and international level, for better or worse. However, there is much apprehension given the lack of impact of the Kyoto Protocol and last year's Parties' struggle to agree on Common But Differentiated Responsibilities. This truly is a defining year for the future of our planet. COP 21 will be the largest diplomatic event ever hosted by France,² and regardless of the U-M delegation's role in the proceedings, attendance will present a unique opportunity for brand-building that many of our peer opportunities will surely be taking. For a bottom-up perspective, we looked to former delegates and faculty members for their feelings about their involvement with previous COPs. Delegates and faculty alike reported very positive outcomes, and in fact the majority of negative feedback we received was related to how the U-M delegation could have been better managed rather than to engagement with the COP. Some students have described their time as part of the delegation as their most significant college experience. Chief among the benefits described by former delegates and professors who led delegations was the chance to network, to witness

¹ United Nations. U.N. Secretariat. *United Nations Framework Convention on Climate Change*. Bonn, Germany: UNFCCC, 1992. Print.

² "COP 21 Main Issues." *COP 21. United Nations Framework Convention on Climate Change & Republique Francaise*, n.d. Web. 20 Apr. 2015. <<http://www.cop21.gouv.fr/cop21-cmp11/cop21-main-issues>>.

firsthand policymaking at the international scale, and to gain experience in a professional atmosphere.

In the Fall 2015 semester, there will be a 1-credit course taught aimed at preparing students to attend COP 21. We investigated how to select the students attending, how to solve related ethical issues, and how to best prepare students for attending the COP. The purpose of this document is to outline our findings and present our recommendations.

METHODOLOGY

Before we could support decision-making with respect to the COP 21 delegation in any meaningful way, we had to first understand that we, as students that have been involved with the University for only several years, were entering into an already established system with a history that could yield lessons learned and one with current players who have already made steps in planning for this year. We looked to knowledge gained from Professor Ricky Rood's lectures in our AOSS 480 course on producing usable applied science to create a strategy.

While simple at first glance, there is a complex landscape of contrasting interests and values at play here in deciding what a U-M delegation should look like. We began with the resources at hand, which were luckily in high supply, since the knowledge we sought mainly lay not in academic literature but rather in people. (In fact, we couldn't come close to meeting individually with all of the stakeholders we identified throughout our investigation in the time our group had to complete this report. Several of these names are listed in the final section.) With the assumption that no one person currently knows all there is to know about the delegation's history and current state of affairs but that as a whole, this group of people controls a great deal of useful information, we understood that rapid iteration from one stakeholder to the next would maximize our results. In order to get a broad spectrum of viewpoints, we talked to both students and faculty who had been involved in the COP University of Michigan delegation in previous years, and discussed the strengths and weakness of each delegation in regards to selection, preparation, on-site experience and post-COP interactions with the University. Each interview further elucidated our final goal and objectives and created more specific questions for our subsequent interviews. This iterative process allowed us to fine-tune our project objectives and create informative, all-inclusive conclusions based on the information we gathered.

While interviewing past participants, we had to be mindful of how differing values affected each of our respondent's attitudes, viewpoints and suggestions. Their motivations differed with respect to the students getting beneficial experience themselves to a broader picture with the University as a broader community benefitting the most.

This investigation would certainly not fit into what would normally be considered “applied climate science,” but we feel that the underlying principles laid out in Prof. Rood’s class served us well throughout the project. In an article from *Global Environmental Change* frequently cited in AOSS 480, Dillings and Lemos argue that “the level of flexibility afforded to research projects and the metrics used to evaluate the outcomes of research investment can be critical to providing the necessary foundation for iterativity and production of usable science to occur.”³ We feel that the intentionally vague set of questions that initially prompted this investigation allowed us to maximize its ultimate outcome in terms of usefulness.

Lastly, when faced with uncertainty that could be discretized into several unique plans of action, we used scenario planning to be able to provide recommendations despite the uncertainty. This is done in both the selection of delegates and funding sections below.

BACKGROUND ON THE U-M DELEGATION

Students from the University of Michigan first attended a COP in 2009 in Copenhagen, a process led by Professor Ricky Rood, the Graham Institute of Sustainability, and several students (Gabriel Thoumi and Doug Glancy). Professor Rood raised \$20,000 for the delegation, mostly from the College of Engineering and the Office of the Provost. Other funders included the Atmospheric, Oceanic and Space Sciences department and Weather Underground. In exchange for this funding, delegates gave presentations in classes and to campus organizations upon return.

Initially, the Graham Sustainability Institute applied to the UN for observer status, but was rejected on the logic that a delegation should represent the entire University of Michigan, not just one related entity. Soon thereafter, the University applied and was approved. The UN awarded it twenty delegation badges for the Copenhagen COP, which allowed 40-50 representatives to attend over the two weeks of the event.

In subsequent years, the University of Michigan’s presence at COPs declined for two reasons. First, there is a sense that Copenhagen was over-attended, and the UN compensated by awarding fewer slots to future events. Second, interest in the UNFCCC process declined after its somewhat controversial outcome. Students, including Doug Glancy, took on a greater responsibility in leading the delegation. Efforts to formally transition administrative responsibility to a student organization were unsuccessful.

Last year’s delegation to COP 20 in Lima, Peru was a renaissance for the University of Michigan’s involvement. The School of Natural Resources and Environment (SNRE) organized

³ Dilling, Lisa, and Maria Carmen Lemos. "Creating Usable Science: Opportunities and Constraints for Climate Knowledge Use and Their Implications for Science Policy." *Global Environmental Change* 21.2 (2011): 680-89. Web.

it, funded it and selected its own students to participate as both delegates and a back-up team to support the delegates during the COP. In addition to conducting a public panel on their experience, the delegates wrote a private report to SNRE leadership. (We did not have access to this report.)

Historically, the University of Michigan has sent delegations as observers, sitting in on public meetings and participating in side events. At COP 20, the delegation had an additional presenting role at the Conference of Youth. This follows a growing theme of “youth” involvement in the COP process (where the UN definition of youth includes young adults), by the logic that today’s decisions will have greater impact on that generation than on traditional decision makers.

This research revealed several other potential roles for future student delegations. Occasionally, students are invited to participate with Party delegations (i.e. negotiating teams representing nations), in particular, Parties with small delegations and limited resources. Examples include Vermont Law School and Duke University. Another possibility is to engage formally as a RINGO--one of the Research and Independent Non-Governmental Organizations to the UNFCCC. This is one of several constituencies with representation at the COPs.

FINDINGS AND CONCLUSIONS

Before discussing our findings and conclusions, one should be aware of the timeframe and time constraints that our solutions had to fall within. The UN requests all the names of individuals who could be involved in the delegation sent to the COP sometime in June. A few months later, fall classes start at the University of Michigan, and thus the COP class commences. Sometime around October, the UN releases the delegation size that the University is allowed to have. Those who attend COP 21 any time from November 30 through December 11 have to be from the list of names that were previously submitted to the COP in June. The uncertainty of the COP size until October dictated parts of our proposal, as well as the fact that the names of those attending the COP have to match up with those sent in June. It is also of note that in past delegations, funding for delegates has typically been worked out late in the fall semester, sometimes only a week or two before the beginning of the COP. Figure 1 shows a visualization of the timeline previously stated.

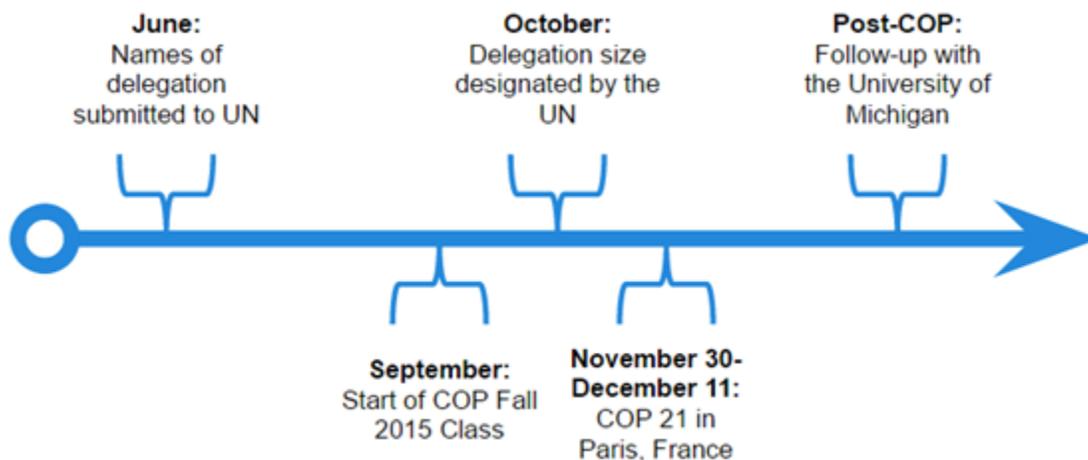


Figure 1: Timeline of the COP

Stakeholders

There are three primary stakeholder groups to consider when forming and preparing a delegation to COP 21--the University of Michigan (as an institution, including faculty and staff), students and the COP itself. We use these groups to frame the following discussions of delegation makeup, funding and preparation. Each group has its own identity and values.

The University of Michigan delegation will inevitably be made up of faculty, staff and students, and assessing the distribution of each is critical. The biggest benefit of sending faculty and staff is building institutional memory and presence from one COP to the next. Because of the timeline (above), it is very difficult for first-year graduate students to attend an official delegation (as the selection process starts before many of them are admitted). Thus, there is limited opportunity for students to attend more than one COP with a University of Michigan delegation. Including more faculty and/or staff can ground future delegations in common experience and guidance. This is long-term approach. The University also benefits simply from having a presence at such a high profile, international event. This builds the brand of the institution and can be used for recruiting.

Conversely, students who have attending a COP have praised it as a professional development asset. It is an opportunity for them to network in the field of international environmental negotiations. Members of the Lima delegation were surprised by how willing Party delegates were to talk with the University of Michigan delegates, despite how busy everyone's time was. Returning student delegates have responded to their experiences through their study (pursuing dual-degrees) or vocation (Doug Glancy now works for Al Gore's Climate Reality Project⁴).

Finally, the University of Michigan delegation should also benefit the COP process. How exactly will depend on the role(s) of the delegates. "The responsibility of the observer is to make sure

⁴ The Climate Reality Project. 2015. <http://climaterealityproject.org/>

that there is a clear, transparent and accountable process that these governments are going through,” one interviewee noted. Aiding a Party delegation provides a more direct impact. Each method comes with a word of caution and humility, however. The University’s delegation must find a way to impact the COP process that honors the expertise of those currently engaged in this decades-long effort.

Selecting Delegates

Makeup

The first big questions which need to be addressed are: who should go to the conference and how students should be selected? For COP 20 in Lima, Peru, the delegates were students from SNRE, and were funded by SNRE as well. However, in previous years, for example the conference in Copenhagen, a more diverse group of students was selected to attend, which including students from the College of Engineering in Mechanical Engineering and Atmospheric, Oceanic, & Space Sciences (AOSS), with funding coming from the College of Engineering, the Office of the Provost, Weather Underground, and the AOSS Department. A common opinion among correspondents and fellow classmates was that since the delegation represents the University of Michigan, not SNRE, the delegation should be a more diverse, inclusive group of students. This is supported by the UN’s rejection of the Graham Sustainability Institute’s original application for observer status at COP 15 in Copenhagen, on the grounds that the delegation should represent the University of Michigan as a whole instead. While this may likely have been in the more pragmatic interest of keeping large organizations from applying as their many subsidiaries to gain more observer slots at the COP, it is clear that this delegation, however small, represents the University of more than 40,000 students as a whole, and as such its representation should better reflect its wide range of academic pursuits.

Given this, we recommend sending a diversity of students to the COP. Many students have interest in climate change and would benefit greatly by attending the COP. In fact, each of the following programs offer courses related to climate change (and there are likely more):

- Afroamerican and African Studies
- AOSS
- Archaeology
- Business
- Chemistry
- Earth and Environmental Sciences
- Epidemiology
- Law
- Public Policy
- School of Information
- SNRE

It is important to note that our interactions with respondents and consideration of the tight schedule dictated by the UN process indicated that limiting the selection to SNRE students in some of the past delegations was in part not so much a deliberate attempt at excluding other colleges as much as a practical approach to selecting delegates that avoided confronting the complexity of administering an application process to the wider U-M community.

Recruiting from a variety of academic backgrounds will result in a team of diverse values and interests, such as climate change mitigation, adaptation, land use, water resources, climate migration, indigenous people's rights, and environmental justice, to name a few. This will not only make the COP more accessible to the delegation due to its varied expertise, but make the process more valuable to each delegate.

Furthermore, it is advantageous to construct a delegation of both domestic and international students. This will also permit greater accessibility at the COP (e.g. there are some caucuses or conversations where Americans would not be welcome). It could have further benefits in the future and University of Michigan COP alumni potentially seek careers in climate negotiations, creating an international network upon which the University and the former delegates themselves may draw.

Process

Since the application process has yet to be finalized, we recommend a more streamlined process that is inclusive of all students from the University of Michigan. The first step in this process would involve schools submitting names of interested students to a COP committee, under the assumption that individual schools/colleges at the University have the greatest access to their students and their interests. Since the University must submit a list of names to the UN, from which the latter decides how many spots the University will be awarded, submitting an lengthy initial list of possible candidates should maximize our delegation size. Since this step is intended to impact delegation size only, it should be portrayed to students as a nonbinding display of interest. However, there is one caveat. The selected delegates to attend the COP must be on this initial list of candidates, which could create issues if there are additional students who do not hear about the initial sign-up.

The next step is based on the selection process used by the Graham Sustainability Institute for determining Dow Fellows, and involves individual schools accepting applications from these students, from which they nominate their top applicants to a COP Committee. The process needs to be simple, yet meaningful in order to determine which students are most invested, without deterring students from applying. An ethical issue we discovered is determining whether each school nominates students by quota, or if its decisions are based on the quality of candidates, nominating as many students who it deems to fit its qualifications.

The COP Committee should consist of volunteer faculty and staff who are interested in the COP process, including anyone who will be attending the COP as part of the University of Michigan Delegation. Ideally, this group could also include students who were part of the previous COP, although we acknowledge that this will likely not be possible for COP 21, given the late date. If this selection takes place during the summer or fall, it may be possible to include alumni.

Following the nominations, the COP Committee would then select the final members of the COP delegation. If the allotted number of spots designated to the University by the UN is yet unknown, nominees may be ranked pending this information. These students would include those actually going to the COP and those on a backup team. The backup team would consist of younger students and/or students with less experience but adequate qualifications for the COP.

We have also determined a preconceived notion that these will be graduate-level students. We believe that the student body representing the University of Michigan should be of higher education level, creating a professional image of the University of Michigan and ensuring that the student delegates are far enough into their academic careers to have a serious interest in and understanding of international climate negotiations. However, we do not believe that the candidates should be exclusively graduate level or above. The application process should also include higher level undergraduates who express high interest and are committed to the project. Each school can choose advanced undergraduates when constructing its nominations when it sees fit.

Funding Delegates

Another fundamental question, as well as an ethical issue, determining how the COP delegation should be funded. First, whether or not students should even be receiving funding from the University in part or in full had to be decided. The majority of the stakeholders came to similar conclusions: this is an issue of equity, and leaving students to bear the considerable financial burden brought on by intercontinental travel would likely lead to the exclusion of less affluent candidates. The student respondents were especially decided on this issue. We noted that students were not always well informed about the extent to which they would be personally responsible for their travel until even after they had paid their own way to the COP and received reimbursement. This was perceived as due to the lack of formal leadership, with no faculty member being tasked with holding the final say over funding. Different answers, it seems, came from different people. This could potentially be a serious deterrent that would make students who are unable to bear the upfront cost of arranging their travel unable to participate.

Agreeing that the University should strive to fully fund delegates and work toward giving them as much advance notice as possible, there were three different approaches we looked at in consideration of funding. The first was each school/college paying for its delegates that were selected, or the “Per Capita” model. The second was an “Investment” model, where stakeholders

fund the delegation in return for an output. The third, and possibly best, model, was a combination of the two. Table 1 is a simple layout of each of the first two models.

| Models | | Advantages | Disadvantages |
|-------------------|--|--|--|
| Per Capita | Each school/college pays for its delegates | <ul style="list-style-type: none"> • Each school supports its tuition-paying students • "Fair" | <ul style="list-style-type: none"> • Students may be limited by school's budget/interests |
| Investment | Stakeholders fund delegation in return for outputs | <ul style="list-style-type: none"> • Greater focus on outputs/impact • Known cash flow helps schools to budget | <ul style="list-style-type: none"> • Risk |

Table 1: Per Capita vs. Investment Models

In the Per Capita model, each school or college, will pay for the number of students that are finally selected by the COP committee to attend. This means that each college supports its tuition-paying students, encouraging their professional development. This model can also be seen as "fair," with colleges not paying to send other students to the COP. However, there is one major drawback with this model. This model means that the number of students that can attend the COP are limited by their school's budget or interest in the COP. If a college is not interested in investing money to send a student to the COP, then students in that college are not allowed the same opportunity as those in rest of the University.

The Investment model allows stakeholders to fund the COP in return for outputs, like presentations or blogs. This allows the delegation to have a greater focus on the outputs of their experience. Schools can also budget for the semester accordingly because they do not have an unknown number of students attending the COP, which is not found out until around October. However, with this model comes risk. Stakeholders are investing their money in students with the thought that they are going to get a return on their investment. This is not always the case, and investors could wind up unhappy with the outputs that they receive, or they could see no output at all.

A third option is a combination of the Per Capita and Investment models. This combines the benefits of the stakeholder involvement and attention to outputs with the buy-in from represented schools or colleges, while vitiating the financial burden on the latter, both in real dollars and in financial planning.

Before the COP

Before arriving at the COP, the student delegation needs preparation regarding day-to-day procedures, history of the COP and what the team's role is. In order to prepare the delegation, a

1-credit class will be taught by Professor Avik Basu. Through our interviews, we determined that the students enrolled in the class should be the candidates for the delegation. One difficulty for deciding who is in the class, however, is the late time frame given by the United Nations regarding the size for the U-M delegation. Since the UN will likely reveal the number of delegates around October, the class will have already started. If the allowed delegation size is smaller than the number of students in the class, decisions will need to be made once again of who can actually go to the COP. This issue could be non-existent, however, since students may have changed their plans and/or be unable to actually attend the COP in Paris. Also, funding could be an issue that would make this decision of determining who goes easier.

We have also talked about the addition of the backup team to the COP class. This would allow the back-up team to have direct contact with the team actually going and therefore allow for better communication between the two. Also, with the back-up team in the class, the group would also have the same background and information as the actual COP delegation. If the back-up team is in the class, however, the team would need to know that they are on the back-up team from the beginning, so as to not cause confusion later down the road. These students would then have a higher chance of being on the delegation the next year.

Another question regarding preparation before the COP is the content of the 1-credit course. Through interviews, we have seen mixed opinions on the content, especially whether the content should be the same each year or should vary based on the background of the students in the class. From our research, we recommend the class encompass both history and also current events in climate news so as to be useful for those who are well-versed on the COP and possibly took the class the previous year. In order to best equip the delegation, the course should give detailed attention to the day-to-day schedule of the COP so the students can focus on their activities onsite rather than determining their agendas in real time. The class would also include visits from guest speakers that could vary year to year in order to create variety within the course. Notable speakers identified from our interviews include members of past delegations, Professor Rosina Bierbaum, and Missy Stults.

Depending on the role selected by the University for its delegation, it may carry out some valuable groundwork this summer by sending a representative to the Bonn Climate Change Conference, a UNFCCC meeting which precedes each COP in June. This could be a valuable opportunity to begin networking, as well as a way to include more students (given the unknown size of the COP delegation).

Our Role at the COP: Two Scenarios

We constructed two scenarios that represent different implementation of the University of Michigan delegation. These are not prescriptive models for student engagement; rather diametric possibilities representing competing values. The actual COP experience could be some combination of the two, or something entirely different.

The first scenario is that students at the COP focus on reporting back to the University community. In this instance, students are information gatherers and have little say in what talks they attend. This scenario can be summarized as, “We need to get a finger on the pulse.”

In the second scenario, students follow their own interests, focusing on individual development rather than the priorities of the University. This can be summarized as, “Don’t overly structure it! Let bright, ambitious people do their thing.” Along with this theme, and a long-term ambition, is the opportunity for students to become embedded in a smaller country’s delegation. This would allow students to both make a difference at the COP and follow their own interests.

Regardless of the scenario that ends up happening, there are several suggestions that would be helpful at the COP. First and foremost, several students suggested that there be improved cohesion within the travelling COP group. As part of this, there needs to be a communication team with well-defined roles. Since many of the students stay for both of the two weeks of the COP despite only attending its proceedings for either the first or the second week, it would be preferable to have three people on a communication team who are on their “off week”—one working on the blog, one keeping track of the multimedia, and one in contact with the backup team. All former delegates we spoke to brought up challenges in managing to collect multimedia from a variety of sources (phones, SD cards from DSLR cameras, voice recorders, etc.) and seemed generally supportive of this idea.

In thinking about maintaining a more concerted communications effort, there could be one website for all of the media produced at the delegation. Professor Rood has offered climateblue.org for use this year, a blog website he started and used for those attending COP 15 and 16. Ideally, this website would be promoted widely around the U-M community and it could serve as a sort of “one stop shop” for anyone interested in what is happening at the COP and how the delegation is interacting with it.

Last in our recommendations for how to better facilitate the delegation at the COP, we gathered several pieces of advice in the spirit of practicality and making the entire process progress more smoothly. It would be useful to have a brief, daily, delegation-wide meeting to share knowledge gained from the previous day and provide insight on what is to come. This was done in the past by the late Steve Schneider, nationally renowned Professor of Environmental Biology and Global Change at Stanford University and the leader of its delegation. Several U-M delegates that began attending these meetings reported to Professor Rood that they found them extremely useful. An unrelated, but quite practical, suggestion we received is that lodging should ideally be within 20 minutes of the conference. Since days tend to be extremely long (especially toward the end of the proceedings), commuting long distances adds unneeded time to the day for all delegates, adding up to a considerable loss of time. Finally, there should be knowledge transfer between outgoing and incoming students from the first week of the COP to the second week.

Basic travel advice and information learned about how to navigate what will surely be a maze of venues in Paris, including like where meeting places are, nearby restaurants, etc., will be very helpful things for delegates to pass from one week to the next.

After the COP: Increased Engagement

When talking to students that have previously attended the COP, they agreed that it would be reasonable to expect more out of the attendees post-COP. They said that since they were funded to have a great learning experience, as well as an opportunity to grow and network, they would have been fine if the money that had been received had more strings attached. With this, however, comes with the question of what should be expected from COP attendees afterward, and how rigid these requirements should be.

When the students return from the COP and are back on campus, there are also some post-COP presentations that would be good for them to give. This would allow them to bring knowledge back to the University of Michigan and share their experiences with other students. For example, a panel presentation has been done, as well as guest lecturing in classes and appearing on the SNRE radio show “It’s Hot in Here.” Another idea is to reach out to local media, student organizations, and public events.

As a group, we discussed different deliverables and degrees requirements. The post-COP engagement activities that we brainstormed, as well as gathered from interviews (stated above), depend on what opportunities are pursued. These post-COP requirements could be suggestions to the COP team, or could be tied to the funding that they receive to go. Currently, for example, if an individual receives funding from the International Programs in Engineering (IPE), they are required to give a presentation following their abroad experience. If this does not happen, the individual has to pay back the scholarship money that was obtained. This guarantees that students will participate in presentations post-abroad experiences (although we recommend leniency for extenuating circumstances on a case-by-case basis).

Although there are a variety of options both for post-COP engagement, as well as how rigid these requirements should be, students should be made aware of what they are getting themselves into before going to the COP. The post-COP requirements should be clear from the beginning, allowing those who want to attend to the COP assess if they can handle the follow-up obligations.

OPPORTUNITIES FOR FUTURE INVESTIGATION

Due to the breadth of designing a structured system for selecting students, best preparation techniques, on-the-ground procedures, and post-COP responsibilities, we did not have enough time to acknowledge every part of the process during this semester. Given more time, we would

talk to others including Doug Glancy, Nicholas Jensen, Peter Sinclair, Missy Stults, and Rosina Bierbaum. We have been told Dr. Bierbaum, former dean of SNRE and regular speaker at UN proceedings, could also recommend other guest speakers for the class. We would also reach out to other universities that regularly attend the COP to get an idea for how they prepare their students. The Nicholas School of the Environment at Duke University organizes a simulation COP to which the University could send students or use as a model for potential replication here. Stanford University's delegation, mentioned above in this report, has also had a strong presence at COP proceedings. Getting in touch with several of these peer universities should be of chief strategy for the University of Michigan as it moves forward with planning.

We hope that the insights we have gathered above and the framework we have suggested for decision-making in each of these key areas will help guide the University in making COP 21 an impactful experience for its own interests, its students, and the COP process. We hope also that making use of these findings will help increase the delegation's success beyond this year's crucial meeting in Paris. Rising temperatures will guarantee that future international climate negotiations will only become more important to our academic community, its mission, and our stewardship of the planet. Investing a small amount of time and hard work now in solidifying the continued success of this program will have potentially enormous returns in the long term.

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