



Green Idea Generator

The Johns Hopkins University has made a commitment to improving environmental stewardship and reducing our negative impacts. Focusing mainly on water consumption, energy use, solid waste, and storm water management, there are many opportunities to improve the profile of the Homewood campus.

Student Involvement:

Students are a great resource, contributing fresh new ideas and enthusiasm to addressing the environmental situation on the Homewood campus. Through student groups such as Students for Environmental Action (SEA), Hopkins Energy Action Team (HEAT), and Engineers for a Sustainable World (ESW), students have spearheaded many actions that have had the impact of reducing our energy consumption, improving the ecological foundations of the campus, increasing the recycling rates, and creating new designs for storm water management.

Institutionalizing Student Contributions:

The premise of the Green Idea Generator is to leverage the interests and dedication of the students by matching them with faculty experts and operations professionals to identify meaningful new projects that can be implemented within one school year. The addition of faculty oversight ensures that projects promote academic growth and learning. The contributions of operations professional staff ensures that projects are focusing on areas of high concern and results are incorporated into broader operations objectives.

Structure of Green Idea Generator:

Students, interested faculty, and professional staff will convene for a “kick-off” brainstorming session whereby all ideas for making the Homewood campus more sustainable will be introduced, discussed, refined, and gauged for level of interest. While members of the Sustainability Initiative will offer suggestions, the students will be the primary source of ideas and will be expected to promote the merits and benefits of each potential project idea. Faculty and operations staff will evaluate the ideas and offer recommendations for refinement. Once the ideas have been presented and defended by the students, all participants will then choose the top one or two projects that are the most intriguing. Students will then choose the project they most want to work on.

Over the next month, the groups will form project leaders and divide the research and project development tasks among group members. Each group will have at least one faculty member and one operations staff member as an advisor. During the second meeting, both groups will convene and present the details of their project, along with timelines and specific elements needed to complete the project successfully. The discussions will help further refine the proposals into workable projects.

For the remainder of the academic school year the groups will actively pursue the projects, completing the projects by the end of the school year. The groups will then present their completed projects to school administrators, faculty, and peers.

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