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Sustainability on Our Campuses



Boston College’s Farmer’s Market educates students about the benefits of locally grown produce. In fall 2008, the Market was held weekly on-campus at the Corcoran Commons. Take a look inside this month’s issue of Connections for more information on BC’s efforts to promote sustainability on-campus. Photo courtesy of Tom Judson, assistant manager at Corcoran Commons.

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AJCU CONFERENCES

UPCOMING MEETINGS

Facilities & Public Safety

April 19–22, 2009
 Seattle University

Finance Administrators

April 22–24, 2009
 Beechwood Inn – Worcester, MA

**Information Technologies
 Management**

May 17–20, 2009
 Rockhurst University

Registrars in Jesuit Education (CORE)

April 16–17, 2009
 Loyola University Chicago

Justice Conference

June 18–21, 2009
 Fairfield University
<http://www.loyola.edu/justice>

LETTER FROM THE PRESIDENT

The Promise of a Green Campus



We have come a long way—in time and in the substance of the issues—since the first Earth Day in 1970. That year, at Georgetown, I coordinated an enthusiastic celebration featuring then-Senator Birch Bayh of Indiana, a great environmental supporter, only to be faced with an embarrassing cleanup of trash left behind by the celebrators. A week later, I hosted a lecture on clean air by an EPA official who subsequently drove off in a car engulfed in the smoke of noxious pollutants. Thus, from the beginning, there has often been a disconnect between what we say and what we do about the environment. This issue of *Connections* features

impressive stories about what our campuses are actually doing about the environment and about sustaining our planet and its people.

Today the environment is a *global* concern, involving rich and poor, but especially the poor. We are more aware today that ecology is not only about trees, animals and rivers. It is also about hunger and the homeless.

Former Secretary General of the United Nations Boutros Boutros-Ghali warned at the 1992 Earth Summit in Brazil: “We can waste the planet’s resources at the current pace for a few decades more....(But) we must realize that one day the storm will break on the heads of future generations. For them, it will be too late....The time of the finite world has come.”

As early as the 1970s, some economists were warning that it would take many earths to sustain the rest of the world having our standard of living. Today, that reality is more urgent than ever in the competition for resources between developed and developing nations.

In 1987, then-Prime Minister Gro Harlem Brundtland of Norway introduced the concept of “sustainable development,” which inextricably links economics and environment, economic development and environmental responsibility.

Larry Rasmussen, Reinhold Niebuhr Professor Emeritus of Social Ethics at Union Theological Seminary, prefers to speak of “sustainable community.” Concerned about our living as “children of the great divorce of nature from history,” and our “lack of a sense of the whole,” he writes: “Whether we like it or not, it’s life together now, or not at all.”

Our national policies have vacillated from then-Budget Director Richard Darman saying in 1990, “Americans did not fight and win the wars of the 20th century to make the world safe for green vegetables,” to an enthusiastic former Vice President Al Gore alerting us to *An Earth in the Balance*, to skepticism about climate change, to a renewed commitment to the environment and sustainability by the present administration.

It is encouraging to read of what is happening on our increasingly green campuses, in the classroom, in dining halls, in construction and renovation projects and in institutional policies. Most importantly, these initiatives come from students, faculty and administrators, thus modeling the participatory, multi-dimensional and interdisciplinary strategies needed to make a real difference in such a complicated arena.

Since this is a global issue affecting both developed and developing nations, rich and poor—but especially the poor—concern for sustainability is an important part of the contemporary Jesuit commitment to education for solidarity and for justice. The early environmental movement tended to be something nice to be involved in. Today, we are becoming more and more aware that it is a moral imperative in which we have no choice. Many of our campuses are showing us the way.

God’s blessings on all our endeavors!

Rev. Charles L. Currie, S.J.
President, AJCU

We are more aware today that ecology is not only about trees, animals and rivers. It is also about hunger and the homeless.

FEDERAL RELATIONS

Budget Priorities Move Forward

By: Cyndy Littlefield, AJCU Director of Federal Relations

Normally, annual budgets establish funding levels for appropriators to use in the appropriations process while setting policy priorities. In the Bush budgets of years past, all campus-based aid programs were targeted for elimination, yet Pell Grants continued to have wide support. This year's budget presents an historic opportunity for higher education, but it is also fraught with complications. Because this is the first Obama budget, the Democratic-controlled Congress has been making every effort to accommodate higher education priorities for Pell Grants, including changing the student lending process and expanding Perkins Loans.

Both the House and Senate are poised to pass their budget resolutions before the Easter two-week recess begins April 4. The House budget resolution for FY10 calls for reconciliation instructions to cut \$1 billion from student aid. The House gave great latitude to the House Education and Labor Committee to decide on ways to expand access to college and eliminate \$1 billion before September 30. The House budget also realized a Pell grant level of \$5,550 for FY10, which is what the recent American Recovery and Reinvestment Act allocated.

The Senate also articulated the education priorities of President Obama but did not include reconciliation instructions. Both the House and the Senate included a reserve fund for Pell Grants, which is a budgetary mechanism to allow consideration of Pell increases.

Congress plans to conference the dif-

ference between the House and the Senate later in April. It is at this conference that the final decision will be made on budget reconciliation. If the Senate agrees to budget reconciliation, then both the House Education and Labor Committee and the Senate Committee on Health, Education, Labor and Pensions will move forward with considering the Obama proposals of eliminating the Federal Family Education Loan (FFEL) Program for the Direct Loan program, moving Pell Grants permanently to the mandatory side of the budget—joining Social Security, Medicare and Medicaid—and expanding the Perkins Loan Program.

The switch from FFEL to Direct Loan would realize a savings of \$47 billion according to Office of Management and Budget (OMB) estimates, while the Congressional Budget Office (CBO) predicts a savings of \$94 billion, all over five years. These large numbers will be a driving force in Congress to move forward with the elimination of the FFEL Program. Lenders have been lobbying heavily against this change, suggesting a loss of 30,000 jobs should it be implemented. A pro-FFEL petition, signed by more than 4,000 lenders, guarantee agencies, parents, students and some financial aid directors, has been distributed to Congress.

Two-thirds of Jesuit institutions participate in FFEL, and most financial aid directors cite servicing as one of the main reasons they prefer FFEL over Direct Loan. Administration officials indicate that servicing will be subcontracted out with

former lenders as part of the Direct Loan program, which we hope would provide the same level of servicing that institutions have grown accustomed to while participating in FFEL.

While future increases for Pell Grants—even if on the mandatory side of the budget—are a welcome relief, other issues, such as the complications of increasing Pell Grants by CPI plus 1 percent, will need to be discussed.

The Perkins Loan Program, a critical student aid program for all Jesuit institutions, would be expanded to include more institutions. No one in higher education is opposed to this Perkins Loan expansion, but the 1,800 participating institutions, including Jesuit colleges and universities, will need to resolve funding investments made by the original Perkins Loan participating institutions as part of any agreement.

Between this spring and September 30, it appears that AJCU and the higher education community will be focused on assuring that these three major student aid proposals will be appropriate and will work for our Jesuit institutions and all of higher education. My assumption is that the Senate will cede to the House on reconciliation, thus beginning a major lobbying effort to preserve the heart and soul of these federal student aid programs. Should the Senate not agree to reconciliation in budget conference, then these proposed changes will most likely fall by the wayside.

While future increases for Pell Grants—even if on the mandatory side of the budget—are a welcome relief, other issues, such as the complications of increasing Pell Grants by CPI plus 1 percent, will need to be discussed.

Spring Hill College Aims to “Renew the Face of the Earth”

By: Lindsay Hughes, Assistant Director of Communications/Editor, Spring Hill College Magazine, Spring Hill College

With the construction of a more environmentally sustainable student center, Spring Hill College is leading the Port City’s efforts to protect the earth’s resources.

The college’s 2008–09 theme is “Renew the Face of the Earth,” a unifying element throughout the academic curriculum, student activities and campus events. At the cornerstone of this year’s activities is the construction of a new student center, which we believe will achieve Leadership in Energy and Environmental Design (LEED) certification by the U.S. Green Building Council. The completed student center, scheduled to open in summer 2010, would be Mobile’s first LEED-certified building of its scale and complexity.

The \$15 million project began in January, with the demolition of the existing campus center, built in 1964. The new student center will be built in its place. Plans for construction include employing recycled building materials, recycling at least 50 percent of construction waste, installing efficient plumbing fixtures, using water-efficient landscaping, planting trees to provide shade and promote biodiversity and reducing energy needs by 14 percent. The campus-wide aluminum, paper and plastic recycling program will also be incorporated into the new center.

Highlights of the student center include a modern snack bar, information center, wireless access to the college network, large student organization workspace, meeting rooms and grab-and-go food options. The center will also feature a 300-person capacity multipurpose room for both educational and social programs, such as lectures, seminars, student activities and meetings.

Spring Hill’s students’ passion for the environment prompted the selection of this year’s theme. “Our students, like stu-

dents all over the country, recognize that protecting and nurturing the environment is an important goal, and certainly one in line with our mission at Spring Hill College to be good stewards of God’s resources,” said Joe Deighton, dean of students and vice president for student affairs.

Staci Sternberger, a sophomore biology major from New Orleans, referred to her peers as the “will-do generation,” who recognize that the environmental crisis is a pressing global issue. “In this light, I think our generation is more actively involved in the ‘green’ movement than previous generations,” she said. “Our generation was told we had global problems to fix, and many have turned it into a passion.”

The building’s name change from “campus center” to “student center” reflects its focus on students, rather than the campus at large. The new center is designed to be the students’ informal living room, a place where they can socialize, eat, work, study or relax. Students gave feedback on the proposed building design last spring at a presentation by The Architects Group, the firm handling the project.

“A green student center will show the students that they are not alone in their passion for change, but that the institution is also doing what it can to help the environment,” Sternberger said. “Because the center is on a bigger scale than what a single person can do, it will be an inspiration to the entire campus—students, faculty and staff—to do everything they can to help the green movement.”

Colby Melvin, a third-year psychology major from Lafayette, Louisiana, led the organization of last year’s on-campus Earth Day events. He said the students have been overwhelmingly supportive of environmental sustainability initiatives on campus and have volunteered to help with activities and to spread the message about

the importance of going green.

“As we ‘update’ our student center, we must also update our lifestyle,” Melvin said. “Building a green student center is the only logical choice. Being green is not just about following a fad or tossing that can into a recycling bin whenever it’s convenient. This building will prove that Spring Hill may be old in tradition, but it has not lost its values.”

Addie Brannin, an integrated communications major from Bay St. Louis, Mississippi, agreed that students are genuinely enthusiastic about Spring Hill’s green efforts and the proposed student center.

“SHC chose a significant building to build green. This center will show that Spring Hill is continuously doing its part to make the campus, and the earth, a more green-friendly place,” Brannin, a junior, said. “This will hopefully inspire others in and out of the SHC community to get involved and note how important environmental habits are.”

Brannin said that while it’s clear that her generation and the general public are aware of environmental issues, she fears the zeal for change might not last.

“People are more conscious of not just the present state of the earth, but the future state of it as well,” she said. “The media and government have both done an excellent job of informing the public; however, I’m afraid that to some people it is just another trend. Everyone is ‘going green,’ but hopefully this trend outlasts many others.”

JESUIT DISTANCE EDUCATION NETWORK:

The Faculty-Library Connection: An Online Faculty Development Workshop

By: Tom Riedel, Distance Services Librarian, Regis University

Online academic libraries can be tricky for distance students to navigate, but the likelihood that students will avail themselves of library resources decreases significantly if their course instructors don't suggest or require that they do so—after all, there is always Google. Recognizing that faculty are unlikely to require students to use the library when faculty themselves are not aware of library resources and navigation, two Regis University distance learning librarians and the assistant director of distance learning for the Regis College for Professional Studies teamed in 2004-05 to create an online, facilitated faculty development workshop called *The Faculty-Library Connection*. Hosted on the university's course management system, the workshop is facilitated by librarians with the goal of promoting student information literacy by training faculty to create course-integrated library activities that foster higher-level thinking.

The workshop is structured in six modules designed so that geographically dispersed faculty from a range of disciplines and in all three colleges of the university interact asynchronously in the class forum over a two-week period. Early in the workshop, the theoretical concepts of information literacy are introduced and discussed, then participants learn about the resources and tools for searching databases in their subject disciplines. Search activities are followed by a section on evaluating information. Finally, to make the workshop relevant and readily applicable, participants are asked to complete a capstone activity in which they revise a lesson from a current course to include a library activity. Throughout the workshop, reading and searching activities are reinforced by forum discussions that require faculty to reflect as well as to respond to their colleagues' postings.

Participants authentically experience using library resources remotely, from finding readings on electronic reserve to selecting relevant databases and searching them. Interactivity in the form of games created by distance learning multimedia experts enhances the workshop, and learning is augmented by links to library tutorials created using Adobe Captivate software. See <http://www.regis.edu/library.asp?page=research.tutorials.fivesteps> to get started.

The Faculty-Library Connection workshop has been offered several times since its launch in 2005, and more than half the respondents to an early survey indicated that it met or exceeded their expectations. Specifically, they found value in learning to locate scholarly articles through the Regis library website; learning tricks to better navigate resources and find credible articles; being able to design a unit to use with students; and learning from the comments of fellow participants. At the same time, the workshop allows librarians to reach a large population of dispersed faculty while also raising their visibility as facilitators.

The Faculty-Library Connection workshop was a 2005 award finalist for the Professional and Organizational Development (POD) Network in Higher Education.

For more information, please contact the author at triedel@regis.edu or see "The Faculty-Library Connection: An Online Workshop," by Erin McCaffrey, Tina Parscal and Tom Riedel. Co-published in *Journal of Library Administration* 45 no 1/2 (2006): 279-300, and *The Twelfth Off-Campus Library Services Proceedings*. Mount Pleasant, Michigan: Central Michigan University, 2006.

...the workshop is facilitated by librarians with the goal of promoting student information literacy by training faculty to create course-integrated library activities that foster higher-level thinking.

Because We All Sit at the Same Table: Slow Food Feeds the Stomach and Minds of Students at Holy Cross

By: Art Korandanis, Director of Auxiliary Services, College of the Holy Cross

// Turn your cell phones off and put them away!”

“This dinner will take two hours to complete. You are here to sit around the table and enjoy the food and each other’s company.”

These words, spoken by Linda Nardella, director of dining services at the College of the Holy Cross, were met with raised eyebrows as the first group of 12 students (who were accustomed to grabbing a slice of pizza on the go) sat down at a table adorned with linen table cloths, napkins and Holy Cross’ best china to experience what has become one of the college’s most successful dining programs and most popular “green” initiative—Slow Food.

Developed by renowned food and wine writer Carlo Petrini in 1986 in response to the opening of fast-food franchises in Rome, Slow Food is a growing international movement dedicated to preserving and supporting traditional ways of growing, producing and preparing food. It’s about respecting and protecting the land, appreciating the people who care for it, and accepting the responsibility to live sustainable lifestyles, “Because,” as Petrini has famously said, “we all sit at the same table.” His words have become a mantra at Holy Cross.

As opposed to fast food and all it implies, Slow Food also emphasizes the value of sitting down, enjoying your meal with company and engaging in meaningful conversation about fundamental social, ethical and environmental questions—questions that are an integral part of the Holy Cross mission and its Jesuit tradition.

First offered to students in the fall of 2007 as an experiment, Slow Food dinners are now offered 10 times each semester to groups of 12 to 20 students. The events book up almost immediately, and the waiting list is growing. Peer educators, resident assistants, the Campus Activities Board, students from

the Women’s and Gender Studies program and members of the Purple Key Society are among those who have enjoyed Slow Food dinners this year already.

As prepared by the chefs at Holy Cross, a Slow Food dinner is served in four courses, but the preparations begin weeks ahead of time. The process is set in motion with an initial meeting, facilitated by Chris Guittar, general manager of board operations, to gain an understanding of what each group wants out of their Slow Food experience. Then, Chef Tim Trachimowitz gets involved to create a unique menu of local ingredients and indigenous recipes.

The process of finding recipes and locating local sources of food is research intensive and time consuming, particularly in New England, where the number of family farms has decreased significantly in the last decade. Yet, it’s integral to the success of the program—as is the involvement of the chef.

On the night of each event, Trachimowitz, who received his culinary training at the New England Culinary Institute,

The College’s Slow Food dinner program has also been a hit with the local community. The Regional Environmental Council (REC), a Worcester-based organization that fosters clean energy, community gardening and environmental justice, recently held a successful Slow Food fundraiser on campus for the second year in a row. This year’s dinner raised \$14,000, which will go toward the Regional Environmental Council of Central Massachusetts’ UGROW program, a network of more than 30 urban community gardens and 350 gardeners, and YouthGROW, a summer farm program for inner city youth that raises organic fruits and vegetables which are donated to food pantries.

Slow Food at Holy Cross is continually evolving. Dining Services is currently looking more closely at the sustainability of the Slow Food dinners to see how they can progress even more. Whether students attend Slow Food dinners simply to enjoy a healthy meal, to spend time with friends, or to stimulate

Slow Food is a growing international movement dedicated to preserving and supporting traditional ways of growing, producing and preparing food.

thoroughly explains each course, educating participants on where the food was grown, and what ingredients and methods were used in preparing it. As an alum (class of ‘99), Trachimowitz has a unique understanding of how the Slow Food movement relates to Ignatian ideals, and he creates a truly interactive experience, in which students are fully immersed.

their minds, once they take a spoonful of creamy pumpkin bisque, a bite of fresh roasted turkey with cranberry stuffing, or a nibble of chocolate raspberry torte, they experience the holistic nature of food in a new way. And they leave with a newfound appreciation for the fact that “we all sit at the same table.”

Care of the Person, and of the Natural World, at Fairfield University

By: David Downie, Director, Program on the Environment, and Associate Professor of Politics, and Alexandra Gross, Class of 2009, Fairfield University

On April 22, 2008, Fairfield University broke ground on a new Jesuit residence. Held on Earth Day, the ceremony did more than announce an important construction project; it celebrated the university's continuing commitment to environmental sustainability. The new residence, which is now nearing completion, features a comprehensive geothermal heating and cooling system, a solar-absorbing "green" plant roof and the use of recycled building materials.

The Jesuit residence exemplifies Fairfield's commitment to pursuing a peaceful, environmentally sound future. The Jesuits' holistic and spiritual approach to life embraces the study and integration of humanitarian and environmental ethics. With a commitment to education and the cultivation of curious, compassionate minds, Fairfield University is proving that eco-conscious initiatives go hand-in-hand with its mission of *cura personalis*—or care for the whole person—and, by extension, consideration of the natural world.

Sustainability initiatives at Fairfield are accelerating along three broad fronts: curriculum expansion, campus infrastructure and pollution reduction, and student life. Fairfield recently made a major commitment to environmental education, combining three smaller programs into the new and expanded "Program on the Environment." This has resulted in a far stronger and integrated environmental curriculum, with new introductory and advanced courses, additional faculty, and more opportunities for student research, internships and co-curricular activities. Looking ahead, Fairfield faculty will work this summer on identifying additional avenues for expanding and improving the program, focusing specifically on developing new courses, interconnecting existing courses, using sustainability education as

a means to integrate the undergraduate core curriculum, and expanding student research activities.

Beyond the new Jesuit Residence, many other infrastructure, conservation and pollution reduction projects are reducing Fairfield University's ecological footprint while also providing educational and economic returns. One of the most important is Fairfield's Combined Heat and Power Plant, or COGEN facility, which produces about 99 percent of the electricity used on campus and uses the waste energy from electricity production to meet most of the university's heating requirements. By producing power and heat together on campus in a new, efficient facility—as opposed to getting electricity and heat from the utility grid—the university significantly reduces the amount of pollutants and greenhouse gases it releases to the atmosphere while enjoying long-term economic benefits.

Other efforts include energy, water-use and waste reduction projects. More than 7,700 lighting fixtures have been re-fitted with energy-efficient lamps and electronic starters, and 800 exit signs now use ultra-efficient LED lights. Five hundred and forty-five new, highly efficient showerheads were recently installed along with more than 1,100 low-flow toilets and urinals. Responding to student and staff initiatives, the university eliminated plastic bags in the university bookstore, promoted the use of reusable beverage cups across campus and initiated more comprehensive waste reduction and recycling programs. In October and November 2008 alone, the university recycled more than 26 tons of paper, plastics, glass, metal, cardboard, batteries, chemicals, electronic-wastes and other materials, and diverted an untold amount from entering the waste stream through internal recycling, reuse and more efficient management. In 2008, the univer-

sity removed trays from the dining halls. While some students expressed skepticism at first, the change proceeded smoothly, producing significant reductions in food waste and eliminating the energy and water previously used to wash the trays.

As with many campuses, transportation at Fairfield is a major sustainability issue. Addressing this head-on, the university has expanded shuttle service to the nearby train station and will soon eliminate parking permits for sophomores as part of its broader efforts to decrease automobile traffic, reduce—by about 380 spaces—the need for student and staff parking, and help green the campus as it engages in several major building and landscaping initiative. Students, faculty and staff are also examining options to replace and expand the current bus fleet with biodiesel and hydrogen-powered vehicles and to create a flotilla of bicycles for students to use on and off campus.

Finally, and most importantly, the university has made a commitment to include students at the forefront of its sustainability efforts. Student representatives serve with senior faculty and administrators on the new and influential Campus Sustainability Committee. The Student Environmental Association is given broad responsibility for planning the annual Earth Week festival, organizing campus and beach cleanups and working with faculty to develop public programs such as Climate Week, which the university hosted in February. The student-run Green Campus Initiative organized a service trip to New Orleans in January to help rebuild homes utilizing eco-friendly materials. The group also carried out a campus-wide recycling audit in 2008 and is working with faculty and staff on composting and bio-diesel and other initiatives.

Students created Earth House as part of the university's commitment to

(Continued on page 15)

Loyola “Wastes” No Time: The Sustainability Initiative Task Force

By: Annie Hughes, Communications Associate, Loyola University Chicago

In spring 2007, Loyola University Chicago began tackling one of its biggest challenges yet—its new sustainability initiative. Led by Nancy Tuchman, PhD, director of the Center for Urban Environmental Research and Policy (CUERP), the university developed a sustainability task force to review Loyola’s use of natural resources and develop recommendations on what the university could do to reduce waste. Today, almost two years later, the task force has implemented a number of projects to make Loyola a greener campus. Highlights include:

- The launching of several new curriculums for students under the Solutions To Environmental Problems (STEP) program;
- Formation of a Waste Reduction Committee;
- A campus-wide recycling competition to increase recycling efforts and reduce waste;
- New regulations that require all new construction projects on campus to be certified and meet the standards of the LEED program (Leadership in Energy and Environmental Design); and
- A tray-less program in one of the university cafeterias, launched in fall 2008.

A major win for Loyola’s environmental efforts was the launch of the STEP: Biodiesel program which, with the help of a \$10,000 grant from the Environmental Protection Agency, allowed students to participate in a curriculum focused specifically on making biodiesel fuel from waste vegetable oil. The course later evolved into another curriculum in spring 2009 focusing on the nation’s food systems issues. This new program was established with an EPA grant of \$75,000.

The STEP: Food Systems course explores the ecological, social, historical, political and economic contexts of our global and national food systems. As part of the

program, students are developing protocols for growing and distributing herbs to Loyola’s cafeterias, working with the facilities department to plan and implement

change and the environment. There, students gathered together to lobby for bold climate and energy policies that prioritize renewable energy, green job creation and

The STEP: Food Systems course explores the ecological, social, historical, political and economic contexts of our global and national food systems.

university-wide composting, planning a campus garden market and analyzing the availability of healthy foods in Chicago’s Rogers Park neighborhood.

With waste reduction an important focus, the task force formed a university Waste Reduction Committee whose primary goal is to improve the on-campus recycling system. Since the committee first began measuring recyclables in August 2007, more than 179 tons of recyclables have been recorded on campus.

Several LEED-certified construction projects are being planned at Loyola’s multiple campuses. They include a new school of nursing building and research facility at the Medical Center campus, and a new business school and modernized, expanded law center at the Water Tower campus.

The tray-less program, intended to reduce food waste in campus cafeterias, will be evaluated by the Sustainability Task Force at the end of the school year, in June, to gauge the success of its first year.

In addition to all of these projects, from February 27 through March 2, more than 40 Loyola students joined 10,000 other young leaders from across the country in our nation’s capital for Power Shift ’09, an important summit focused on climate

an aggressive cap on carbon emissions. Doing their part to cut vehicle emissions, some of the students made the trip in the university’s new biodiesel-powered van.

Listed above are just a few examples of the sustainability efforts of Loyola University Chicago. And now, with the January appointment of James Marshall Eames, PhD, as sustainability director, the university is adding to its list of initiatives each day and will continue to incorporate sustainability into the curriculum, campuses and surrounding communities.

Sustainability (in the Classroom) or Bust

By: Michael C. Cann, Professor of Chemistry, and Cynthia W. Cann, Associate Professor of Marketing/Management, University of Scranton

A recent report, *Campus Environment 2008: A National Report Card on Sustainability in Higher Education*, produced by the National Wildlife Federation, shows that while colleges and universities are doing a lot to green their campuses, teaching and learning about sustainability are, sadly, in decline.

The report indicated a decline in majors and minors in environmental and sustainability fields since 2001 and a reduction in students taking individual courses. The report's authors speculate that the decline is due to the fact that academic disciplines don't lend themselves to the broad, systems approach sustainability requires. But there may be another, more sustainable approach to teaching sustainability.

At the University of Scranton, our focus has been not to create new courses, minors or majors, but to integrate sustainability across the curriculum by blending this subject into topics already covered in a given course. This approach allows our students to see how sustainability applies to many different disciplines, including theology, philosophy, economics, marketing, chemistry, biology, nursing, education and more. This also allows our students to understand how sustainability must be a central focus of their personal as well as their professional lives. Knowledge of sustainability in business, health, education, the sciences and other career choices is a competitive advantage.

At Scranton, we began in 1996 by integrating green chemistry into an environmental chemistry course by employing the Presidential Green Chemistry Challenge Awards (PGCC), which recognize outstanding achievements in applied green chemistry/technology. The awards were created under the Clinton administration.

Two years later, the Environmental Protection Agency and the American

Chemical Society began a program to develop green chemistry educational materials, which included the book, "Real World Cases in Green Chemistry" (Michael Cann and Marc Connelly, American Chemical Society, 2000). This book, based on 10 cases from the PGCC, is used today in the classroom by other colleges and universities and by industries to teach green chemistry to employees.

In 2000, six faculty members at Scranton set a goal to take the real-world cases and blend them into a particular topic already covered in an existing course, so that instructors would not need to add much material to the course. That year, with the support from The Camille and Henry Dreyfus Foundation, web-based green chemistry teaching modules for nine chemistry courses were developed.

In general chemistry, for example, we blended the topic of liquid carbon dioxide as a dry cleaning solvent into discussions of phase diagrams and the polarity of molecules. In organic chemistry, a new synthesis of ibuprofen illustrated the concept of atom economy. In biochemistry, more environmentally friendly pesticides were introduced during a discussion of enzymes.

Green chemistry seems a natural, since chemicals represent a significant part of our ecological footprint. But we cannot think of an academic discipline that doesn't lend itself to teaching and learning about sustainability. Using our success with green chemistry as a model, the University of Scranton began a program in 2005 to infuse sustainability across the curriculum. We created an annual faculty workshop in which 44 faculty have participated thus far, implementing the ideas into their courses. Sharon Meagher, a philosophy professor, and Michael Cann, a chemistry professor, run this workshop and find

it to be a wonderful interdisciplinary learning experience for both them and the participants.

For instance, a course in American history might include how the United States, in becoming the major power in the world, also became its largest polluter. A course in political science can discuss how the U.S. can now become a leader in developing a society based upon environmentally, socially and economically sustainable bottom lines. A course on economics might point out how China's exploding economy has had the unintended consequence of making it the leader in carbon emissions. A geography course can show how the effects of climate change depend upon geographical location. Even courses in the arts can integrate those artists and programs that support sustainability.

Cynthia Cann, a business professor at Scranton, has incorporated green technologies and sustainability into some of the university's business courses. In addition to infusing sustainability into all of the established courses that she teaches, she developed the MBA cornerstone course required of all students—"Responsibility, Sustainability and Justice." The triple bottom line, a basic premise of sustainability which defines the relationship among economic factors, environmental factors and society, is an important addition to most business courses today.

As more and more unethical business transactions are exposed, such as the Bernie Madoff scandal, and as devastating environmental disasters like the recent Tennessee coal sludge spill continue to occur, teaching business students about the triple bottom line becomes quite relevant. Understanding how movement in one of these areas directly affects the other two can help a manager better plan an innovative strategy that will capitalize

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Sustainability at Santa Clara: Moving Beyond Green

By: Lindsey Cromwell, Sustainability Coordinator, Office of Sustainability, and Leslie Gray, Executive Director, Environmental Studies Institute, Santa Clara University

Sustainability is part of our social justice mission at Santa Clara University. This recognition—that sustainability is a moral imperative—stems from our recognition that humans are using the earth in ways that compromise the well-being of future generations. Jesuit universities, and higher education in general, can play a critical role in engaging students with sustainability in an empowering way, thus helping society to overcome global challenges.

While these ideals may sound lofty, SCU is taking practical steps to become more sustainable. In 2004, we adopted a Sustainability Policy, grouping sustainability into three interrelated areas: stewardship, education and outreach. We developed a plan for addressing each of these, with the ultimate goal of ensuring every SCU student graduates with an understanding of “a culture of sustainability.” In 2007, we signed the American College & University Presidents Climate Commitment. In 2008, we formally established a University Office of Sustainability. And for these efforts, we have been noticed. Kaplan College Guide named SCU one of the Top 25 Environmentally Responsible Colleges, and SCU tied for the number two spot of California schools in Princeton Review’s green rating. So how did we get there?

Stewardship: Running a Sustainable University

At SCU, Joe Sugg, assistant vice president for university operations, has been a leader in creating a more sustainable campus. Sugg oversees buildings management and construction, grounds management, energy use, waste management and purchasing policy. When asked how he came to view sustainability as a core Santa Clara value, Sugg identified two personal triggers. First, he described how “sustainability is more than being ‘green,’ it’s about social

justice and viable economics.” Second, Sugg learned to see sustainability as a good business practice.

Sugg can provide numerous examples to prove his business claim. For instance, besides saving money by conserving energy, lighting retrofits produce a quick payback; Sugg estimated that the savings from changing a building’s lighting system would surpass the cost in 18 to 24 months. Retrofits also lead to unexpected advantages. These new lights last two to three times longer, reducing replacement costs.

Sugg realizes sustainability adds value to a campus. “If you have a sustainable campus, then that becomes a discriminator in how students choose the school they attend,” he said. Sugg believes the ultimate goal of all our sustainability efforts is to be a model for students, so they can understand what sustainability is and take this understanding with them after they graduate. Sugg emphasizes: “This is our primary focus. This is why we’re doing this at Santa Clara.”

Education: Using the Campus as a Living Laboratory

The Sustainable Living Undergraduate Research Project (SLURP) helps students integrate residence life, research and sustainability. SLURP participants live together, take joint classes, make lifestyle choices and conduct research that examines and influences campus sustainability. SLURPers have changed campus menus, influenced water bottle use and tracked campus energy.

Santa Clara also strives to embed sustainability in the curriculum. The Penstemon project is a peer-led workshop to help faculty develop a new class or modify an existing one around issues of sustainability. While the goal of this project has been to increase sustainability-oriented classes, we

have created a stronger campus community around sustainability. Sustainability will also be an important part of our new core curriculum.

Outreach: Sustainability and Experiential Learning

Programs connect undergraduates with local communities around issues including urban gardening, children in nature and sustainability outreach. “Connecting our students with community programs is a win-win,” says Patrick Archie, director of campus and community programs for the Environmental Studies Institute. “It’s great for the students to have the opportunity to apply what they are learning in the classroom.”

This year marks the second Sustainability Decathlon, a high school outreach component of SCU’s Solar Decathlon entry. SCU students mentor local high school teams as they build sustainability infrastructure and awareness on their campuses. There are 10 categories, hence the term “decathlon.”

“One of the challenges for this project is engaging the students that comprise each team,” said senior Tracey Mangin. “Luckily for us, it seems that the title ‘college student’ is inherently cool to many high school students.”

Her mentor-partner Silas Strickland, a junior, added, “The group was fully aware that their small actions can help to have a great impact on the larger systems around them—the city, the state, etc. I am very excited to try to learn as much from them as I can!”

This May, all seven high school teams will come to SCU to showcase their projects. We hope we can continue to engage our students in future projects such as these. After all, if it’s not fun, it’s not sustainable.

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Sustainability Coordinators Make Their Mark on Jesuit Campuses

By: Deanna I. Howes, Manager of Information Services, AJCU

As concern for the state of the environment in the 21st century grows, a new position is emerging on college and university campuses to encourage education and awareness: the sustainability coordinator.

Many institutions have committees or advisory groups that promote learning about climate change and sustainable living, yet few have a person devoted to the cause full-time on-staff. According to the Association for the Advancement of Sustainability in Higher Education's (AASHE) 2007 survey on sustainability officers, 80 were employed on campuses in the United States and Canada; in 2009, the number has multiplied to nearly 400. Four AJCU institutions currently employ sustainability coordinators on-campus: Boston College, Loyola University Chicago, Santa Clara University and Seattle University.

The role of a sustainability coordinator is tri-fold: to educate students, faculty and staff on sustainable living; to gather information on current campus initiatives that promote sustainability; and to act as a spokesperson for the institution.

Santa Clara's Sustainability Coordinator, Lindsey Cromwell, views her role as a facilitator of communication about environmental awareness. "I'm the networker and connector for sustainability projects on-campus," she says. "We're using the campus as a living lab."

Loyola Chicago's Director of Environmental Sustainability, James Marshall Eames, also regards his institution as ideal for creating change both on-campus and off. "We've been working with Chicago's Edgewater community, whose members came to Loyola and said they wanted to become the greenest community in Chicago," he says. "So we became part of the planning process and developed a series of workshops for everybody in

the community."

Other institutions offer educational opportunities on-campus. Boston College's Director of Sustainability and Energy Management, Deirdre Manning, has worked to educate faculty and staff by giving seminars on energy conservation. At the seminars, she distributes energy-efficient light bulbs for personal use at home.

Manning has also spent time educating students on how to monitor their energy use at campus residence halls. "In 2007, we decided to sub-meter electrically our residence halls, but figured it would be better to show it online with graphics. Lucid Design Group piggy-backed on this effort and worked with us to create an online dashboard feature that shows kilowatt hours used in each dorm at a given time," she says. Students can monitor their dorm's energy use and compare it to others on the dashboard website.

Encouraging student involvement is important to Cromwell, who works with several student interns at Santa Clara. They perform assessments on sustainability and work with residence hall assistants to publicize related events, benefitting Cromwell's mission to create a campus-wide dialogue about sustainability.

Such a dialogue cannot be accomplished without the support of an institution's administration. At Loyola Chicago, Eames has enjoyed positive feedback from the president and others working at the university. He says, "There's a lot of support from administration and staff and faculty. I have not run into people who don't want to help or offer solutions."

Sustainability coordinators work to develop ways to help their institutions realize the benefits of participating in environmentally friendly acts. They come from varied backgrounds, and their

willingness to help make a difference and work collaboratively contributes to the demands the role entails.

Seattle University's Campus Sustainability Manager, Karen Price, learned after working in the private sector that she needed to find a position dedicated to supporting communities and their residents. "It became clear that I was called to support individuals and groups who want to take action to create environmentally, economically and socially sustainable organizations and communities," she says. "My first position in my new career was at a non-profit helping businesses conserve energy and water, manage waste and build green buildings." She currently applies those experiences at Seattle University through campus-wide recycling programs and promoting the use of reusable mugs on-campus.

All four sustainability coordinators anticipate more schools creating similar positions in the near future, as the need for energy conservation grows. Other Jesuit colleges and universities are displaying their support for climate change by signing the American College & University Presidents Climate Commitment. As of this writing, eight AJCU institutions have signed to the act that aims to reduce global warming and neutralize green-house gas emissions.

By incorporating sustainable practices on-campus, institutions can foster healthy, sustainable environments for faculty, staff and students. Through awareness and education, sustainability coordinators can influence the way students, faculty and staff look at and care for their own surroundings.

CAMPUS NEWS CLIPS

By: Deanna I. Howes, AJCU Manager of Information Services

Creighton University Debuts New Major in Musical Theater

In fall 2007, **Creighton University's** music and fine arts program began exploring the possibility of creating a new degree for students interested in studying musical theater. After nearly two years of work and preparation, students are now able to major in a field combining academic courses in theater, music and dance that prepare them for careers in professional theater.

Musical theater majors must study, among other courses, music theory, set construction and the history of musical theater as part of their 53-credit course load. Through the program, students are also able to receive unique performance opportunities. In the 2008-09 academic year, the three Creighton students who elected to major in musical theater had the chance to work with Tony Award-winning actress Michele Pawk, who guest-directed Creighton's spring musical, *West Side Story*.

Pawk found the opportunity to work with Creighton's new musical theater majors exciting and gratifying. She said, "The allure of this job was to work with students...It's been really challenging and exciting to reach out to them at whatever level of ability, to help them feel their parts, find out what motivates their characters." The program is expected to grow in future years, with eight to 10 students anticipated for entry in fall 2009.

Georgetown University Offers New Leadership Academy for Student Athletes

For the 2008-09 academic year, nearly 109 student athletes at **Georgetown University** have enrolled in a voluntary, non-credit seminar that teaches them how to become effective leaders. While at the Leadership Academy, students participate

in regular seminars and receive assignments testing the skills they have been learning in their sessions.

Participants in the academy (selected in part because of their individual positions on their varsity teams) also learn how to communicate effectively with their teammates and coaches. They take conflict-management courses and learn how to be examples of the Four C's: commitment, confidence, composure and character.

In its first year, the course has received positive feedback from both students and coaches. Head softball coach Pat Conlan said, "It opens up lines of communication with other teams. I believe the student-athletes realize that no matter what sport you play, many of the issues are the same. They are using each other's experiences to find the best way to lead, to approach different problems and to learn to appreciate different leadership styles.

Loyola Maryland Students Spend Spring Break Serving at Baltimore Prisons

Students at **Loyola College in Maryland** recently had the opportunity to spend their spring break volunteering at prisons in the greater Baltimore region. As part of Loyola's annual Spring Break Outreach program, this particular group of students was able to learn more about their local community and its residents by working at meal centers and re-entry programs for recently released men and women.

The students also attended an anti-death penalty vigil staged outside of a maximum-security prison in Baltimore, where five inmates currently sit on death row. The prison is located on the same street as the St. Ignatius Loyola prayer house, where the students stayed throughout the week during their spring break. Being in

this particular area exposed students to an alternative side of Baltimore, where they observed how former inmates attempt to find jobs and change their lives after serving time in prison.

Speaking on behalf of the program, Margarita Dubocq of Loyola's Center for Community Service and Justice said, "A lot of things now make more sense. Everyone in the prison system is underprivileged and materially poor, and being in prison tangles with many social justice issues. Finding the humanity in the inmates is crucial."

University of Detroit Mercy Jesuits Discover Rare Painting

A painting found five years ago in the basement of the Jesuit community at the **University of Detroit Mercy** is currently being displayed to the public at the Detroit Institute of Arts (DIA). Until its surprising discovery, the painting, titled "At the Foot of the Cross," was in damaged condition and hidden from the public.

Scholars are currently studying and analyzing the work, painted by African-American artist Robert Scott Duncanson, and learning about its connection to Detroit. The painting dates to 1846 and features religious themes that were unique to the 19th century, when little Christian art was being produced in America.

The Jesuit community is proud to share the newly found painting with the greater city of Detroit. Rector Rev. Gary Wright, S.J. said, "The Jesuit Community at UDM wanted to be able to share this treasure of our city's African-American heritage with the whole community. This has been a great experience of two venerable Detroit institutions working together so that the whole community can now enjoy this piece of our history."

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AJCU Congratulates Jesuit Colleges and Universities on their Basketball Successes

AJCU marked the 2008-09 college basketball season with a new initiative: the Jesuit Basketball Spotlight program. More than 90 men's and women's basketball games between two opposing Jesuit schools were played throughout the season. Recognizing the games as having great potential to educate large audiences about the Jesuit mission of higher education, AJCU debuted the program in fall 2008 with a new page on AJCU's website. A strategic team was assembled to design a logo and distribute information to the communications and sports information directors at all 28 Jesuit colleges and universities about how to promote the new program.

As the season came to an end, the following schools' teams advanced to the NCAA, NAIA and NIT division tournaments:

NCAA MEN'S DIVISION I

Boston College
 Gonzaga University (advanced to Sweet 16 round)
 Marquette University
 Xavier University (advanced to Sweet 16 round)

NCAA WOMEN'S DIVISION I

Gonzaga University
 Xavier University

NCAA MEN'S DIVISION II

Rockhurst University

NCAA MEN'S DIVISION III

John Carroll University
 University of Scranton

NCAA WOMEN'S DIVISION III

University of Scranton

NAIA MEN'S DIVISION I

Spring Hill College
 Loyola University New Orleans

NAIA WOMEN'S DIVISION I

Loyola University New Orleans

MEN'S NIT TOURNAMENT

Creighton University
 Georgetown University

WOMEN'S NIT TOURNAMENT

Boston College (advanced to Final Four round)
 Canisius College
 Creighton University
 Georgetown University
 Marquette University

We at AJCU congratulate all of our schools' team members for their great accomplishments and thank AJCU communications and sports information directors for their assistance and support of the AJCU Jesuit Basketball Spotlight program.



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“Living and Learning.” This program of sustainable living provides an opportunity for upperclassmen to live together in on-campus apartments or townhouses and educate their peers on environmental issues through very real applications that demonstrate how college students can live in a more eco-conscious but still fun way.

Looking forward, the university has made a broad commitment to sustainable building and reducing its energy use and greenhouse gas emissions. In 2008, university President Fr. Jeffrey von Arx, S.J., signed onto the American College & University Presidents Climate Initiative, committing the institution to developing a comprehensive plan to measure and reduce its emissions. The university has also committed to observing Leadership in Energy and Environmental Design (LEED) standards in all construction efforts and instituted energy-efficient and environmentally friendly purchasing guidelines.

Fairfield University recognizes the need to act sustainably and has engaged students, faculty and administrators to develop and implement an ambitious agenda. As stated by President von Arx, “As a Jesuit institution, we’re charged to be good stewards of the earth. We consider it part of our mission to undertake projects that contribute positively to the environment and our community.” Fairfield has entered an exciting time in its history, and sustainability is an important part of its story.

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on green technology, reduce costs, inspire greater productivity, manage stakeholders and increase the bottom line.

In the cornerstone MBA course mentioned above, the triple bottom line is used as a framework to teach future managers to make good decisions by taking into consideration the effect a decision will have on the environment, the bottom line and all stakeholders (society). To better facilitate teaching sustainability in the business disciplines, more textbooks and case studies are needed that incorporate the problems and issues of sustainability. Other Scranton business faculty like Alan Brumagim, who teaches the MBA capstone course Policy and Strategy, are incorporating the sustainability theme into courses.

Recently Michael Cann has been integrating green chemistry and sustainability into existing mainstream textbooks such as “Environmental Chemistry, 3rd Edition,” (Colin Baird and Michael Cann, W.H. Freeman, 2004). This tradition has continued in the fourth edition, published this past spring. Another is the seventh edition of “Chemistry in Context” (American Chemical Society), which is scheduled for publication in 2010. This best-selling textbook is for non-science majors. Although science and engineering majors may be the ones who develop sustainable technologies, it is the non-science majors who often go on to positions that make the business, political and economic decisions that enable these technologies to go forward. So it is imperative that they are well versed in sustainability and sustainable technologies such as green chemistry.

As a Catholic, Jesuit institution, the University of Scranton has a strong commitment to education for justice. We believe that sustainability is an integral part of achieving that commitment. Given the fragility of our planet and the injustices perpetrated on societies around the globe, sustainability should be taught in classes across disciplines in all colleges and universities. Green pedagogy needs to catch up to our green campus operations.

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Where Are we Going from Here?

Santa Clara is on the road to sustainability. We have accomplished many things and face some big challenges. Besides moving toward reducing our carbon footprint and acquiring solely renewable power, we must model the way and encourage others to understand and adopt a sustainable mentality.

“Caring for creation is not just about the environment anymore,” said Sugg. “It’s thinking about the sustainability of our decisions.”

**THIS ISSUE’S
SUGGESTED READINGS**

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- “Advancing Sustainability in Higher Education: New Directions for Institutional Research.” Edited by Larry H. Litten and Dawn G. Terkla. Jossey-Bass, 2007.
- *Higher Education in a Warming World: The Business Case for Climate Leadership on Campus*. National Wildlife Federation. <http://www.nwf.org/campusecology/businesscase/index.cfm>.
- “Sustainability on Campus. Stories and Strategies for Change.” Edited by Peggy F. Barlett and Geoffrey W. Chase. MIT Press, 2004.
- Walter Simpson. “The Green Campus: Meeting the Challenge of Environmental Sustainability.” APPA, 2008.