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## The Greening of Jesuit Campuses



*Above: Students from Wheeling Jesuit University (on left) receive the gift of a tree from representatives at a local garden center. Throughout the week of April 20th, the Wheeling Jesuit University community celebrated Earth Day (April 22nd) with many activities intended to promote environmental awareness.*

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**AJCU CONFERENCES**

**UPCOMING MEETINGS**

**Graduate Admission Professionals (JGAP)**

April 29-30, 2008  
 Regis University, Denver, CO

**Conference of Jesuit Advancement Administrators (JAA)**

June 8-10, 2008  
 Marquette University - Milwaukee, WI

**Multicultural Affairs**

June 11-14, 2008  
 Loyola College in Maryland - Baltimore, MD

**Legal Counselors**

June 22-25, 2008  
 Marriott Marquis Times Square - New York, NY

## LETTER FROM THE EDITOR:

By: Melissa Collins Di Leonardo

Anyone who has seen Al Gore's documentary, *An Inconvenient Truth*, was presented with a rather bleak picture of global warming's effect on the planet. The film was an example of the many "wake up" calls we have been given about how our treatment of the earth and its resources has resulted in what many might describe as environmental crisis. Certainly, these firm reminders have prompted individuals to action, and that is no exception at Jesuit colleges and universities, where "greening" efforts are being taken quite seriously and an array of initiatives are underway to support conservation and sustainability, all the while minimizing and preventing pollution.

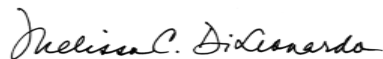
Concern and reverence for the material environment that humans and other life forms inhabit has been a recurring theme throughout the centuries, and for many theologians and scientists, it has been a vital issue that needs constant attention. Pierre Teilhard de Chardin, a Jesuit paleontologist, biologist and philosopher, described in many of his writings that there is a spiritual connection between humans and their earthly surroundings since God created both, and that in honoring the environment, we honor God. This is reflected in the following passage by de Chardin in his book, *The Divine Milieu*:

*At the heart of our universe,  
each soul exists for God, in our Lord.  
But all reality, even material reality,  
around each one of us,  
exists for our souls.  
Hence, all sensible reality, around each one us,  
exists, through our souls, for God in our Lord.*

In *Planet U: Sustaining the World, Reinventing the University* (see Suggested Readings), M'Gonigle and Starke point out that universities have an opportunity to set a new agenda for ecological progress and "to create diverse models of local and global innovation." Jesuit campus communities have already begun to meet that challenge by creating action agendas to care for their "material reality" and by educating students on how to live eco-friendly lifestyles.

It is important to acknowledge the steps taken by Jesuit schools to contribute to a healthier earth, but in striving for the *magis*, there is a need to do more and better with the work already begun since healing the planet will take some time. Fortunately, the contributions made by Jesuit institutions, thus far, have made a difference, and they are committed to building upon these initiatives well into the future. We look forward to keeping tabs on their progress...

With best wishes,



Melissa Collins Di Leonardo  
Director of Communications

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## FEDERAL RELATIONS: Emerging Loan Crisis

By: Cyndy Littlefield, AJCU Director of Federal Relations

Last year, national debate on the relationship between student loan lenders and institutions of higher education were front and center. One year later, a more urgent national discussion is underway regarding the exit of a number of FFEL (Federal Family Education Loan) lenders. Exacerbated by the subprime mortgage crisis, well over fifty lenders have pulled out of FFEL. Large lenders such as Sallie Mae, Chase, and Citibank have pulled out of the loan consolidation program, which allows graduates to consolidate all loans into one. In addition, non-profit state lending authorities in PA, MA, NY, MI, and AR are telling institutions that they no longer have liquidity for student loans. Jesuit institutions and the rest of the higher education community are on call for the coming months as colleges, parents and students grapple with dwindling loan availability and tighter credit standards. The question remains as to how invasive this loan challenge will be in preparing for the 2008-09 Academic year.

For the twenty eight Jesuit institutions, some have been notified by lenders that they are no longer participating in the FFEL program, but those institutions have been able to find other lenders. A few Jesuit institutions that participate in the School as Lender program have now lost their lenders. For now, most Jesuit institutions are able to meet the loan volume for the upcoming academic year. But, it is only April, and by mid-summer, there should be a more accurate account of loan availability, and PLUS (parent) loan rejections because of credit unworthiness.

Congress has responded to this crisis with emergency loan legislation. Chairman Miller, House Education and Labor Committee, introduced H.R. 5715, The Ensuring Continued Access to Student Loan Act of 2008, which passed the House Floor

on April 17 by 383 to 27. Overall, the bill increases the annual loan limits on federal unsubsidized (non-needy student loans) by \$2,000 for all students and increases the aggregate total borrowing undergraduate capacity to \$31,000 for dependents and \$57,500 for independent students. Parent (PLUS) loans would be deferred for six months after students leave school to assist with tough economic times and parents who have mortgage delinquencies of up to 180 days will have more unsubsidized loan availability for their children. The bill also reaffirms that in times of economic crisis, the Guarantee Agencies (GA) would be the

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lender of last resort providing funds for FFEL loans.

On a parallel track, Chairman Kennedy, Senate HELP Committee, introduced S. 2815, The Strengthening Student Aid for All Act of 2008, which also increases annual limits on unsubsidized loans, and annual limits for increases for students whose parents are rejected from PLUS loans. The Senate bill confirms that Guarantee Agencies would be lenders of last resort and would specify the Secretaries' authority to advance funds from the

Treasury. The bill would allow the Secretary to buy FFEL loans that lenders want to sell. The Senate bill, unlike the House bill, would add extra Pell grant funding to students whose estimated family contribution (EFC) is zero and the Pell maximum award for these students would increase from \$4,731 by \$750, totaling \$5,481 Pell maximum award. Markup has not been scheduled yet for this bill.

Both H.R. 5715 and S. 2815 will not be added to HEA conference language. Rather, they will be looked at as a separate legislative vehicle, such as the Emergency Supplemental, and may be adopted within the next few weeks.

Senator Kennedy also sent a letter to David Ward, President of ACE, [http://help.senate.gov/Maj\\_press/2008\\_04\\_17.pdf](http://help.senate.gov/Maj_press/2008_04_17.pdf), to share with colleges and universities across the country. The letter reaffirmed S. 2815, with the major purpose to assure that the federal government systems are available if the need arises to acquire loans for students and parents. Senator Kennedy also encouraged colleges and universities to participate in the Direct Loan program, which is provided through the Department of Education. Currently there are 1,150 higher education institutions that participate in the direct loan program, including seven Jesuit institutions, and approximately 850 institutions that are registered in the program, but not actively participating, including 2 Jesuit institutions.

On April 23, Education Secretary Spellings, Treasury Secretary Paulson, and OMB Director Nussle sent a letter to Capitol Hill assuring Banking and Education Committees that they are moving quickly to set up lenders of last resort and encouraged Senator Kennedy to get his bill finished as soon as possible.

AJCU is supportive of both the Miller and Kennedy bill as a precautionary effort

*(Continued on page 12)*

## Culture of Sustainability

By: Karen Crocker Snell, Santa Clara University

From the first cup of coffee poured in the morning to the last piece of paper tossed at night, sustainable living is a part of life at Santa Clara University. Going green is far from a trend at this California campus; it has become a driving force behind major decisions about building materials, industry partnerships, and student courses. By embracing sustainability, the university furthers its mission to act as a voice of reason, conscience, and service to society.

Sustainability efforts are working their way into every corner of the Mission campus. Solar panels decorate the top of the facilities building providing approximately 80,300 kilowatt hours of electricity annually. A “living roof” grows atop the university’s first green demonstration building. A box full of worms, busily gnawing on food waste, doubles as a table in Matt Smith’s Campus Ministry office. Fair trade coffee is offered at the campus café. And in Iris Stewart-Frey’s Water Wars of California environmental studies class, students explore how 200 years of population growth, water privatization, pollution, and profit have affected the natural waterscape of California.

“There is a culture of sustainability on this campus that encourages students to think about the decisions they make and how those decisions impact the lives of others. It goes to the heart of the college experience,” said Lindsey Cromwell, Santa Clara University’s sustainability coordinator.

### Taking action

As a Jesuit and Catholic university, Santa Clara encourages leadership in developing a more sustainable way of living. President Paul Locatelli, S.J., signed the American College and University Presidents Climate Commitment last year, pledging to develop a plan to achieve campus climate neutrality. This came on the heels of the university’s

commitment to reduce CO2 emissions 20 percent below 1990 levels by 2010.

Student groups are taking action as well. During move-out week the university’s GREEN Club places bins in residence halls to encourage students to donate, not throw out, their unwanted items. Last year students donated more than 5 tons of quality items to Goodwill Industries of Silicon Valley, and more than 100 carpets were recycled, cleaned, and re-used in the fall.

To further encourage recycling and reuse of unwanted items, an internal classifieds Web site was launched last month allowing the campus community to trade things, such as old furniture and office supplies.

### Building with a shade of green

*Harrington Learning Commons, Sobrato Technology Center, and Orradre Library.*

In March, SCU opened the doors of its newest building, the Harrington Learning Commons, Sobrato Technology Center, and Orradre Library. The 194,000-square-foot building merges the age-old components of liberal arts education with modern information technologies to form what is expected to become the intellectual heart of the campus. Not only is the building aesthetically pleasing, it boasts a number of environmentally friendly features including 11 water-free urinals, access to natural light in more than 90 percent of the public space, and furniture that is recycled and/or recyclable. Even though the new building is twice the size of the one it replaced, it is expected to run on the same amount of energy.

*Commons on Kennedy Mall*

The Commons on Kennedy Mall, which opened in 2006, features a floor-to-rooftop eco-friendly design. Succulent plants cover the roof, straw bales and blue jeans are stuffed into the walls, and a solar chimney

all reduce the need for mechanical cooling, reducing the building’s energy demand and resulting in the emission of fewer greenhouse gases. “The Commons is a unique educational opportunity for students to experience sustainability in action,” said Joe Sugg, assistant vice president of university operations. An interactive Web site explains the building’s green features: [www.scu.edu/sustainability/commons/](http://www.scu.edu/sustainability/commons/).

### Teaching it and living it

Sustainability is working its way into the curriculum as well. The Penstemon Project, which launched in June 2007, promotes sustainability across the curriculum. Through the project, faculty are developing new courses and revising current courses to incorporate issues related to sustainability. The result—students and professors, from all disciplines, are weaving environmental questions and solutions into their studies and teachings. For example, in Laura Nichols’ applied sociology course students interviewed nearly 70 administrative assistants on campus to identify best practices and barriers to sustainability in campus offices. The research sparked the idea for a green office project where student interns help staff and faculty make their work spaces eco-friendly.

Also new this academic year is the Sustainable Living Undergraduate Research Project, a program where students from different disciplines live on the same floor of a residence hall and work together on year-long research projects designed to examine and create sustainable living.

### Partnering with the pioneers

SCU is located in the heart of Silicon Valley, home to world leaders in green technology and innovation. The university has seized the opportunity to partner with local companies on projects big and small.

*(Continued on page 12)*



## JESUIT DISTANCE EDUCATION NETWORK: JesuitNET to Seek Science Education Funding for CADE Website

By: Richard Vigilante, Executive Director, Jesuit Distance Education Network

To address the instructional needs of today's science education, JesuitNET will seek funding to create and operate a national Competency Assessment in Distributed Education (CADE) dissemination website to provide science educators with free access to a comprehensive range of online CADE tutorials, presentation, training and evaluation materials, and a searchable database of completed CADE course design portfolios in a wide range of secondary and lower-division college science subjects.

During the past decade, the American Association for the Advancement of Science (AASA) and the National Research Council (NRC) have both promulgated guidelines and standards for creating more effective science education. These new guidelines advocate a very different approach to science education by requiring students to develop (1) familiarity with a discipline's concepts, theories and models; (2) an understanding of how knowledge is generated and justified; and (3) an ability to use these understandings to engage in new inquiry.

Research on expertise shows that it is the organization of knowledge that underlies experts' abilities to understand and solve problems. Both AASA and NRC found that to understand science topics as specific instances of more general

cases is to have learned not only those specific topics but also a general model for understanding other topics like it that students may encounter. Yet a 2004 AASA review of secondary science teaching and textbooks found that although a great deal of detailed and sophisticated material was presented, very little attention was given to the concepts that support an understanding of the discipline.

Both the NRC and the AAAS found that the best instructional efforts can be successful only if students can make use of the opportunity to learn. Helping students become effective learners is at the heart of CADE's metacognitive approach that makes students aware of the need to ask how new knowledge relates to or challenges what one already knows--questions that stimulate additional inquiry to help guide further learning. CADE is unique as a comprehensive faculty and curriculum development model in that it fully incorporates the learning for understanding approach to science education advocated by the NRC and the AASA.

Over the past five years, over 400 AJCU faculty members have been trained in JesuitNET's CADE course design process that uses evidence-centered design to identify and assess student competencies, and cognitive apprenticeship to promote student mastery of higher-level thinking

skills. CADE requires teachers to make visible to students the strategic knowledge and expert thinking that often remains invisible in traditional learning contexts. CADE-designed courses focus not only on what students know, but also on what they can do with what they know.

The proposed CADE website will lead online participants step-by-step through the CADE course design process, using multimedia presentations, embedded assessment and discussion boards to support their independent creation of science courses that enable students to become effective learners. The CADE website will be continuously updated with new science course design portfolios, and the website's discussion boards and listservs will be continuously used to infuse improvements into the CADE model. Evaluations will be conducted of science faculty and training staff utilization of the website's tutorials, materials and communications, and of the subsequent development and delivery of CADE-based science courses in high schools and colleges across the country.

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## Toward a Sustainable University: Making Jesuit Institutions Green

By: Marc Valera, Associate Vice President for Facilities Management, Fordham University

As Jesuit institutions, we are deeply aware that responsible stewardship of the Earth is a charge from God our creator, who has entrusted it to our care. Therefore, we are aware that we must bring to the present challenge of reducing the impact of global warming on our environment all the wisdom and commitment that we can muster. This is certainly a formidable challenge, as recent scientific research seems to indicate that even our best efforts will not necessarily halt global warming, but only mitigate its impact.

Over the years, Fordham University has followed practices that are environmentally friendly. In addition to recycling, we have installed energy efficient equipment and lighting throughout our buildings, used computerized systems to manage our central plants and air conditioning systems, reused building materials in renovations whenever possible, and annually composted almost 600 cubic yards of leaves in cooperation with the New York Botanical Garden. Most recently, our custodial department has converted to green cleaning chemicals throughout the University, and our security department has started switching its fleet of cars to hybrids.

Fordham's main campuses are both urban, but uniquely different. The Lincoln Center campus is located in midtown Manhattan and is vertical and urban in its architecture, while Rose Hill, the original 85-acre campus in the Bronx, is prized for the beauty of its stately trees and green-spaces.

The Bronx campus houses one of the largest collections of mature American Elms, "Ulmus Americana", an endangered species that once graced many an "elm street" across our country. The oldest tree, thought to date to the founding of the University, was recently identified to be over

170 years old.

North of the city, the Louis Calder Center, a biological field station established in 1967 for ecological research and environmental education, consists of 113 forested acres maintained in a natural state. It is one of the few field stations in North America located near a large urban center.

Fordham's sustainability efforts are not just facilities focused, but include representation from all areas of the University community. This year, President Joseph M. McShane, S.J., established a Sustainability

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Committee, comprised of faculty, students and administrators, to support our sustainability efforts across the University.

As the Jesuit University of New York, Fr. McShane last year enthusiastically joined New York Mayor Michael R. Bloomberg's challenge to the city's institutions of higher education to reduce greenhouse gas emissions 30 percent by the year 2017. To achieve this goal, the University, working with environmental and engineering consultants, has undertaken a study to quantify the University's "carbon footprint" generated by each building.

From this analysis, the most promising projects will be proposed to the Administration and Trustees for capital funding. An example of this was a recent conversion of our main boiler plant at the Rose Hill campus from heavy number 6 fuel oil to relatively clean natural gas. This single project reduced greenhouse gas emissions from our plants by as much as 30 percent, while taking advantage of a state grant and reduced gas rates from our utility company which, combined, provided 20 percent of the project funding.

Another area that has great potential to reduce a University's environmental impact is in new construction or major renovations. At Fordham, we have committed to meet, as a minimum, Leadership in Energy and Environmental Design (LEED) certification from the U.S. Green Building Council's Green Building Rating System in new construction.

All of these strategies are being applied to Fordham's newest project: Campbell Hall, a new dormitory complex that will rise at the southwest corner of the Rose Hill campus. The two buildings of approximately 170,000 square feet currently are planned to exceed energy codes by 25 percent, have green roofs, extensive rain-water retention systems, low water flow fixtures, renewable materials in its interiors finishes and recycle over 90 percent of waste generated from construction. This project is expected to achieve, at minimum, a Silver LEED rating upon completion.

Limiting the impact of climate change is a challenge we all face. As an engineer, there is nothing more worthy of our Jesuit tradition than to follow our patron St. Patrick, and begin the long journey toward making the earth a better place for future generations.

## Thinking Green at the Blue

By: Pam Vaughn, Senior Writer, Marketing and Public Relations, Creighton University

The slogan “Think Green at the Blue” makes its debut this spring 2008 as Creighton adds one more piece in its bid to turn the University green: a sustainable construction plan.

This newest feature in design, construction, and operation methods will reduce the environmental impact of the University over its lifetime, Creighton officials say.

Among the features of the new program are:

- A LEED-accredited professional who will serve on both the campus design and construction teams for each project;
- The use of the LEED guidelines on renovations and remodels;
- The achievement of Silver LEED Certification wherever possible for new construction at Creighton.

To reach LEED certification, a facility must meet building criteria in five key areas: sustainable siting; water efficiency; energy and atmosphere; materials and resources, and indoor environmental quality.

Creighton’s green construction plan presents, literally, down-to-earth strategies for reducing, reusing and recycling at each stage of the construction process. From land clearing and excavation, to foundation work, framing and insulation, all the way to the drywall, painting, exterior finishing and roofing phases, Creighton’s new policies mandate resource efficiency and waste reduction.

Read the guidelines and things just plain make sense: Save key vegetation for replanting elsewhere, if not on-site, or use the remainder for chipping in the University’s landscapes. Replace removed soil for better stability. Need insulation? Recycle useable leftovers.

In fact, Creighton has already put its green construction plan into practice with the brand-new Mike and Josie Harper Center for Student Life and Learning. This 20th and California streets facility, set for a summer move-in with an opening date this fall, has already earned LEED certification. The 214,000-square-foot facility meets all criteria in the five key rating areas. But that’s not all.

With the interior sporting a multi-use auditorium, classrooms and seminar rooms, a book store, a sports café, an indoor/outdoor coffee shop, a 7,000-square-foot fitness area, and spaces for student clubs and organizations, there will also be a perfect reminder of Creighton’s green nature along the skyline nearby.

Soon Creighton will install solar panels to put back what the University takes from the power grid. A cooperative program between the University and the Omaha Public Power District, set to get underway in the coming academic year, the panels will also remind Creighton and the community that Going Green is right here, right now.

“Although our colors are blue and white,” Creighton president the Rev. John P. Schlegel, S.J., said this spring, “Creighton must take on a ‘greener’ approach. Renewable and alternative energies are perhaps one of the most important issues of the next decade.”

Fr. Schlegel issued a challenge to the Creighton community at the same time: “Today I challenge you to help reduce our energy consumption by 5% in the next year. The incentives will become obvious when reduced energy savings hit the bottom line.”

Another new facility, a historic remodel, is the 1917 Wareham Building at 16th and Webster streets. In spite of the restrictions inherent in the building’s

historic status, Creighton has retrofitted the facility as a “green model.” Open to use since January 2008 as part of the new east campus expansion, the facility houses Creighton’s University Relations and Creighton Medical Associates/Billing operations.

Among Wareham’s green updates are the use of low-VOC/Green paints and green cleaning chemicals, now used campus-wide; Energy Star ratings for materials used; compact fluorescent and LED lighting; motion sensors for turning lights on/off; and a model recycling program that will lead the campus in processing not only paper and corrugated cardboard, but glass, plastics and metals, all in a single point-of-entry program. The latter program aims to be campus-wide by August 2008.

The new recycling program builds on Creighton’s current campus-wide model, which has been in place since the year 2000. In 2007, the University recycled 149,000 pounds—or 74 tons—of loose office paper, and more than 88,400 pounds (44.2 tons) of corrugated cardboard or OCC.

Electronics recycling at Creighton also weighed in at 636 PC’s, 688 monitors and 296 printers. Miscellaneous electronic components tipped the scales at nearly 20,000 pounds recycled, and wire and cords added 130 pounds recycled.



## EverGREEN

By: Christianna McCausland

Loyola has long been known for its high academic standards and commitment to service, but in recent years, Loyola has also begun educating its students on the importance of environmental preservation.

According to Helen Schneider, associate vice president for facilities and campus services, the green buzz has grown rapidly in the world of academia as colleges and universities recognize the breadth of their consumption of natural resources, their capacity to generate waste and the unique responsibilities they have as educators to make a difference.

When Loyola's facilities department developed its current long-term master plan, they hired environmental consultants in addition to traditional architects to identify ways the College could lessen its environmental impact.

One of the key outcomes of this planning approach is the current Intercollegiate Athletic Complex (IAC) project. Situated on the site of a former landfill, the project will stabilize the landfill with a new cover, thereby stopping water running through the site from carrying contaminants into a major nearby waterway. It will also create a storm water management plan that will not only improve water quality, and will use bioswales in the parking lot to filter runoff before it even enters the system. Portions of the site's woodlands are to be conserved through easements, while harmful, invasive plant species will be removed.

This past fall, Loyola's first "green" building, the East Residence Hall, opened. Constructed of steel beams made of recycled scrap metal, the residence hall has a living, "green" roof that reduces heat absorption and storm water runoff. The building is heated and cooled using a geothermal system, and water-saving, low-flow toilets reduce waste water. The building

will reduce the college's fuel consumption, which is projected to increase 68 percent in the next five years.

This year, the College's maintenance and grounds crews began using two electric vehicles, which, when fully charged, can work an eight-hour day and reduce the college's reliance on expensive and polluting gasoline.

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Last year,  
Loyola joined 201  
other colleges  
and universities in  
"Recyclemania"  
a 10-week long,  
national recycling  
competition.

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In the past, damaged furniture was relegated to the dumpster. Now, the college evaluates it prior to disposal, repairing items that can be salvaged without sacrificing quality. Before this process began, Loyola typically ordered 50 new sofas each year. Now, only about five are needed each year – a savings of more than \$40,000.

Even items that cannot be saved or repaired have found new purpose. A dormload of worn but usable furniture was donated to a Native American college that had gone over budget on new residence hall construction. Mattresses are often donated to a supplier who gives them to the homeless.

Despite the initial push to encourage recycling on campus, only about 17 percent of the College's refuse was recycled when

the program first began. Thanks to a 2006 partnership with Waste Management's Recycle America facility in Elkridge, the College launched a radical new approach to recycling.

The new partnership enabled a single stream recycling system that allows all recyclables (glass, plastic, soda cans, even pizza boxes with remnants inside) to be placed in one container and are later sorted at the recycling facility. This new system quickly raised the campus recycling rate to more than 30 percent in just one month.

Last year, Loyola joined 201 other colleges and universities in "Recyclemania" a 10-week long, national recycling competition. Loyola recycled more than 180,000 pounds of waste, making the college the overall per capita winner in the state of Maryland.

In 2006, the college generated 1,413 tons of trash and 354 tons of recyclables, compared to approximately 906 tons of trash and 464 tons of recyclables in 2007. By reducing trash, even on this limited basis, the cost of emptying large dumpsters is reduced. It costs \$624 a week to remove conventional waste from dumpsters compared to only \$279 for recyclable waste.

There is still much to do to bring Loyola to the forefront of environmental leadership. A comprehensive energy conservation policy is still in development and the school is considering signing the President's Climate Commitment, a plan that aggressively combats climate change. And changing the behaviors of students and staff is an ongoing process.

"All the money we spend to turn on the lights or turn the heat to 80 degrees in the winter takes away from where we should be spending our money, which is in educating our students and compensating our faculty appropriately," says Schneider. "That's what's really important."

## Going Green

By: Ed Carpenter, Writer for USF News

From installing solar panels to using “green” cleaning products, the University of San Francisco is stepping up efforts to minimize its impact on the environment.

“First and foremost, doing the right thing for society is the first consideration,” said Mike London, assistant vice president for facilities management.

As part of that process, USF is installing new solar panels on top of the Koret Health and Recreation Center, University Center, Cowell Hall, and Kalmanovitz Hall. Together with the solar panels already on Gleeson Library, the panels will produce about 16 percent of lower campus’ peak electricity needs.

Currently, USF’s co-generation plant produces about half of lower campus’ peak energy needs. Located in the basement of Gleeson Library, the plant converts natural gas into electricity. Although the conversion of natural gas to energy does produce some emissions, natural gas is considered the cleanest of the fossil fuels.

The plant gets its co-generation designation because it also captures heat lost during the conversion process and uses that to provide some of the heat lower campus uses. The plant provides about 38 percent of lower campus’ heating needs.

Additionally, the university uses thermal panels on top of Phelan, Gillson, and Hayes-Healy halls. The panels differ from solar panels in that they heat water directly rather than producing electricity, providing some of the hot water needed in those halls.

Other green initiatives on campus include:

- Water conservation through the installation of automatic flush devices on toilets and a review of automatic devices on sink faucets.
- Use of biodegradable, environmentally friendly cleaning products.

- Incorporation of “green” building practices in construction, including the renovation of Kalmanovitz Hall (formerly Campion Hall). London said USF will try to achieve LEED certification for the new Integrated Science Center, currently being designed. Awarded by the U.S. Green Building Council, LEED provides a suite of standards for environmentally sustainable construction. If the Integrated Science Center receives the certification, it would be the first such building on campus.

Already, some of the university’s environmental efforts have garnered national attention. In 2007, USF earned fifth place in a recycling competition among more than 200 colleges and universities nationwide.

The competition also took into consideration composting, which the university began about a year ago. Through the composting of food waste from the kitchen and cafeteria, USF has been able to prevent about 36 tons of material per month from being thrown out. That is in addition to the 95 tons per month that are diverted through USF’s recycling program. The result is about 63 percent of USF’s waste being diverted from landfills.

As the composting program becomes more established, that diversion rate could increase. Bon Appetit, the university’s food service provider, composts all food waste from its kitchens. In the cafeteria, compost bins are available for anything that was alive at one point -- the cardboard to-go containers, paper napkins, paper sauce cups, wax-coated soda cups, and to-go utensils can all be composted.

Additionally, Bon Appetit at USF purchases 80 percent of its food from within a 150-mile radius, said Holly Winslow, resident district manager. Doing so cuts down on the gas needed to transport food to the university and, by extension, the university’s impact on the environment.

Currently, USF’s co-generation plant produces about half of lower campus’ peak energy needs. Located in the basement of Gleeson Library, the plant converts natural gas into electricity.

## CAMPUS NEWS CLIPS

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

### Canisius College Receives Grant from National Science Foundation

The National Science Foundation (NSF) has recently given a grant of \$233,361 to continue funding for a program in **Canisius College's** Department of Mathematics & Statistics. The grant reflects the continued support of NSF to the school, which received its first NSF grant four years ago.

The department's program, "Geometry and Physics on Graphs," involves the participation of undergraduate students who conduct research during the summer.

The new NSF grant is intended to support the publication of articles and reports based on the students' research on graphs and grupoids. The program is directed by three mathematics and statistics professors at Canisius.

### Fordham University Partners with Jesuit Campus in London

**Fordham University** and Heythrop College of the University of London have announced a partnership that will create the new Fordham University London Center. This center will house Fordham's London Dramatic Academy and spring and summer business programs, and provide classroom and dormitory space for students.

Through the partnership with Heythrop, (a Jesuit school) Fordham intends not only for its own students to use the Center, but for those at other Jesuit institutions as well; while staying at the center, students will also be able to take part in other academic programs offered in London.

Describing the new campus, Fordham University president Joseph M. McShane, S.J. said, "Our agreement with Heythrop College not only brings all of Fordham's London programs under one roof, but will allow us to offer a richer undergraduate curriculum to our students...Using Heyth-

rop, we hope to work with more of our sister institutions to expand Jesuit higher education in London."

### Rockhurst University Students Host Social Justice Week

From Sunday, April 6th to Friday, April 11th, **Rockhurst University's** student social justice organization hosted events on campus for a week dedicated to social justice issues. The organization, V.O.I.C.E.S. for Justice, was established in 2001; its members participate in other social justice-related activities throughout the school year, such as the national Ignatian Family Teach-In.

Activities that took place during the social justice week included the Fair Trade Fashion Show, in which members of the Rockhurst community modeled recycled and sweatshop-free clothes, and Project Box. This project required student volunteers to sleep outside on campus overnight in cardboard boxes to promote solidarity with the homeless.

To culminate the activities, a prayer service was held on April 11th. Attendees at the service included both students and members of the Missouri Jesuit Province, who were all encouraged to pray for justice.

### Saint Louis University Inaugurates Endowed Chair in Otolaryngology

**Saint Louis University** has selected the first person to hold a newly-established chair in otolaryngology. The current chair of SLU's department of otolaryngology, (ear, nose, throat studies) Mark Varvares, M.D., moved to his new position at the beginning of April

The chair is named in honor of SLU alum, Donald Lee Jerome, M.D., an otolaryngologist, who has supported the

university with his wife, Marlene, for many years.

Of the new chair and its inaugural holder, dean of Saint Louis University School of Medicine Philip Alderson, M.D. said, "The Donald and Marlene Jerome Chair will allow Dr. Varvares to enhance his development of the department of otolaryngology and of the Cancer Center, both of which are critical to the future of Saint Louis University Medical Center."

### Wheeling Jesuit University Celebrates Earth Day with Local Community

Throughout the week of April 20th, **Wheeling Jesuit University's** community celebrated Earth Day (April 22nd) with many activities intended to promote environmental awareness.

Since the first national Earth Day was celebrated in 1970, residents of Wheeling, WV have worked toward maintaining a healthy local environment. This year, the university and the local community participated in nature walks and hosted lectures on topics such as the potential beneficial uses of corn oil.

Ongoing ways that the university makes an effort to promote environmentally-safe practices include participation in recycling programs and working with local businesses to reduce WJU's carbon footprint.

(Federal Relations, page 4)

to set up financial mechanisms, should a full-fledged loan emergency erupt. Thus far, Jesuit institutions are not in a crisis for obtaining loans, but community college students and students in for-profit schools are having the toughest time because some of those institutions have high default rates, which lenders are now using as a basis for rejecting loans. Jesuit institutions have historically had low default rates, averaging three percent. AJCU will continue to work with Congress, and our Jesuit institutions to avert a loan crisis for Jesuit and all institutions, and if there is a crisis, AJCU will be there every step of the way.

#### Jesuit Presidents Meet on Capitol Hill

One week ago, while Pope Benedict XVI visited Washington, D.C. conducting Mass in the new National's stadium and later meeting with Catholic presidents, a number of Jesuit presidents were able to meet with Representative Tim Bishop (D-NY), key Member on the House Education and Labor Committee, and Holy Cross alumnus. Rep. Bishop reiterated that Higher Education Act (HEA) conferees are continuing to work hard on accreditation to assure that institutions are not regulated on curriculum, learning outcomes and

admission practices and other issues. College cost is moving in the direction of adopting a more modified version of the House bill which identified the top 5% of colleges with tuition increases as reporting requirements. Jesuit presidents discussed other issues, and Rep. Bishop reiterated that HEA conference is trying to finish before Memorial Day recess.

(Sustainability, page 5)

In 2007, SCU took third place in the U.S. Department of Energy's Solar Decathlon. The team designed, engineered, and built a fully functional solar house and transported it across the country to Washington, D.C., for the competition.

The success of "The Little Engineering School that Could," as they became known, was due in large part to the sponsorship and support of companies such as SunPower, NanaWall, Intel, and Applied Materials.

#### Assessing the green factor

The University's Sustainability Assessment, designed and conducted by students and sustainability leaders, provides information about the university's fuel use, water consumption, waste production, and use of toxic chemicals.

SCU's sustainability efforts are not only benefitting the university, they are being recognized nationally. This year the Sustainable Endowments Institute named SCU one of 25 Campus Sustainability Leaders in the 2008 Campus Sustainability Report Card.

To learn more about sustainable efforts at Santa Clara University, visit the sustainability Web site ([www.scu.edu/sustainability](http://www.scu.edu/sustainability)).

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