“Our ‘dominion’ over the universe should be understood more properly in the sense of responsible stewardship.”

—FROM LAUDATO SI’, POPE FRANCIS’S ENCYClical ON THE ENVIRONMENT
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Hanh Pham, MBA
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Assistant Professor

Ping Jing, PhD
Assistant Professor

Reuben P. Keller, PhD
Assistant Professor

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Director of Academic Programs and Ecological Restoration at Loyola’s Retreat and Ecology Campus (LUREC)

Nancy Landrum, PhD
Professor

Shane Lishawa, MS
Research Associate

Rev. Stephen Mitten, S.J., MS
Ecology Faculty and Spiritual Director

Brian Ohowski, PhD
Lecturer

Tania M. Schusler, PhD
Lecturer and Solutions to Environmental Problems (STEP) Coordinator

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Instructor

Richard DiMaio, MS
Instructor

Kelly Ksiazek, PhD
Instructor

David Sargent, JD
Instructor

“The environment is connected. Concern for the environment thus needs to be joined to a sincere love for our fellow human beings and an unwavering commitment to resolving the problems of society.”

—LAUDATO SI’ 91
Pope Francis’s encyclical on the environment, *Laudato Si’*, brings attention to the idea that human-caused climate change exacerbates injustice, poverty, disease, food insecurity, water shortages, and war. The Pope underscores how science can provide valuable information about our impact on the planet and reminds us that we must take action to preserve our planet as a matter of justice and well-being for all.

At Loyola University Chicago, the Institute of Environmental Sustainability (IES) aims to put sustainability into every student’s experience and strives for the care for creation that Pope Francis so eloquently calls for in his encyclical.
There are more than 55,000 square feet of green rooftops at Loyola—the most of any college in the Midwest.

Loyola’s BioSoap produced in our Searle Biodiesel Lab was awarded the US EPA Safer Choice Partner of the Year award. This award is given annually to companies that demonstrate a commitment to cleaner and safer chemicals in their products.
250 guests attended our second annual climate change conference to explore the ethical, scientific, and cultural aspects of climate change.

19 MILLION gallons of rainwater diverted annually from Chicago sewers.

48.5% Percentage of incoming freshmen who said Loyola’s commitment to sustainability was an important factor in their decision to enroll.

Student inventories of the biodiversity on the Retreat and Ecology Campus’s 100 acres have revealed: 150+ species of birds, 15 species of mammals, 15 species of reptiles and amphibians, 100+ species of moths and butterflies, 350+ species of plants.

245 student majors
38 student minors
6 undergraduate academic major programs
2 undergraduate academic minor programs
79% of graduates are working in an environmental occupation.
“Environmental education...needs educators capable of developing an ethic of ecology and helping people, through effective pedagogy, to grow in solidarity, responsibility, and compassionate care.” —LAUDATO SI’ 210
Responsibility, compassionate care, and excellence are the cornerstones of the teaching and research undertaken by our IES faculty. Read how an international collaboration has produced an effective new method of integrating ethics, spirituality, and action with environmental science education. Learn about a unique new study-abroad program in Sweden’s oldest college town and see how it provides firsthand experiences with sustainability at the local and national levels. Also, two of our faculty members traveled internationally with students to pose serious questions about what conservation and sustainability mean for developing and industrializing countries.
The International Jesuit Ecology Project is pleased to present *Healing Earth*, a living environmental science e-textbook, grounded in the Jesuit tradition of education. This textbook is unique in its integration of science, ethics, spirituality and a call to action. It was written over the last three years by 90 scholars from Jesuit universities around the world.

By employing the Ignation Pedagogy approach, students and teachers are brought together in “a constant interplay of scientific knowledge, experience, reflection, and action.” *Healing Earth* uses this educational framework to integrate environmental science with humankind’s impact on our planet. Each chapter of *Healing Earth* is designed to help students integrate these four skills, forming what Pope Francis calls integral ecologists.

*Healing Earth* offers a unique and interactive approach to environmental science.

- Students **integrate** the scientific knowledge gained through this textbook with ethical analysis, spiritual reflection, and a call to action.
- *Healing Earth* has a **global perspective**. It draws on lessons and examples from cultures around the world.
- *Healing Earth* is a **living e-text**. It is monitored for content updates and postings on interactive forums. Textbook users are members of an international network of teachers and students who can share their teaching and learning experiences around the world.

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**IGNATION PEDAGOGY APPROACH**

For more information on Healing Earth or the International Jesuit Ecology project go to [LUC.edu/ijep](http://LUC.edu/ijep).
IES students learn sustainability practices from the best

What do you get when you tie Ignatian Pedagogy (that unique method of learning that incorporates rigorous scientific method to both ethical and spiritual analysis) to a study-abroad program in a country that boasts a near 100 percent recycling rate? Answer: Chicago students reaching across the globe to learn sustainability Swedish-style.

IES students spending a semester at the Newman Institute in Uppsala, Sweden, get an in-depth view of how the Swedish government has worked to create a sustainable and environmentally friendly country. They also visit the Stockholm Resilience Center, which gives them an understanding of emerging concepts within sustainability science. They discuss pathways for ensuring safe and just human development for present and future generations and see trends in human-caused global environmental changes. After completing the courses, students understand key concepts in global climate patterns and their theoretical underpinnings. Students take a number of excursions to area sites such as the Stockholm archipelago, national forest preserves, and Lake Mälaren. They also volunteer at Erikshjälpen Second-Hand, a charitable organization that sells donated items to generate aid for children around the world.

The Newman Institute is a small Jesuit college located in the heart of the ancient city of Uppsala. Students find a unique learning experience that combines a Jesuit education with the progressive environmental practices of Sweden, all with easy access to beautiful natural areas. Founded in 2001, the Newman Institute offers a culturally rich and exciting milieu for students, with academic programs in theology, philosophy, and cultural studies. A new program in environment and justice is taught by former Swedish Minister for the Environment Andreas Carlgren.

For more information, please visit LUC.edu/studyabroad/affiliate/newmaninstitute.
Students in Father Stephen Mitten’s Belize study-abroad course ENVS 345: Conservation of Neotropical Ecosystems hear a common refrain: “I like to emphasize how our behavior in Chicago impacts lives in developing countries—our ecological footprint does exist.” He emphasizes that the demand for resources like a mahogany tree or a jaguar on the black market in Belize are so lucrative that selling one of these items can feed a family for a year or more. But his larger point is this: conservation and sustainability must be studied in conjunction with a region’s socio-economic problems. Issues like poverty, clean water, and hunger will impact the type of conservation a developing country can engage in. “Not only does this force my students to rethink their privilege and place in the world, but it shows them how that privilege can be detrimental to the wellness of others,” said Mitten.

Mitten’s message of gratitude coupled with his lifetime of experience in Belize (including nine years at St. John’s College in Belize City developing the environmental science program) make him an ideal tour guide for this course. Conservation of Neotropical Ecosystems is geared towards IES majors looking to actively contribute to conservation efforts in Belize. Students studied abiotic factors (non-living, chemical, and physical parts of an ecosystem) along the Sibun River. They monitored a 12-mile stretch of this river, traveling by canoe while documenting anthropogenic activities (gravel extraction, citrus farming, and cattle ranching) along the river. While recording this activity, they collected data on water quality—turbidity, pollution, pH, dissolved oxygen, alkalinity, and hardness. The students analyzed the data, wrote a scientific paper, and shared the results with the Sibun River Watershed Association. Students learned the value of community engagement while providing scientific evidence that backed up the association’s concern. But, they also learned that not everyone was interested in the conservation efforts they were advocating. “Sustainability issues are not so black and white, and I want to make sure my students tackle the question: Who are we conserving these natural resources for?”

COMMUNITY ENGAGEMENT AWARD FOR INNOVATION IN SUSTAINABILITY

During the Weekend of Excellence in April, Fr. Mitten’s spring 2015 ENVS 345 class was awarded the Community Engagement Award for Innovation in Sustainability. This award honors a group of students who participated in a service-learning or academic internship course that most clearly represents the University’s values around creating sustainable opportunities, attitudes, and habits in society.

To learn more about our Belize study-abroad courses, go to LUC.edu/belize.
Can China go green? This is the final question Dr. Ping Jing poses to her students after 30 days of witnessing the myriad of environmental problems in China firsthand. Jing comments, “How China deals with its environmental problems is going to be very important for the rest of the world.” Jing, an assistant professor at IES and an atmospheric scientist specializing in the ozone, points out that when a country as large as China (1.3 billion people and the second largest economy) places a higher demand on energy and other natural resources, other countries will be affected. Through her course, she aims to show her students the pollution in China and teach them to scientifically understand the causes of and proposed solutions to China’s environmental problems.

“Let’s take water for example,” said Jing. “The water is visibly polluted. You don’t even need instruments to see that. China has a lot of water resources; but if you divide it up by 1.3 billion, the availability of water becomes scarce. There’s also a regional imbalance. Southern China (below the Yangtze River) has plenty of water, but northern China does not.” This problem is exacerbated by the Chinese people’s energy needs. The country relies heavily on coal for power, but the government is considering hydropower. Jing points out another issue to her students as well. “China is being industrialized. These are problems that the West and other countries have experienced already. I like to ask my students why these environmental problems seem to be inevitable with industrialization.”

Jing’s students also spent time touring the country. They visited the Chengdu Panda Breeding Center, portions of the Great Wall, and the Zhangjiajie National Forest Park. Students also toured an organic farm and a living water garden that naturally treats polluted water.
“Good education plants seeds when we are young, and these continue to bear fruit throughout life.”

—LAUDATO SI’ 213
ACADEMICS

Preparing tomorrow’s leaders

At IES, we strive to create solutions to the stress on our planet’s natural resources, expanding knowledge in the service of humanity through teaching, research, and outreach on environmental issues. Our curriculum provides students with the knowledge, skills, and experiences they need to address today's pressing environmental concerns. These issues include global climate change, the food production and distribution system, biodiversity conservation and recovery, ecosystem function restoration, emerging environmental contaminants, and the privatization of natural resources.

We are launching new five-year dual-degree programs this fall. Our BS/MPH (master’s in public health) program prepares students to address the rising health issues of our society that are related to a degraded environment. Our BS/MPP or BA/MPP (masters in public policy) program will prepare students to meet our environmental challenges as policy leaders in the public and private sectors.

UNDERGRADUATE DEGREE PROGRAMS

- BA in Environmental Studies
- BS in Environmental Science
- BA in Environmental Policy
- BS in Conservation and Restoration Ecology
- BS in Food Systems and Sustainable Agriculture
- BS in Environmental Public Health

UNDERGRADUATE MINORS

- Environmental Science
- Environmental Action Leadership

FIVE-YEAR DUAL-DEGREE PROGRAMS

- BS in Environmental Science/MBA
- BA in Environmental Studies/MBA
- BS in Environmental Public Health/Master of Public Health
- BA in Environmental Policy/Master of Public Policy
- BA in Environmental Studies/Master of Public Policy
- BS in Environmental Science/Master of Public Policy

New programs in bold

To learn more, go to LUC.edu/sustainability/academics.
STUDENT ACHIEVEMENT

AWARDS & HONORS

2015 IES HONORS RECIPIENTS
Each year, IES honors outstanding student achievement and celebrates graduating seniors at our end-of-year awards ceremony.

Aldo Leopold Award for Outstanding Achievement ............................................ Kelly Hof
The recipient of this award has demonstrated excellence both academically (≥ 3.50 GPA required) and in service/action toward the greater good.

Rachel Carson Award for Academic Excellence .................. Amber Vignieri, Susanna Lohmar
This award goes to the IES graduating seniors who have earned the highest GPA.

E. O. Wilson Award for Outstanding Performance .................... Jennifer Kelso
This award recognizes the outstanding performance of one graduating IES major who participated in an internal IES internship and/or research position.

2015 WEEKEND OF EXCELLENCE
From April 16 to 19, Loyola celebrated students at its 5th Annual Weekend of Excellence. IES students took top honors in a number of categories.

Arnold J. Damen, S.J., Award .................... Jared Brocklehurst, Erin Ebbesmeyer, Kelly Hof
This award honors students who have committed themselves to Jesuit ideals through leadership.

The Maroon & Gold Society ..................................... Jared Brocklehurst, Erin Ebbesmeyer
This award recognizes seniors who have demonstrated an Ignation commitment to leadership, academic excellence, and service to others.

Outstanding Loyola Undergraduate Research Award .................. Samantha Keyport, Catherine Pacholski
This award honors Loyola undergraduates who conduct exceptional research, articulate their work to others, and integrate research into their overall learning experience.

“I’ve learned so much from my professor Dr. Chaudhary. After I took one class with her, I got an internship with her doing soil research on green roofs. Not only was she very fun to be around, she was great at advising me while also giving me the time and space to become a successful student researcher.”

– SUSANNA LOHMAR, WINNER OF THE RACHEL CARSON AWARD
SCHOLARSHIPS

NORTHERN TRUST LUREC SCHOLARSHIP
Samantha Castillo • Olivia Guzzardo
Kayla Peet • Brittany Rivera
Victoria Landon Steinau • Stephany Virrueta

Recipients were awarded up to $2,830 to fully or partially cover tuition, fees, and lodging at our ecology campus in Woodstock, Illinois.

FELLOWSHIPS

CARBON UNDERGRADUATE RESEARCH FELLOWSHIP
Katherine Bruder • Patrick Canniff
Vlad Didorchuck • Kaitlyn Lovato

The Carbon Fellowship program offers a full two-year, interdisciplinary research opportunity for undergraduate students majoring in biology, bioinformatics, chemistry, computer science, environmental science, mathematics, neuroscience, physics or statistics. Students must have a junior standing when they enter the program and will work closely with faculty mentors. Recipients are awarded $7,500 per year.

IES UNDERGRADUATE RESEARCH FELLOWSHIP
Joshua Hittie • Samantha Keyport
Nowruss Mohammed • Sarah Naiman
Amber White

The focus of the program is for students to conduct interdisciplinary research on issues related to unsustainable natural resource uses in the greater Chicago region. Recipients are awarded $2,000.

2014–15 GRADUATES

BACHELOR OF SCIENCE IN ENVIRONMENTAL SCIENCE
Jonathan Barber
Kevin Brannon
Jared Brocklehurst
Danielle Dubiel
Erin Ebbesmeyer
Gabriel Fuentes
Anthony Galullo
Zachary Garcia
Joseph Gasior
Muzit Gebretensae
Jillian Hade
Robert Hamer
Kacper Jastrzebski
Jennifer Kelso
Susanna Lohmar
Claudia Mroczkowski

Lynda Nguyen
Joseph Nolan
Molly Olson
Kristyn Ramsey
Juan Robles
Lea Sindewald
Esther Tharakaturi
Meagan
Westhoven

Conservation & Restoration
Catherine
Pacholski

BACHELOR OF ARTS IN ENVIRONMENTAL STUDIES
Madeline Bagwell
Gilbert Botham
Ashley Brugger
Katelyn Coghlan
Nina Darner
Gretchen Dausch
Melaney Dunne
Jacqueline Gorman
Kelsey Green
Marina Hale

Kelly Hof
Renee Howarth
Laura Kaliski
Conner Keeffe
Yolanda Metcalf
Jessica Morgan
Marina Rokvic
Amber Vignieri
Leah Weiss
<table>
<thead>
<tr>
<th>Project Description</th>
<th>Grant Amount</th>
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<tr>
<td>Furthering Capacity to Maintain High Quality Coastal Wetlands in Northern Michigan,</td>
<td>$499,727</td>
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<tr>
<td>US Environmental Protection Agency, Great Lakes Restoration Initiative. (Tuchman,</td>
<td></td>
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<td>N. and Lishawa, S.)</td>
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<tr>
<td>Integrating Native Bees into Sustainable Pollination Strategies for Specialty Crops,</td>
<td>$196,040</td>
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<td>US Department of Agriculture and Michigan State University. (Garbach, K.)</td>
<td></td>
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<tr>
<td>LUREC Summer Internship and Summer Course, Northern Trust Company Charitable Trust.</td>
<td>$150,000</td>
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<td>(Tuchman, N.)</td>
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<td>Outreach to Address Aquatic Invasive Species in Illinois: Tracing Outreach Messages,</td>
<td>$101,789</td>
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<tr>
<td>US Fish &amp; Wildlife Service. (Keller, R.)</td>
<td></td>
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<tr>
<td>Developing Biological Systems to Purify Biodiesel Wastewater-Phase 3, US Environmental Protection Agency. (Crumrine, D. and Waickman, Z)</td>
<td>$90,000</td>
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<td>Loyola University Chicago’s Gallons Saved and Shared Project, Illinois Sustainable Technology Center and University of Illinois, Urbana/Champaign. (Durnbaugh, A.)</td>
<td>$50,999</td>
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<td>Loyola University Chicago’s Coastal Campus Signage and Lecture Series, National Oceanic and Atmospheric Administration and Illinois Department of Natural Resources. (Durnbaugh, A.)</td>
<td>$50,180</td>
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<td>Copper Biotic Ligand Model for Mekong River Watershed: Calibration and Application Outreach, International Copper Association, Ltd. (Hoang, T)</td>
<td>$36,412</td>
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<td>Acute and Chronic Toxicity of Lead to Topsmelt (Atherinops affinis), International Lead Zinc Research Organization. (Hoang, T.)</td>
<td>$34,046</td>
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<tr>
<td>Training Workshop on Copper Biotic Ligand Model for Mekong River Ecosystem: Application Outreach, International Copper Association, Ltd. (Hoang, T)</td>
<td>$33,263</td>
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<td>LUREC Fen Brush Clearing Project, US Fish &amp; Wildlife Service. (Lammers-Campbell, R.)</td>
<td>$32,000</td>
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<td>Assessing the Distribution of Apocorophium Lacustre in the Chicago Area Waterway System, US Fish &amp; Wildlife Service and Illinois Department of Natural Resources. (Keller, R.)</td>
<td>$23,534</td>
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<tr>
<td>Distribution of Native and Invasive Crayfish in the Chicago Area Waterways System, US Fish &amp; Wildlife Service and Illinois Department of Natural Resources. (Keller, R.)</td>
<td>$15,691</td>
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<tr>
<td>LINK Incentive for Loyola Farmers Market, Experimental Station. (Lettiere, G.)</td>
<td>$3,000</td>
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</tbody>
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BOOK CHAPTERS


JOURNAL ARTICLES


“If we want to bring deep change, we need to realize that certain mindsets really do influence our behavior. Our efforts at education will be inadequate and ineffectual unless we strive to promote a new way of thinking about human beings, life, society, and our relationship with nature.” —LAUDATO SI’ 215
How can a small group of students affect change on a university-level? During the past 10 years, Loyola University Chicago has become a beacon in campus sustainability, and our IES students are leading the charge. Take a look at what they’ve accomplished this past academic year.
“We as a world are facing problems of an ever-increasing population and increasing demands on natural resources. The Jesuit education at Loyola and the Institute of Environmental Sustainability are addressing these issues through socially and environmentally responsible innovations. I would like to think that the Searle Biodiesel Lab is the cornerstone of the Institute of Environmental Sustainability, just as social responsibility is the cornerstone of a Jesuit education.”

—ADVISORY BOARD CO-CHAIR MICHAEL D. SEARLE
Over the past eight years, our Biodiesel lab has transformed from a Solutions to Environmental Problems (STEP) class project to a certified green business that processes 20,000 to 30,000 gallons of waste oil each year. Last September, we christened the lab with its official name: the Searle Biodiesel Lab, thanks to generous donations from Michael and Nydia Searle. And, as our Lab Manager Zach Waickman worked with his students to refine the biodiesel production process with the end goal of zero-waste, one of the by-products of this process took center stage.

The lab’s liquid soap, Loyola BioSoap, made from the glycerin by-product in the biodiesel production process, was singled out by the US Environmental Protection Agency for their prestigious Safer Choice Partner of the Year Award. The EPA’s program highlights companies and organizations using safer, non-toxic chemical ingredients in cleaning and other products. The soap, which began as a small-scale test, has grown to be the supplier of suds for the entire Lake Shore Campus.

“This is a really cool thing for the students to see this whole arc that we’ve gone through,” said Waickman. “Around 2007, we started making the first attempts at a soap, and the idea was always to utilize this waste product that we were creating through biodiesel production and use it in campus restrooms. Little did we know what we were taking on.” For the future, Waickman hopes the lab will be able to expand to Loyola’s Water Tower Campus as well as to Northwestern University, which already uses our biodiesel fuel for its buses. Students in the lab continue to develop solutions to deal with the by-products of the biodiesel creation process as well as methods to conserve and produce energy. Some projects have included carbon capture, wash water remediation, and solar distillation. “What we’re doing is a great example of moving into the next phase of environmentally sustainable business, which is moving to these really effective, natural products that have minimal or zero impact on the environment,” said Waickman.
Calling attention to the climate crisis

Loyola’s second annual Climate Change Conference held March 19 to 21 welcomed academics from Jesuit colleges and universities around the country to discuss the pressing issues of climate change.

This year’s three-day conference employed an interdisciplinary approach to discuss one of humanity’s most pressing issues. On Friday, participants spent the morning learning the ins and outs of what divestment from fossil fuels means for a university. Afternoon panels dealt with issues surrounding climate justice, climate action, and policy. Conference participants learned about issues like the values-action gap between what people know they should do and what they actually do through Professor Robyn Mallett’s panel, “Human Motivations For and Against Climate Change.” The panel featured two psychologists: Dr. Susan Clayton of the College of Wooster and Dr. Elke Weber of Columbia University. “Dr. Clayton told us how we can save the world through creation of an environmental identity, and Dr. Weber told us why our superhero capes fall off when it comes to long-term decision-making and goal-planning with regards to the environment,” said Mallett.

A large portion of the conference was dedicated to AJCU (Association of Jesuit Colleges and Universities) issues. In these closed workshop sessions, AJCU members shared their sustainability asset maps and environmental curricula. Students gathered for an evening summit aimed at sharing tactics for creating greener campuses. They discussed issues like generating a critical mass of student support. Work continues beyond the conference through two working groups. The first working group is developing a climate action pledge for all 28 AJCU presidents, and the second is looking at ways for AJCUs to share their environmental curricula with each other.

To see photos, view conference presentations, or watch videos of the workshops and panels visit LUC.edu/climate.
URBAN AGRICULTURE

Local food served locally

From June through October, Mondays are particularly busy for IES Sustainability Specialist Gina Lettiere. While others are away on vacation or conducting research during the summer break, Lettiere and her farmers market management interns diligently conduct promotional activities and check the weather forecast in preparation for Loyola’s weekly farmers market. This year, Lettiere received a grant to provide food-insecure LINK card shoppers with matching funds to shop at Loyola’s farmers market. Grant funding was awarded by LINK Up Illinois, a program of Experimental Station, which helps Chicago farmers markets with funding for double-value coupon incentive programs to increase the purchasing power of those who are food insecure.

“With our LINK Incentive Program, LINK card users can spend up to $20 and receive matching LINK Up Bucks to use at the market. This means they can buy that much more fresh food from a local source. Having the LINK program available at our market demonstrates a commitment to Loyola’s mission,” said Lettiere.

In addition to this LINK card bonus, IES’s urban agriculture coordinator, Kevin Erickson, has worked to ensure that 20 percent of the produce from the program is donated locally to Rogers Park food pantries—A Just Harvest and Care for Real. This amounts to 500 pounds of fresh produce. “We believe that fresh, sustainably produced food should be available to all members of the community regardless of income,” comments Erickson. With IES’s Urban Agriculture program, Loyola students are learning how to grow sustainable food on an urban campus using methods such as rooftop production and aquaponics. Students also learn how to distribute and market produce in local markets that will help build a more viable local food system and address the needs of all community members.

GROWING FARMERS MARKET

Loyola’s farmers market is held at Loyola Plaza (near the Loyola “EL” stop) from June through October each year. This year, we expanded the market to welcome new vendors like Farmer Nick’s (with pasture raised, hormone and antibiotic-free pork, beef, chicken and eggs) and Bridgeport’s very own Pleasant House Bakery.

To learn more and see what will be fresh at the next market go to LUC.edu/farmersmarket.
“We were not meant to be inundated by cement, asphalt, glass and metal, and deprived of physical contact with nature.” —LAUDATO SI’ 14
How do we shift from fossil fuels and lower our carbon footprint? Can we make bold commitments and take meaningful action? IES and our students have spearheaded two major initiatives whose impact will resonate for the next decade.
COMMITMENT TO ACTION

Loyola adopts a 10-year campus carbon neutrality plan

Loyola will be carbon neutral by 2025! A Loyola student movement has paved the way for the University’s adoption of an aggressive Campus Climate Action Plan that calls for Loyola to reduce its carbon emissions and purchase clean energy or offsets for the remaining emissions.

The plan contains bold changes in practice to reach several mitigation, adaptation, and engagement goals.

TO REDUCE CARBON EMISSIONS

- Continue to reduce energy related emissions through retrofits, new construction, policies and behavior-focused programs
- Construct on-site renewable energy to reduce electricity and natural gas use
- Purchase renewable energy credits for 100 percent of electricity and carbon offsets for 100 percent of natural gas by 2025

TO INCREASE CLIMATE AWARENESS

- Incorporate climate forecasts into planning, especially capital projects, for a campus and community that is well prepared for changing conditions
- Support the teaching, research, and outreach of climate science and adaptation with annual programs that engage the Loyola community
- Present a clear accounting on progress and challenges to reach carbon neutrality by 2025 with annual reporting on greenhouse gas emissions and engagement programs

LOYOLA’S EMISSIONS

| SCOPE 1 | Direct, on-campus emissions (e.g. vehicles, boilers) | 19% |
| SCOPE 2 | Off-campus but directly linked to our actions (e.g. purchased electricity) | 31% |
| SCOPE 3 | Indirect emissions that may be attributable to but not directly controlled by the University (e.g. commuting, air travel, landfill management) | 50% |

CARBON GOALS 2025

Carbon neutral for Scope 1 and 2 emissions

25% reduction for Scope 3 emissions

METRIC TONS CO2

ACTUAL

PROJECTED

100% REDUCTION

25% REDUCTION

YR 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

More detailed information regarding the goals and processes of the Campus Climate Action Plan can be found in the full plan or a two page summary at LUC.edu/climate.
Between 2012 and February 2015, the Student Environmental Alliance led advocacy campaigns to understand the current university investment policy and request a more sustainable endowment policy moving forward. The students tabled, published letters in *The Phoenix*, Loyola’s student newspaper, and received the support of the Unified Student Government. This past year, their campaign became more sophisticated as they came to understand Loyola’s history as a leader in shareholder advocacy and opportunities to make positive investments in clean energy and other socially and environmentally responsible offerings. All of their hard work finally paid off when an official statement, co-signed by over 200 Loyola faculty, staff, and students, was presented to the University Senate in February of this year. After careful review, University Senate made this recommendation:

*The Senate recommends to the President that Loyola University Chicago immediately freeze any new investment in fossil fuel companies, divest from direct ownership within 18 months, and divest from any commingled funds that include fossil fuel public equities and corporate bonds within 5 years. In addition, we recommend that future investments, shareholder advocacy, and sustainable reinvestment include renewable energy technology and the Edgewater and Rogers Park economy.*

These recommendations were submitted to the University Board of Trustees this spring, where they are being discussed and analyzed. The goal of the Trustees’ Financial Committee is to evaluate the entire investment portfolio with an eye toward divesting from fossil fuels and other socially and environmentally compromising investments. Loyola hopes to make positive impacts in society by shifting its support toward socially responsible enterprises.