



SCHOOL OF ENVIRONMENTAL SUSTAINABILITY

GROWING OUR IMPACT

PROGRESS REPORT

2020-2021 AND 2021-2022 ACADEMIC YEARS



Over the past two years, our university community has endured a global pandemic, witnessed political turmoil, violence, and war, and confronted horrific reminders of the racial injustice that persists in our society. Meanwhile, the increasing frequency of wildfires and extreme weather events remind us of the urgency of acting on climate change. In the face of these dramatic events, we have recommitted ourselves to making a positive difference in the world.

At Loyola University Chicago, we draw inspiration from our Jesuit mission of care for the poor and commitment to social justice. We answer the call of *Laudato Si'*, Pope Francis's encyclical appealing to us to care for the Earth, our shared home. At the School of Environmental Sustainability (SES), we are putting *Laudato Si'* into action. We are developing solutions to critical ecological problems, working toward environmental justice, and training the next generation of sustainability leaders.

Several milestones have marked our progress since Loyola elevated the Institute of Environmental Sustainability to the School of Environmental Sustainability in September 2020.

In 2021, Loyola finalized a strategic plan that will guide our development as a university. The plan identifies “Care for Our World” among the university’s six enduring values, reaffirming Loyola’s commitment to making environmental sustainability a central part of our educational programs, research, and campus operations.

After pivoting to remote learning in March 2020, our students returned to campus in the fall of 2021. SES students, faculty, and staff reunited, and, once again, our labs and classrooms buzzed with activity. Students enjoyed participating in hands-on learning experiences as regular activities resumed in our campus greenhouse, gardens, and Searle biodiesel lab.

Our dedicated students, faculty, and staff have shown remarkable resilience throughout this challenging time, continuing to make vital contributions to our school and our mission of social justice and environmental sustainability. We have added excellent new talent to our faculty and staff, increased student enrollment, and expanded our curriculum, and we look forward to many more meaningful accomplishments in the years to come.



Nancy C. Tuchman, PhD

Founding Dean

Marking Our Progress

Over the past two years, the School of Environmental Sustainability awarded **247 degrees and certificates**, including **173 bachelor's degrees**, **54 master's degrees**, and **20 graduate certificates**.

515

TOTAL ENROLLMENT
(UNDERGRADUATE AND GRADUATE)

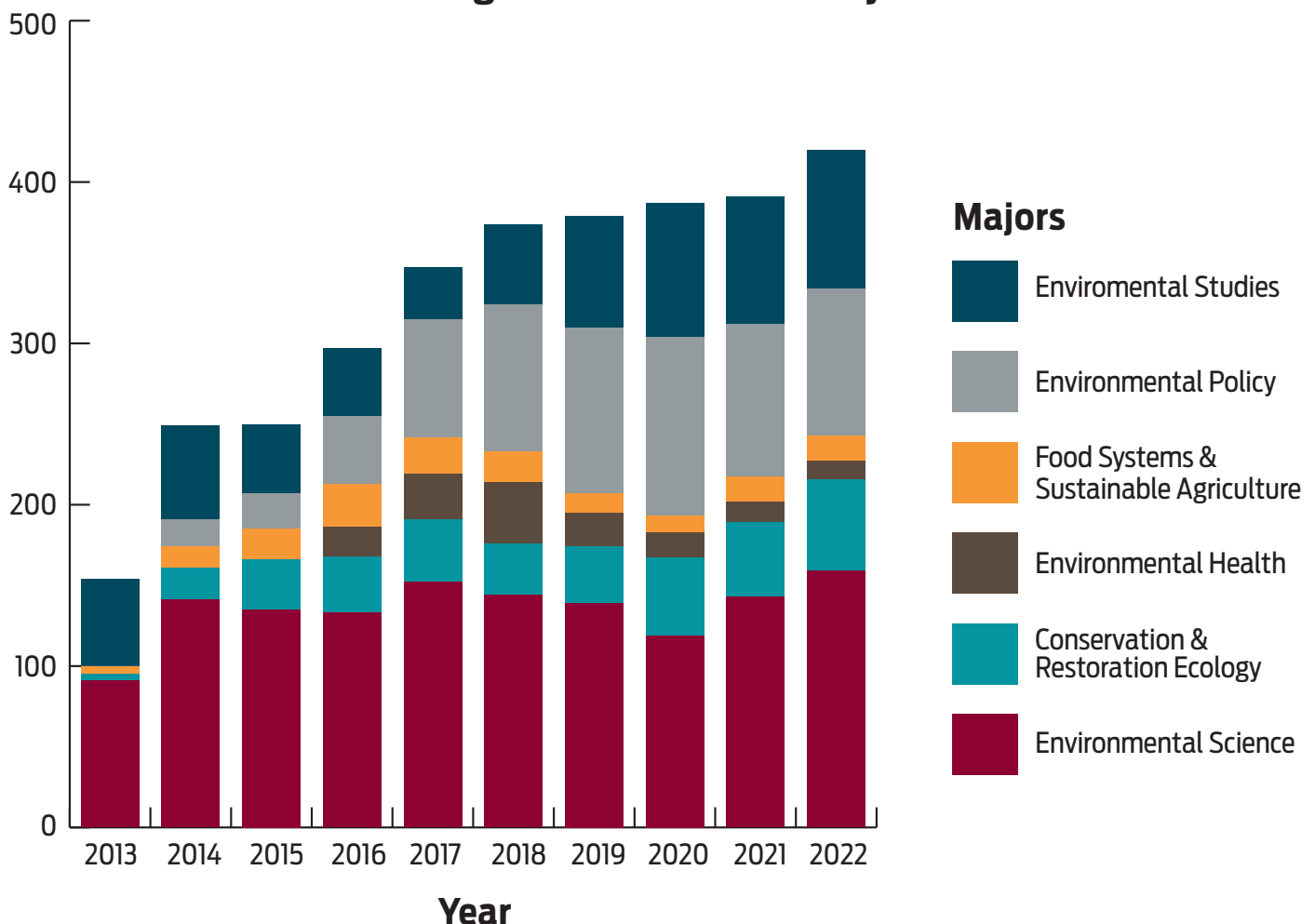
Our Growing Undergraduate Programs

From 2013 to 2022, undergraduate enrollment in SES more than doubled, growing from 154 to 420 students who are earning degrees in six different majors.

173%

INCREASE IN UNDERGRADUATE
ENROLLMENT SINCE 2013

Undergraduate Enrollment by Year





Expanding Graduate Education

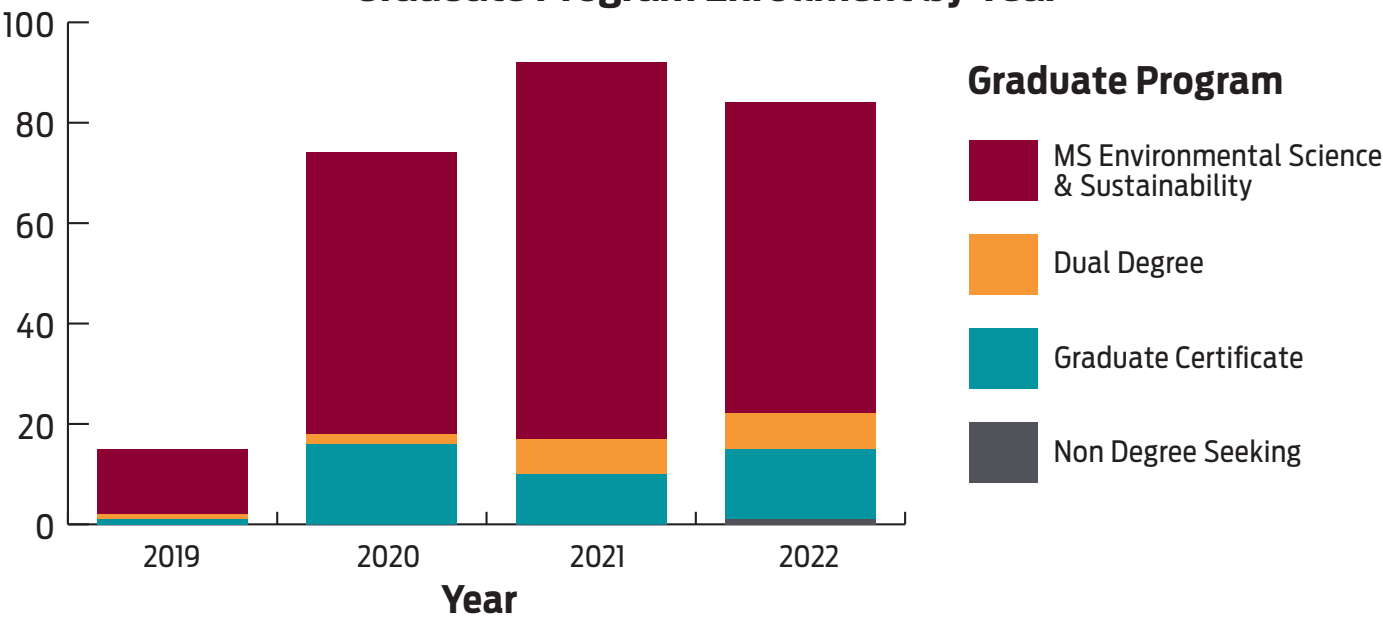
SES introduced graduate programs in 2019 with an initial cohort of 13 students. Enrollment grew to 92 students in the fall of 2021 and dropped to 83 in the fall of 2022. The recent decrease reflects a nationwide trend in graduate programs, with the COVID-19 pandemic and changes in the job market impacting demand for graduate education.

Students in our **Master of Science in Environmental Science and Sustainability (MSESS)** program benefit from a flexible curriculum that enables them to customize their studies based on their career goals and interests. Students can choose a professional track or a research track.

SES students can earn both their master’s and bachelor’s degrees through our five-year **dual degree programs**, with options to earn a master’s degree in environmental science and sustainability, public policy, business administration, public health, or communication.

Three **graduate certificate programs** help professionals build their skills and knowledge and advance their careers. SES offers graduate certificates in environmental law and policy, sustainability assessment and planning, and geographic information systems.

Graduate Program Enrollment by Year



Students Share Their Experiences

Despite the challenges of the pandemic, over the past two years SES students have found opportunities to connect, grow, and give back to the community, all while developing the knowledge and skills needed to take on some of the world's biggest environmental challenges. Several students shared thoughts on their SES experience.



Sampson

"I love the flexibility the SES graduate programs have to offer. I can take classes I like and further my research on some specific areas. SES also provides a variety of classes from conservation to renewable energy policy and development, so if you are still exploring or already determined in a certain area, there is always something for you."

—**Sampson Hao** is a graduate student pursuing a master's degree in environmental science and sustainability.



Carly

"In my experience, one of the best things about being an SES student at Loyola is the access to the University's Retreat and Ecology Campus. Some of my longest-lasting friendships began on one of my first workdays there. The opportunity to meet similar-minded people and learn with them in the outdoors will always be an unforgettable experience"

—**Carly Fournier** is a US Navy veteran who earned her bachelor's degree in environmental studies in 2022 and plans to complete the SES dual-degree master's program in 2023.



John

"The best aspect of SES is the enthusiasm shared among students for the environment. Working on environmental issues can often seem daunting, but being surrounded by like-minded individuals with a passion for sustainability makes such challenges not just manageable, but enjoyable."

—**John Gorman** is an undergraduate student majoring in environmental science and chemistry. He works at Loyola as a peer advisor.



Alex

“I think the memories from SES I’ll hold closest to me are from when I was an intern in the Urban Agriculture Program. Becoming an intern was the best decision I could’ve made during my time at Loyola. It was a very fun and collaborative experience, and I learned so many new things about mushroom cultivation and sustainable agriculture. I also met some of my closest friends in the program, and life has only gotten better since then.”

—**Alex Quebbeman** is pursuing a bachelor’s degree in environmental studies and working as an intern in SES.



Farron

“During my time as a Loyola student, I discovered my life’s vocation: contributing to the liberation of BIPOC (Black, Indigenous and People of Color) and other historically marginalized groups from oppressive systems. But it wasn’t until I took Professor Schuck’s Environmental Justice course that I finally realized how issues of climate justice and environmental racism lie at the nexus between the liberation of marginalized communities and saving the environment. This realization reconciled and enhanced my fervor for both subjects.”

—**Farron Edmonds** is an undergraduate pursuing degrees in environmental studies and urban studies. He works as a resident assistant at Loyola.



Mereya

“A variety of opportunities that the SES has given me have made me significantly more confident and prepared for my career beyond college. I have participated in multiple research programs, including the First Year Research Experience and CARE, the Community Air Research Experience. These programs have helped me find my identity as a scientist and have given me invaluable research and teamwork skills.”

—**Mereya Riopedre** is a third-year undergraduate student majoring in environmental studies and global studies with a minor in urban studies.



Hands-On Learning in the Field

The School of Environmental Sustainability offers unique opportunities for students to learn through hands-on experiences. Intensive summer courses at the Loyola University Retreat and Ecology Campus (LUREC) give students a chance to get their hands dirty.

On any given day, you might find classes examining the soil in a farm field, collecting algae in a pond, or observing birds while hiking through grasslands, forests, and bogs. In the process, students deepen their appreciation of the natural world, form new friendships, and gain memories that will last a lifetime.

Summer sessions at LUREC were put on hold for two years due to the pandemic, but in May 2022, the program resumed. For three weeks, students lived and studied at the facility, located on nearly 100 acres of prairies, woodlands, and wetlands 60 miles northwest of Chicago near Woodstock, Illinois. The group stayed on campus in a dormitory setting, ate meals together in the cafeteria, and completed the equivalent of a one semester-long course in

a condensed time frame.

Three courses were available in this format: Agroecosystems, Principles of Ecology, and Field Ornithology. Faculty members teaching the courses took full advantage of the LUREC facilities and the nearby natural areas and farms in McHenry County. Brian Ohsowski, PhD, taught Principles of Ecology.

“Coming out and living and breathing the subject you’re taking, this is how we will learn best,” said Ohsowski. “It reinforces the things we are learning in the classroom, and we can learn to apply that knowledge to the world we’re studying. You retain things for the rest of your life.”

Graduate student Isabela Mendes also emphasized the value of hands-on experience. She took the Agroecosystems course taught by Ray Dybzinski, PhD.

“I think learning at LUREC facilitates a level of understanding that you can’t get in a lecture setting,” she said. “For example, learning about agriculture, we get to go out and see functional production farms, speak to farmers, and learn a new perspective straight from the source.”

Dybzinski agreed that teaching and studying at LUREC is a special experience.

“The learning is a little deeper, the community is a little deeper, and we have a ton of fun,” he said. “We can immerse ourselves and get close to this environment.”

With a semester’s worth of material to pack into three weeks, the summer session can be intense. For example, students in Field Ornithology get up early to observe birds.

“Most days, we start at 5 a.m.,” said student Fiona Farrer. “We go out for five or six hours to several locations each day, seeing different habitats and ecosystems. We’ve seen over 120 bird species.”

Students all seemed to agree that all the hard work was worth it.

“We all have such a passion for what we’re learning, so to come out here and do what we love and learn more about it got us really excited,” said Principles of Ecology student Thomas Crabtree. “To get out and see bogs, wetlands, get out in the mud, experience things we’ve never experienced before, that’s what I love about it,” he said.

For Field Ornithology students Grace Whitten and Scotty Monteith, the experiential classes were a chance to explore possible career paths and gain valuable skills. Whitten is interested in becoming an ornithologist, and the course allowed them to learn more about the daily activities involved in studying birds in the field. First-year student Scotty Monteith’s goal is to work for the US Environmental Protection Agency or another organization focused on protecting the environment. He said that the class introduced him to field research methods that will be essential in his future career.

Stephen Mitten, SJ, taught the ornithology course. He said he enjoys seeing students light up when they see a bird species for the first time and when they can identify it the next time they see it.

“I think students come away from the three-week course with a deeper appreciation of birds and their role in the environment as indicators of the health of the planet,” said Mitten.

In addition to the educational aspects of the program, students valued the camaraderie they quickly established with their peers. They bonded around their shared interest in nature and formed fast friendships that will carry over into the academic year. Caitlin Aquila, a senior in the Agroecosystems class, said the atmosphere reminded her of summer camp, and she enjoyed sharing meals in the cafeteria.

“It’s exciting to wake up in the morning and know I’m going to have breakfast with everyone here and be able to talk to them and start my day off on a good note. There’s always something to do, always people to talk to, and that’s been fun,” she said.

The LUREC summer session is just one example of the many experiential learning opportunities available through SES. Students can gain hands-on experience by participating in the urban agriculture program, working in the Searle Biodiesel Lab, pursuing an internship, or developing projects that address real-world challenges through the Solutions to Environmental Problems (STEP) courses. These immersive programs enrich the educational experience and equip students with skills and confidence that will serve them throughout their careers.

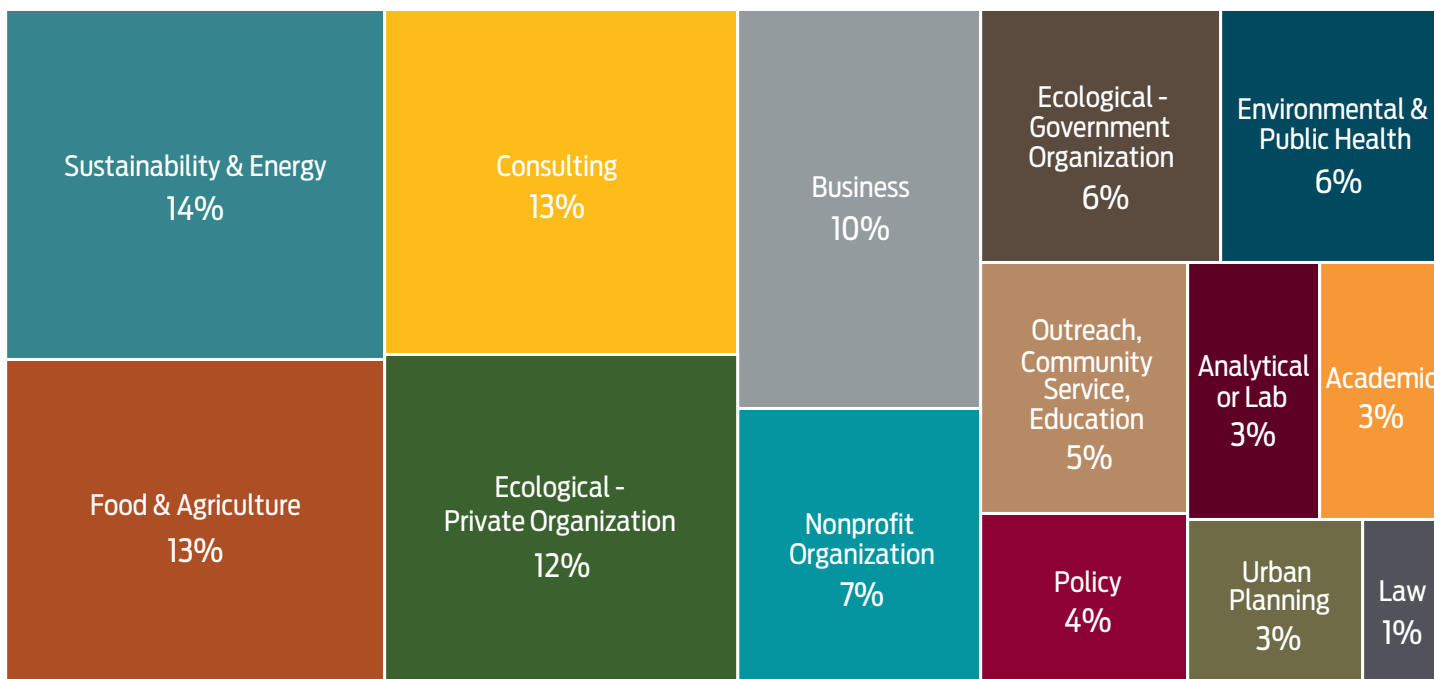


Students learned field research methods during courses at LUREC, including techniques for monitoring bird populations, evaluating soil health, and studying aquatic ecosystems.

Where Are Our Graduates Now?

SES graduates work in a wide variety of fields helping to advance sustainability in sectors including sustainability and energy, food and agriculture, consulting, business, ecological services, government, and nonprofits.

Graduate Employment by Sector



Alumni hold positions such as:

Aquatic plant ecologist, Chicago Botanic Gardens
 Biological science technician, National Park Service
 Business analyst, Invenergy
 Clean Job Coalition coordinator, Illinois Environmental Council
 Climate change coordinator, Massachusetts Audubon Society
 Consultant, World Wildlife Fund
 Corporate sustainability analyst, Legrand, North America
 Development planner, Village of Downers Grove, Illinois
 Energy analyst, Elevate Energy
 Energy consultant, BH Shipping Services
 Environmental educator, Cook County Forest Preserves
 Environmental health and safety manager, Pepsico
 Environmental policy analyst, Illinois Department of Natural Resources
 Environmental scientist, Gabriel Environmental Services
 Environmental specialist, Burns & McDonnell
 Farmers' market manager, Village of East Dundee, Illinois
 Field technician, US Geological Survey
 Field ecologist, V3 Companies

Food access coordinator, The Nashville Food Project
 Founder and CEO, WasteNot Compost
 GIS analyst, Forum Analytics
 Health solutions analyst, Aon
 Horticulturalist, Lincoln Park Zoo
 Industrial hygienist, US Department of Labor
 Lead risk assessor, Milwaukee Health Department
 Life scientist, US Environmental Protection Agency
 Naturalist, Aspen Center for Environmental Studies
 Organizer, Sierra Club
 Plant scientist, Harvest20
 Program associate, Midwest Energy Efficiency Alliance
 Regulatory analyst-toxicology, Pace Analytical Services
 Research assistant, UChicago Institute for Population & Precision Health
 Restoration technician, Homer Environmental LLC
 Safety officer, Rush University Medical Center
 Senior sustainability associate, Deloitte
 Sustainability coordinator, Live Nation Entertainment
 Sustainable food specialist, Shedd Aquarium
 Sustainability project specialist, Baxter International
 Urban farms manager, Columbia Center for Urban Agriculture



Photo: WasteNot Compost

Liam Donnelly

Founder and CEO, WasteNot Compost

In his neighborhood on the North Side of Chicago, 15-year-old Liam Donnelly was often seen biking with buckets of coffee grounds from his first job at a restaurant to his backyard compost heap. When other community businesses learned what he was doing, they wanted to hire him. And so WasteNot Compost was born. Too young to drive, Donnelly initially built his business around his bike. As more customers signed up for his services, he teamed up with his high school friend Lauren Kaszuba, now the company's chief operating officer. They eventually bought their first electric van on Craigslist.

Donnelly chose to attend Loyola because of its commitment to sustainability—and because he could continue growing WasteNot while studying at SES. Before Donnelly even enrolled at Loyola, his company's 12 compost accounts had grown to 300.

He graduated from SES in 2020, and today, WasteNot serves more than 5,000 Chicago residents, plus a growing suburban and commercial client base. They employ 25 people and are one of Illinois' largest electric fleets, operating 30 electric vans. More impressive, they are the largest fully electric compost collector in the country and the only one that is entirely carbon neutral.

“As a company, one of our primary missions is to make composting easier than conventional recycling and more appealing than conventional trash.”

– Liam Donnelly

Expanding Our Teaching and Research Team

The School of Environmental Sustainability continues to grow, with outstanding researchers and educators joining our faculty. The following faculty members joined our team during the 2020-2021 and 2021-2022 academic years.

FALL 2020



Yanning Wei, PhD

Lecturer, GIS Lab Director

Yanning Wei focuses on spatial data science in his research and teaching, exploring geospatial big data, database systems, and data modeling. He is particularly interested in the applications of geographic information systems (GIS) in natural resources management. He teaches GIS courses for undergraduates and graduate students and directs the school's new GIS Lab.

Fall 2021



Lopa Chakraborti, PhD

Assistant Professor

Jointly appointed in SES and Loyola's Quinlan School of Business, Lopa Chakraborti specializes in environmental and natural resource economics, environmental justice, and the environment and development. She teaches courses on ecological economics and has published studies on topics such as the economic impacts of air pollution.



Mary Dinsmore, PhD

Lecturer

Mary Dinsmore is a conservation biologist whose research focuses on behavioral ecology, human-wildlife interactions, and best management of endangered species, particularly lemurs and other primates. She is passionate about teaching students from all backgrounds about the significance of biodiversity and environmental issues. She teaches courses on the foundations of environmental science, biodiversity and biogeography, mammalogy, and human dimensions of conservation.



Gilbert Michaud, PhD

Assistant Professor

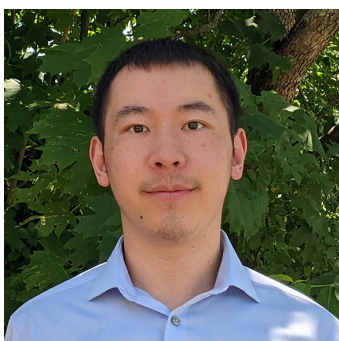
Gilbert Michaud's research concentrates on renewable energy policy, electricity markets, and sustainable economic development. He teaches environmental and energy law and policy courses. Professor Michaud serves as a co-principal investigator on a US Department of Energy grant studying utility-scale solar projects in the Great Lakes region.



Federico Sinche, PhD

Lecturer

Federico Sinche is an ecotoxicologist who studies how pollutants and other environmental stressors impact biologically diverse aquatic ecosystems. He is committed to science education and seeks to promote diversity in education and research institutions. He is interested in research that can inform policies and risk assessment to protect human health and ecosystems locally and globally.



Bo Zhang, PhD

Lecturer, Geospatial Analysis and Spatial Statistics

Bo Zhang's research applies geospatial technologies to study physical environmental change. He has investigated topics including land use and land cover change, geospatial patterns of aerosol particles, and transit network analysis. He teaches courses on environmental statistics and geographic information systems.

Teaching Awards



Tania Schusler, PhD



Michael Schuck, PhD

The Loyola Faculty Center for Ignatian Pedagogy presents the **Peter Hans Kolvenbach Award for Engaged Teaching** to faculty members who promote active and collaborative learning through hands-on experiences that encourage students to apply classroom material to real-life situations.

Assistant Professor **Tania Schusler, PhD**, received the award in 2020. Professor **Michael Schuck, PhD**, was the 2022 recipient.



Involving Students in Applied Air Quality Research

The US Environmental Protection Agency (EPA) considers particulate matter one of the most dangerous forms of air pollution. Loyola researchers are engaging students in efforts to understand and address the problem.

Particulate matter, or particle pollution, refers to tiny particles smaller than the width of a human hair. The particles can come from sources such as smokestacks, power plants, vehicle exhaust, and forest fires. Particulates are dangerous because they can travel deep into the respiratory tract or bloodstream, exacerbating ailments like asthma and heart disease. Even mild exposure can induce coughing, sneezing, or shortness of breath.

Ping Jing, PhD, an associate professor at Loyola's School of Environmental Sustainability, is keenly aware of the dangers of air pollution. Jing was born and raised in China, where she witnessed the environmental impacts of that country's rapid industrial development. As a graduate student at the Georgia Institute of Technology in the early 2000s, her research tracked the exchange of ozone between

the stratosphere and the troposphere, the two lowest layers of Earth's atmosphere.

At Loyola, she has continued investigating the degradation of air quality on a warming planet. Practical application is crucial to Jing's pedagogy; she never lectures on a concept without asking her students to participate in hands-on activities. The approach stems partly from her experience teaching in her second language. "If you're not a native speaker, you don't want to speak for 50 minutes straight. You want to take breaks," Jing says. "I had to turn that weakness into an advantage."

The Community Air Research Experience (CARE) is her latest foray into experiential instruction.

The three-year project combines her scientific scholarship around pollution with her consistent desire "to contribute meaningfully to society." Jing is working on the project with SES colleague Tania Schusler, an assistant professor, and the two are collaborating with Emily Fischer, PhD, in the Department of Atmospheric Science at Colorado State University. The team received funding through the National Science Foundation.

CARE offers undergraduate students from demographic groups underrepresented in the sciences an authentic opportunity to participate in research and help monitor particulate levels in Chicago. In the spring of 2022, students participated in seminars and field trips to learn the fundamentals of research design. As paid interns during the summer, they spent four weeks installing air monitoring instruments, learning computer programming skills, and collecting data.

Ixchel Barraza, a rising junior environmental studies major, heard about CARE through the Student Diversity and Multicultural Affairs newsletter. “Immediately, I felt this motivation and passion to be a part of it,” she said.

Chicago is an important place to study the problem of particle pollution. In 2019, the American Lung Association ranked Chicago 19th worst in particle pollution nationally, and the pollutants are not equally distributed within the region. In 2021, the Chicago Department of Public Health released its “Air Quality and Health Report.” Most areas of greatest concern were on the city’s South and West Sides, on blocks occupied primarily by Black and Latinx Chicagoans.

With CARE, Jing and Schusler aim to increase understanding of Chicago’s uneven distribution of particle pollution and generate more data to inform ongoing community discussions about how to advance health equity and environmental justice.

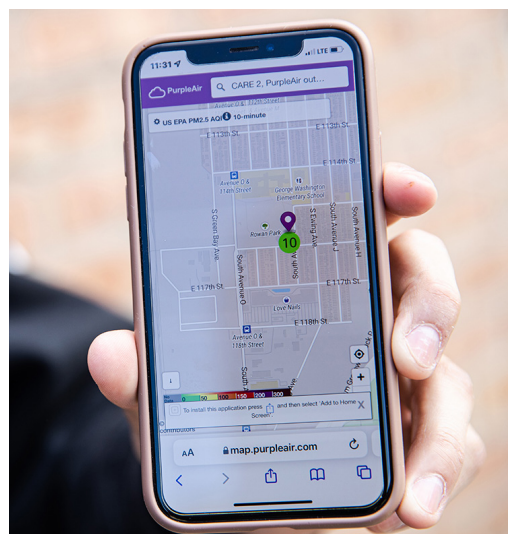
The researchers designed their study with input from two community environmental organizations: the Southeast Environmental Task Force, based in the southeastern industrial neighborhood of Hegewisch, and Edgewater Environmental Coalition, headquartered near the Lake Shore Campus in the more affluent Edgewater neighborhood.

Students installed sensors at four sites in each community, near locations of concern for local activists. Those sensors collect and share hyper-local air quality data with the public in real time through the PurpleAir platform.

In the fall, Jing and Schusler will involve their students in finalizing the data analysis and disseminating the findings. The study will provide vital information for those working to combat air pollution. At the same time, Jing’s applied, experiential approach to research and teaching will help shape the next generation of environmental leaders.



Ping Jing (above) engages students in applied research projects. Students installed sensors that collect and share data through the PurpleAir platform (below).



Research Grants

Over the past two years, SES researchers have been awarded more than **\$2 million in research grants** from the following agencies and foundations:

Illinois Department of Natural Resources

Illinois Tollway

Illinois-Indiana Sea Grant

Indiana Department of Natural Resources

Michigan Department of Environmental Quality

National Oceanic and Atmospheric Administration

National Science Foundation

Porticus North America Foundation

US Bureau of Indian Affairs

US Department of Energy

US Fish and Wildlife Service

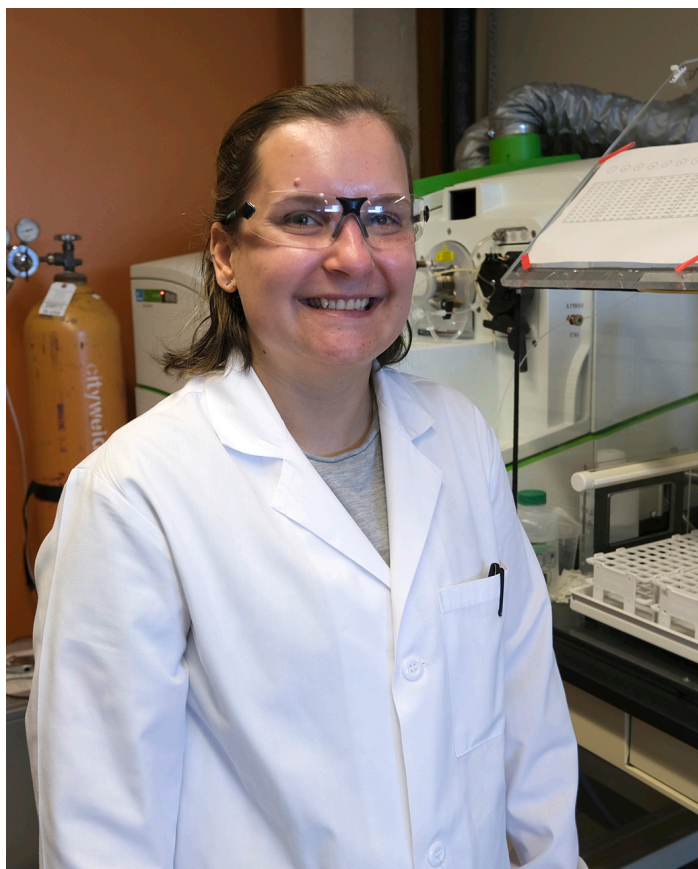
\$844,000

IN GRANT FUNDING IN 2021

\$1,167,000

IN GRANT FUNDING IN 2022

Supporting Laboratory Research and Teaching Capabilities



“I always want students to take ownership of their work. I prefer to be pretty hands-off and let the students guide the pace and course of learning.”

– Allison Carr

Allison Carr arrived at Loyola’s SES in December 2021. She works as the school’s analytical lab manager and safety officer, taking care of the laboratories and ensuring the safe management of chemicals. As the only analytical chemist in SES, she trains students and professors on how to use lab equipment and supports faculty teaching and research projects.

Allison earned her bachelor’s degree from Knox College, a small school in Western Illinois, where she majored in chemistry and minored in history. She later began her PhD program at Northern Illinois University while simultaneously doing an internship with Pfizer.

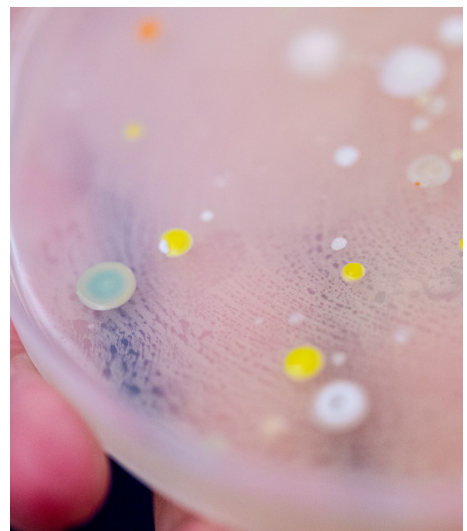
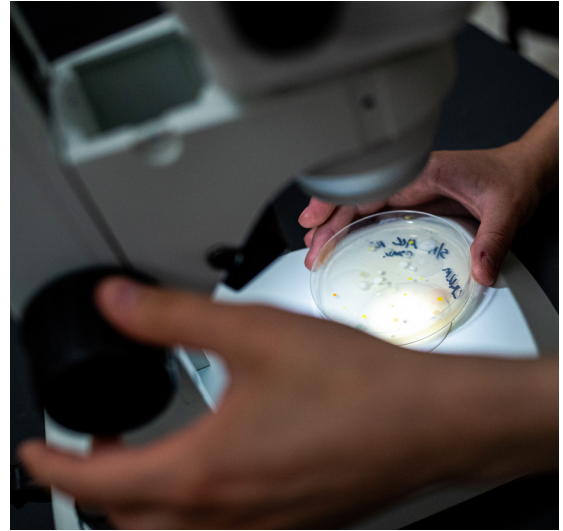
After completing her PhD in chemistry in 2019, it only seemed fitting for her to keep working in the pharmaceutical industry. She worked at Regis Technologies and Xeris Pharmaceuticals for three years but ultimately realized that sustainability was her true calling.

Allison was drawn to Loyola because she believes it is one of the country’s best schools for environmental sustainability. Over the summer, she led the preparations for Safety Week, a campus-wide event in August. Students, faculty, and staff learned about essential safety procedures—participants included those who work in labs and those who do not.

Teaching students about laboratory procedures will continue to be central to Allison’s work. When asked about her teaching philosophy, she said she aims to equip students to work independently.

“I always want students to take ownership of their work. I prefer to be pretty hands-off and let the students guide the pace and course of learning.”

Allison’s expertise adds to the School of Environmental Sustainability’s lab-based teaching and research capacity. She will play a vital role in supporting the school’s expanding research initiatives as we grow.





Creating a Sustainable Campus

Loyola's strategic plan identifies Care for Our World as a core enduring value, reinforcing our university-wide commitment to sustainability. The Office of Sustainability supports efforts to put this commitment into action in our daily operations and activities.

Staff members in the Office of Sustainability coordinate the University Sustainability Committee, which includes students, faculty, staff, and administrators. The team collaborates across university campuses and departments to conserve energy, cut waste, and reduce greenhouse gas emissions. These efforts are yielding results, motivating the university community to push toward even more ambitious sustainability goals.

500

TONS OF MATERIAL RECYCLED
ANNUALLY, INCLUDING PAPER,
PLASTIC, AND METALS

200

TONS OF ORGANIC WASTE
DIVERTED FROM LANDFILLS EACH
YEAR THROUGH COMPOSTING

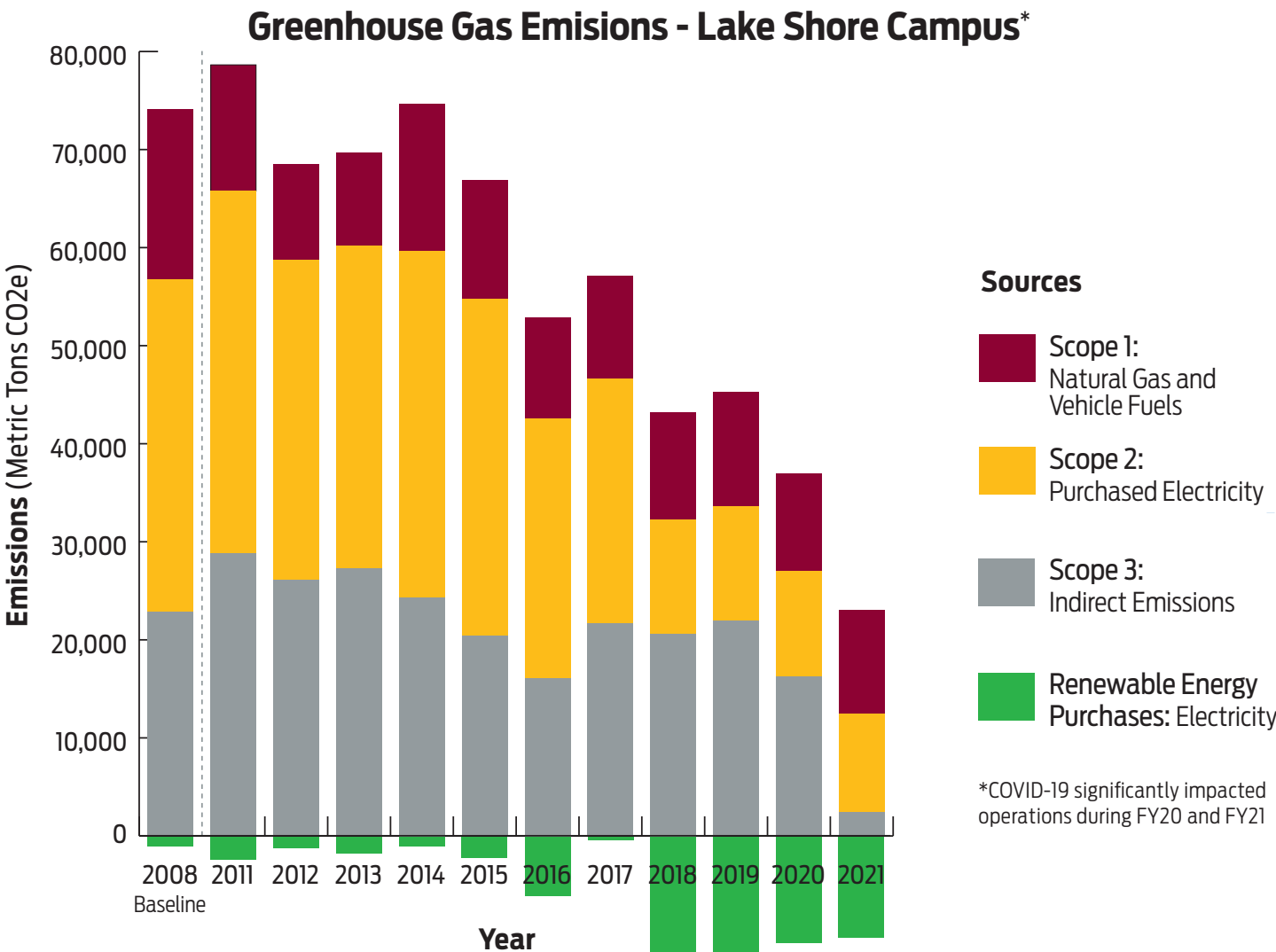
Becoming Carbon Neutral

Loyola published its Climate Action Plan in 2015, establishing a goal of becoming carbon neutral for directly controlled greenhouse gas emissions (Scope 1 and 2) by 2025. Since then, partners across the university have worked to increase energy efficiency, procure renewable electricity, and reduce Loyola’s climate footprint.

The Office of Sustainability leads an annual greenhouse gas emissions inventory to measure progress toward this goal and identify areas of improvement and opportunities for action. Loyola is on track to meet the targets outlined in Climate Action Plan and will continue that momentum past 2025, aiming to decarbonize the campus and cut indirect, Scope 3 emissions.

Recent climate action accomplishments include:

- Loyola partnered with Elara Engineering to create Energy Master Plans for the Water Tower and Health Sciences Campuses. A team of Loyola student energy auditors supported this effort.
- An ad hoc working group of Loyola staff, faculty, and students developed Carbon Offset Purchasing Guidelines to ensure that offset purchases represent significant emissions reductions and provide education and research opportunities for students.
- The University Transportation Committee developed an Electric Vehicle Charger Strategy to accommodate a more sustainable commuter and campus fleet.



Reducing Waste

Mask Recycling

During the early stages of the COVID-19 pandemic, Loyola quickly went remote. When in-person campus activities resumed in the fall of 2021, masks were necessary, and large quantities of disposable masks were going to landfills or contaminating standard recycling bins.

Recognizing this situation, Student Government Senator Hannah Yun approached the Office of Sustainability about recycling opportunities for masks and other personal protective equipment. The team added a mask collection bin to Loyola's Cycle and Recycle Center, and at the end of the spring semester, they shipped a large box packed with masks to TerraCycle for recycling.

In the fall of 2022, the program will continue at the Lake Shore Campus and expand to the Health Sciences Campus through a partnership with Campus Ministry. This initiative will reduce waste as we continue to use masks as a tool for campus health.

Compost at Water Tower Campus

Since 2012, Loyola has collected and composted food scraps and other organic material from dining halls, special events, and landscaping at the Lake Shore Campus. Individuals on the campus also help reduce waste through our Compost Bucket Program. These activities divert over 200 tons of organic waste from landfills every year.

In 2022, Loyola brought composting to the Water Tower Campus, launching a pilot program at the Arrupe College Wintrust Student Commons. By expanding composting to additional dining locations and campuses, Loyola can reduce its impact on landfills and play a vital part in developing healthy soil.





Commitments and Policies

Laudato 'Si

In fall of 2021, Loyola committed to Pope Francis' Laudato Si' Goals. This will continue to expand faculty, staff, and student involvement in justice-oriented sustainability at Loyola.

Sustainable Investment Policy

In the fall 2021 semester, Loyola adopted a Sustainable Investment Policy that outlines a strategy to divest from fossil fuels and direct investment to funds and companies that reduce greenhouse gas emissions and seek solutions to climate change. This policy will maximize the positive climate impact of the university's endowment.

Land Acknowledgement Statement

In 2021 Loyola approved a Land Acknowledgement Statement recognizing Indigenous People as immemorial stewards of the land on which its campuses are located and paying respect to the enduring relationship between Indigenous Peoples and their traditional lands.

Awards

STARS Gold



Tree Campus USA



E-PEAT Purchaser Award Winner



SES Donor Honor Roll

Total combined giving for the 2021 and 2022 fiscal years:

\$100,000–\$999,000

Alvin H. Baum Family Fund
Dorothy (MUND '62) and Michael Carbon, MD (BS '62)
The Jesuit Community of Loyola University Chicago
Michael and Nydia Searle

\$10,000–\$99,999

Ann Dunlap, MD
Max Goldenberg Foundation
Kalsec
Donna LaPietra and Bill Kurtis
Paulette and Taylor O'Malley (BBA '89)
The Honorable Mary Smith (MUND '85)

\$5,000–\$9,000

Judith Papp O'Connell (BS '63) and Gerald O'Connell (MS '66)

\$1,000–\$4,999

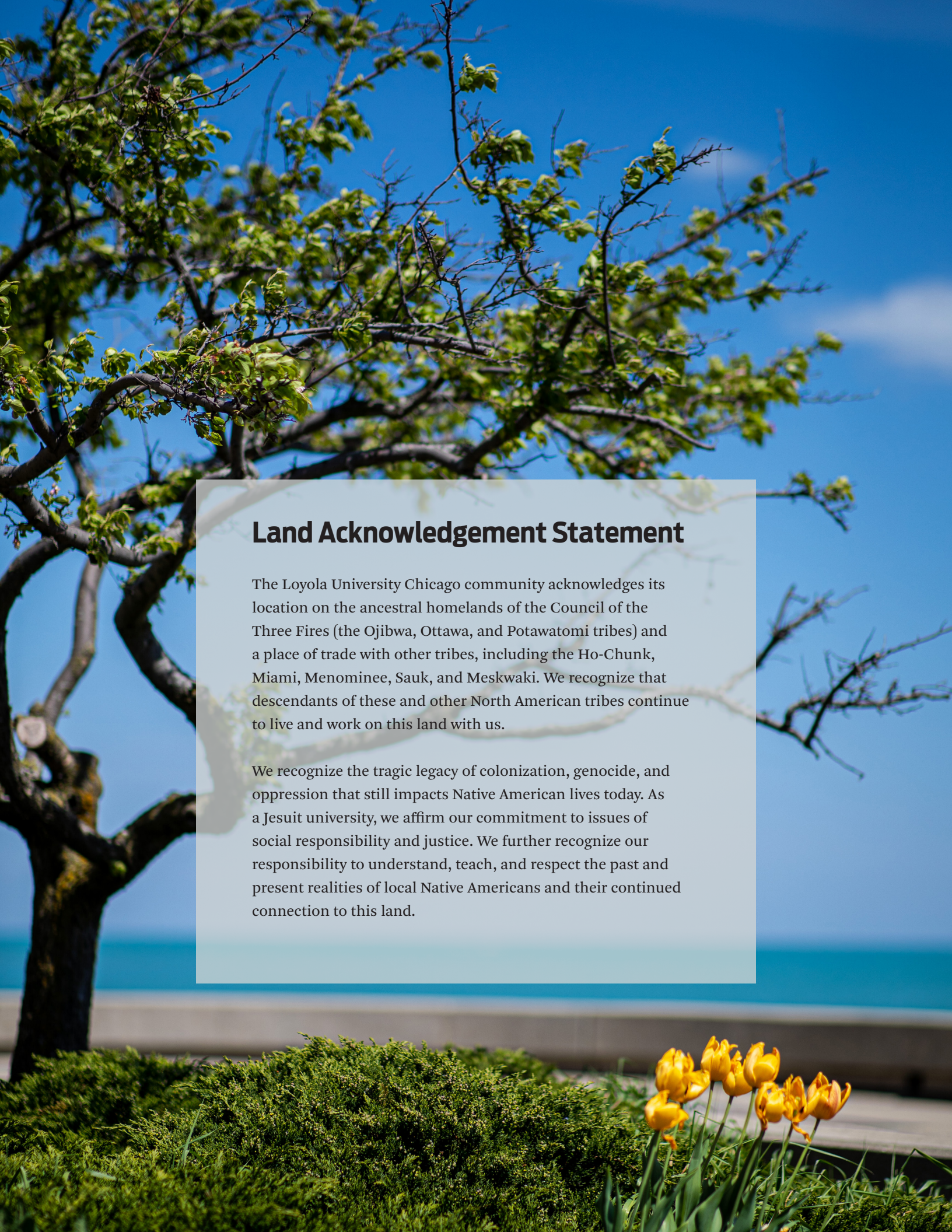
Anonymous
Marilyn (MRE '70) and Joseph* Antonik (MEd '70)
Stephanie Kimmel and Mike Conroy
Jeanne (JFRC '75, BA '77) and Patrick Conway (JFRC '73-'74, BA '74)
Sheila and David Crumrine, PhD
William Donnelly
Elaine (BS '68) and Thomas Layden III (MD '69)
Eileen and Ronald Meissen, PhD
Richard Miller (BS '59, MSIR '76)
Julie and Scott Moller
Christopher Peterson, PhD
Eleanor Shepard and Daniel Amick
Adam Snow
James Strzyz (JFRC '67, MD '71)
Nancy Tuchman, PhD

\$500–\$999

Nancy (PhD '87) and Frank* Hogan III (BS '59, MEd '80)
Ping Jing
Katherine Kennedy-Kartheiser (JFRC '98, MEd '99)
Robert Miller (BBA '81)
Shawn Mobley
Betsy Scott
Patricia and Dale Vecchio (BS '75)
Xiao Zhang (MEd '09)

\$1–\$499

Elizabeth Allen (BS '74)
Daniel Anderson
Anonymous
Belyna Bentlage (BA '12)
Kimberly Carefor
Gene Carroll
Edward Dalmau (MPS '81)
Brendan Dineen and Michelle Pak
Daniel (BA '08) and Kate Dineen
Catherine (BA '12, BS '12) and Kyle Disterheft
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Amy Galanter (BA '10, BS '10)
Barbara Ghoshal
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Jack Graber
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Audrey and Ronald Grzywinski (BS '58)
Emily Hammermeister (BS '19)
Jake Hammond
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Caleb Steindam (EdD '22)
Frederick Thies (BS '65)
Elfriede Wedam, PhD (BA '70)
Cassandra West



Land Acknowledgement Statement

The Loyola University Chicago community acknowledges its location on the ancestral homelands of the Council of the Three Fires (the Ojibwa, Ottawa, and Potawatomi tribes) and a place of trade with other tribes, including the Ho-Chunk, Miami, Menominee, Sauk, and Meskwaki. We recognize that descendants of these and other North American tribes continue to live and work on this land with us.

We recognize the tragic legacy of colonization, genocide, and oppression that still impacts Native American lives today. As a Jesuit university, we affirm our commitment to issues of social responsibility and justice. We further recognize our responsibility to understand, teach, and respect the past and present realities of local Native Americans and their continued connection to this land.

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