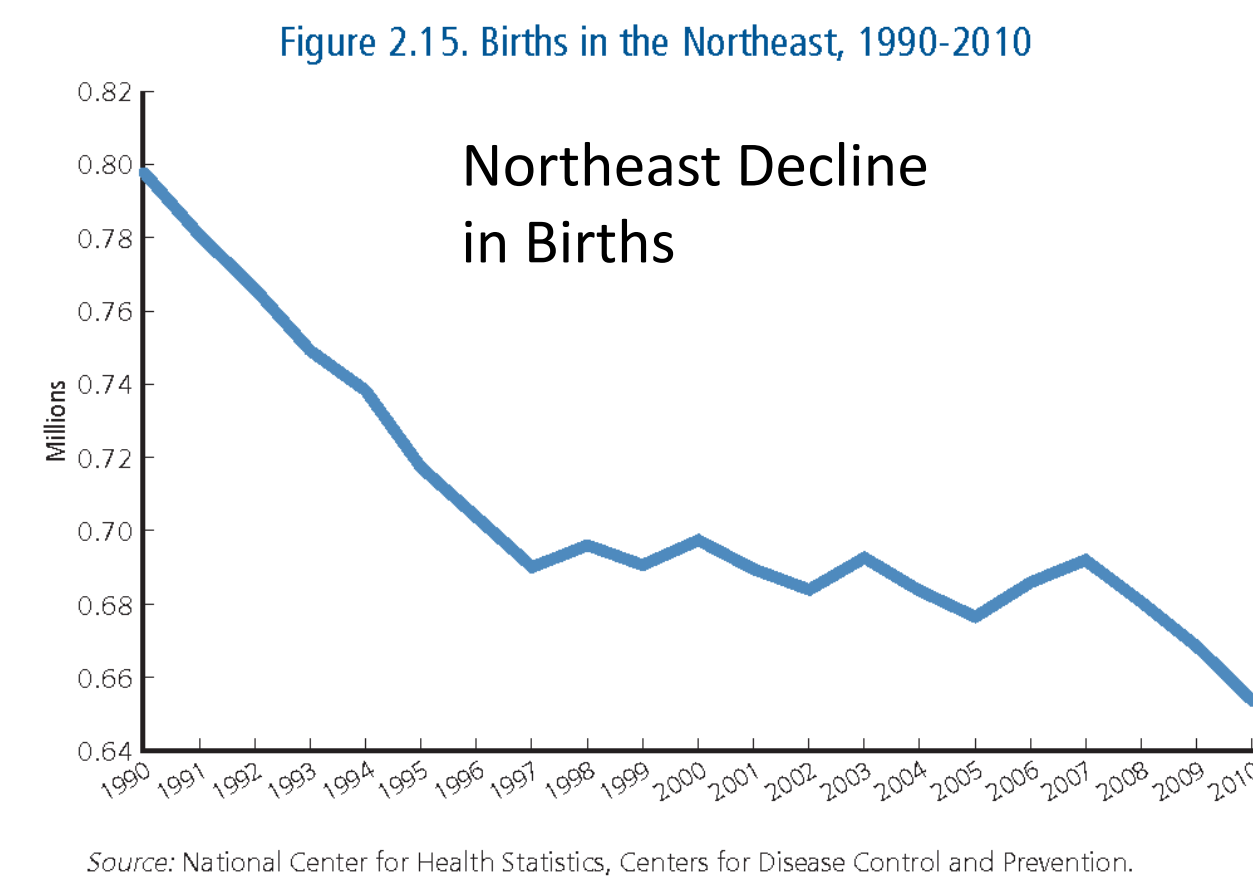


The American Meteorological Society's Higher Education Diversity project workshop is a great benefit for Saint Peter's University, a small Jesuit school of approximately 3,200 students. **The Society of Jesus has prioritized ecology, global warming, and disaster resilience as integral to their mission of faith and justice.** (Healing a Broken World, Alvarez, 2011). There are 28 Jesuit colleges and universities in the United States.

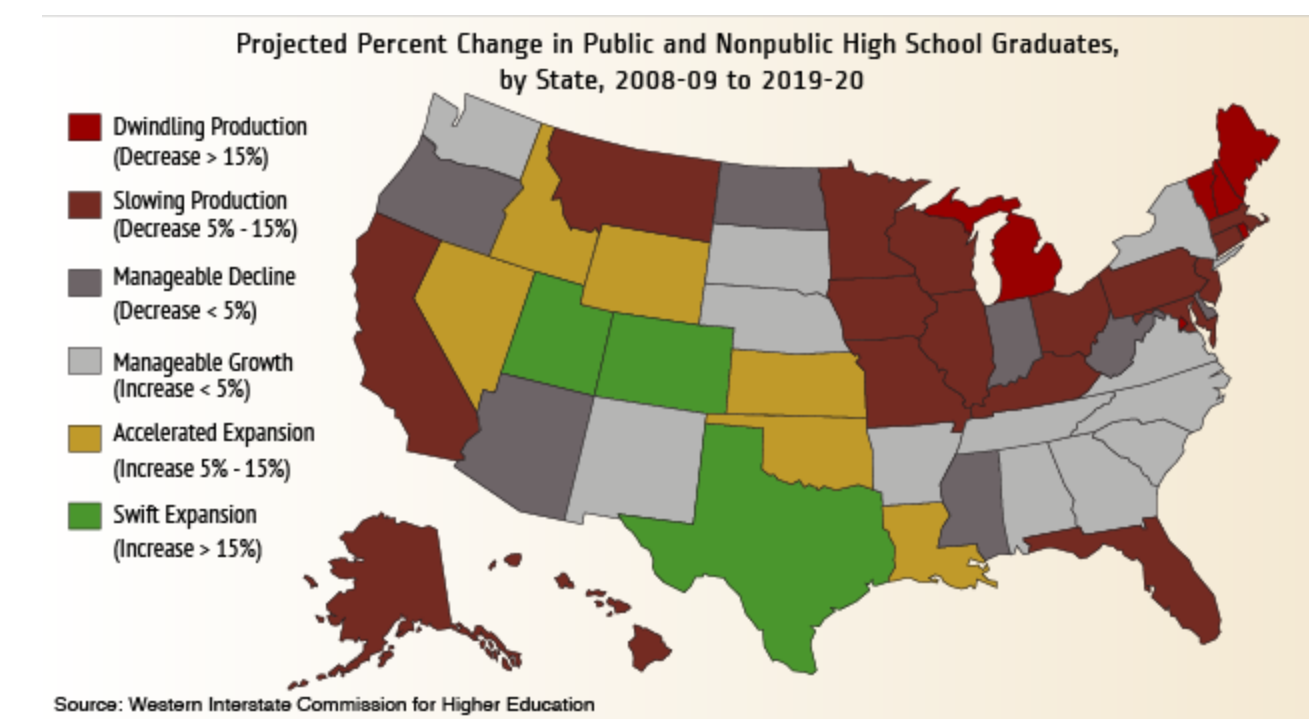
Saint Peter's University (SPU) President James N. Loughran, S.J. co-founded the **New Jersey Higher Education Partnership for Sustainability** in 1999. The University's Climate Action Plan was drafted under the initiative of the President's office and a Green Team consisting of faculty and staff. Saint Peter's University (SPU) President Cornacchia signed the **American College and University Presidents' Climate Commitment (ACUPCC)** in 2008, and has made *substantial progress reducing our carbon footprint with co-generation, solar panels, 100% wind power purchased energy, and a new prominent LEED Silver student center.*

An **environmental science minor** was established by the biology department, and a vibrant student club, **Students Against Violating Earth, S.A.V.E.** , is one of the outcomes. An **environmental studies major** was established through the leadership of the chair of the chemistry department, Dr. Patricia Redden., a participant in the 2013 AMS Diversity Project. **The challenge is now to implement sustainability across the curriculum.**

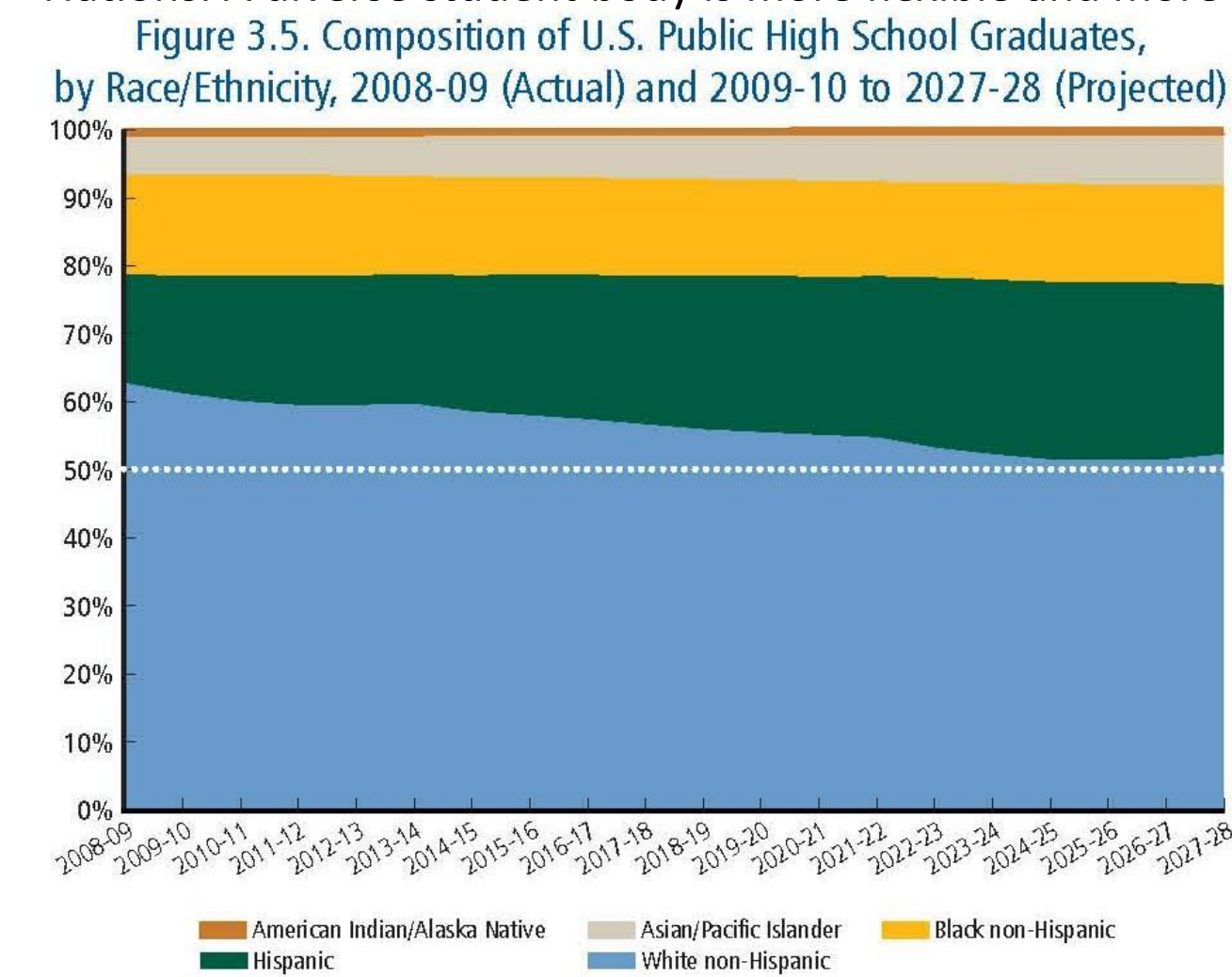
Demographic Trends & Fiscal Constraints a Challenge for New Climate Studies Courses & Programs



Fiscal and institutional constraints on expanding sustainability and climate courses offerings. While the brick and mortar side of Saint Peter's is enjoying the financial benefits of energy efficiency, the academic side has been hit by a decline in student financial well being from the financial crisis and economic meltdown that began in late 2008, and a long term demographic trend of **a projected decline of fifteen percent of the pool of graduating seniors in New Jersey in the near future**, sharing a general declining trend in the Northeast. Like many state governments facing loss of revenues, New Jersey State cut assistance to higher education.



At the same time, the freshman age population is shifting to a higher proportion of Hispanics. Fortunately, Saint Peter's is well situated to attract this growing segment of the college age population. Saint Peter's was founded in 1872 as a Jesuit school, with a long tradition of attracting recent immigrants with a global perspective. Saint Peter's is a federally designated Hispanic-Serving Institution, was ranked third in ethnic diversity among comprehensive universities in the north by U.S. News and World Report (2008), and is a recognized Non-Governmental Organization at the United Nations. A diverse student body is more flexible and more global



Fortunately, unlike many of our neighbors in New Jersey, freshman enrollment rebounded, and Saint Peter's new doctoral programs are growing. However, because of the wide spread practice of tuition discounting, the financial constraints of incoming freshman, and higher education cuts from the state, there remains an academic operating deficit, and pressure to reduce costs and consequently course offerings.

The AMS Climate workshop was valuable in a number of respects: the cohort approach of faculty with diverse populations, site visits to NOAA and NASA, site visit to a university climate research facility, discussion with guest speaker and sharing information among cohorts. Highlights include witnessing weather forecaster specialists work with data and make revisions, visiting weather and pollutant monitoring stations and discussions with technical staff, presentation of graduate students of meteorological and climate research.

Implementing Climate Studies at a Small Diverse Jesuit NE University

Paul W. Bartlett , Saint Peter's University, Research Fellow
AMS Climate Diversity Cohort pbartlett@saintpeters.edu



Collective Efficacy: Peoples Climate March, NYC
Saint Peter's University students, faculty & puppet.
Puppet design: Marina Tsaplina. Photo: Michael Segar, Reuters.

PEAS AND JUSTICE: PREPARING FOR THE PEOPLE'S CLIMATE MARCH

Sponsored by the Social Justice and Honors Programs of Saint Peter's University.

3RD ANNUAL SAINT PETER'S UNIVERSITY COMMUNITY GARDEN CELEBRATION



All events located in the **Saint Peter's University Community Garden**, behind 123-129 Glenwood Avenue

Information: <http://greeninglenwood.blogspot.com/>

Thursday, September 4
(Rain Date Monday 9/8)

11:00 am: Dr. Alexander Mirescu (Dept of Political Science) and students report on United Nations/SPU Disaster Risk Reduction

Noon:

- Blessing of Social Justice, Honors, and Community Service Gardens
- Live music by Dirty Rotten System
- Ice cream sandwiches by [Nik Sugar Love](#)

1:00 pm: Puppet and poster making for People's Climate Change March

2:00 pm: Diamond Way Tibetan Buddhist meditation led by Dr. Mirescu

3:00 pm:

- Yoga led by Dr. Rachel Wifall (mats provided by RLC)
- Healthy snacks provided by [Bread and Spoon](#)

6:00 pm: Zen Buddhist meditation and tea, led by Morning Star Zendo

Friday, September 5th
(Part of Jersey City Fridays)

11:00 am: Discussion of Climate Variations, with Dr. Patricia Redden (Chemistry)

12:30 pm: Puppet and poster making for climate change

PEOPLE'S CLIMATE MARCH:
SUNDAY, SEPTEMBER 21ST, NYC



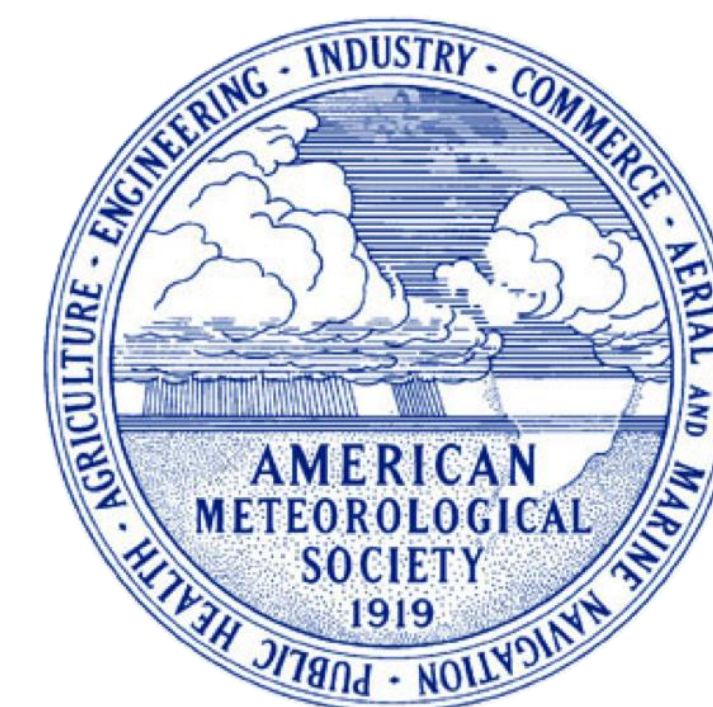
Building climate change awareness on campus, especially freshman in their first semester, is important for broader support for climate studies across the curriculum.

Sustainability Council

The Saint Peter's Sustainability Council meets regularly, coordinating and promoting sustainability activities across campus. The Sustainability Council is presently discussing offering the AMS Climate Studies course in the Masters of Public and Business Administration and Continuing Education programs, and the School of Education. The opportunity has renewed discussion of creating a Sustainability Certificate, with the AMS Climate Studies course as the core. We believe teaching the course in the Masters program of the School of Education will have the most impact, because of the multiplier effect to K-12 students.

We are attempting to be pro-active, by creating proposals for programmatic funding that will involve our minority students in climate and sustainability studies and action research. We believe sustainability and well being programming can have an additional benefit of attracting more female and minority students into the STEM disciplines, particularly if we are successful in implementing sustainability across the curriculum.

Mutual support on campus and off campus is important to develop capacities and make systemic change. There is an alphabet soup of academic professional mutual support organizations and efforts including: **AASHE STARS, ACUPCC, AMS, AERE EE SIG, ISEE, 2nd Nature, and NAAEE.**



Knowledge is Not Enough: Building an Ethic of Care for Others, Self & Nature

To build awareness, knowledge, and support for sustainability and climate science in the curriculum, a number of activities have been generated from the bottom up by faculty and staff. The Social Justice and Honors Program staff, faculty and students have created a **community garden** in their backyard and hold **outdoor activities involving art, culture, and natural sciences, The public is invited as part of Jersey City Fridays Arts celebration.**

We run **faculty capacity development workshops** to help faculty incorporate **sustainability content and learning outcomes (SLOs)** and content in courses. **AASHE, NAAEE and NJHEPS** are academic sustainability **mutual support** organizations. A recent NJHEPS workshop focused on developing **SLOs for skills, attitudes, social norms and behavior**; knowledge is not enough, we need graduates motivated and capable to make needed. **systemic change.** Faculty, staff and students also need to develop **interpersonal (social) and intrapersonal (emotional) capacity and intelligences to be effective**. Students need to experience **individual and collective efficacy** to become **effective** climate change **leaders**. Community service, service learning, and activism are opportunities for **place based experiential learning.**



Above: Report from a students the Saint Peter's University collaboration organized by Prof. Mirescu with the United Nations International Strategy for Disaster Risk Reduction


Left: Fr. Rocco S.J. and cultivate Saint Peter's Community Garden.

Sustainability & Climate Change University Lectures & Forums

Air Pollution, Health & Global Warming

Place Based Experiential Hands-On Research


Arctic University Centre at Svalbard, Norway (UNIS)



Saint Peter's UNIVERSITY


Arctic is Global
Global is Arctic

April 4th Thurs Noon
1 Gannon Hall



Featuring
The Arctic New Reality,
a short video by
AMAP.rio


Short Lecture and Q & A with
Professor Paul Woods Bartlett
Saint Peter's University &
University Centre in Svalbard



COLD BUSH
The Coming Fight for the Arctic North
by Michael Pollan

Hosted by the Biology Research Seminar, Dr. Eleanor Gullanti. Organized by the Sustainability Council.
Co-sponsors: Environmental Studies, Social Justice, Economics & Finance, Political Science, Chemistry,
and the Guarini Institute. Student research opportunities at UNIS @78° 3000 people & 3000 polar bears.

UNIS The University Centre in Svalbard



Who Owns the Arctic?

References

- Álvarez, Patxi SJ, Editor. (2011). Healing a Broken World: Special Report on Ecology, *Promotio Iustitiae* n° 106, 2011/2.
<http://www.sjweb.info/sis/plnew>
- Kiley, Keven. (2012). The Pupil Cliff. *Inside Higher Ed*. January 11.
<https://www.insidehighered.com/news/2013/01/11/wiche-report-highlights-decline-high-school-graduates-and-growing-diversity>
- McGrath, Matt. 2014. "Global group of Catholic bishops call for end to fossil fuels," *BBC News*, Lima. December 10th.
<http://www.bbc.com/news/science-environment-30408022>
- Prescott, Brian T. and Bransberger, Peade. (2012). *Knocking at the College Door: Projections of High School Graduates* (8th edition). Boulder, CO: Western Interstate Commission for Higher Education. December.
<http://www.wiche.edu/pub/knocking-8th-and-supplements>
- Russell, Constance L. & Bell, Anne C. A Politicized Ethic of Care: Environmental Education from an Ecofeminist Perspective. In: *Women's Voices in Experiential Education*, Warren, Karen, Ed. 172-182. Kendall Hunt Publishing.
<http://files.eric.ed.gov/fulltext/ED412046.pdf>
- Internet Resources & Links**
- AASHE Sustainability, Tracking, Assessment, Ranking System (STARS)
<https://stars.aashe.org/>
- AMS-Second Nature Climate Diversity Project
<http://www.campusgreenbuilder.org/AMS-SecondNature>
- International Society for Ecological Economics <http://www.isecoe.org/>
- Eco-Jesuit <http://www.ecojesuit.com>
- New Jersey Higher Education Partnership for Sustainability (NJHEPS)
<http://www.niheps.org>
- North American Association for Environmental Education
<http://www.naaee.net/>
- Second Nature <http://www.secondnature.org/>
- To Tend the Earth, Climate Conference, Loyola U Chicago March 19-20, 2015
<http://www.luc.edu/sustainability/initiatives/climatechangeconference/>

