Calculations based on research by the Environmental Defense Fund, the Environmental Paper Network, and other members of the Paper Task Force.
A Letter from the President

The entrepreneurial St. Ignatius

From the beginning, St. Ignatius of Loyola found a way to be true to his core beliefs while simultaneously adapting himself to the realities he encountered. A man ahead of his times in the 16th Century, Ignatius was a restless leader of the Jesuits (Society of Jesus). He was never content with things the way they were. He was possessed of a drive to always improve, to try new ways of working, to locate new opportunities to serve God and God’s people better.

Don Sull of London’s Financial Times described this approach of Ignatius as “strategic agility.” Sull defines this as “an organization’s ability to seize opportunities to achieve long-term goals as they arise and build the resources—including people, cash, and brand—to exploit unforeseeable opportunities.”

Ignatius had the traits of an entrepreneur: his creativity, his responsiveness to new opportunities, his willingness to take risks, and even to fail. He also had a dimension beyond your everyday entrepreneur. He was a “spiritual venture capitalist.” Grounded in deep faith and formed with ethical values, Ignatius used his resources to work for the good of souls, and to better their condition in heart, mind, and body.

It is my desire that each of us feels that same restlessness of Ignatius, a desire for the better, an eye open for the next opportunity. When I listen in coffee sessions with staff and faculty, share a meal with student leaders, and read the dreams of our deans for their schools, I have a better sense of that restlessness, that shared desire to be an ever better, ever stronger, ever more humane Santa Clara.

This report illustrates our new Strategic Plan, one that has the stamp of restlessness coupled with vision and direction. This plan breathes new life into our rigorous programs and progressive initiatives. It will enable us to remain solidly committed to our mission and, at the same time, to unleash energies to realize our higher ambitions. With our plan in place, we have charted our course and positioned ourselves well for ongoing improvement.

Santa Clara University is thriving, and our students are flourishing. Enrollments are strong and our ever-rising applications for undergraduate admission are up 25 percent over the past 4 years. Our endowment realized a 19.3 percent return on investments in FY11. In two years, the number of alumni donors has increased by 50 percent. Signs of growth and revitalization abound in the new construction around campus. All are indicators that we are going in the right direction.

Our vision to educate leaders of competence, conscience, and compassion remains constant, and our restlessness will spur us to fulfill our great potential as the Jesuit, Catholic University in Silicon Valley.

Best wishes,

Michael E. Engh, S.J.
President
Introduction

How should the University build on the past while changing itself to serve better the world as it is—and will be?

Santa Clara's new Strategic Plan reflects not only our aspirations, but also our past achievements. This report depicts the foundations on which we intend to build our future success in each strategic priority and through the cross-disciplinary work that covers several categories.

STRATEGIC PRIORITY

1 Excellence in Jesuit Education

Generations of Santa Clara students have come to appreciate the three Cs: competence, conscience, and compassion. From core classes designed for freshmen to graduate seminars for theology students, excellence is measured by the development of the whole person in the Jesuit tradition—in body, mind, and spirit. Our pedagogy makes room for faith to enter into the dialogue of the educational process with all aspects of the modern world. We are a place that cherishes questions of transcendence and spirituality, recognizing that all of creation is sacred. With our addition of the Jesuit School of Theology, we are moving increasingly toward our goal of becoming a national and international force in the study of theology.

2 Engagement with Silicon Valley

SCU is the Jesuit University in Silicon Valley. What happens when a Jesuit tradition of more than 450 years of educating men and women for others meets up with the high-flying, cutting edge world of technology and innovation that is Silicon Valley? Boundless opportunities for synergy are opened up. Closer connections with the Valley’s culture of entrepreneurship and imagination will create increased research and learning opportunities for our faculty and students.

At the same time that we are invigorated by the possibilities of our ideal location, the technology and wealth of Silicon Valley stand in contrast to the poverty of the area’s marginalized population. The University must play an increasingly important role in exploring the moral and ethical issues inherent in this contrast.

3 Global Understanding and Engagement

Santa Clara will extend its ties with others around the world to offer our students a deeper understanding of the global context of their lives. We are well-positioned to achieve this goal through our outstanding array of study abroad and immersion trip programs. In addition, our membership in an international network of Jesuit universities—the largest network of colleges and universities in the world—presents a whole host of global connections to broaden our reach.

Our goal is not simply the development of students with understanding of global issues, but also the encouragement of students to use their knowledge to address these issues. To achieve our strategic priority of “global understanding and engagement,” we must increase opportunities for immersion trips outside of the U.S. We also must bring more international students and visiting scholars to Santa Clara and build more partnerships internationally.

4 Justice and Sustainability

A commitment to social justice and sustainability has profoundly shaped teaching, research, and community engagement at Santa Clara. We already have an outstanding track record of embedding sustainability across our curriculum—from theatre and dance to engineering courses. We must create more opportunities for students to immerse themselves in sustainability and social justice and the ways in which they intersect. We must focus our research and teaching on issues of environmental protection, economic opportunity, and social development.

5 Academic Community

Santa Clara's academic community is the base on which the other four priorities rest. We know that students learn best when they engage with faculty whose passion for teaching is informed by their active scholarship. Santa Clara already has a good start here. Our students routinely share in the scholarship and research of the faculty.

If we are to provide greater support for the integration of teaching and scholarship, we must continue to hire and develop faculty in the teaching scholar mold.

We also must recruit students who are most likely to flourish and benefit from Santa Clara’s brand of Jesuit education—students with intellectual curiosity about, and a desire to improve, the world.
Excellence in Jesuit Education

A Jesuit education addresses the whole person—one with competence, conscience, and compassion. A competent person has the knowledge and skills to act effectively. A person of conscience has the ability to reason ethically. A compassionate person feels solidarity with others, especially the marginalized, and has the desire to relieve the suffering of others. From Core classes designed for first-year students to graduate seminars for theology students, excellence is measured by the development of whole persons in the Jesuit tradition. The experience of one such student, Charlotte Shannon ’10, is chronicled on this page.

Charlotte Shannon’s Santa Clara Journey

Following her passion for environmental justice, Charlotte Shannon ’10 researched health risks among marginalized communities in Silicon Valley, helped green the Democratic National Convention in Denver, and studied policy making in Washington, D.C. Is it any wonder that immediately upon graduation she undertook a conservation trip in Central America? Shannon not only exemplifies the ideal of educating the whole person, but also the Jesuit ethos of engaging the wider world community.

Core Curriculum

Simply put, the Core Curriculum constitutes those classes that guide all of Santa Clara’s students across fields of study to become leaders of competence, conscience, and compassion.

Capstone Projects

The culmination of a student’s education comes in the form of his or her capstone project.

Jesuit Philosophy

The Jesuit philosophy provides for a rigorous education to prepare students to become ethical and compassionate leaders and citizens who will leaven society with knowledge, faith, and justice.

"I believe my positive and very fulfilling experience at SCU came from seizing all the amazing opportunities, courses, and professional insight I could have during my four years. Without the guidance of so many people affiliated with the University, I could not have had that experience."

— CHARLOTTE SHANNON, ’10
Inside the Core Curriculum

In 2009, the Core was revised to focus on smaller classes taught more often by tenure-stream professors.

Integrations
The Integrations component of the Core helps students discover and examine further connections among courses. Courses with an Integrations component emphasize engaged learning, critical thinking, civic life, communication, and intentional learning—skills that will enrich students’ experiences at the University and beyond.

Exploration
Beyond Foundation classes, students select from a wide range of courses in Core areas such as ethics, arts, natural science, and social science. Exploration classes are designed to broaden a student’s academic experience, often leading to a new passion, minor, or even a second major.

Foundations
The basics. These are classes such as critical thinking, writing, language, math, and culture, presented in a forum to encourage discussion and reflection. The new Core builds on the experiences of first-year students through two major improvements: smaller classes and more tenured faculty teaching these classes.

Jesuit Philosophy in Action
In 2010–11, some 25 SCU alumni served as Jesuit volunteers, working in schools, health and legal clinics, and other nonprofits through two Jesuit Volunteer Corps (JVC) organizations. During this time, the alumni lived simply and worked for social justice in a spiritually supportive community of other volunteers.

National JVC
With 18 volunteers, SCU has the third-largest contingent of all 109 U.S. schools. Boston College has 30, Gonzaga has 19.

JVC Northwest
SCU joins four other schools (Seattle University, Marquette, College of the Holy Cross, and Fordham) with seven volunteers apiece. Boston College has 11, Gonzaga has 10.

Capstone Project
Engineering Miracles
The senior design project completed by Kadee Mardula '11 and her classmates combined perspiration with an incredible dose of inspiration.

Bioengineering major Simi Olabisi '11 was born prematurely in Nigeria. “She only survived because her father was able to rush her to one of the few hospitals that had an incubator,” Mardula explains. Even the hospitals that have an incubator often do not have the power to run it, which is why Mardula and colleagues designed a solar-thermal collector to generate power for a small panel that operates the life-saving equipment. Mardula, Olabisi, and five other students figured out how to keep the water hot enough to heat the incubator for up to three days in case storms or clouds disrupt solar collection. “Santa Clara has given me the foundation to do what I want to do—to continue learning, to have specialized fields and interests—all while keeping social justice and the world in mind,” Mardula explains. “Santa Clara’s immersion trips, clubs, and outreach programs all focus on the betterment of humanity. It’s made me more aware of what is needed and also more aware of how to effect change.”

86.4% of seniors completed a culminating experience—examples include capstone projects, theses, and comprehensive exams.

In 2009, 64% of seniors nationally completed or plan to complete a culminating experience, according to the National Survey of Student Engagement.

Overall 65 senior design projects were completed by 156 students.
Engagement with Silicon Valley

Silicon Valley is synonymous with innovation, risk-taking, and entrepreneurship. As part of this culture, Santa Clara University provides students with programs that develop their inner entrepreneur, whether they are studying English, engineering, or business.

SCU is also renewing its dedication to serving as a kind of conscience to the Valley. The technology and wealth of Silicon Valley stands in contrast to the poverty of the area’s marginalized people. The University plays an important role in raising the moral and ethical issues inherent in this contrast. The examination of these issues benefits the business community, the marginalized population, and the education of our students.

We Have Liftoff
Since 2004, Associate Professor Chris Kitts and his students have worked closely with the NASA Ames Research Center to launch and operate satellites. This collaboration is among several working partnerships with Silicon Valley business, and the numbers behind Santa Clara’s space race tell an impressive story.

Over 100 students participated in satellite activities with NASA, another 50 to 75 have participated in satellite projects unrelated to NASA.

SCU has been a part of 7 NASA missions.

Students operate 3 satellites currently in orbit.

5 satellite workstations are located on campus.

Students conduct work at 2 mission control centers (one on campus, one at the NASA Ames Research Center).

SCU works with satellite communication centers in Hawaii, Missouri, Pennsylvania, Texas, Massachusetts, and El Salvador.

A Culture of Nurturing Entrepreneurship
Students now have more opportunities to hone a business plan under the mentorship of professors, intern at Silicon Valley companies, and maybe one day create a startup of their own.

Faculty Research for Social Benefit
Grants and awards give faculty the resources to conduct research, from pushing the bounds of robotics to finding ways to help those living on the margins of Silicon Valley.

The Business of Innovation
Associate Professor of Mechanical Engineering and Electrical Engineering Chris Kitts has established strong working relationships with local and national leaders in industry: NASA’s Ames Research Center and Marshall Space Flight Center, Lockheed Martin, BMW, and NVIDIA, to name a few.

“There’s almost no difference between partnership with NASA and a private company that is contracting out its services,” says Kitts. “NASA pays the University to help monitor satellite systems and students get incredible hands-on experience.”

This past year, Kitts was awarded a $1.14 million grant from the Kern Entrepreneurship Education Network (KEEN). KEEN recognized Santa Clara as a leader in providing rich learning experiences through partnering engineering students with business.

According to Kitts a portion of the grant will go towards collaborating with other universities in the network to create more of those opportunities. The grant also invests in on-campus partnerships between SCU engineering and business students through classes, competitions, and projects.

“Engineering students design with some basic business principles in mind, such as being cost-conscious and targeting a customer,” says Kitts. According to Dawn’s Executive Professor of Management Richard Williams, “business students need to understand technology well enough to interface with engineers. Especially if they’re going to work in Silicon Valley.”
New Paths in Education

Starting in fall 2011, Santa Clara began offering a minor in entrepreneurship, capitalizing years of success on the part of the Center for Innovation and Entrepreneurship (CIE), the Leavey School of Business’ California Program for Entrepreneurship (CAPE), and student interest.

The CIE Entrepreneurship Program, open to all students regardless of major or year of study, offers students with an interest in entrepreneurship many opportunities to refine business plans, receive mentorship, attend field trips to successful startups and Silicon Valley industry giants, and gain experience firsthand through startup internships. CAPE, an initiative of the Leavey School of Business, provides education and mentoring to emerging entrepreneurs as they develop business plans and prepare to launch their California-based companies.

“Santa Clara University places up to 100 people a year at a variety of startups. While three-quarters or so of them are unpaid, students are gaining valuable experience and marketable skills. Many have continued on with these companies—these can result in full-time jobs,” says Dan Aguilar, dean’s executive professor of entrepreneurship and executive director of entrepreneurship programs. “Our primary focus is on the experience gained at these startups. We’re providing students with the opportunity to work right next to a founder and other top-level senior managers. Students find it rewarding to see how their contributions make a direct impact on the venture.”

Science and Technology for Social Justice

What if a student in the third world always had enough light to read? Does access to backyard gardens alleviate hunger for our nation’s poorest? How can we use technology to increase first-generation students’ access to college and financial aid? The faculty, among this year’s seven Roelandts Fellows were awarded grants to address these questions and more with their research.

Since 2009, the Center for Science, Technology, and Society has awarded the Willem P. Roelandts and Maria Constantino-Roelandts Grant Program in Science and Technology for Social Benefit. A total of 13 faculty and 21 students from across disciplines and majors have been awarded grants to research, develop, or apply science and technology for social benefit.

ROEANDTS GRANT PROGRAM

<table>
<thead>
<tr>
<th>Year</th>
<th>Faculty</th>
<th>Students</th>
<th>Total Grants</th>
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<tr>
<td>2009</td>
<td>6</td>
<td>5</td>
<td>$29,800</td>
</tr>
<tr>
<td>2010</td>
<td>7</td>
<td>16</td>
<td>$49,217</td>
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</table>
Santa Clara will extend its ties with others around the world to offer our students a deeper understanding of the global context of their lives. Our goal is not simply the development of students with an understanding of global issues but also the encouragement of students to use their knowledge to address these issues.

Global Jesuit Network
Over 100 Jesuit universities make up the largest higher-education network in the world. The size and diversity of this network offer major opportunities for constructing a more humane, just, and sustainable world. Santa Clara and other Jesuit institutions are just beginning to realize the extraordinary potential they possess as an international and multicultural whole.

Silicon Valley Location
Silicon Valley has become a model of how diversity can add strength and unity to a community. The cultural mix and the resulting diversity of ethnic traditions, viewpoints, and value systems enrich all our lives. This rich cultural mix represents a plethora of opportunities for forging partnerships and enhancing student learning.

Outstanding Study Abroad and Immersion Programs
We offer exchange, summer, and immersion programs. SCU extends international opportunities not only to students but also to faculty and staff as well. As a community, we walk in the shoes of others to learn about our own place in the world.

“Unless our University, by its dynamism and commitment, fires students to make an impression upon their world, it has failed its most distinctive purpose.”
— FR. WILLIAM REWAK, IN HIS 1977 INAUGURAL ADDRESS AS PRESIDENT OF SANTA CLARA
A Transformative Experience

Santa Clara’s Casa de la Solidaridad program in El Salvador is purposely designed to be a transformative experience. To better understand the world and their relationship to others around the globe, students must delve into a community abroad. They must be immersed.

The Casa program emphasizes living and learning with local marginalized people and sharing the gritty political, social, and economic realities of their lives. No classroom alone could ever offer such insights, but the academic side of Casa is, indeed, rigorous.

Students attend classes at the University of Central America in San Salvador. Their teachers integrate the students’ direct immersion experience into the course structure, readings, and assignments. Then, the students are expected to take their new insights into the larger world. The track record of our Casa alumni doing just that is truly impressive.

“The real measure of our Jesuit universities lies in who our students become.”

— Peter Hans Kolvenbach, S.J.

Great Grads

Gabriele Gionti, S.J., M.Div., from Italy, currently on assignment at CERN, the European Center for Nuclear Research; Jacques Randrianary, S.J., licentiate student from Madagascar, currently studying at Loyola Marymount University; and Deogratias Mutayoba Rwezaura, S.J., doctoral student from Tanzania, currently back in Tanzania teaching and working with Jesuit Refugee Service.

Los Angeles

Jake David ’04 went to medical school and trained in the Los Angeles County Medical Center where he assisted the victims of violence and mental illness.

Philippines

Heidi Kallen ’05 spent two years in Peru following graduation where she worked at a women’s shelter and taught 5th and 6th grade English. She is currently co-director of Casa Bayanihan, a Philippines immersion program sponsored by the University of San Francisco, Ateneo de Manila University, and BCU beginning in the fall of 2011 and modeled after Casa de la Solidaridad.

El Salvador

Beth Tellman ’09 received the Fulbright Award and traveled back to El Salvador to study food security for coffee farmers. This project merged her academic interest in agricultural development and her passion for communities in need.

The Jesuit School of Theology

The Jesuit School of Theology of Santa Clara University (JST) is an international center for the culturally contextualized study of theology and ministry. The rapidly changing face of the Catholic Church requires leaders who are adept at understanding and appreciating different cultures. At JST, students from more than 40 countries draw on the wisdom of each other’s experience to learn to minister to others in diverse cultural contexts.
Justice and Sustainability

A commitment to social justice has profoundly shaped teaching, research, and community engagement at Santa Clara. Our Strategic Plan calls for more than just environmental sustainability; it also calls for advancing understanding of the ways in which sustainability and social justice intersect.

The Search for Missing Meals

Since 2005, the Hunger Index has tracked the need for food among the most vulnerable people in Silicon Valley. This past September, Santa Clara’s Drew Starbird, dean of the Leavy School of Business, shared research from the index at the fourth annual Hunger Issues Forum. Starbird presented, “Mapping the Meal Gap,” a report focused on Santa Clara and San Mateo counties, determining if families had access to enough meals to feed themselves.

To uncover how many meals are missed in Santa Clara and San Mateo Counties, Starbird and company combine census and county data to get a total for families in need and total food assistance received. A similar calculation is used in order to find the difference between the meal requirements of these families and the help they receive from county food assistance. By defining the scope of hunger in our community accurately, the Hunger Index helps local food assistance programs to make better decisions and investments. Although the index found that the need for food grew by 24.4 percent in Santa Clara County and 19.5 percent in San Mateo County, assistance grew by about 26 percent across the two counties—the result of families spending less on food and using more food assistance. Despite this increase in food assistance, the gap remained at 184 million missing meals, a sum that could feed 168,000 people for a year.

A daunting number for sure, but not one that eclipsed hope. “We have to use partnerships among government, universities, and private agencies such as the Second Harvest Food Bank,” Starbird said after presenting the Hunger Index. “By creating the Hunger Index together, Second Harvest and Santa Clara University are showing that through collaboration we can make some real differences.”

The Hunger Index

Need for food assistance: 2010

<table>
<thead>
<tr>
<th>County</th>
<th>2010 Need for Food Assistance</th>
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</thead>
<tbody>
<tr>
<td>Santa Clara</td>
<td>136.6 million meals missing</td>
</tr>
<tr>
<td>San Mateo</td>
<td>137.1 million meals missing</td>
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At the September 2010 Hunger Issues Forum, the Faces of Hunger collaborative photojournalism exhibit was unveiled. With narrative and photos taken by students from SCU’s Food and Agribusiness Institute and staff from Second Harvest Food Bank, the exhibit conveys the complex impact of the food bank on the clients, volunteers, and staff in the community.

160 Years of Sustainability

Starting in a time when today’s green technology was only science fiction, Santa Clara has been a steward of the environment and a leader in cleantech.

1851
SCU is founded and Jesuits are among the Silicon Valley’s first “locavores,” growing food on campus—a tradition continued by the Adobe Lodge today.

1902
President Kenna, S.J., helps lobby for the protection of the state’s redwoods and the creation of California’s first state park in Big Basin.

1930s
SCU’s Bernard R. Hubbard, S.J., “The Glacier Priest,” photographs his extensive Alaska travels. This documentation constitutes one of the largest collections of images of Alaska from that time and will help illuminate the scope of climate change.

1946
The University creates 88 apartments for enrolling veterans by reusing 28 prefabricated barracks.

1960s
Santa Clara University installs solar panels on a city building.

1970s
Professor Richard Pelley is a pioneer in the exploration of alternative fuels, sparking an interest in alternative energy research that continues today.

Late 1980s
The Green Club is founded. President William Rewak, S.J., leads conversations about sustainability with Stanford and San Jose State University.

1992
Faculty forum is established to create an Environmental Studies program at SCU.

Legacy of Stewardship

From saving the redwoods to building some of California’s first solar panels, Santa Clara has been at the vanguard of conservation. As the University approaches its goal of carbon neutrality by 2016, successes from the past will continue to inform decision making.
The issue of sustainability cannot be raised solely in select science and engineering courses. If our world is going to solve problems of the environment, social justice, and access to resources, input from all fields will be needed. This past year, 46 faculty members across disciplines participated in sustainability workshops, which featured lectures, discussion, and reading. Topics ranged from government policy to the nuances of California’s myriad ecosystems.

You can honestly say that SCU is one of the national leaders in education for sustainability,” John Farnsworth, lecturer in environmental writing and literature, says. “We work closely with the Association for the Advancement of Sustainability in Higher Education, and they know of no university that has trained more faculty than we did over the course of the past year.”

Sustainability across the Curriculum

Theatre & Dance
“Theater workshop, I work with students on using our modern dance idiom to comment on environmental justice. The class researched contemporary artists who are using dance in works connected to the environment. As a culmination of this experience, I’m developing an Environmental Learning and Social Justice class that will include a two-week ‘walk across California’ where students will start at the coast and hike into Yosemite.”
—David Popalisky, associate professor

Art & Art History

Education
“The ideas I gathered at the workshop are a resource I draw upon as our department engages in revisions to our M.A. program in Interdisciplinary Education’s emphasis in science, technology, environmental education, and mathematics.”
—Pedro Hernández-Ramos, associate professor and chair

Mid-1990s
Environmental Studies Institute is established, offering a minor in Environmental Studies for undergraduates.

2000
Undergraduates can major in Environmental Science or Environmental Studies.

2004–05
First Residential Learning Community with sustainability focus is established, then Cypress, now CyPli.

2006
SCU hires a Sustainability Coordinator.

2007
The SCU team competes in the University’s first Solar Decathlon—an international competition for sustainable building sponsored by the U.S. Department of Energy—finishing in third place. President’s Climate Commitment is signed.

2008
Office of Sustainability is established.

2009
SCU again finishes in third place at the International Solar Decathlon.

2010
The Climate Neutrality Action Plan is developed, creating a goal to achieve Climate Neutrality by the end of 2015. Fr. Singh funds first sustainability research grants for faculty.

2011
Santa Clara earns a silver in the STARS (Sustainability Tracking, Assessment & Rating System). The first university strategic plan in the nation to emphasize sustainability and social justice is approved.

Graduate certificates in renewable energy and M.S. in Sustainable Energy are offered at SCU. New Department of Environmental Studies and Sciences established.
Academic Community

Santa Clara’s academic community is the base on which the other four priorities rest. We will hire and retain faculty who adhere to the “Teaching Scholar” model. We know that students learn best when they engage with faculty whose passion for teaching is informed by their active scholarship. We will recruit students who have the preparation and motivation to benefit from the distinctive educational experience that Santa Clara offers. We will provide the facilities and the human and financial resources needed to make the Strategic Plan come to fruition.

Faculty

One mark of a healthy university is the consistent infusion of new tenure-track faculty.

<table>
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<tr>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
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<th>2011</th>
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<td>+13</td>
<td>+15</td>
<td>+14</td>
<td>+12</td>
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</table>

Students

An engaged and highly qualified student body is key to the University achieving its goals. For the fourth consecutive year, SCU received a record number of applicants, 11,787, which represents 25 percent increase over the last four years. Over this time, the average high school GPA and test scores of students accepted into Santa Clara have increased. Here’s a closer look at the 1,296 students who make up the class of 2014.

Class of 2011 | Class of 2014
--- | ---
3.5 | 3.6 GPA
597 | 610 SAT Verbal
618 | 640 SAT Math
27 | 28 ACT

Where they come from:

- 40% out of state
- 37 states
- 16 foreign countries
- 48% public high schools
- 12% Jesuit high schools
- 24% other Catholic high schools

Assessment of Student Engagement

After demonstrating improvement across a variety of college measurements, Santa Clara was chosen from more than a thousand schools by NSSE, a national survey of more than 1,000 colleges, to be featured in an upcoming report on model institutions. By examining student outcomes, Santa Clara will continue to identify areas of strength and places to improve.

Assessment: National Survey of Student Engagement

A nationwide survey of college freshmen and seniors assesses the extent to which the respondents are involved in educational practices empirically linked to high levels of learning and development. NSSE developed five benchmarks of effective educational practice. In every benchmark, expressed in a 100-point scale, SCU seniors scored significantly higher than the national average for all college seniors.

- Average GPA for Seniors at Santa Clara: 3.6
- SAT Math: 615
- SAT Verbal: 637
- ACT: 28

Where they come from:

- 30% out of state
- 37 states
- 16 foreign countries
- 54% public high schools
- 12% Jesuit high schools
- 24% other Catholic high schools

Learning to Improve

SCU not only assesses its student-engagement efforts, it also acts upon those assessments. The NSSE Institute has chosen the University to participate in its “Learning to Improve: A Study of Evidence-Based Improvement in Higher Education” project, which is ongoing. Santa Clara is one of eight institutions chosen for this study because it has shown a pattern of significantly improved NSSE results over time.
SCU provides students an important learning opportunity by hiring faculty who embody the teaching scholar model—educators who are as committed to their research as they are to the development of their students.

Associate Professor of Biology Leilani Miller, who studies how genes affect cell fate, is among those who embrace this concept. Undergraduates in her classes and research lab not only learn the basic skills to succeed as scientists, but some conduct cutting-edge research alongside their teacher, “asking questions that nobody in the world has answers to,” according to Miller.

Fernando Meza Gutierrez ‘11

“I learned a lot from Dr. Miller. I entered SCU as pre-med, but I became passionate about research and I’m now applying to grad school. It makes a difference having a faculty mentor that you feel believes in you and has full trust and support in you.”

— Fernando Meza Gutierrez ‘11

By designing research projects of their own and working at a high level in the lab, undergraduates get the chance to discover what they’re good at and what they’re passionate about—before they’ve applied to graduate school.

Graduates of Miller’s lab have moved on to the top biology graduate programs in the country including Harvard and MIT. Many others go on to med school. Miller is confident that “after our students have been through a research lab working closely with faculty, they already are functioning at a grad school level.”

Scott Montgomery ’08, a biology major who is currently in his third year of medical school at St. Louis University, says, “I didn’t just learn through anecdotal experience, but by running experiments and writing grants with Dr. Miller. I found having close interaction with someone who is above your level of expertise to be very useful.”

In the Classroom
Miller pulls from her experience in the lab to inform classroom discussion. She sees biology classes existing on a continuum, starting with basic skills-based lab work, where students learn “by the book” techniques that they can apply to more advanced classes.

Lab Work
New Understanding and Experience Enriches Classroom Instruction

Learning to Research
Next, students have classes that provide authentic research experiences. These classes require students to begin with a question, set up an experiment, perform it in the lab, analyze the data, and finally present the results. “Often times students learn the most when they have to troubleshoot their own experiments,” says Miller.

At the end of this continuum are opportunities for undergraduates to participate in research being conducted by faculty.

The Student Experience
By designing research projects of their own and working at a high level in the lab, undergraduates get the chance to discover what they’re good at and what they’re passionate about—before they’ve applied to graduate school.

Enthusiasm for Continuing Study
Graduates of Miller’s lab have moved on to the top biology graduate programs in the country including Harvard and MIT. Many others go on to med school. Miller is confident that “after our students have been through a research lab working closely with faculty, they already are functioning at a grad school level.”

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2 Learning to Research

3 The Student Experience

5 Feedback into Teaching and Research
Being an active researcher continually informs Miller’s teaching. During a sabbatical when she worked in a lab at UC Santa Cruz, she learned new techniques. Before incorporating them into her practice back at her SCU lab, she brought them into the classroom. While research improves her teaching, the inverse is just as true. For Miller, interaction with students is a two-way street. Some of her best insights have sprung out of conversations with students, including additions to grant proposals.

4 Enthusiasm for Continuing Study
Graduates of Miller’s lab have moved on to the top biology graduate programs in the country including Harvard and MIT. Many others go on to med school. Miller is confident that “after our students have been through a research lab working closely with faculty, they already are functioning at a grad school level.”

Scott Montgomery ’08, a biology major who is currently in his third year of medical school at St. Louis University, says, “I didn’t just learn through anecdotal experience, but by running experiments and writing grants with Dr. Miller. I found having close interaction with someone who is above your level of expertise to be very useful.”

The Teaching Scholar Model
2010–11 Highlights

Student Awards

Sociology major Laura Snowden ’13 was honored with the California Campus Compact’s Newman Civic Fellow award for work with the nonprofit organization she co-founded, focusing on continued efforts to rebuild New Orleans.

Meghan Mooney ’09 received a Fulbright Award to study recycling and sustainability in Brazil. She was the co-captain of SCU’s 2007 Solar Decathlon team.

Linda Wuestehube ’10 won the American Intellectual Property Law Association award for top intellectual-property law student in the nation. She was the first Santa Clara Law student to receive this honor.

John Reyes, a second-year Master of Divinity student at the Jesuit School of Theology of Santa Clara, was recognized with a $10,000 Ministry Fellowship by The Fund for Theological Education.

Civic Engagement

Santa Clara was admitted to the 2010 President’s Higher Education Community Service Honor Roll for the fifth consecutive year.

SCU was one of six universities recognized by the Washington Center for Internships and Academic Seminars for exceptional commitment to civic engagement and service learning. Santa Clara was chosen for its new Core Curriculum requiring students to work with marginalized communities.

Angelo Ancheta, law professor and director of the University’s Katharine and George Alexander Community Law Center, was elected to join the California Citizens Redistricting Commission to redraw legislative, congressional, and other voting districts in California.

Associate Professor of Law Catherine J. K. Sandoval was appointed by California Gov. Jerry Brown ’59 to the California Public Utilities Commission.

Facility and Staff Awards

The National Academy of Sciences elected Director of Conservation Science Programs Peter Kareiva as a member for his distinguished achievement in original research. Kareiva teaches courses for SCU’s Environmental Studies Institute and is chief scientist for The Nature Conservancy, which promotes science-based conservation and partnerships.

Ed Maurer, associate professor of civil engineering, received a Fulbright Visiting Scholarship to Chile where he will research the effect of climate change on water resources. Maurer was also one of 21 Google Fellows tasked with developing more effective ways to communicate the science of climate change.

Professor of Biology Elizabeth Dahlhoff was awarded a Fulbright Visiting Scholarship to Finland for research on genetic changes in insects related to shifts in environmental temperature.

Terry Shoup, mechanical engineering professor and former dean of the School of Engineering, was inducted into the Silicon Valley Engineering Hall of Fame, joining 10 other SCU faculty and alumni.

California Campus Compact bestowed the Richard E. Cone Award on Associate Director of the Ignatian Center for Jesuit Education Laurie Laird for her work with more than 50 community-campus partnerships and annual oversight of 1,200 students in social justice work.

Terry Shoup

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Facilities

For a third straight year, SCU used the most green power in the West Coast Conference, making it the 2010-11 Individual Conference Champion in the U.S. Environmental Protection Agency’s College and University Green Power Challenge.

SCU received a silver rating in the STARS program, the nation’s first comprehensive sustainability rating system for colleges and universities. The rating was determined by University initiatives in three key areas: education and research, operations, and planning, administration, and engagement.

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The new eco-friendly University Villas student apartments, located on five acres at 1260 Campbell Avenue, accommodate 440 junior and senior students.

The University bookstore underwent a complete renovation in 2011, adding an expanded textbook department, a technology center, and a more accessible book order and buyback counter.

Sports

Women’s rugby ranked nationally for the first time in history. The Division II Bronco Rugby Union Women’s Side played in the Sweet 16 Championships in San Diego, earning the distinction as the top women’s rugby team in Northern California and a national ranking of No. 15.

Men’s basketball played in the post-season for the first time in 15 years, winning the CollegeInsider.com Tournament (CIT). The team’s overall record of 24–14 was the best since the 1968-69 season.

Rankings and Ratings

<table>
<thead>
<tr>
<th>Category</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
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<tr>
<td>U.S. News &amp; World Report</td>
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<tr>
<td>Undergraduate</td>
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<td>2”</td>
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<tr>
<td>School of Business “Executive MBA”</td>
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<td>15</td>
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<td>150</td>
<td>115</td>
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<td>Kiplinger’s Personal Finance</td>
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<tr>
<td><em>Best Value in Private Universities</em></td>
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<td>43</td>
<td>43</td>
<td>44</td>
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<tr>
<td>Silicon Valley/San Jose Business Journal</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td><em>Best Places to Work, Big Companies</em></td>
<td>8</td>
<td>8</td>
<td>5</td>
<td>—</td>
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<tr>
<td>Princeton Review’s Top Colleges</td>
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<tr>
<td>President’s Honor Roll for Community Service</td>
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</table>

*Some FY12 ranks were unavailable at the time of publication.
*Red color indicates most recent, highest ranking.

Science Teaching—Scholars Awarded Grants

Elizabeth Dahlhoff, professor of biology, received an additional $56,768 from the National Science Foundation to support research on the ecological and evolutionary responses to environmental change in Sierra Nevada beetle populations. Research Corporation for Science Advancement’s Cottrell College Science Awards were granted to Steve Suljak, assistant professor of chemistry and biochemistry, and John Birmingham, assistant professor of physics, in the amount of $70,000 for research on crab neural systems; and to Korin Wheeler, assistant professor for chemistry and biochemistry, in the amount of $45,000 for research on human health and the environmental implications of nanoparticles.

Leadership Changes

Dennis Jacobs joined Santa Clara as provost and vice president for academic affairs from University of Notre Dame in August 2011.

Former SCU President William Rewak, S.J., returned to campus as chancellor in August 2011.

Mick McCarthy, S.J., assumed leadership for the Ignatian Center for Jesuit Education in July 2011.

Four new members were added to the University’s Board of Trustees: Patti Bolzano ’71 (ex officio), board of directors member for Girls Inc. of the Central Coast; Bill Coleman, partner at venture capital company Alcop Louis Partners and software technology industry veteran; John Michael Sobrato ’83, CEO for the prominent Silicon Valley real estate investment company Sobrato Organization; and Scott Santarosa, S.J. ’88, pastor at the Los Angeles Dolores Mission parish.

Alumnus Gift Supports Energy Education

The School of Engineering received a $1.3 million gift from an engineering alumnus to create a new scholar program for photovoltaic research. The donation will help the school launch the Latimer Energy Laboratory Scholars Program in the 2011–12 academic year to support teaching and research in sustainable energy.
Student Statistics

<table>
<thead>
<tr>
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<td>Caucasian</td>
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<td>1,377</td>
<td>2,174</td>
<td>1,358</td>
<td>2,470</td>
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<td>962</td>
<td>1,395</td>
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<td>309</td>
<td>254</td>
<td>739</td>
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<tr>
<td>African American</td>
<td>212</td>
<td>79</td>
<td>229</td>
<td>79</td>
<td>192</td>
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<tr>
<td>Native American</td>
<td>10</td>
<td>13</td>
<td>29</td>
<td>16</td>
<td>18</td>
<td>11</td>
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<tr>
<td>Other</td>
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<td>603</td>
<td>997</td>
<td>546</td>
<td>956</td>
<td>548</td>
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<tr>
<td>Total</td>
<td>5,107</td>
<td>3,724</td>
<td>5,200</td>
<td>3,646</td>
<td>5,267</td>
<td>3,491</td>
</tr>
</tbody>
</table>

Alumni Impart Wisdom and Inspire 2011 Graduates

Sharon M. K. Kugler ’81, the first Catholic woman chaplain for Yale University, spoke at the graduate commencement ceremony. Alumni Dr. Khaled Hosseini ’88, bestselling author and physician, was the commencement speaker for the undergraduate class of 2011.

President’s Speaker Series & Law School Centennial

In 2011, the School of Law celebrated its centennial. Several events were held in honor of the milestone:

- The President’s Speaker Series focused on the theme “Law and Our Changing Society.” Two of the speakers included alumni Leon Panetta ’60, J.D. ’63, now U.S. Secretary of Defense, and Google’s Chief Legal Officer David Drummond ’85.
- The School of Law hosted a reenactment of the 1912 “trial of our century” of famed labor attorney Clarence Darrow for jury-tampering.
- Bannan Hall installed a commissioned bronze bas-relief sculpture, “Centennial,” by Jerry Smith ’58, J.D. ’65.

WASC Accreditation

The University was one of just a select number of schools to be reaccredited for the maximum period of 10 years by the Western Association of Schools and Colleges. WASC specially commended SCU for the University’s ability to measure the impact of its mission on students and the demonstrably high rate at which students are transformed by the mission.
Financial Overview

Weathering the Storm
The past several years have been difficult for many people. Santa Clara recognizes that students and their families are challenged by tight economic conditions and strives to achieve the highest-quality education possible at a price they can afford. Santa Clara University undergraduate students received an estimated $71 million in grant aid from various sources during the 2010-11 academic year, reflecting an ongoing commitment to making a Santa Clara education accessible to qualifying students. Financial aid packages decrease costs substantially—with 81 percent of students receiving some form of aid from scholarships, grants, loans, and campus employment. When compared to some public universities having an average time to graduation of longer than five years, Santa Clara offers a more cost-effective education. In fact, Kiplinger’s Personal Finance placed Santa Clara among the “100 best values in private colleges” for the fifth consecutive year, ranking SCU No. 44.

As the country begins to pull out of the recession, the recent financial story at Santa Clara comes into focus. Through steadfast management of the University endowment, enthusiastic support from alumni, and timely donations from friends, many financial metrics have returned to precession levels. By the end of the 2010-11 academic year, the endowment had surpassed the 2007 high of $700 million. Alumni participation reached its highest point since 2006, rebounding to 20.3 percent. When 190 students faced financial difficulties during the worst of the recession, donations from alumni and friends totaling $1.9 million kept their dreams of a college education alive. While the global economy remains unsettled and families continue to struggle with the affordability of college, Santa Clara remains dedicated to providing top value to students now and in the future.

Revenue

<table>
<thead>
<tr>
<th>Source</th>
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<tbody>
<tr>
<td>Tuition and fees</td>
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<tr>
<td>Other sources</td>
<td>$17.7</td>
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<tr>
<td>Sales and services of auxiliary enterprises</td>
<td>$25.5</td>
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<tr>
<td>Private gifts, grants, and contracts</td>
<td>$13.0</td>
</tr>
<tr>
<td>Endowment income</td>
<td>$28.2</td>
</tr>
<tr>
<td>Total revenue</td>
<td>$355.1</td>
</tr>
</tbody>
</table>

Expenses

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<tr>
<th>Expense</th>
<th>Millions</th>
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</thead>
<tbody>
<tr>
<td>Operating expenses</td>
<td>$62.0</td>
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<tr>
<td>Library acquisitions</td>
<td>$4.8</td>
</tr>
<tr>
<td>Debt repayment</td>
<td>$13.7</td>
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<tr>
<td>Capital renewal and replacement</td>
<td>$19.0</td>
</tr>
<tr>
<td>Finances aid</td>
<td>$62.9</td>
</tr>
<tr>
<td>Retained reserves/capital investments</td>
<td>$20.6</td>
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<tr>
<td>Faculty salaries</td>
<td>$61.4</td>
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<tr>
<td>Staff salaries</td>
<td>$59.7</td>
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<tr>
<td>Student wages</td>
<td>$6.1</td>
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<tr>
<td>Benefits</td>
<td>$38.3</td>
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<tr>
<td>Total expenses</td>
<td>$355.1</td>
</tr>
</tbody>
</table>

Impact of Giving
Alumni donations make Path to Peace trip possible

Standing outside St. Patrick’s Cathedral, Jose Dorador ’12 couldn’t believe his eyes. He whipped out his camera and started snapping pictures. But he wasn’t aiming his viewfinder at some of New York’s most stunning architecture.

“I had never been to New York and it was Sunday right after Mass,” he says. “I couldn’t stop taking pictures of the crowds. I’d never seen that many people before.”

In May 2011, Dorador, along with Laura Snowden ’13, traveled to New York City to participate in the annual weeklong conference sponsored by the Path to Peace Foundation—a trip made possible by the support of alumni and friends of Santa Clara. The Vatican’s ambassador to the United Nations hosted the students during the conference, which included interviews, tours, meetings, and in-depth discussions with committee members of the United Nations.

Fundraising 2010–2011
(Total $23,629,712)

SCU Alumni Giving Participation
Alumni giving is regarded as one of the ways to measure alumni satisfaction. Also, many foundations and corporations consider alumni giving when awarding grants for research and student programs.

“Opportunities like these help students expand their worldview and consider the rich and challenging traditions of Catholic social teaching and their faith,” said Fr. Michael E. Engh, who invited Snowden and Dorador to take part in the conference.

“Seeing the inner workings of the UN will stay with Snowden and Dorador for a lifetime, and the lessons from this trip are already guiding their work.

“I remember how refreshing it was to meet other college students from across the country who were so committed to social justice and their faith,” says Snowden, who studied abroad at Casa de la Solidaridad in El Salvador after returning from New York. “All the students at the conference were very passionate and committed to both international and domestic issues relating to peace and justice. It was a unique opportunity to exchange ideas.”
Through careful stewardship, the Santa Clara University Endowment continues to support the University’s mission. By the end of the 2011 fiscal year the endowment had reached $725 million, its highest value ever.

The current annual spending of the endowment is about 4 percent, which totaled $28.2 million in 2010–11. This money provides support to Santa Clara commitments ranging from endowed faculty chairs to student financial aid.

John Kerrigan, chief investment officer, sums up the University’s investment approach as “risk adjusted return.” Along with the members of the Board of Trustees, the Investment Office at SCU seeks to find the best balance between tried and true investment methods, while remaining cognizant of the extreme volatility of today’s market.

“Our hope is that the endowment will continue to play an important role in the mission of the University as it pursues ambitious strategic goals,” says Kerrigan.

### Historical Endowment Values

<table>
<thead>
<tr>
<th>Year</th>
<th>Value (in millions)</th>
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<tbody>
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<tr>
<td>1996</td>
<td>323</td>
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<tr>
<td>1997</td>
<td>383</td>
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<td>1999</td>
<td>562</td>
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<tr>
<td>2000</td>
<td>691</td>
</tr>
<tr>
<td>2001</td>
<td>725</td>
</tr>
</tbody>
</table>

### Use of the Endowment

- **Faculty chairs**: $6,063,000 (21.5%)
- **Operations and programs**: $10,913,400 (38.7%)
- **General scholarships**: $10,123,800 (35.9%)
- **Athletic scholarships**: $930,600 (3.3%)

- **Prizes and awards**: $169,200 (0.6%)

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- S.J.
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- Kapil K. Nanda
- John L. Ocampo
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- S.J.
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- John M. Sobrato
- Larry W. Sonnini
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- James P. Leupp
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- Dainiel Mount
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- Julie O. Vot
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- Patrick Yam
- *ex officio
Paper Choice—Environmental Benefits Statement

Using post-consumer waste fiber


Calculations based on research by the Environmental Defense Fund, the Environmental Paper Network, and other members of the Paper Task Force.