



# Dickinson College *STARS REPORT*

**Date Submitted:** April 30, 2012

**Rating:** Gold

**Score:** 69.73

**Online Report:** [Dickinson College](#)

**STARS Version:** 1.2

# Wait, Wait! Don't Print Me!

To reduce paper consumption, this document has been designed to be browsed quickly and easily on computer screens using Adobe Reader. The following special features have been embedded:

## Moving Around in the Document

- **Summary of Results Links** - Headings in the Summary of Results are links, which can be clicked to take you directly to the referenced page.
- **Bookmarks** - You can jump to segments of the document quickly and easily using the Bookmarks provided in the document. To access the Bookmarks, click on the "Bookmarks" tab on the left side of the Adobe Reader window – it's the icon that looks like a sheet of paper with a blue ribbon hanging over the upper left corner.
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If these features don't meet your on-screen reading needs, please consider printing only the sections you need, printing double-sided, and using recycled-content paper or paper that has already been printed on one side.

# About STARS

The Sustainability Tracking, Assessment & Rating System (STARS<sup>®</sup>) is a transparent, self-reporting framework for colleges and universities to gauge relative progress toward sustainability. STARS was developed by [AASHE](#) with broad participation from the higher education community.

STARS is designed to:

- Provide a framework for understanding sustainability in all sectors of higher education.
- Enable meaningful comparisons over time and across institutions using a common set of measurements developed with broad participation from the campus sustainability community.
- Create incentives for continual improvement toward sustainability.
- Facilitate information sharing about higher education sustainability practices and performance.
- Build a stronger, more diverse campus sustainability community.

The STARS framework is intended to engage and recognize the full spectrum of colleges and universities in the United States and Canada – from community colleges to research universities, and from institutions just starting their sustainability programs to long-time campus sustainability leaders. STARS encompasses long-term sustainability goals for already high-achieving institutions as well as entry points of recognition for institutions that are taking first steps toward sustainability.

[STARS 1.0](#), which launched on January 19, 2010, after a three-year development process, is the first version of STARS in which participants can earn a rating.

## About AASHE

STARS is a program of AASHE, the [Association for the Advancement of Sustainability in Higher Education](#). AASHE is a [member-driven organization](#) with a mission to empower higher education to lead the sustainability transformation. [Learn more about AASHE](#).

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Innovation	221

# Summary of Results

**Score** 69.73

**Rating:** Gold

<b>Education &amp; Research</b>	<b>70.20%</b>
Co-Curricular Education	16.12 / 18.00
Curriculum	27.01 / 51.00
Research	24.26 / 27.00
<b>Operations</b>	<b>50.94%</b>
Buildings	7.63 / 13.00
Climate	4.44 / 16.50
Dining Services	6.56 / 8.50
Energy	2.04 / 16.50
Grounds	3.00 / 3.25
Purchasing	5.03 / 7.50
Transportation	7.01 / 12.00
Waste	5.67 / 12.50
Water	9.56 / 10.25
<b>Planning, Administration &amp; Engagement</b>	<b>76.06%</b>
Coordination and Planning	18.00 / 18.00
Diversity and Affordability	13.75 / 13.75
Human Resources	13.54 / 19.75
Investment	8.04 / 16.75
Public Engagement	17.41 / 24.75
<b>Innovation</b>	<b>4.00</b>
Innovation	4.00 / 4.00

*The information presented in this submission is self-reported and has not been verified by AASHE or a third party. If you believe any of this information is erroneous, please see the [process for inquiring](#) about the information reported by an institution.*

# Education & Research

Score 70.20%

## Co-Curricular Education

Points Claimed 16.12

Points Available 18.00

This subcategory seeks to recognize institutions that provide their students with sustainability learning experiences outside the formal curriculum. Engaging in sustainability issues through co-curricular activities allows students to deepen and apply their understandings of sustainability principles. Institution-sponsored co-curricular sustainability offerings, often coordinated by student affairs offices, help integrate sustainability into the campus culture and set a positive tone for the institution.

Credit	Points
Student Sustainability Educators Program	3.37 / 5.00
Student Sustainability Outreach Campaign	5.00 / 5.00
Sustainability in New Student Orientation	2.00 / 2.00
Sustainability Outreach and Publications	4.00 / 4.00
Student Group	0.25 / 0.25
Organic Garden	0.25 / 0.25
Model Room in a Residence Hall	0.00 / 0.25
Themed Housing	0.25 / 0.25
Sustainable Enterprise	0.25 / 0.25
Sustainability Events	0.25 / 0.25
Outdoors Program	0.25 / 0.25
Themed Semester or Year	0.25 / 0.25

# Student Sustainability Educators Program

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**Score**

3.37 / 5.00

**Responsible Party**

**Daniel Webster**  
Sustainability Projects Coordinator  
Center for Sustainability Education

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## Criteria

Institution coordinates an ongoing peer-to-peer sustainability outreach and education program for degree-seeking students. The institution:

- Selects or appoints students to serve as educators and formally designates the students as educators,
- Provides formal training to the educators in how to conduct outreach, and
- Offers faculty or staff and/or financial support to the program.

This credit focuses on programs for degree-seeking students enrolled in a for-credit program. Continuing education and/or non-credit students are excluded from this credit.

Student clubs or groups, which are covered by *Co-Curricular Education Tier Two Credit 1*, are not eligible for this credit unless the group meets the criteria outlined above.

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## Submission Note:

The Eco-Reps website will be complete by Fall 2011.

"---" indicates that no data was submitted for this field

## Total number of degree-seeking students enrolled at the institution :

2340

## Program name (1st program) :

Eco-Reps Program

## Number of students served by the program to whom peer-to-peer sustainability outreach and education is offered (1st program) :

1577

## A brief description of the program, including examples of peer-to-peer outreach activities (1st program) :

The Eco-Reps program is a volunteer, peer-educator program to teach students in the residence hall basic sustainability practices. This education is accomplished through waste auditing, composting, and events-based initiatives.

Peer-to-peer activities include but are not limited to screenings of relevant sustainability movies--No Impact Man and Haynesville--local [stars.aashe.org](http://stars.aashe.org)

food dinners in the dorm, and energy workshops.

**A brief description of how the student educators are selected (1st program) :**

Students are selected via a general application that requests basic information regarding their reasons for wanting to become an Eco-Rep and any previous experience he/she may have within the environmental field.

**A brief description of the formal training that the student educators receive (1st program) :**

III. A three-hour training session is required for all incoming Eco-Reps. The Eco-Reps student manager and a sustainability coordinator train the group of students by utilizing the Eco-Reps Training Manual that was designed by a student intern and approved by the Center for Sustainability Education in the summer of 2010. During the training session, students are provided an overview of their responsibilities, general knowledge about sustainability programs at Dickinson, and programs they are required to manage throughout the semester.

**A brief description of the staff and/or other financial support the institution provides to the program (1st program) :**

Currently, we are provided limited monetary support out of the Mellon Grant that served as the funds to launch the Center for Sustainability Education.

**The website URL for 1st Program :**

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**Program name (2nd program) :**

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**Number of students to whom peer-to-peer sustainability outreach and education is offered (2nd program) :**

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**A brief description of the program, including examples of peer-to-peer outreach activities (2nd program) :**

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**A brief description of how the student educators are selected (2nd program) :**

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**A brief description of the formal training that the student educators receive (2nd program) :**

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**A brief description of the staff and/or other financial support the institution provides to the program (2nd program) :**

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**The website URL for 2nd program :**

[stars.aashe.org](http://stars.aashe.org)

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**Program name (3rd program) :**

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**Number of students to whom peer-to-peer sustainability outreach and education is offered (3rd program) :**

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**A brief description of the program, including examples of peer-to-peer outreach activities (3rd program) :**

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**A brief description of how the student educators are selected (3rd program) :**

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**A brief description of the formal training that the student educators receive (3rd program) :**

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**A brief description of the staff and/or other financial support the institution provides to the program (3rd program) :**

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**The website URL for 3rd program :**

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**Program name (All other programs) :**

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**Number of students to whom peer-to-peer sustainability outreach and education is offered (All other programs) :**

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**A brief description of the program, including examples of peer-to-peer outreach activities (All other programs) :**

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**A brief description of how the student educators are selected (All other programs) :**

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**A brief description of the formal training that the student educators receive (All other programs) :**

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**A brief description of the staff and/or other financial support the institution provides to the program (All other programs) :**

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**The website URL for all other programs :**

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# Student Sustainability Outreach Campaign

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**Score**

5.00 / 5.00

**Responsible Party**

**Daniel Webster**

Sustainability Projects Coordinator  
Center for Sustainability Education

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## Criteria

Institution holds at least one sustainability-related outreach campaign directed at students. The campaign yields measurable, positive results in advancing sustainability. The sustainability-related outreach campaign may be conducted by the institution, a student organization, or students in a course.

To measure if the campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign.

The campaign could take the form of a competition (such as a residence hall conservation competition), or a collective challenge (such as a campus-wide drive to achieve a specific sustainability target).

The campaign may focus on one or more sustainability issues, but educating students is a primary feature of the campaign.

The campaign may reach additional campus members (faculty, staff, visitors, etc.) as long as students are one of the audiences of the campaigns.

The following impacts are not sufficient for this credit:

- Increased awareness
  - Additional members of a mailing list or group
- 

## Submission Note:

A more comprehensive sustainability website will debut in late Summer/early Fall and will include more information on our sustainability outreach campaigns.

"---" indicates that no data was submitted for this field

**Does the institution hold a campaign that meets the criteria for this credit? :**

Yes

**The name of the campaign(s) :**

RecycleMania 2008

**A brief description of the campaign(s) :**

Dickinson College participated in the 2008 RecycleMania, a nationwide competition between universities and colleges to improve campus recycling participation. As a campus-wide campaign, RecycleMania impacted the entire student body. During the competition, the Office of Sustainability increased the number of recycling bins in key locations on campus, hosted tables outside of sports events to provide quick locations for participants and audience members to recycle beverage containers, hosted “Trash on the Plaza,” a demonstrational event to show students what really went into their trash, and participated in a heavy marketing campaign for recycling participation. The “Trash on the Plaza” event provided Dickinson with an upper limit goal for recycling participation.

**A brief description of the measured positive impact(s) of the campaign(s) :**

The Sustainability Office staff members also concocted a rivalry in recycling numbers with nearby Gettysburg College. Participation in the competition commenced from January 27, 2008 to April 7th, 2008. At the conclusion of the event, Dickinson ranked 65th in the nation (out of 200) and 7th in the state of Pennsylvania (21 participants). Through the course of the challenge, Dickinson improved its total recycled volume from 19.33% of total trash stream to 32.10% at the challenge’s conclusion in April. (There was no major events or changes from the College during this time that would have impacted the recycling rates recorded)

Because the recycling rate of the Dickinson College population increased following the RecycleMania campaign, the College can demonstrate that the campaign led to a measurable, positive impact on the sustainability of the institution.

**The website URL where information about the sustainability outreach campaign(s) is available :**

<http://www.dickinson.edu/academics/distinctive-opportunities/sustainability-education/content/About-CESE/>

# Sustainability in New Student Orientation

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**Score**

2.00 / 2.00

**Responsible Party**

**Daniel Webster**

Sustainability Projects Coordinator  
Center for Sustainability Education

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## Criteria

Institution includes sustainability prominently in its new student orientation activities and programming. Sustainability activities and programming are made available to all new students and are intended to educate about the principles and practices of sustainability.

Because orientation activities vary from one institution to another, prominent inclusion of sustainability may not take the same form on each campus. When reporting for this credit, each institution will determine what prominent inclusion of sustainability means given its particular context.

As this credit is intended to measure sustainability being infused throughout the institution, program or discipline-level orientations are not included in this credit.

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*"---" indicates that no data was submitted for this field*

## Does the institution include sustainability prominently in new student orientation? :

Yes

## A brief description of how sustainability is included prominently in new student orientation :

Dickinson College has been methodically increasing their programmatic efforts during new student orientation. This year we were provided an informational booth for both parents and students to be aware of the many educational and extra-curricular programs Dickinson offers in sustainability. Additionally, a one-hour program was presented by two sustainability coordinators to the entire incoming first year class.

Discover Dickinson is a day designed for service and learning opportunities. Faculty and/or staff leads these events and these groups comprise about 10-15 first year students. This year four sustainably-focused opportunities were options for students:

- A Bicycle trip that stopped out local restaurants and businesses supporting sustainability efforts in the Borough of Carlisle where the college is located.
- Planting a medicinal herb garden on campus
- Making a batch of biodiesel
- A GIS-based event that mapped historical landmarks around town

**The website URL where information about sustainability in new student orientation is available :**

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# Sustainability Outreach and Publications

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**Score**

4.00 / 4.00

**Responsible Party**

**Daniel Webster**

Sustainability Projects Coordinator  
Center for Sustainability Education

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## Criteria

Institution produces outreach materials and/or publications that foster sustainability learning and knowledge. The publications and outreach materials may include the following:

- A central sustainability website that consolidates information about the institution's sustainability efforts
  - A sustainability newsletter
  - A vehicle to publish and disseminate student research on sustainability
  - Building signage that highlights green building features
  - Food service area signage and/or brochures that include information about sustainable food systems
  - Signage on the grounds about sustainable groundskeeping strategies employed
  - A sustainability walking map or tour
  - A guide for commuters about how to use alternative methods of transportation
  - A guide for green living and incorporating sustainability into the residential experience
  - Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat
  - Other
- 

"---" indicates that no data was submitted for this field

**Does the institution have a central sustainability website that consolidates information about the institution's sustainability efforts? :**

Yes

**A brief description of the central sustainability website that consolidates information about the institution's sustainability efforts :**

The sustainability at Dickinson College website provides our working definition of sustainability and provides link to various sustainability initiatives in the areas of: research and education, campus operations, governance and finance, and campus culture.

**The website URL for the central sustainability website that consolidates information about the institution's sustainability efforts :**

<http://www.dickinson.edu/about/sustainability/>

**Does the institution have a sustainability newsletter? :**

Yes

**A brief description of the sustainability newsletter :**

The sustainability newsletter was started in Fall 2009 and is managed by the Center for Sustainability Education's interns. It is disseminated weekly and includes sustainable work and volunteer opportunities, campus events, and tips.

**The website URL for the sustainability newsletter :**

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**Does the institution have a vehicle to publish and disseminate student research on sustainability? :**

Yes

**A brief description of the vehicle to publish and disseminate student research on sustainability :**

Dickinson holds an Earth Issues seminar monthly, which is hosted by the Environmental Studies Department. One seminar is dedicated solely to student research projects on sustainability.

**The website URL for the vehicle to publish and disseminate student research on sustainability :**

<http://www.dickinson.edu/academics/programs/environmental-studies/content/Environmental-Studies-Earth-Issues-Seminars/>

**Does the institution have building signage that highlights green building features? :**

Yes

**A brief description of building signage that highlights green building features :**

Althouse Hall, that received a LEED gold certification in December, has multiple presentations in the building to showcase the many green building features throughout this academic building. Additionally, future buildings that are renovated or built with green building features will have similar signs.

**The website URL for building signage that highlights green building features :**

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**Does the institution have food service area signage and/or brochures that include information about sustainable food systems? :**

Yes

**A brief description of food service area signage and/or brochures that include information about sustainable food systems :**

The main dining hall at Dickinson has a display that identifies local farms where dining services procures goods, and the Dickinson College Farm has brochures designed as Admissions hand-outs for prospective students.

**The website URL for food service area signage and/or brochures that include information about sustainable food systems :**

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**Does the institution have signage on the grounds about sustainable grounds-keeping strategies employed? :**

Yes

**A brief description of signage on the grounds about sustainable grounds-keeping strategies employed :**

There are signs located in the edible landscaping plots that encourage community members to pick the vegetables and fruit when they are in season.

**The website URL for signage on the grounds about sustainable grounds-keeping strategies employed :**

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**Does the institution have a sustainability walking map or tour? :**

Yes

**A brief description of the sustainability walking map or tour :**

Tours are provided by sustainability interns or the sustainability projects coordinator for Family Weekend and by request from other colleges and universities. The sustainability projects coordinator handles the logistics of the tour on a case by case basis.

The College Farm is designing a self-guided tour that will include a walking map with points of interest that are connected to a podcast informational session.

**The website URL of the sustainability walking map or tour :**

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**Does the institution have a guide for commuters about how to use alternative methods of transportation? :**

Yes

**A brief description of the guide for commuters about how to use alternative methods of transportation :**

There is literature at the Department of Public Safety that provides information on our Zipcar and Redbike programs. Both programs are open to any Dickinson community member.

**The website URL for the guide for commuters about how to use alternative methods of transportation :**

**Does the institution have a guide for green living and incorporating sustainability into the residential experience? :**

No

**A brief description of the guide for green living and incorporating sustainability into the residential experience :**

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**The website URL for the guide for green living and incorporating sustainability into the residential experience :**

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**Does the institution have regular coverage of sustainability in the main student newspaper (either through a regular column or a reporter assigned to the sustainability beat)? :**

Yes

**A brief description of regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat :**

Every issue of The Dickinsonian last fall featured an article related to a sustainability event, program, or initiative. We have an archive at CSE dedicated to our coverage in The Dickinsonian.

**The website URL for regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat :**

<http://www2.dickinson.edu/dickinsonian/>

**Does the institution produce another sustainability publication or outreach material not covered above? (1st material)**

:

No

**A brief description of this material :**

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**The website URL for this material :**

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**Does the institution produce another sustainability publication or outreach material not covered above? (2nd material) :**

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**A brief description of this material :**

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**The website URL for this material :**

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**Does the institution produce another sustainability publication or outreach material not covered above? (3rd material) :**

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**A brief description of this material :**

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**The website URL for this material :**

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**Does the institution produce another sustainability publication or outreach material not covered above? (4th material) :**

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**A brief description of this material :**

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**The website URL for this material :**

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**Does the institution produce another sustainability publication or outreach material not covered above? (5th material) :**

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**A brief description of this material :**

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**The website URL for this material :**

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**Does the institution produce another sustainability publication or outreach material not covered above? (6th material) :**

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**A brief description of this material :**

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**The website URL for this material :**

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**Does the institution produce another sustainability publication or outreach material not covered above? (7th material) :**

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**A brief description of this material :**

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**The website URL for this material :**

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**Does the institution produce another sustainability publication or outreach material not covered above? (8th material) :**

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**A brief description of this material :**

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**The website URL for this material :**

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## Student Group

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Score	Responsible Party
0.25 / 0.25	<b>Daniel Webster</b> Sustainability Projects Coordinator Center for Sustainability Education

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"---" indicates that no data was submitted for this field

### **Does the institution have an active student group focused on sustainability? :**

Yes

### **The name and a brief description of each student group :**

EarthNow promotes environmental awareness on campus, in the community, and around the world. Members help Dickinson to make environmentally sound choices, educate elementary school students, and take part in environmental issue campaigns.

The Idea Fund provides money to support student-innovators who design projects to enhance the social and environmental atmosphere of Dickinson College. We believe access to monetary resources enables and encourages creative and entrepreneurial activity and helps realize and engage our commitment to a useful education in the liberal arts.

### **List up to 4 notable recent activities or accomplishments of student group(s) :**

The debut of the bike-powered coffee cart, which is called The Peddler.

EarthNow hosts a monthly movie screening of sustainability-themed movies.

The Idea Fund provided seed money for the bike co-operative on campus, The Handlebar.

The Idea Fund hosted their first annual Formal Dessert, a dress-up party in the social hall, whereby students, staff, and faculty were entertained with fancy desserts and a thorough update on the fund's progress and work.

### **List other student groups that address sustainability :**

Students for Social Action, Students Interested in Sustainable Agriculture, The Sustainability Food Committee, and The "E" News

### **The website URL where information about student group(s) is available :**

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## Organic Garden

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**Score**

0.25 / 0.25

**Responsible Party**

**Daniel Webster**

Sustainability Projects Coordinator  
Center for Sustainability Education

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*"---" indicates that no data was submitted for this field*

**Does the institution have an on-campus garden where students are able to gain organic farming and/or gardening experience? :**

Yes

**A brief description of the garden :**

The Dickinson College Farm is a 180-acre working farm and educational resource that provides produce to the college's dining hall, a local food bank and members of the farm's co-op. Located a short drive from campus in Boiling Springs, Pa., the farm includes state-of-the-art sustainable operations, such as solar-electric and solar-hot-water systems. It is run by staff members and student workers and interns.

**The website URL where information about the garden is available :**

<http://www.dickinson.edu/about/sustainability/college-farm/>

## Model Room in a Residence Hall

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**Score**

0.00 / 0.25

**Responsible Party**

**Daniel Webster**

Sustainability Projects Coordinator  
Center for Sustainability Education

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This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

## Themed Housing

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**Score**

0.25 / 0.25

**Responsible Party**

**Daniel Webster**

Sustainability Projects Coordinator  
Center for Sustainability Education

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*"---" indicates that no data was submitted for this field*

**Does the institution have sustainability-themed housing (residential floor or hall, or theme house) where residents learn about sustainability together and to which residents must apply? :**

Yes

**A brief description of the themed housing, including name(s) and descriptions of theme(s) :**

The Treehouse is a place where sustainability-minded students can live and work together to support and promote sustainability efforts among themselves and throughout the College campus. Living at the Treehouse, students explore the interconnectedness and codependence that comes with communal living. For example, each semester, residents choose roles that help the community to run smoothly and also to connect the house with the campus and Carlisle. These roles range from treasurer and secretary to community outreach and ecosystems manager. While there are individual roles played in the Treehouse, a central part of the community is the way in which decisions are made. Weekly meetings provide a time to update each other on projects, but everything is decided through consensus. Although community is a large aspect of living at the Treehouse, sustainable living is also a core value. Residents go to great lengths to reduce their impact on the Earth, whether it is the 3 minute showers, composting, turning off or avoiding electronics, and buying local foods as much as possible.

**The website URL where information about the themed housing is available :**

<http://www.dickinson.edu/about/sustainability/treehouse/>

**The total number of residents in themed housing. :**

14

# Sustainable Enterprise

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**Score**

0.25 / 0.25

**Responsible Party**

**Daniel Webster**

Sustainability Projects Coordinator  
Center for Sustainability Education

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*"---" indicates that no data was submitted for this field*

**Does the institution have a student-run enterprise, such as a cafe, through which students gain sustainable business skills? :**

Yes

**A brief description of the enterprise :**

Recycled notebooks are constructed by using old cereal boxes and institutional folders and paper is collected from the Student Union. The interns collect this material, assemble them, and sell them at the bookstore to support events and programs hosted by the Center for Sustainability Education.

The Peddler is a bike-powered coffee convenience cart that sells organic, fair-trade coffee. The store is student-led, owned, and run.

**The website URL where information about the sustainable enterprise is available :**

<http://blogs.dickinson.edu/ideafund/>

## Sustainability Events

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**Score**

0.25 / 0.25

**Responsible Party**

**Daniel Webster**

Sustainability Projects Coordinator  
Center for Sustainability Education

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*"---" indicates that no data was submitted for this field*

**Does the institution hold major events related to sustainability, such as conferences, speaker series, or symposia, that have students as the intended audience? :**

Yes

**A brief description of the event(s) :**

The Clarke Forum for Contemporary Issues is a campus department that invites scholars, professionals, and activists to campus in order to address prescient social issues. This year the theme is Thought for Food, and monthly speakers have come to address a variety of topics covering sustainable agriculture and the related food system, such as environmental toxicity of pesticides and the health and ethics of meat.

Students are involved in all aspects of Clarke Forum activities: designing, planning, producing and broadcasting programs. Much of the Forum's day-to-day program implementation is in the hands of its Student Project Managers. Students gain valuable work experience and useful skills at the Forum.

**The website URL where information about the event(s) are available :**

<http://clarke.dickinson.edu/mission-statement/>

# Outdoors Program

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**Score**

0.25 / 0.25

**Responsible Party**

**Daniel Webster**

Sustainability Projects Coordinator  
Center for Sustainability Education

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*"---" indicates that no data was submitted for this field*

**Does the institution have a wilderness or outdoors program that organizes hiking, backpacking, kayaking, or other outings for students and follows Leave No Trace principles? :**

Yes

**A brief description of the program :**

The Outdoors Club has maintained a strong contingency of members trained in Leave No Trace policies. Their members seek to implement sustainable practices during their excursions. Activities they engage in are rock climbing, kayaking, bouldering and wilderness first aid. Additionally, many members are involved in various sustainability initiatives on campus and enhance their appreciation for the natural world through this club and other opportunities.

For more information, please contact Nicole Davidson, Outdoor Club leader, at

[davidsni@dickinson.edu](mailto:davidsni@dickinson.edu)

**The website URL where information about the program is available :**

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## Themed Semester or Year

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**Score**

0.25 / 0.25

**Responsible Party**

**Daniel Webster**

Sustainability Projects Coordinator  
Center for Sustainability Education

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*"---" indicates that no data was submitted for this field*

**Has the institution chosen a sustainability-related theme for its themed semester, year, or first-year experience during the past three years? :**

Yes

**A brief description of the themed semester, year, or first-year experience :**

For the third consecutive year, Dickinson College will have a sustainability themed Residential Learning Community for first year students. Seventy-five students, fifteen in each of six First-Year Seminars that will explore questions about food and food systems from a variety of perspectives, will live together in a residence hall as members of the Food Odyssey Residential Learning Community. Members of the learning community will participate in activities that extend learning beyond the classroom and into the residence hall and community. Activities include field trips, service learning projects, dinner and film discussions with faculty members, attendance of public lectures on food and sustainability (invited speakers include Eric Schlosser, Michael Abelman, Marion Nestle, and Anna Lappe), and small group interactions with the guest speakers. Members of the sustainability learning communities of past years have organized themselves to take action to reduce the ecological footprint of their residence hall by setting up clothes-drying racks in their dorm, establishing a composting program for their building, planting a garden and other measures. The Learning Community will be assigned an upper-level student coordinator who will live in the residence hall and work with the students and faculty to plan and coordinator activities.

**The sustainability-related book that was chosen, if applicable :**

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**The website URL where information about the theme is available :**

<http://www.dickinson.edu/academics/first-year-programs/learning-communities/>

# Curriculum

**Points Claimed** 27.01

**Points Available** 51.00

This subcategory seeks to recognize institutions that have formal education programs and courses that address sustainability. One of the primary functions of colleges and universities is to educate students. By training and educating future leaders, scholars, workers, and professionals, higher education institutions are uniquely positioned to prepare students to understand and address sustainability challenges. Institutions that offer courses covering sustainability issues help equip their students to lead society to a sustainable future.

<b>Credit</b>	<b>Points</b>
Sustainability Course Identification	3.00 / 3.00
Sustainability-Focused Courses	4.66 / 10.00
Sustainability-Related Courses	2.68 / 10.00
Sustainability Courses by Department	4.55 / 7.00
Sustainability Learning Outcomes	1.12 / 10.00
Undergraduate Program in Sustainability	4.00 / 4.00
Graduate Program in Sustainability	Not Applicable
Sustainability Immersive Experience	2.00 / 2.00
Sustainability Literacy Assessment	2.00 / 2.00
Incentives for Developing Sustainability Courses	3.00 / 3.00

# Sustainability Course Identification

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Score	Responsible Party
3.00 / 3.00	<b>Neil Leary</b> Director Center for Sustainability Education

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## Criteria

### Part 1

Institution has developed a definition of sustainability in the curriculum. The definition was developed by a committee comprised of at least three faculty members who teach courses in different departments. The committee may include students, staff, and other stakeholders as well. The definition does not have to be formally adopted.

In order to report on other STARS Curriculum credits, the definition of sustainability in the curriculum should distinguish between courses that focus or concentrate on the concept of sustainability throughout the course and courses that relate to an aspect of sustainability or include sustainability as part of the course.

- Sustainability-focused courses concentrate on the concept of sustainability, including its social, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens.
- Sustainability-related courses incorporate sustainability as a distinct course component or module or concentrate on a single sustainability principle or issue.

### Part 2

Institution has identified its sustainability-focused and sustainability-related course offerings. A course is either sustainability-focused or sustainability-related; no course should be identified as both sustainability-focused and sustainability-related. Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty or departments to self-identify sustainability courses using the definition in Part 1 or looking at the stated learning outcomes and course objectives associated with each course may provide a richer view of sustainability course offerings than simply reviewing course descriptions, but it is not required.

### Part 3

Institution makes its sustainability course inventory publicly available online. The identification can be incorporated into the course catalog or posted as a stand-alone document.

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"---" indicates that no data was submitted for this field

**Has the institution developed a definition of sustainability in the curriculum? :**

Yes

**A copy of the institution's definition of sustainability in the curriculum? :**

Definitions of sustainability focused and related courses were adopted by Dickinson's all-college Academic Programs and Standards Committee (APSC) in February 2011 and an inventory of fall 2011 courses that fit the definitions was created. A list of the fall courses is posted online at

<http://www.dickinson.edu/academics/distinctive-opportunities/sustainability-education/content/S>

CON---SINV/

. In addition, Dickinson students can do automated searches in our online course selection system to find sustainability focused and related courses.

The definitions were initially drafted by the Steering Committee of Dickinson's Center for Sustainability Education (CSE), which is composed of 4 faculty members from the sciences, 2 from social sciences and 2 from humanities, 2 students, 3 staff members and 4 administrators. Current membership of the steering committee can be found online at

<http://www.dickinson.edu/governance.aspx>

. The draft definitions were forwarded to APSC for their approval, along with a proposal to inventory sustainability courses and incorporate sustainability course identifiers into the online course selection system. APSC is charged with oversight of the college's curriculum and is composed of elected faculty members representing all three academic divisions of the college, administrators, students and staff. Current APSC membership can be found online at

<http://www.dickinson.edu/academics/resources/apsc/content/Committee-Members-and-Meeting-Schedul>

e/

### **Has the institution identified its sustainability-focused and sustainability-related course offerings? :**

Yes

### **A brief description of the methodology the institution followed to complete the inventory :**

The APSC gave its approval of the following definitions of sustainability focused courses, called Sustainability Investigations courses, and sustainability related courses, called Sustainability Connections courses.

**Sustainability Investigations:** Sustainability Investigations courses engage students in deep and focused study of problems of sustainability as a major emphasis of the course. They may focus on a selected dimension of sustainability, but should do so in context with and reference to all three dimensions: social, economic and environmental. Many of these courses use sustainability or sustainable development as an explicit lens through which to examine questions about society, economic and human development, science and technology, or human interactions with the environment. But courses that use other paradigms may also be considered to be Sustainability Investigations courses if they examine economic, social and environmental dimensions of questions about meeting human needs in a world of finite resources and complex, interconnected systems.

**Sustainability Connections:** Sustainability Connections courses engage students in making connections between the main topic of the course and sustainability by using a small but significant number of assignments, selected readings, problems, examples, case studies, or units to explore questions within the broader context of the course about human interactions with the environment and their consequences for social, economic or environmental objectives. Often the explorations draw on knowledge and perspectives from more than one

[stars.aashe.org](http://stars.aashe.org)

discipline, but can be rooted in a single discipline. Sustainability Connections courses may focus on all or just one of the dimensions of sustainability – economic, social or environmental – but with reference to at least one of the other dimensions. Sustainability is a significant but generally not a major emphasis of Sustainability Connections courses.

CSE staff invited faculty to nominate courses for designation as Sustainability Investigations and Sustainability Connections courses and also identified candidate courses by reviewing course descriptions in the Academic Bulletin and course syllabi. Candidate courses were presented to the CSE Steering Committee for approval to receive designation as sustainability courses based on course descriptions, syllabi and learning goals. Relevant instructors were asked to confirm the committee's designations. The sustainability course designations were then transmitted to the Registrar and the designations were integrated into the online course selection system for fall 2011.

**Does the institution make its sustainability course inventory publicly available online? :**

Yes

**The website URL where the sustainability course inventory is posted :**

<http://www.dickinson.edu/academics/distinctive-opportunities/sustainability-education/content/SCON---SINV/>

# Sustainability-Focused Courses

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**Score**

4.66 / 10.00

**Responsible Party**

**Neil Leary**

Director

Center for Sustainability Education

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## Criteria

Institution offers sustainability-focused academic courses.

This credit does not include continuing education and extension courses, which are covered by *PAE Credit 21: Sustainability in Continuing Education*.

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"---" indicates that no data was submitted for this field

## The number of sustainability-focused courses offered :

18

## The total number of courses offered :

386

## Number of years covered by the data :

One

## A list of sustainability-focused courses offered :

A total of 386 unique courses are offered in fall 2011 at Dickinson College. This excludes multiple sections of the same course, double counting of courses that are cross-listed in more than one department, and non-credit physical education courses. Eighteen of the fall 2011 courses are sustainability focused. These courses, which we call Sustainability Investigations courses, are listed online and are identified by the acronym SINV. See

<http://www.dickinson.edu/academics/distinctive-opportunities/sustainability-education/content/S>

[CON---SINV/](#)

.

The reported data cover one semester, fall 2011. Inventories of sustainability courses from prior semesters had been created and made available online to students, but the methodology for creating the inventory changed in January 2011. Consequently, the numbers for fall 2011 are not directly comparable to prior semesters. But the number of sustainability-focused courses offered in fall 2011 is roughly representative of the number of such courses offered in recent past semesters.

Because many courses, e.g. special topics courses and seminars, vary in their focus and content from semester to semester, Dickinson will produce an inventory of sustainability courses for each semester just prior to when students select their courses for the coming semester.

**The website URL where the publicly available sustainability course inventory that includes a list of sustainability-focused courses is available :**

<http://www.dickinson.edu/academics/distinctive-opportunities/sustainability-education/content/SCON---SINV/>

**A copy of the sustainability course inventory :**

[2011 Fall Sustainability Courses.pdf](#)

# Sustainability-Related Courses

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**Score**

2.68 / 10.00

**Responsible Party**

**Neil Leary**  
Director  
Center for Sustainability Education

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## Criteria

Institution offers sustainability-related academic courses.

This credit does not include continuing education and extension courses, which are covered by *PAE Credit 21: Sustainability in Continuing Education*.

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"---" indicates that no data was submitted for this field

## The number of sustainability-related courses offered :

31

## The total number of courses offered :

386

## Number of years covered by the data :

One

## A list of sustainability-related courses offered :

Thirty-one sustainability-related courses are offered in fall 2011. These courses, which we call Sustainability Connections courses, are listed online and are identified by the acronym SCON. See

<http://www.dickinson.edu/academics/distinctive-opportunities/sustainability-education/content/S>

CON---SINV/  
.

Sustainability Connections courses represent roughly 8% of our course offerings in fall 2011. All sustainability courses, including both Sustainability Investigations and Sustainability Connections courses, represent 12.66% of total course offerings at Dickinson for the fall 2011 semester.

## The website URL where the sustainability course inventory that includes a list of sustainability-related courses is

[stars.aashe.org](http://stars.aashe.org)

**posted :**

<http://www.dickinson.edu/academics/distinctive-opportunities/sustainability-education/content/SCON---SINV/>

**A copy of the sustainability course inventory :**

[2011 Fall Sustainability Courses.pdf](#)

# Sustainability Courses by Department

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Score	Responsible Party
4.55 / 7.00	Neil Leary Director Center for Sustainability Education

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## Criteria

Institution's academic departments (or equivalent) offer sustainability-related and/or sustainability- focused courses.

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"---" indicates that no data was submitted for this field

## The number of departments that offer at least one sustainability-related or -focused course :

24

## The total number of departments that offer courses :

41

## A list of departments that offer sustainability courses :

Dickinson College offers 41 different majors, 22 in traditional disciplines and 20 interdisciplinary majors. Of these, 24 offer Sustainability Connections or Sustainability Investigations courses.

Departments and programs that offer sustainability courses include the following:

- Africana Studies
- American Studies
- Anthropology
- Archaeology
- Biology
- Chemistry
- East Asian Studies
- Economics
- English
- Environmental Studies and Sciences
- Earth Sciences
- History
- International Business and Management
- International Studies
- Judaic Studies
- Philosophy
- Physics

- Policy Management
- Political Science
- Psychology
- Religion
- Russian Studies
- Sociology
- Women and Gender Studies

**The website URL where the publicly available sustainability course inventory that includes a list of departments that offer sustainability courses is available :**

<http://www.dickinson.edu/academics/programs/>

**A copy of the sustainability course inventory :**

[2011 Fall Sustainability Courses.pdf](#)

# Sustainability Learning Outcomes

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**Score**

1.12 / 10.00

**Responsible Party**

**Neil Leary**  
Director  
Center for Sustainability Education

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## Criteria

Institution's students graduate from programs that include sustainability as a required learning outcome or include multiple sustainability learning outcomes.

For this credit, learning outcomes at the course level count if the course is required to earn the degree. This credit includes graduate as well as undergraduate programs. For this credit, "programs" include majors, minors, concentrations, certificates, and other academic designations. Programs that include co-curricular aspects may count as long as there is an academic component of the program.

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## Submission Note:

The number of students expected to graduate in May 2011 with these majors, or who graduated with these majors in August 2010 or February 2011, are 6 in environmental sciences, 12 in environmental studies and 47 in economics. The total number of graduates is 579.

These figures understate the number of students who master sustainability learning outcomes. Our primary emphasis in sustainability education is to infuse sustainability broadly across the curriculum and in co-curricular programs while challenging and motivating students to choose to attain sustainability learning outcomes. We are taking this approach because all Dickinson College graduates, whatever their chosen field of study, will confront problems in their future careers, civic commitments and personal lives that challenge sustainable uses of the natural world. It is not sufficient to offer majors and certificates for focused study of sustainability by students who choose these specialized programs. Our intention is to go beyond specialized programs and make sustainability a part of the education of all our students.

Some schools have decided to pursue this goal by making sustainability a general education requirement. Dickinson considered this option but decided that it would be more in keeping with the culture of our institution, and hence more effective, to motivate our students to choose to incorporate sustainability into their education and provide them the means to do so in ways that are integral to their chosen fields of study. We have a ways to go to make good on this aspiration, but we are making good progress by offering sustainability focused and related courses in 24 of 41 academic departments.

Consequently, most students who major in some of our largest majors, including biology, international business and management, and international studies take sustainability courses and master sustainability learning outcomes. They are not required to do so, but they choose to.

*"---" indicates that no data was submitted for this field*

**The number of graduates covered by the sustainability learning outcomes :**

65

**Total number of graduates :**

579

**A list of degree programs that have sustainability learning outcomes :**

Three majors have sustainability learning outcomes: environmental sciences, environmental studies and economics.

**The website URL where the publicly available sustainability course inventory that includes a list of degree programs that have specified sustainability learning outcomes is available :**

<http://www.dickinson.edu/academics/programs/>

**A copy of the sustainability course inventory :**

[2011 Fall Sustainability Courses.pdf](#)

**A list or sample of the sustainability learning outcomes associated with the degree programs :**

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# Undergraduate Program in Sustainability

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Score	Responsible Party
4.00 / 4.00	Neil Leary Director Center for Sustainability Education

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## Criteria

Institution offers at least one sustainability-focused undergraduate major, degree program, or equivalent.

The degree program does not have to include sustainability in its name to count for this credit. Environmental Studies programs, for example, count as long as the program covers the social, economic, and environmental dimensions of sustainability. A program that focuses exclusively on environmental or social issues, however, would not be sufficient to earn this credit.

Concentrations within a major (e.g. a concentration on sustainable business within the business major) do not count for this credit.

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## Submission Note:

International Studies offers a Globalization and Sustainability concentration that provides a sustainability-focused program of study for students who choose that option. A sustainability track is being developed for the physics major, which is expected to be implemented in 2012. A number of other majors focus on one of the three dimensions of sustainability and students can readily combine them with courses, both within the major and in other programs, to create a sustainability focused program of study. These include, but are not limited to, anthropology, Earth science, economics, biology, international business and management, religion and women and gender studies.

"---" indicates that no data was submitted for this field

## Does the institution offer an undergraduate degree program that meets the criteria for this credit? :

Yes

## The name of the sustainability-focused, undergraduate degree program (1st program) :

B.A. in Environmental Studies

## The website URL for the program (1st program) :

<http://www.dickinson.edu/academics/programs/environmental-studies/>

## The name of the sustainability-focused, undergraduate degree program (2nd program) :

B.S. in Environmental Science

## The website URL for the program (2nd program) :

<http://www.dickinson.edu/academics/programs/environmental-studies/>

[stars.aashe.org](http://stars.aashe.org)

**The name of the sustainability-focused, undergraduate degree program (3rd program) :**

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**The website URL for the program (3rd program) :**

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**The name and website URLs of all other sustainability-focused, undergraduate degree program(s) :**

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# Graduate Program in Sustainability

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## Responsible Party

**Daniel Webster**

Sustainability Projects Coordinator  
Center for Sustainability Education

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## Criteria

Institution offers at least one sustainability-focused degree program or equivalent for graduate students.

The degree program does not have to include sustainability in its name to count for this credit. Environmental Studies programs, for example, count for this credit as long as the program covers the social, economic, and environmental dimensions of sustainability. A program that focuses exclusively on environmental or social issues, however, would not be sufficient to earn this credit.

Concentrations within a degree program (e.g. a concentration on sustainable business within an MBA program) do not count for this credit.

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This credit was marked as **Not Applicable** for the following reason:

*Institution offers fewer than 25 distinct graduate programs.*

# Sustainability Immersive Experience

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Score	Responsible Party
2.00 / 2.00	Neil Leary Director Center for Sustainability Education

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## Criteria

Institution offers at least one immersive, sustainability-focused educational study program. The program(s) may take place off-campus, overseas, or on-campus.

For this credit, the program meets one or both of the following criteria:

- it concentrates on sustainability, including its social, economic, and environmental dimensions or
- it examines an issue or topic using sustainability as a lens.

Immersive programs offered in partnership with outside entities may count for this credit. Programs offered exclusively by outside entities do not count for this credit.

---

"---" indicates that no data was submitted for this field

## Does the institution offer a program that meets the criteria for this credit? :

Yes

## A brief description of the sustainability-focused immersive experience(s) offered by the institution :

Dickinson's American and Global Mosaics are intensive, interdisciplinary, semester-long programs designed around field research and immersion in domestic and global communities. Most Mosaics have students take four interrelated courses, often co-taught by multiple faculty members, while other Mosaics consist of two or even just a single course. Whichever model is used, Mosaic programs immerse students in work with communities to apply learning from the classroom to solve real world problems, and bring these experiences back into the classroom.

<http://www.dickinson.edu/academics/resources/advising/handbook/Mosaic-Semester/>

Generally, one or more Mosaic programs are offered each year. The topics vary, but problems of sustainability are often a major or closely related focus. Examples of past mosaics that have had a sustainability focus include the Integrated Watershed Semester, Sustainable Agricultural Systems in Venezuela and the United States, Geology and Sociology of Disasters, and From Kyoto to Copenhagen: Negotiating the Future of the Planet.

The Integrated Watershed Semester is a four-course Mosaic that engages students in field research with communities and in ecosystems of the Chesapeake Bay and the lower Mississippi River Basin to learn how communities use and manage water resources and derive their livelihoods from them. Students in the program take courses taught by Environmental Studies faculty that explore aquatic ecology, environmental justice, coastal geomorphology, sustainable resource management, and environmental policy. In the last weeks of the program, students apply the knowledge and skills gained from coursework and field research to community-based research projects that are focused on watersheds of south central Pennsylvania. See

<http://www.dickinson.edu/academics/programs/environmental-studies/content/Environmental-Studies>

[-Luce-Semester-Information/](#)

for details.

A one-course Mosaic called From Kyoto to Copenhagen: Negotiating the Future of the Planet was offered in 2009-2010. Students engaged in study of climate change science and policy and attended the 15th Conference of the Parties (COP15) of the UN Framework Convention on Climate Change in Copenhagen to conduct field research on the international climate negotiations. This Mosaic is being expanded into a 4-course team-taught program on climate change in Africa for fall 2011. Fifteen students will take courses on climate science, ecological history of Africa, and the international climate negotiations; attend COP17 in Durban South Africa; and participate in a team research project. Sustainable development will be an explicit focus of the program. See

<http://dickinsonclimatemosaic.weebly.com/>

. A new Mosaic on natural history of Pennsylvania is being planned for fall 2012 that will include the history and sustainability of human interactions with the natural landscape and work with local and regional conservation organizations.

Dickinson's Office of Global Education is developing new four-week summer study abroad programs that will immerse students in study of sustainability (

<http://www.dickinson.edu/academics/global-campus/sustainability/>

.) The first of these, Environmental Sustainability in the Middle East: Challenges in the Southern Arava, will be offered in summer 2011 in collaboration with the Arava Institute in Israel. Summer sustainability immersion programs are also being developed with the University of Bremen in Germany and the University of Yaoundé in Cameroon, institutions with which Dickinson offers semester and/or year-long study abroad programs. Each of the summer immersion programs will be co-directed and co-taught by Dickinson and host institution faculty.

**The website URL where information about the immersive experience is available :**

<http://www.dickinson.edu/academics/resources/advising/handbook/Mosaic-Semester/>

# Sustainability Literacy Assessment

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Score	Responsible Party
2.00 / 2.00	Neil Leary Director Center for Sustainability Education

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## Criteria

### Part 1

Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics, not values or beliefs.

### Part 2

Institution conducts a follow-up assessment of the same cohort group using the same instrument.

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*"---" indicates that no data was submitted for this field*

**Has the institution conducted a sustainability literacy assessment? :**

Yes

**Did the assessment include a baseline evaluation of students and then a follow-up evaluation of the same cohort? :**

Yes

**A copy of the questions included in the sustainability literacy assessment :**

[assessment.docx](#)

**A copy of the questions included in the sustainability literacy assessment :**

Please see attached document.

**A brief description of how the assessment was developed :**

A survey of student engagement is administered each fall to all incoming first year students and each spring the same survey is administered to a representative sample of all students. Beginning in fall 2009, 8 questions related to engagement with sustainability were added to the survey. The questions and results for fall 2009 and spring 2010 are given in Table 1 in the attached document.

**A brief description of how the assessment was administered :**

The survey does not assess sustainability literacy of our students, but it does assess their engagement in activities such as using the campus as a subject of study to learn about sustainability, working with a community organization as part of a class to see and apply sustainability concepts in a real world setting, and giving time to a community group to improve environmental quality, social justice and/or economic vitality. These activities can be expected to build literacy about sustainability.

The departmental learning assessment of Environmental Studies and Sciences includes assessment of its majors understanding of sustainability. In addition, faculty who teach many of our sustainability focused and related courses assess sustainability learning outcomes for students who take these courses. However, Dickinson does not conduct an assessment of sustainability literacy of all students or of a broadly representative sample of students.

**A brief summary of results from the assessment :**

Please see attached document.

**The website URL where information about the literacy assessment is available :**

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# Incentives for Developing Sustainability Courses

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Score	Responsible Party
3.00 / 3.00	<b>Neil Leary</b> Director Center for Sustainability Education

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## Criteria

Institution has an ongoing program or programs that offer incentives for faculty in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses or departments. The program aims to increase student learning of sustainability.

Incentives may include release time, funding for professional development, and trainings offered by the institution.

Incentives for expanding sustainability offerings in academic, non-credit, and/or continuing education courses count for this credit.

---

"---" indicates that no data was submitted for this field

## Does the institution have a program that meets the criteria outlined above? :

Yes

## A brief description of the program(s) :

Dickinson offers faculty two interdisciplinary study groups to support them in developing new courses or revising existing courses to promote sustainability learning. Valley & Ridge, modeled on the Ponderosa and Piedmont Projects and launched in 2008, brings faculty together from all academic divisions of the college to work together on sustainability teaching projects. Members of the year-long study group participate in a 2-1/2 day workshop in May and other activities over the year. Participants receive a \$1000 stipend. Twenty-five faculty members from 17 different departments have participated in Valley & Ridge since 2008 and another 9 faculty members will participate in the coming academic year. See

<http://www.dickinson.edu/academics/distinctive-opportunities/sustainability-education/content/V>

[alley-and-Ridge/](#)

A second faculty study group is offered through Cooling the Liberal Arts Curriculum, a campaign to infuse interdisciplinary teaching about climate change throughout the curriculum. Dickinson College received a grant from NASA's Innovations in Global Climate Change Education program in 2010 to implement the program on its campus and to work with partner community colleges to do the same on their campuses. The program includes the Changing Planet Study Group, a year-long faculty study group that supports interdisciplinary teaching about climate change science, consequences and solutions. The study group is organized and hosted by [stars.aashe.org](http://stars.aashe.org)

Dickinson College but is open to faculty from any college or university. Seven Dickinson faculty members participated in 2010-2011 and were joined by 26 colleagues from 9 other colleges and universities.

Results of the Changing Planet Study Group include development of new physics courses and a sustainability track in the physics department that focuses on the physics of the climate system and renewable energy technologies; new courses in environmental studies on international governance of global climate change and on climate action planning on college campuses; revision of courses in anthropology, Earth science, English, international business and management, and psychology; and development of the Global Climate Change Africa Semester Mosaic. The program is being offered again in 2011-2012. For details, see

<http://www.dickinson.edu/academics/distinctive-opportunities/sustainability-education/content/C>

[Climate-Education/](#)

### **A brief description of the incentives that faculty members who participate in the program(s) receive :**

In addition, faculty incentives for activities that advance sustainability and climate change related learning, scholarship, creativity and professional development are provided through two grant programs that are administered by Dickinson's Center for Sustainability Education. The Sustainability Education Fund, made possible by a grant to Dickinson College from the Andrew W. Mellon Foundation in 2008, supports sustainability related projects. Twenty-six SEF grants have been awarded since 2008, ranging from \$500 to \$10,500, for a total of \$45,000. Dickinson plans to continue to fund this program from its operating budget after the Mellon Foundation grant expires.

Incentives for climate change focused teaching and scholarship are provided by the Cooling the Liberal Arts Curriculum campaign through its Cool Climate Grants program. Cool Climate Grants have been awarded to seven faculty members and awards have ranged from \$1000 to \$10,000 for a total of \$24,500. Both grant programs are described at

<http://www.dickinson.edu/academics/distinctive-opportunities/sustainability-education/content/F>

[unding-Support/](#)

In total, 47 faculty members have received support for sustainability teaching, scholarship and professional development from Valley & Ridge, the Changing Planet Study Group, Sustainability Education Fund grants and Cool Climate Grants. This represents 23.5% of full time faculty. The breakdown of faculty by division is 15 faculty members in the arts and humanities, 19 in the social sciences, and 13 in the physical sciences. These represent 19.2%, 24.3% and 29.5% of full time faculty in Divisions I, II and III respectively.

### **The website URL where information about the program is available :**

<http://www.dickinson.edu/academics/distinctive-opportunities/sustainability-education/content/Valley-and-Ridge/>

# Research

**Points Claimed** 24.26

**Points Available** 27.00

This subcategory seeks to recognize institutions that are conducting research related to or focused on sustainability. Conducting research is a major function of many colleges and universities. By researching sustainability issues and refining theories and concepts, higher education institutions can continue to help the world understand sustainability challenges and develop new technologies, strategies, and approaches to address those challenges.

<b>Credit</b>	<b>Points</b>
Sustainability Research Identification	3.00 / 3.00
Faculty Engaged in Sustainability Research	8.77 / 10.00
Departments Engaged in Sustainability Research	4.49 / 6.00
Sustainability Research Incentives	6.00 / 6.00
Interdisciplinary Research in Tenure and Promotion	2.00 / 2.00

# Sustainability Research Identification

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Score	Responsible Party
3.00 / 3.00	<b>Neil Leary</b> Director Center for Sustainability Education

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## Criteria

### Part 1

Institution has developed a definition of sustainability research. The definition was developed by a committee comprised of at least three faculty members from different departments who conduct research. The committee may include students, staff, and other stakeholders as well. The definition does not have to be formally adopted.

### Part 2

Institution has identified its sustainability research activities and initiatives. This research inventory should include all research centers, laboratories, departments, and faculty members whose research focuses on or is related to sustainability.

### Part 3

Institution makes its sustainability research inventory publicly available online.

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#### Submission Note:

The website for the research inventory will be publicly available online summer of 2011.

*"---" indicates that no data was submitted for this field*

## Has the institution developed a definition of sustainability research? :

Yes

## A copy of the institution's definition of sustainability research :

As a liberal arts college, scholarship, which encompasses research as well as creative and other professional work, is used as a criterion for faculty promotion and tenure decisions. The Steering Committee of the Center for Sustainability Education has defined sustainability scholarship as “scholarship that advances and enriches understanding of sustainability. It includes inquiries into the nature of sustainability and the conditions, means and challenges for creating sustainable systems, as well as scholarship that is tangential to but can contribute to such inquiries.” Scholarship includes all activities that are relevant to the evaluation of scholarly activity and achievement for faculty promotion and tenure decisions at Dickinson College. As noted in the Academic Handbook, this includes research and experimentation; writing, analyzing, creating; oral/informal presentation for peers; responsible roles in professional organizations; visiting professorships; applying for and receiving outside grants and fellowships; and developing new fields of expertise.

## Has the institution identified its sustainability research activities and initiatives? :

Yes

**A brief description of the methodology the institution followed to complete the inventory :**

An online faculty survey of sustainability scholarship was developed and administered by CSE and the Department of Institutional Research in March 2011. An email was sent by the Dean of the College to all full time and adjunct faculty members and other teaching staff to request that they respond to the survey. The results of the survey were used to construct an inventory of sustainability scholarship that includes the names of faculty who are engaged in sustainability related research, their departments and short descriptions of their scholarship interests, activities and outputs.

**Does the institution make its sustainability research inventory publicly available online? :**

Yes

**The website URL where the sustainability research inventory is posted (required if claiming Part 3 of the credit) :**

<http://www.dickinson.edu/academics/distinctive-opportunities/sustainability-education/content/Faculty-Sustainability-Scholarship-Inventory/>

# Faculty Engaged in Sustainability Research

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**Score**

8.77 / 10.00

**Responsible Party**

**Neil Leary**

Director

Center for Sustainability Education

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## Criteria

Institution's faculty members conduct research on sustainability topics.

Any level of sustainability research by a faculty member is sufficient to be included for this credit. In other words, a faculty member who conducts both sustainability research and other research may be included.

---

## Submission Note:

A survey of faculty scholarship was conducted March 9 -29, 2011. An email was sent to 219 full time faculty, adjunct faculty and other teaching staff to request that they participate in the online survey. 107 responses were submitted, for a response rate of 49%.

Of the 107 respondents, 15 (14% of respondents) reported that sustainability is a primary or significant focus of their scholarship; 13 (12%) reported that sustainability is a minor focus; and 17 (16%) reported that sustainability is tangential but related to their scholarship. Aggregating across these categories, 48 (45%) reported that sustainability is at least tangentially related to their scholarship, while 59 (55%) reported that their scholarship is unrelated to sustainability.

The 48 who reported that sustainability is at least tangentially related to their scholarship represent 21.9% of the total number of faculty and teaching staff, including both respondents and non-respondents. The 28 who reported that sustainability is a primary, significant or minor focus of their scholarship represent 12.8% of the total. These faculty are identified in the online sustainability scholarship inventory.

Given a response rate of 49%, these figures represent a lower bound of the proportion of Dickinson faculty who are engaged in sustainability related research.

"---" indicates that no data was submitted for this field

**The number of faculty members engaged in sustainability research :**

48

**The total number of faculty members engaged in research :**

219

**Names and department affiliations of faculty engaged in sustainability research :**

A copy is attached below.

**The website URL where the sustainability research inventory that includes the names and department affiliations of faculty engaged in sustainability research is posted :**

<http://www.dickinson.edu/academics/distinctive-opportunities/sustainability-education/content/Faculty-Sustainability-Scholarship-Inventory/>

**A copy of the sustainability research inventory that includes the names and department affiliations of faculty engaged in sustainability research :**

[Faculty Sustainability Scholarship.docx](#)

**Brief descriptions of up to 4 recent notable accomplishments by faculty engaged in sustainability research, including names and department affiliations :**

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**The website URL where information about sustainability research is available :**

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# Departments Engaged in Sustainability Research

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**Score**

4.49 / 6.00

**Responsible Party**

**Neil Leary**  
Director  
Center for Sustainability Education

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## Criteria

Institution's academic departments include faculty members who conduct sustainability research.

Any level of sustainability research by a faculty member in a department is sufficient for this credit.

---

*"---" indicates that no data was submitted for this field*

## **The total number of academic departments that conduct research :**

41

## **The number of academic departments in which at least one faculty member engages in sustainability research :**

23

## **A list of academic departments in which at least one faculty member engages in sustainability research :**

Twenty-three academic departments have one or more faculty members who conduct sustainability related scholarship. This represents 56% of the 41 academic departments that offer majors. These data are derived from results of the faculty scholarship survey described under ER Credit 15. Not included in these figures are departments with faculty who are engaged in sustainability research but did not respond to the survey and so are not included in the inventory of faculty scholarship (e.g. anthropology). Also excluded are departments that do not offer a major but have faculty who engage in sustainability scholarship (e.g. education and military science).

## **The website URL where the sustainability research inventory that includes the departments engaged in sustainability research is posted :**

<http://www.dickinson.edu/academics/distinctive-opportunities/sustainability-education/content/Faculty-Sustainability-Scholarship-Inventory/>

## **A copy of the sustainability research inventory that includes the departments engaged in sustainability research :**

[Faculty Sustainability Scholarship.docx](#)

# Sustainability Research Incentives

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Score	Responsible Party
6.00 / 6.00	Neil Leary Director Center for Sustainability Education

---

## Criteria

### Part 1

Institution has an ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability. The program provides students with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and mentorships.

### Part 2

Institution has an ongoing program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics. The program provides faculty with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and faculty development workshops.

---

"---" indicates that no data was submitted for this field

## Does the institution have a program to encourage student sustainability research that meets the criteria for this credit? :

Yes

## A brief description of the institution's program(s) to encourage student research in sustainability :

Faculty and students are provided incentives for sustainability research through grants from the Sustainability Education Fund (SEF) and Cool Climate Grants programs. Both programs offer grants of up to \$10,000 for student-faculty research projects and up to \$3000 for student Research Assistantships. The SEF program was established in 2008 and the Cool Climate Grants program was established in 2010. These programs were described under ER Credit 14.

## The website URL where information about the student research program is available :

<http://www.dickinson.edu/academics/distinctive-opportunities/sustainability-education/content/Funding-Support/>

## Does the institution have a program to encourage faculty sustainability research that meets the criteria for this credit? :

Yes

## A brief description of the institution's program(s) to encourage faculty research in sustainability :

Please see above.

**The website URL where information about the faculty research program is available :**

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# Interdisciplinary Research in Tenure and Promotion

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Score	Responsible Party
2.00 / 2.00	Neil Leary Director Center for Sustainability Education

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## Criteria

Institution gives positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and tenure decisions.

---

"---" indicates that no data was submitted for this field

## Does the institution's treatment of interdisciplinary research meet the criteria for this credit? :

Yes

## A brief description or a copy of the institution's policy regarding interdisciplinary research :

Dickinson College values interdisciplinary scholarship and teaching and gives them weight in faculty tenure and promotion decisions equal to scholarship and teaching in traditional disciplines. The value accorded to interdisciplinary scholarship and teaching is evidenced by the large number of interdisciplinary majors and certificates that are offered, the number of faculty who participate in these programs, and the number of these faculty who have been granted tenure.

Dickinson offers 20 interdisciplinary majors and 2 interdisciplinary certificates (see

<http://www.dickinson.edu/academics/programs/interdisciplinary-studies/>

). Examples include environmental studies and sciences, Africana studies, biochemistry and molecular biology, health studies, international studies, law and policy, Middle East studies, neuroscience, security studies, and women's and gender studies. One-hundred and thirty faculty members, representing 65% of all full-time faculty, are active participants in these interdisciplinary programs, and 84 of them have tenure.

## The website URL where information about the treatment of interdisciplinary research is available :

<http://www.dickinson.edu/academics/programs/interdisciplinary-studies/>

# Operations

Score 50.94%

## Buildings

Points Claimed 7.63

Points Available 13.00

This subcategory seeks to recognize institutions that are taking steps to improve the sustainability performance of their buildings. Buildings are generally the largest user of energy and the largest source of greenhouse gas emissions on campuses. Buildings also use significant amounts of potable water. Institutions can design, build, and maintain buildings in ways that provide a safe and healthy indoor environment for inhabitants while simultaneously mitigating the building's impact on the outdoor environment.

Credit	Points
Building Operations and Maintenance	2.63 / 7.00
Building Design and Construction	3.00 / 4.00
Indoor Air Quality	2.00 / 2.00

# Building Operations and Maintenance

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Score	Responsible Party
2.63 / 7.00	<b>Kristen Williams</b> Financial Analyst Facilities Management

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## Criteria

Institution owns and operates buildings that are:

1) Certified under the LEED® for Existing Buildings: Operations & Maintenance (O&M) Green Building Rating System,

and/or

2) Operated and maintained in accordance with sustainable operations and maintenance guidelines and policies that cover the following:

- Impacts on the surrounding site
  - Energy consumption
  - Usage of environmentally preferable materials
  - Indoor environmental quality
  - Water consumption
- 

"---" indicates that no data was submitted for this field

## **Total building space that meets "Eligible Buildings Criteria" :**

1808397 *Square Feet*

## **Building space that is maintained in accordance with sustainable building operations and maintenance guidelines or policies but is NOT certified under LEED for Existing Buildings: O&M :**

1808397 *Square Feet*

## **Building space that is LEED for Existing Buildings: O&M Certified :**

0 *Square Feet*

## **Building space that is LEED for Existing Buildings: O&M Silver certified :**

0 *Square Feet*

## **Building space that is LEED for Existing Buildings: O&M Gold certified :**

0 *Square Feet*

## **Building space that is LEED for Existing Buildings: O&M Platinum certified :**

[stars.aashe.org](http://stars.aashe.org)

0 Square Feet

**The website URL where a copy of the institution's guidelines or policies for sustainable building operations and maintenance is available :**

<http://www.dickinson.edu/about/offices/campus-operations/content/Campus-Master-Plan/>

**An electronic copy of the guidelines or policies :**

[Campus Master Plan\\_Part2.pdf](#)

**The date(s) the policies or guidelines were adopted :**

2010

**A brief description of how the institution ensures compliance with sustainable building operation and maintenance guidelines and policies :**

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**The names and certification levels of all buildings that are certified under LEED for Existing Buildings: O&M :**

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**The names of all buildings operated and maintained in accordance with similar sustainable operations and maintenance guidelines and policies :**

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# Building Design and Construction

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Score	Responsible Party
3.00 / 4.00	<b>Kristen Williams</b> Financial Analyst Facilities Management

---

## Criteria

Institution-owned buildings that were constructed or underwent major renovations in the past three years are:

1) Certified under the LEED® for New Construction and Major Renovations, LEED for Commercial Interiors, and/or LEED for Core and Shell Green Building Rating Systems,

and/or

2) Designed and built in accordance with green building guidelines and policies that cover the following topics:

- Impacts on the surrounding site
  - Energy consumption
  - Usage of environmentally preferable materials
  - Indoor environmental quality
  - Water consumption
- 

"---" indicates that no data was submitted for this field

## **New building space that meets "Eligible Buildings Criteria" :**

140000 *Square Feet*

## **New building space that was designed and constructed in accordance with green building policies or guidelines but not LEED certified :**

0 *Square Feet*

## **New building space that is LEED Certified :**

0 *Square Feet*

## **New building space that is LEED Silver certified :**

0 *Square Feet*

## **New building space that is LEED Gold certified :**

140000 *Square Feet*

**New building space that is LEED Platinum certified :**

0 *Square Feet*

**The website URL where a copy of the institution's guidelines or policies for green building is available :**

<http://www.dickinson.edu/about/offices/institutional-research/plan/spiii/Measuring-Success/>

**An electronic copy of the guidelines or policies :**

[Campus Master Plan\\_Part2.pdf](#)

**The date(s) the policies or guidelines were adopted :**

2010

**A brief description of how the institution ensures compliance with green building design and construction guidelines and policies :**

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**The names of all buildings that are certified under the LEED for New Construction and Major Renovations, LEED for Commercial Interiors, and/or LEED for Core and Shell Green Building Rating Systems :**

Rector Science Complex-Gold

Treehouse, Center for Sustainable Living-Gold

Althouse Hall-Gold

Waidner-Admissions Building-Gold

**The names of all buildings designed and constructed in accordance with green building guidelines and policies but not LEED certified :**

Kaufman Hall, Center for Sustainability Education Office Suite

# Indoor Air Quality

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Score	Responsible Party
2.00 / 2.00	<b>Kristen Williams</b> Financial Analyst Facilities Management

---

## Criteria

Institution has adopted an indoor air quality management policy, plan, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints. Policies and plans adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

---

"---" indicates that no data was submitted for this field

## Occupied building space covered by an indoor air quality plan, policy, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints :

1744248 Square Feet

## Total occupied building space :

1744248 Square Feet

## A brief description of the institution's indoor air quality plan, policy, and/or practices :

The goal of the Dickinson College Indoor Air Quality Plan is to provide a safe and healthy working environment by proactively identifying and controlling pollutants and thermal conditions that negatively impact indoor air quality.

## The website URL where information about the institution's indoor air quality initiatives is available :

<http://www.dickinson.edu/about/offices/environmental-health-and-safety/content/Environmental-Management/>

# Climate

**Points Claimed** 4.44

**Points Available** 16.50

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas emissions. Global warming is expected to have myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are expected to be particularly pronounced for poor communities and countries.

<b>Credit</b>	<b>Points</b>
Greenhouse Gas Emissions Inventory	2.00 / 2.00
Greenhouse Gas Emissions Reduction	1.94 / 14.00
Air Travel Emissions	0.25 / 0.25
Local Offsets Program	0.25 / 0.25

# Greenhouse Gas Emissions Inventory

---

**Score**

2.00 / 2.00

**Responsible Party**

**Daniel Webster**  
Sustainability Projects Coordinator  
Center for Sustainability Education

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## Criteria

### Part 1

Institution has conducted a GHG emissions inventory covering its Scope 1 and Scope 2 emissions. The GHG emissions inventory is publicly available, either through the American College & University Presidents' Climate Commitment reporting site, the institution's website, or another public website.

### Part 2

Institution has conducted a GHG emissions inventory covering Scope 3 emissions. The GHG emissions inventory is publicly available, either through the American College & University Presidents' Climate Commitment reporting site, the institution's website, or another public website.

---

"---" indicates that no data was submitted for this field

### The website URL where the GHG emissions inventory is posted :

[http://acupcc.aashe.org/search/?institution\\_name=Dickinson+College&carnegie\\_class=%3F%3F&state\\_or\\_province=%3F%3F](http://acupcc.aashe.org/search/?institution_name=Dickinson+College&carnegie_class=%3F%3F&state_or_province=%3F%3F)

### Does the inventory include all Scope 1 and 2 emissions? :

Yes

### Does the inventory include emissions from air travel? :

Yes

### Does the inventory include emissions from commuting? :

Yes

### Does the inventory include embodied emissions from food purchases? :

No

### Does the inventory include embodied emissions from other purchased products? :

No

**Does the inventory include emissions from solid waste disposal? :**

Yes

**Does the inventory include another Scope 3 emissions source not covered above? :**

Yes

**If yes, please specify :**

Wastewater

**Does the inventory include a second Scope 3 emissions source not covered above? :**

Yes

**If yes, please specify :**

Transmission and Distribution Losses

**Does the inventory include a third Scope 3 emissions source not covered above? :**

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**If yes, please specify :**

---

**Does the inventory include a fourth Scope 3 emissions source not covered above? :**

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**If yes, please specify :**

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# Greenhouse Gas Emissions Reduction

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**Score**

1.94 / 14.00

**Responsible Party**

**Daniel Webster**

Sustainability Projects Coordinator  
Center for Sustainability Education

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## Criteria

Institution reduced its net Scope 1 and Scope 2 GHG emissions per weighted campus user compared to a 2005 baseline.

For this credit, off-site, institution-catalyzed carbon offsets (i.e. those popularly known as “local offsets”) count in full. Purchased carbon offsets that have been verified by a third party may count towards a portion of the reduction. Purchased offsets that have not been third-party verified do not count.

To conduct a GHG emissions inventory, campuses may use any methodology and/or calculator that is consistent with the Greenhouse Gas Protocol's Corporate Accounting and Reporting Standards.

The baseline GHG emissions inventory should include the same emissions sources as the performance year emissions inventory.

---

"---" indicates that no data was submitted for this field

## Scope 1 and 2 gross GHG emissions, 2005 :

14791.90 Metric Tons of CO2 Equivalent

## Off-site, institution-catalyzed carbon offsets generated, 2005 :

0 Metric Tons of CO2 Equivalent

## Third-party verified carbon offsets purchased, 2005 :

1280 Metric Tons of CO2 Equivalent

## On-campus residents, 2005 :

1889

## Non-residential/commuter full-time students, faculty, and staff members, 2005 :

904

## Non-residential/commuter part-time students, faculty, and staff members, 2005 :

177

## Scope 1 and 2 gross GHG emissions, performance year :

15458.10 *Metric Tons of CO2 Equivalent*

**Off-site, institution-catalyzed offsets generated, performance year :**

0 *Metric Tons of CO2 Equivalent*

**Carbon offsets purchased, performance year :**

10933.30 *Metric Tons of CO2 Equivalent*

**List the start and end dates of the GHG emissions performance year :**

July 1, 2010-June 30, 2011

**On-campus residents, performance year :**

1968

**Non-residential/commuter full-time students, faculty, and staff members, performance year :**

900

**Non-residential/commuter part-time students, faculty, and staff members, performance year :**

136

**Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with GHG performance year) :**

July 1, 2010-June 30, 2011

## Air Travel Emissions

---

**Score**

0.25 / 0.25

**Responsible Party**

**Daniel Webster**

Sustainability Projects Coordinator  
Center for Sustainability Education

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*"---" indicates that no data was submitted for this field*

**Does the institution have policies and/or programs in place to reduce emissions from air travel? :**

Yes

**A brief description of the policies and/or programs :**

Dickinson's Greenhouse Gas Inventory and Climate Action Plan encompass air travel by faculty and staff that is paid for by the college and also air travel by students for study abroad that is paid for by the students. ACUPCC guidelines do not require that student air travel be included in its members' commitments to climate neutrality. However, because global education and study abroad are a major emphasis of a Dickinson education, we have voluntarily included our students' study abroad travel as part of our commitment to climate neutrality. We have not, as yet, implemented specific programs to tackle air travel emissions, but it is our policy as part of our Climate Action Plan to reduce and/or offset all emissions that are part of our carbon footprint, including emissions from air travel.

**The website URL where information about the policies and/or programs is available :**

---

# Local Offsets Program

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Score	Responsible Party
0.25 / 0.25	<b>Daniel Webster</b> Sustainability Projects Coordinator Center for Sustainability Education

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"---" indicates that no data was submitted for this field

**Does the institution have a local offsets program through which the institution seeks to offset its greenhouse gas emissions by implementing projects that reduce GHG emissions in the local community? :**

Yes

**A brief description of the program :**

Dickinson has a carbon offset program that accepts food waste from Weiss Market, a grocery store, and composts the waste at the College Farm. The volume of food waste averages 500 pounds per week. Over a calendar year, diverting the Weiss Market's food waste from the landfill to compost on our farm offsets approximately 8 MTCO<sub>2</sub>. The offset is not verified by a third party and does not qualify as an offset under ACUPCC for that reason. But the carbon reductions are real, it is an ongoing program that we plan to continue, and we are considering working with a third party to verify the offsets.

**The website URL where information about the program is available :**

---

# Dining Services

**Points Claimed** 6.56

**Points Available** 8.50

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water, which has potentially dangerous impacts on wildlife and human health. Furthermore, the often long-distance transportation of food to institutions produces greenhouse gas emissions and other pollution. Additionally, farm workers are often paid substandard wages, subjected to harsh working conditions, and exposed to dangerous pesticides. Institutions can use their food purchases to support their local economies; encourage safe, environmentally-friendly farming methods; and help alleviate poverty for farmers.

Please note that while dining services can also play an important role in conserving energy and water, reducing waste, and purchasing environmentally preferable materials other than food, STARS measures these impacts across the institution instead of by department; therefore, the benefits of these actions are captured in the Energy, Water, Waste, and Purchasing subcategories, respectively.

<b>Credit</b>	<b>Points</b>
Food and Beverage Purchasing	4.56 / 6.00
Trayless Dining	0.25 / 0.25
Vegan Dining	0.25 / 0.25
Trans-Fats	0.25 / 0.25
Guidelines for Franchisees	0.00 / 0.25
Pre-Consumer Food Waste Composting	0.25 / 0.25
PostConsumer Food Waste Composting	0.25 / 0.25
Food Donation	0.25 / 0.25
Recycled Content Napkins	0.25 / 0.25
Reusable Container Discounts	0.25 / 0.25
Reusable To-Go Containers	0.00 / 0.25

# Food and Beverage Purchasing

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Score	Responsible Party
4.56 / 6.00	<b>Kristen Williams</b> Financial Analyst Facilities Management

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## Criteria

This credit includes food and beverage purchases for on-campus dining services operated by the institution or the institution's primary on-site contractor. Institution purchases food and beverages that meet at least one of the following criteria:

- Grown and processed within 250 miles of the institution
- Third-party certified (USDA Certified Organic, Marine Stewardship Council Blue Ecolabel, Food Alliance, Fair Trade, Certified Humane Raised and Handled)

Food and beverage purchases that meet multiple criteria listed above should not be double-counted.

This credit includes food and beverage purchases for on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor (e.g. Aramark, Bon Appétit Management Company, Chartwells, Sodexo). On-site franchises, convenience stores, vending machines, or concessions are excluded from this credit unless they are operated by the institution or the institution's primary on-site contractor..

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"---" indicates that no data was submitted for this field

## Percentage of food expenditures that meet one or more of the criteria for this credit (0 - 100) :

38

## A brief description of the sustainable food and beverage purchasing program :

Dining Services is committed to sustainable practices—from partnering with local food vendors whenever possible to serving fair-trade coffee and offering compostable dinnerware.

Additionally, in the Spring of 2012, a Sustainable Food Committee led by a Dining Services intern, Rachel Gilbert, is spearheading a program to both identify a better statistic for the percentage of food expenditures that uphold this credit's criteria and to introduce more local and fair-trade foods into Dickinson's Dining facilities.

This sustainability internship position will continue in the Fall and the sustainable food committee boasts a working group of about 15-20 active members.

## The Website URL where information about the institution's sustainable food and beverage purchasing efforts is available :

<http://www.dickinson.edu/student-life/resources/dining-services/>

---

Score	Responsible Party
0.25 / 0.25	<b>Kristen Williams</b> Financial Analyst Facilities Management

---

"---" indicates that no data was submitted for this field

**Does the institution have a trayless dining program in which trays are removed from or not available in dining halls?**

:

Yes

**A brief description of the trayless dining program :**

The dining hall permanently eliminated trays two years ago. The servery remained the same, but multiple beverage stations were added around the hall to ease congestion and avoid multiple trips to the servery area.

**List the year the program was started :**

July 1, 2009

**The overall percentage of meals served on campus that are trayless :**

---

**The percentage of meal plan meals served on campus that are trayless :**

---

**The percentage of retail facility meals served on campus that are trayless :**

---

**The percentage of conference meals served on campus that are trayless :**

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**The website URL where information about the program is available :**

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## Vegan Dining

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Score	Responsible Party
0.25 / 0.25	<b>Kristen Williams</b> Financial Analyst Facilities Management

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"---" indicates that no data was submitted for this field

**Does the institution offer diverse, complete-protein vegan dining options during every meal? :**

Yes

**A brief description of the vegan dining program :**

Dickinson has offered vegetarian options at lunch and dinner for several nearly two decades. Vegan dining was introduced ten years ago. A vegan entrée is available at lunch and dinner. All vegan meals are also Kosher.

**The website URL where information about the program, policy, or practice is available :**

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## Trans-Fats

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Score	Responsible Party
0.25 / 0.25	<b>Kristen Williams</b> Financial Analyst Facilities Management

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"---" indicates that no data was submitted for this field

**Does the institution use frying oil that does not include trans-fats and seek to avoid foods that include trans-fats in its dining operations? :**

Yes

**A brief description of the trans-fats avoidance program, policy, or practice :**

Dickinson does not purchase products for use in the dining hall that contain trans-fat and has used canola oil in food preparations for twenty-two years.

**The website URL where information about the program, policy, or practice is available :**

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## Guidelines for Franchisees

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**Score**

0.00 / 0.25

**Responsible Party**

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This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

# Pre-Consumer Food Waste Composting

---

Score	Responsible Party
0.25 / 0.25	<b>Kristen Williams</b> Financial Analyst Facilities Management

---

"---" indicates that no data was submitted for this field

**Does the institution have a pre-consumer food waste composting program? :**

Yes

**A brief description of the pre-consumer food waste composting program :**

o All food waste resulting from food preparation is pulped and sent the college's organic farm.

**The overall percentage of meals for which pre-consumer scraps are composted :**

100

**The percentage of meal plan meals for which pre-consumer scraps are composted :**

100

**The percentage of retail facility meals for which pre-consumer scraps are composted :**

100

**The percentage of conference meals for which pre-consumer scraps are composted :**

100

**The website URL where information about the composting program is available :**

<http://www.dickinson.edu/about/sustainability/Campus-Operations/>

# PostConsumer Food Waste Composting

---

Score	Responsible Party
0.25 / 0.25	<b>Kristen Williams</b> Financial Analyst Facilities Management

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## Submission Note:

The percentage of postconsumer composted at conferences is unknown. For example, at our Seeding the Future Conference in October 2011, the Dickinson College Organic Farm ensured that all event had compost receptacles available following a meal. Dickinson hosts many conferences, however, that do not make this an organizational priority. We hope to reconstitute this via CSE working with Conference Services over the next year to make composting available at all events.

"---" indicates that no data was submitted for this field

## Does the institution have a postconsumer food waste composting program? :

Yes

## A brief description of the postconsumer food waste composting program :

Food waste is collected after meals in the dining hall and processed through an industrial pulper. In addition, all disposable items in the dining hall are compostable and are run through the pulper. Materials processed with the pulper is then sent to the college's organic farm to be composted and used as a soil supplement.

## The percentage of overall meals for which postconsumer composting is available :

100

## The percentage of meal plan meals for which postconsumer composting is available :

100

## The percentage of retail facilities for which postconsumer composting is available :

95

## The percentage of conference meals for which postconsumer composting is available :

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## The website URL where information about the composting program is available :

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## Food Donation

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Score	Responsible Party
0.25 / 0.25	<b>Kristen Williams</b> Financial Analyst Facilities Management

---

"---" indicates that no data was submitted for this field

### **Does the institution donate leftover or surplus food? :**

Yes

### **A brief description of the food donation program :**

Food left over at the end of a meal is used at the next meal. Perishable foods leftover at the end of each semester are donated to Project S.H.A.R.E., a local food bank that was started by a Dickinson alumna and that is housed in 10,000 square feet of space on campus that is provide rent free by the college. Also, a significant amount of organic produce grown at the College Farm is donated to Project S.H.A.R.E.

### **The website URL where information about the food donation program is available :**

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## Recycled Content Napkins

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**Score**

0.25 / 0.25

**Responsible Party**

**Kristen Williams**  
Financial Analyst  
Facilities Management

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*"---" indicates that no data was submitted for this field*

**Does the institution use recycled content napkins in its dining service operations? :**

Yes

**A brief description of the purchasing behavior :**

All napkins used are 100% recycled material. It is the policy of dining services that all paper products contain recycled material and be compostable.

**The website URL where information about the purchasing is available :**

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## Reusable Container Discounts

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Score	Responsible Party
0.25 / 0.25	<b>Kristen Williams</b> Financial Analyst Facilities Management

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"---" indicates that no data was submitted for this field

**Does campus dining operations offer discounts to customers who use reusable mugs instead of disposable cups in to-go food service operations? :**

Yes

**A brief description of the reusable mug program :**

All four to-go operations on campus offer a discount for use of a reusable mug. Over the years, many variations of reusable mugs and bottles have been given out to incoming students.

**Amount of the discount offered for using reusable mugs :**

0.50

**Description of other reusable food- or beverage-related programs (e.g. incentives for use of reusable bags, dishware, to-go containers) :**

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**The website URL where information about the reusable mug discount program is available :**

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## Reusable To-Go Containers

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**Score**

0.00 / 0.25

**Responsible Party**

**Kristen Williams**  
Financial Analyst  
Facilities Management

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This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

# Energy

**Points Claimed** 2.04

**Points Available** 16.50

This subcategory seeks to recognize institutions that are reducing their energy consumption through conservation and efficiency, and switching to cleaner and renewable sources of energy such as solar, wind, geothermal, and low-impact hydropower. For most institutions, energy consumption is the largest source of greenhouse gas emissions, which cause global warming. Global warming is expected to have myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are expected to be particularly pronounced for poor communities and countries. In addition to causing global warming, energy generation from fossil fuels, especially coal, produces air pollutants such as sulfur dioxide, nitrogen oxides, mercury, dioxins, arsenic, cadmium and lead. These pollutants contribute to acid rain as well as health problems such as heart and respiratory diseases and cancer. Coal mining and oil and gas drilling can also damage environmentally and/or culturally significant ecosystems. Nuclear power creates highly toxic and long-lasting radioactive waste. Large-scale hydropower floods habitat and disrupts fish migration.

Implementing conservation measures and switching to renewable sources of energy can help institutions save money and protect them from utility rate volatility. Renewable energy may be generated locally and allow campuses to support local economic development. Furthermore, institutions can help shape markets by creating demand for cleaner, renewable sources of energy.

<b>Credit</b>	<b>Points</b>
Building Energy Consumption	0.00 / 8.00
Clean and Renewable Energy	0.79 / 7.00
Timers for Temperature Control	0.25 / 0.25
Lighting Sensors	0.25 / 0.25
LED Lighting	0.25 / 0.25
Vending Machine Sensors	0.00 / 0.25
Energy Management System	0.25 / 0.25
Energy Metering	0.25 / 0.25

# Building Energy Consumption

---

Score	Responsible Party
0.00 / 8.00	<b>Kristen Williams</b> Financial Analyst Facilities Management

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## Criteria

Institution has reduced its total building energy consumption per gross square foot of building space compared to a 2005 baseline.

To aggregate energy consumption data from multiple sources, figures should be converted into MMBtu (one million British thermal units – a standard measure of energy) using the following equivalents:

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBtu

---

### Submission Note:

It should be noted that, while we did not reduce energy consumption per square foot of building space from 2005 to 2010, Dickinson had already attained a high degree of energy efficiency by 2005, as evidenced by our 6.8 MTCO<sub>2</sub>e scope 1 + scope 2 emissions per 1000 square feet of building space. This is 40% lower than the 11.5 MTCO<sub>2</sub>e average reported by ACUPCC for 130 baccalaureate colleges in their database.

"---" indicates that no data was submitted for this field

### Total building energy consumption, 2005 :

127781 MMBtu

### Building space, 2005 :

1744387 Gross Square Feet

### Total building energy consumption, performance year :

145441 MMBtu

**Building space, performance year :**

1872718 *Gross Square Feet*

**List the start and end dates of the energy consumption performance year :**

July 1, 2010-June 30, 2011

# Clean and Renewable Energy

---

**Score**

0.79 / 7.00

**Responsible Party**

**Kristen Williams**  
Financial Analyst  
Facilities Management

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## Criteria

Institution supports the development and use of clean and renewable energy sources using any one or combination of the following options.

Option 1: Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. (In other words, if the institution has sold Renewable Energy Credits for the clean and renewable energy it generated, it may not claim such energy here). The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.

Option 2: Using renewable sources for non-electric, on-site energy generation, such as biomass for heating.

Option 3: Catalyzing the development of off-site clean and renewable energy sources (e.g. an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of that energy.

Option 4: Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs) or other similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party, or purchasing renewable electricity through the institution's electric utility through a certified green power purchasing option.

Option 5: Using cogeneration technologies to generate electricity more efficiently. Note: generating electricity using cogeneration technology and a renewable fuel, such as biomass, is considered Option 1 and should not be counted twice.

Since this credit is intended to recognize institutions that are generating new sources of clean and renewable energy, neither the electric grid mix for the region in which the institution is located nor the grid mix reported by the electric utility that serves the institution count for this credit.

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit. For example, daylighting, passive solar design, and ground-source heat pumps are not counted in this credit. The benefits of such strategies are captured by *OP Credit 5: Greenhouse Gas Emissions Reductions* and *OP Credit 7: Building Energy Consumption*.

Transportation fuels, which are covered by *OP Credit 14: Campus Fleet*, are not included in this credit.

To aggregate energy consumption data from multiple sources, figures should be converted into MMBtu (one million British thermal units – a standard measure of energy) using the following equivalents:

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBTU

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"---" indicates that no data was submitted for this field

**Option 1: Total clean and renewable electricity generated on site during the performance year and for which the institution retains or has retired the associated environmental attributes :**

260.40 MMBtu

**Option 2: Non-electric renewable energy generated :**

762 MMBtu

**Option 3: Total clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes :**

0 MMBtu

**Option 4: Total RECs and other similar renewable energy products that the institution purchased during the performance year that are Green-e certified or meet the Green-e standard's technical requirements and are third party verified :**

61416 MMBtu

**Option 5: Total electricity generated with cogeneration technology using non-renewable fuel sources :**

0 MMBtu

**Total energy consumed during the performance year :**

145441 MMBtu

**A brief description of on-site renewable electricity generating devices :**

<http://www.dickinson.edu/about/sustainability/content/Energy/>

Solar panels are installed on three buildings on-campus, located at the library, an academic building, and at our Center for Sustainable Living. Additionally, most of the electricity needed for our farm operations is generated by grid-tie pv panels. For more information, please visit the website above.

**A brief description of on-site renewable non-electric energy devices :**

[stars.aashe.org](http://stars.aashe.org)

The Dickinson College Biodiesel Project is a student-run initiative that uses waste vegetable oil from area restaurants to produce a clean-burning, energy-efficient fuel.

**A brief description of off-site, institution-catalyzed, renewable electricity generating devices :**

---

**A brief description of RECs or other similar renewable energy products purchased during the previous year, including contract timeframes :**

Entered into three year contract in fall 2009 to purchase 18,000,000 recs annually , the amount required to offset 100% of annually electric consumption

**A brief description of cogeneration technologies deployed :**

---

**The website URL where information about the institution's renewable energy sources is available :**

<http://www.dickinson.edu/about/sustainability/content/Energy/>

## Timers for Temperature Control

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Score	Responsible Party
0.25 / 0.25	<b>Kristen Williams</b> Financial Analyst Facilities Management

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"---" indicates that no data was submitted for this field

**Does the institution use timers to regulate temperatures based on occupancy hours in at least one building? :**

Yes

**A brief description of the technology used :**

Dickinson College has a Siemens energy monitoring system that uses an Apogee Insight MLN layout to control, monitor and trend internal/external temperatures and set points to maximize fossil fuel and electrical energy efficiency in twenty one academic, administrative and residential buildings. These trends are then applied to occupancy levels in order to regulate temperatures.

**The percentage of building space (square footage) with timers for temperature control :**

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**The website URL where information about the practice is available :**

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## Lighting Sensors

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Score	Responsible Party
0.25 / 0.25	<b>Kristen Williams</b> Financial Analyst Facilities Management

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"---" indicates that no data was submitted for this field

**Does the institution use motion, infrared, and/or light sensors to reduce energy use for lighting in at least one building? :**

Yes

**A brief description of the technology used :**

A recent project (FY09) replaced approximately 250 fixtures in ten academic and administrative buildings with motion sensors. We also include motion or light sensing technologies in all new construction and renovation projects.

**The percentage of building space with lighting sensors :**

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**The website URL where information about the institution's use of the technology is available :**

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# LED Lighting

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Score	Responsible Party
0.25 / 0.25	<b>Kristen Williams</b> Financial Analyst Facilities Management

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"---" indicates that no data was submitted for this field

**Does the institution use Light Emitting Diode (LED) technology in at least one lighting application? LED applications in exit signs and remote controls do not count for this credit. :**

Yes

**A brief description of the technology used :**

LED lighting is used in the hallways of Althouse and over the circulation desk of Waidner-Spahr Library. LED pin spots are used in our student union building to highlight wall plaques. We also employ solar powered LED pole lights in the parking lot of our Facilities Management Building and along the walkway adjacent to our athletic field.

**The percentage of building space with LED lighting :**

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**The percentage of parking deck space with LED lighting :**

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**The percentage of outdoor space that uses LED lighting :**

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**The percentage of building space with efficient, non-LED lighting (compact fluorescent, automatic daylight shutoff, or other energy-saving features) :**

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**The website URL where information about the institution's use of the technology is available :**

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## Vending Machine Sensors

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**Score**

0.00 / 0.25

**Responsible Party**

**Daniel Webster**

Sustainability Projects Coordinator  
Center for Sustainability Education

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This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

# Energy Management System

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Score	Responsible Party
0.25 / 0.25	<b>Kristen Williams</b> Financial Analyst Facilities Management

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"---" indicates that no data was submitted for this field

**Does the institution use a centralized energy management system that allows it to track energy consumption and performance in multiple buildings in a central location? :**

Yes

**A brief description of the management system :**

The Siemens EMS that monitors and controls temperature also has adjustable PDL set points to control the campus peak electrical.

**The percentage of building space monitored with a centralized energy management system :**

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**A description of what systems are shut down during unoccupied periods :**

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**The website URL where information about the institution's use of the technology is available :**

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# Energy Metering

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Score	Responsible Party
0.25 / 0.25	<b>Kristen Williams</b> Financial Analyst Facilities Management

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"---" indicates that no data was submitted for this field

**Does the institution meter all energy consumption (electricity, natural gas, purchased steam, etc.) for at least one building? :**

Yes

**A brief description of the metering system :**

We have 40 buildings for which electricity and natural gas is metered. The meters are provided and maintained by the utility distributor. Electricity is metered by kWh and natural gas is metered by MCF. Readings are taken monthly by the utility provider and including in billing statements. The information is recorded in a database (Utility Direct by Schooldude) for use in reporting and monitoring.

The monitoring system web addresses for our solar arrays can be provided upon request.

**The percentage of building space with energy metering :**

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**The website URL where information about the metering system is available :**

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# Grounds

**Points Claimed** 3.00

**Points Available** 3.25

This subcategory seeks to recognize institutions that plan and maintain their grounds with sustainability in mind. Beautiful and welcoming campus grounds can be planned, planted, and maintained in any region while minimizing the use of toxic chemicals, protecting wildlife habitat, and conserving water and resources.

<b>Credit</b>	<b>Points</b>
Integrated Pest Management	2.00 / 2.00
Native Plants	0.25 / 0.25
Wildlife Habitat	0.25 / 0.25
Tree Campus USA	0.00 / 0.25
Snow and Ice Removal	0.25 / 0.25
Landscape Waste Composting	0.25 / 0.25

# Integrated Pest Management

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Score	Responsible Party
2.00 / 2.00	<b>Kristen Williams</b> Financial Analyst Facilities Management

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## Criteria

Institution's grounds are developed and maintained in accordance with an integrated pest management plan that adheres to the following four-tiered approach:

- 1) Set action thresholds
  - 2) Monitor and identify pests
  - 3) Prevention
  - 4) Control
- 

"---" indicates that no data was submitted for this field

## The size of the campus grounds :

200 Acres

## The size of campus grounds that are maintained in accordance with a four-tiered IPM plan :

200 Acres

## A brief description of the IPM plan(s) :

Dickinson employs IPM practices on the 200 acre main campus which include a variety of prevention methods, monitoring to identify pests, and application of controls appropriate to the identified pests and extent of infestation. We do not set thresholds per se to determine when to implement controls, but instead react to implement controls based on observations and reports from highly qualified staff who are trained in observation and identification of insects, weeds and diseases.

## The website URL where information about the IPM plan(s) is available :

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## Native Plants

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Score	Responsible Party
0.25 / 0.25	<b>Kristen Williams</b> Financial Analyst Facilities Management

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"---" indicates that no data was submitted for this field

**Does the institution prioritize the use of native plant species in landscaping? :**

Yes

**A brief description of the native plant program, policy, or practice :**

Native species are given priority in landscape plans. Over the past several years, many student groups have done extensive research and made recommendations to the Grounds department regarding materials and locations, especially pertaining to native wildflowers.

**The website URL where information about the program, policy, or practice is available :**

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## Wildlife Habitat

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Score	Responsible Party
0.25 / 0.25	<b>Kristen Williams</b> Financial Analyst Facilities Management

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"---" indicates that no data was submitted for this field

### **Does the institution have programs in place to protect and/or create wildlife habitat on institution-owned land? :**

Yes

### **A brief description of the wildlife habitat program, policy, or practice :**

Our campus is home to many types of small wildlife including squirrels, birds, chipmunks, rabbits and a several mallard ducks that return annually to nest in various areas around campus. We provide a number of bird houses and squirrel houses around the campus as well as bee hives and bumble bee nesting areas. We employ natural wood breaks and have a herd of deer at our compost facility.

Dickinson also provides wildlife habitat at the College Farm. Natural areas are maintained with plant species that provide habitat and food for wildlife, with a particular emphasis on native pollinators. Bluebird boxes and a bluebird trail have been established at the farm, and stream restoration and clean up have been done on the Yellow Breeches Creek, which borders our farm and is an important trout fishery. Students and faculty engage in research on human/wildlife interactions at the farm that includes amphibians, reptiles, birds and pollinators.

### **The website URL where information about the program, policy, or practice is available :**

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## Tree Campus USA

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Score	Responsible Party
0.00 / 0.25	<b>Kristen Williams</b> Financial Analyst Facilities Management

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"---" indicates that no data was submitted for this field

**Is the institution recognized by the Arbor Day Foundation's Tree Campus USA program? :**

No

**A brief description of the institution's Tree Campus USA program :**

The college has had a dedicated tree surgeon/arborist on staff for the past twelve years. The main campus and its surrounding area is designated arboretum that can be viewed either as virtual tour online narrated by our arborist or as a self guided walking tour with maps available for download or in our Admissions and Student Union buildings. This summer will see a extensive campus wide tree inventory spearheaded by a GIS student.

**The website URL where information about the program, policy, or practice is available :**

<http://www.dickinson.edu/about/offices/facilities-management/content/Campus-Arboretum/>

## Snow and Ice Removal

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Score	Responsible Party
0.25 / 0.25	<b>Kristen Williams</b> Financial Analyst Facilities Management

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"---" indicates that no data was submitted for this field

**Has the institution implemented technologies or strategies to reduce the environmental impacts of snow and ice removal? :**

Yes

**A brief description of the snow and ice removal program, policy, or practice :**

In an effort to keep as much melt as possible from entering the stormwater system, snow is removed to adjacent green areas whenever possible (ex along sidewalks). When large areas such as parking lots need clearing, the snow is trucked to our campus compost facility (Schaffer Farm) and allowed to melt into the ground. Traditional ice-melt is only used on steps and ramps, all other areas are treated with grit limestone.

**The website URL where information about the program, policy, or practice is available :**

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# Landscape Waste Composting

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**Score**

0.25 / 0.25

**Responsible Party**

**Kristen Williams**  
Financial Analyst  
Facilities Management

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*"---" indicates that no data was submitted for this field*

**Does the institution compost or mulch waste from grounds keeping, including grass trimmings? :**

Yes

**A brief description of the composting or mulching program :**

Grass clippings and mowed autumn leaves are allowed to remain on the grounds to compost naturally. Large waste is taken to Schaffer Farm where it is chipped and allowed to compost.

**The percentage of landscape waste that is mulched or composted onsite :**

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**The percentage of landscape waste that is mulched or composted off-site :**

100

**The website URL where information about the program, policy, or practice is available :**

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# Purchasing

**Points Claimed** 5.03

**Points Available** 7.50

This subcategory seeks to recognize institutions that are using their purchasing power to help build a sustainable economy. Collectively, colleges and universities spend many billions of dollars on goods and services annually. Each purchasing decision represents an opportunity for institutions to choose environmentally and socially preferable products and services and support companies with strong commitments to sustainability.

<b>Credit</b>	<b>Points</b>
Computer Purchasing	2.00 / 2.00
Cleaning Products Purchasing	1.57 / 2.00
Office Paper Purchasing	0.96 / 2.00
Vendor Code of Conduct	0.00 / 1.00
Historically Underutilized Businesses	0.25 / 0.25
Local Businesses	0.25 / 0.25

# Computer Purchasing

---

Score	Responsible Party
2.00 / 2.00	<b>Daniel Webster</b> Sustainability Projects Coordinator Center for Sustainability Education

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## Criteria

### *Part 1*

Institution has an institution-wide stated preference to purchase Electronic Product Environmental Assessment Tool (EPEAT) Silver or higher products. This can take the form of purchasing policies, guidelines, or directives. This credit does not include specialized computers for which no EPEAT certified products are available. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

### *Part 2*

Institution purchases Electronic Product Environmental Assessment Tool (EPEAT) Silver and/or Gold registered products for standard desktop and notebook/laptop computers and monitors. This credit does not include specialized computers for which no EPEAT certified products are available.

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"---" indicates that no data was submitted for this field

**Does the institution have an institution-wide stated preference to purchase EPEAT Silver or higher computers and monitors? :**

Yes

**The website URL where the EPEAT policy, directive, or guidelines are posted :**

<http://lis.dickinson.edu/AboutLIS/>

**A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed :**

Under the direction of Library and Information Services, Dickinson College purchases computers from Dell and Apple, companies that have a long-standing commitment to the environment and their offering of EPEAT Silver- and Gold-rated computers. In the last year, we have purchased 99.6% EPEAT Gold-rated computers, which will continue to be our institutional preference in the future.

**Does the institution wish to pursue points for Part 2 of this credit (expenditures on EPEAT computers)? :**

Yes

**Expenditures on EPEAT Gold desktop and laptop computers and monitors :**

833203 *US/Canadian \$*

**Expenditures on EPEAT Silver desktop and laptop computers and monitors :**

3231 *US/Canadian \$*

**Total expenditures on desktop and laptop computers and monitors :**

836434 *US/Canadian \$*

# Cleaning Products Purchasing

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Score	Responsible Party
1.57 / 2.00	<b>Kristen Williams</b> Financial Analyst Facilities Management

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## Criteria

### Part 1

Institution has an institution-wide stated preference to purchase Green Seal™ or EcoLogo™ certified cleaning products. The stated preference can take the form of purchasing policies, guidelines, or directives to purchase green cleaning products. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

### Part 2

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or EcoLogo certified cleaning products. This credit does not include cleaning products for which no Green Seal or EcoLogo certified products are available.

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"---" indicates that no data was submitted for this field

**Does the institution have an institution-wide stated preference to purchase Green Seal (tm) or EcoLogo (tm) certified cleaning products? :**

Yes

**The website URL where the green cleaning product purchasing policy, directive, or guidelines are posted :**

<http://www.dickinson.edu/about/offices/facilities-management/content/Sustainable-Operations/>

**A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed :**

Cleaning supply purchases are centralized within the Housekeeping Department. Only the Supervisor or Asst. Supervisor for Housekeeping can place orders with our distributor and do so from a list of approved green cleaning products.

**Does the institution wish to pursue points for Part 2 of this credit (expenditures on cleaning products)? :**

Yes

**Expenditures on Green Seal and/or EcoLogo certified cleaning products :**

18557 US/Canadian \$

**Total expenditures on cleaning products :**

25923 *US/Canadian \$*

**A copy of the sections of the cleaning contract(s) that reference certified green products :**

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# Office Paper Purchasing

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Score

0.96 / 2.00

Responsible Party

**Daniel Webster**  
Sustainability Projects Coordinator  
Center for Sustainability Education

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## Criteria

### Part 1

Institution has an institution-wide stated preference to purchase recycled content office paper. This can take the form of purchasing policies, guidelines, or directives to purchase recycled content office paper. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

### Part 2

Institution purchases recycled content office paper.

---

"---" indicates that no data was submitted for this field

**Does the institution have an institution-wide stated preference to purchase recycled content office paper? :**

Yes

**The URL where the recycled paper policy, directive, or guidelines are posted :**

[http://www.dickinson.edu/uploadedFiles/about/sustainability/content/History%20of%20Sustainability%20at%20Dickinson%20College%20Timeline%2011.09\(1\).doc](http://www.dickinson.edu/uploadedFiles/about/sustainability/content/History%20of%20Sustainability%20at%20Dickinson%20College%20Timeline%2011.09(1).doc)

**A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed :**

The Print Center handles all purchasing of paper for the institution, and the mandate in the document above, ensures that we strive to purchase 30% recycled-content office paper institution wide.

**Does the institution wish to pursue points for Part 2 of this credit (expenditures on recycled paper)? :**

Yes

**Expenditures on 10-29 percent recycled-content office paper :**

12000 US/Canadian \$

**Expenditures on 30-49 percent recycled-content office paper :**

[stars.aashe.org](http://stars.aashe.org)

31000 *US/Canadian \$*

**Expenditures on 50-69 percent recycled-content office paper :**

0 *US/Canadian \$*

**Expenditures on 70-89 percent recycled-content office paper (required if claiming points for Part 2) :**

0 *US/Canadian \$*

**Expenditures on 90-100 percent recycled-content office paper :**

1500 *US/Canadian \$*

**Total expenditures on office paper :**

53000 *US/Canadian \$*

## Vendor Code of Conduct

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**Score**

0.00 / 1.00

**Responsible Party**

---

### Criteria

Institution has and acts on a vendor code of conduct or equivalent policy that sets expectations about the social and environmental responsibility of vendors with whom the institution does business. Policies adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

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This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

## Historically Underutilized Businesses

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Score	Responsible Party
0.25 / 0.25	<b>Kristen Williams</b> Financial Analyst Facilities Management

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"---" indicates that no data was submitted for this field

**Does the institution seek to support historically underutilized businesses, minority-owned businesses, and women owned-businesses? :**

Yes

**A brief description of how the institution meets the criteria :**

We have recently updated our standard RFP template to include a request for the “diversity profile of the firm, to provide the college with an indication of the firm’s commitment to ethnic, racial and gender diversity”.

**The website URL where information about the program, policy, or practice is available :**

---

## Local Businesses

---

Score	Responsible Party
0.25 / 0.25	<b>Kristen Williams</b> Financial Analyst Facilities Management

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### Submission Note:

Office Furniture – largely from Knoll out of East Greenville, PA

Office Supplies – Phillips Group, a family owned business in Harrisburg, PA

Hite Electric – started in PA and now serves the greater PA area including southern New York and northern West Virginia

Tri-Boro Construction Supplies – family owned business out of York, PA

LBK Services – local family owned general construction

Stone House Group – Consulting, commissioning and LEED Administration firm out of Bethlehem, PA

"---" indicates that no data was submitted for this field

**Does the institution give preference to local products and businesses in its purchasing decisions? Local food purchases, which are covered in OP Credit 6: Food Purchasing, are not included in this credit. :**

Yes

**A brief description of the program :**

The college strives to utilize local businesses to every degree possible, from everyday purchases such as office supplies, construction materials and furniture to contractors and consultants.

**The website URL where information about the program, policy, or practice is available :**

---

# Transportation

**Points Claimed** 7.01

**Points Available** 12.00

This subcategory seeks to recognize institutions that are moving toward sustainable transportation systems. Transportation is a major source of greenhouse gas emissions and other pollutants that contribute to health problems such as heart and respiratory diseases and cancer. Due to disproportionate exposure, these health impacts are frequently more pronounced in low-income communities next to major transportation corridors. In addition, the extraction, production, and global distribution of fuels for transportation can damage environmentally and/or culturally significant ecosystems and may financially benefit hostile and/or oppressive governments.

At the same time, campuses can reap benefits from modeling sustainable transportation systems. Bicycling and walking provide human health benefits and mitigate the need for large areas of paved surface, which can help campuses to better manage storm water. Institutions may realize cost savings and help support local economies by reducing their dependency on petroleum-based fuels for transportation.

<b>Credit</b>	<b>Points</b>
Campus Fleet	0.21 / 2.00
Student Commute Modal Split	3.88 / 4.00
Employee Commute Modal Split	0.42 / 3.00
Bicycle Sharing	0.25 / 0.25
Facilities for Bicyclists	0.25 / 0.25
Bicycle and Pedestrian Plan	0.25 / 0.25
Mass Transit Programs	0.25 / 0.25
Condensed Work Week	0.25 / 0.25
Telecommuting	0.25 / 0.25
Carpool/Vanpool Matching	0.25 / 0.25
Cash-out of Parking	0.00 / 0.25
Carpool Discount	0.00 / 0.25
Local Housing	0.25 / 0.25
Prohibiting Idling	0.25 / 0.25
Car Sharing	0.25 / 0.25

---

Score	Responsible Party
0.21 / 2.00	<b>Kristen Williams</b> Financial Analyst Facilities Management

---

## Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet (cars, trucks, tractors, buses) vehicles that are:

1. Gasoline-electric hybrid
2. Diesel-electric hybrid
3. Plug-in hybrid
4. 100 percent electric
5. Fueled with Compressed Natural Gas (CNG)
6. Hydrogen fueled
7. Fueled with B20 or higher biofuel for more than 6 months of the year; and/or
8. Fueled with E85 or higher ethanol for more than 6 months of the year.

For this credit, the institution's motorized fleet includes all institution-owned and operated vehicles that are used for transporting people and/or goods. Heavy construction equipment (e.g. excavators and pavers) and maintenance equipment (e.g. lawn-mowers and leaf blowers) are not included in this credit.

---

### Submission Note:

We have a minibus that runs a 20/80 mix used to run trash truck, bucket truck

Most of the biodiesel produced on campus goes into grounds equipment such as mowers. Also used in Farm greenhouse and home as heating fuel.

"---" indicates that no data was submitted for this field

### Gasoline-electric, non-plug-in hybrid vehicles in the institution's fleet :

11

### Diesel-electric, non-plug-in hybrid vehicles in the institution's fleet :

0

**Plug-in hybrid vehicles in the institution's fleet :**

0

**100 percent electric vehicles in the institution's fleet :**

0

**Vehicles in the institution's fleet that are fueled with Compressed Natural Gas (CNG) :**

0

**Hydrogen fueled vehicles in the institution's fleet :**

0

**Vehicles in the institution's fleet that are fueled with B20 or higher biofuel for more than 6 months of the year :**

3

**Vehicles in the institution's fleet that are fueled with E85 or higher ethanol for more than 6 months of the year :**

0

**Total number of vehicles in the institution's fleet, including all of the above :**

136

# Student Commute Modal Split

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**Score**

3.88 / 4.00

**Responsible Party**

**Daniel Webster**  
Sustainability Projects Coordinator  
Center for Sustainability Education

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## Criteria

Institution's students commute to and from campus using more sustainable options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options. Students who live on campus should be included in the calculation based on how they get to and from their classes.

---

*"---" indicates that no data was submitted for this field*

**The percentage (0-100) of institution's students who use more sustainable commuting options :**

97

**The percentage (0-100) of institution's students who commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation :**

3

**The percentage (0-100) of institution's students who walk, bicycle, or use other non-motorized means as their primary method of transportation. Please note that this may include on-campus residents :**

97

**The percentage (0-100) of institution's students who vanpool or carpool as their primary method of transportation :**

0

**The percentage (0-100) of institution's students who take a campus shuttle or public transportation as their primary method of transportation :**

0

**The percentage (0-100) of institution's students who use a motorcycle, scooter or moped as their primary method of transportation :**

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**The website URL where information about alternative transportation is available :**

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# Employee Commute Modal Split

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Score

0.42 / 3.00

Responsible Party

**Daniel Webster**

Sustainability Projects Coordinator  
Center for Sustainability Education

---

## Criteria

Institution's employees (faculty, staff, and administrators) commute to and from campus using more sustainable options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options. Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

---

"---" indicates that no data was submitted for this field

**The percentage (0-100) of institution's employees that use more sustainable commuting options :**

14

**The percentage (0-100) of institution's employees who commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation :**

86

**The percentage (0-100) of institution's employees who walk, bicycle, or use other non-motorized means as their primary method of transportation. Please note that this may include on-campus residents :**

14

**The percentage (0-100) of institution's employees who vanpool or carpool as their primary method of transportation :**

0

**The percentage (0-100) of institution's employees who take a campus shuttle or public transportation as their primary method of transportation :**

0

**The percentage (0-100) of institution's employees who use a motorcycle, scooter, or moped as their primary method of transportation :**

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**The website URL where information about alternative transportation is available :**

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## Bicycle Sharing

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**Score**

0.25 / 0.25

**Responsible Party**

**Daniel Webster**

Sustainability Projects Coordinator  
Center for Sustainability Education

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*"---" indicates that no data was submitted for this field*

**Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program? :**

Yes

**A brief description of the program, including an indication of its scope (e.g., the number of bicycles the program makes available, participation levels, etc.) :**

Dickinson College Department of Public Safety administers the College Red Bike Program, which supports the College's sustainability efforts. The red bikes and equipment are for the use of Dickinson College students, their visiting family members, and Dickinson College faculty and staff and their family members. Family members of students, faculty or staff requesting use of a bicycle must be at least 18 years of age.

**The website URL where information about the program, policy, or practice is available :**

<http://www.dickinson.edu/defined/Campus-and-Community/>

## Facilities for Bicyclists

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**Score**

0.25 / 0.25

**Responsible Party**

**Daniel Webster**

Sustainability Projects Coordinator  
Center for Sustainability Education

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*"---" indicates that no data was submitted for this field*

**Does the institution have indoor and secure bike storage, shower facilities, and lockers for bicycle commuters in at least one building? :**

Yes

**A brief description of the facilities :**

Showers are available for bicycle commuters and others to use in three academic buildings: Rector Science Complex, Althouse, and Kaufman Hall. Summer 2011 renovations to Kaufman Hall will add a secure indoor bike storage room for bicycle commuters. For students, Davidson-Wilson Hall has a secure indoor room for residents of the building to store bikes. The room is being converted to a cooperative bike shop this summer and in the fall students will have a workspace and tools to work on bikes, assist each other with bike maintenance, and learn bike repair skills.

**The website URL where information about the program, policy, or practice is available :**

---

# Bicycle and Pedestrian Plan

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**Score**

0.25 / 0.25

**Responsible Party**

**Daniel Webster**

Sustainability Projects Coordinator  
Center for Sustainability Education

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"---" indicates that no data was submitted for this field

**Has the institution developed a bicycle plan? :**

Yes

**A brief description of the plan :**

The Master Plan calls for integrating “a strong pedestrian pathway and bikeway system into existing circulation corridors” (page 35). The planned routes for the bike paths are depicted in maps in the Master Plan. An important step was taken in spring 2011 with the creation of bike lanes on High Street, which bisects campus and is one of two main thorough fares in Carlisle, and on Hanover Street, which is near to campus and is the other main thorough fare in Carlisle. The bike lanes are part of Carlisle’s Road Diet, a project that Dickinson helped to promote. The college is working with community partners to develop the network of existing bike paths in the region to connect our campus and Carlisle with the College Farm and the Cumberland Valley Rail-Trail.

**The website URL where information about the plan is available :**

<http://www.dickinson.edu/about/offices/campus-operations/content/Campus-Master-Plan/>

# Mass Transit Programs

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**Score**

0.25 / 0.25

**Responsible Party**

**Daniel Webster**

Sustainability Projects Coordinator  
Center for Sustainability Education

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*"---" indicates that no data was submitted for this field*

**Does the institution offer free or reduced price transit passes and/or operate a free campus shuttle? :**

Yes

**A brief description of the program(s), (s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options) :**

Dickinson offers a free shuttle to students going home for break to/from major city locations within a two-hour radius.

**The website URL where information about the program is available :**

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# Condensed Work Week

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**Score**

0.25 / 0.25

**Responsible Party**

**Daniel Webster**

Sustainability Projects Coordinator  
Center for Sustainability Education

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*"---" indicates that no data was submitted for this field*

**Does the institution offer a condensed work week option for employees? The institution does not have to offer the option to all employees in order to earn this credit. :**

Yes

**A brief description of the program :**

The college allows all support staff and administrators of the college to develop flexible schedules that meet the needs of the department and the individual. Flexible scheduling is in effect the day after Commencement through the daybefore Student Orientation. All flexible work schedules must be approved by the employee's supervisor and department head in advance of actually working the schedule. Flexible schedules may not be established that exceed the total hours budgeted. Employees may not establish flexible schedules that include working more than 40 hours in a single seven-day workweek. For example, employees may not set up schedules that include working 45 hours in one workweek and 35 hours in the next workweek to make up a full 80-hour pay period. Examples of the types of schedules that may be considered at the request of the employee and approved at the discretion of the supervisor and department head include: Full-time employees who normally work seven hours a day, five days a week, a 35-hour workweek (70-hour two-week pay period), may work a combination of predetermined seven-, eight-, nine- and 10-hour days that equal 70 hours of work over the two-week pay period, which permits the employee to take off one day each week or one day every two weeks. Remember, though, that the total hours worked in any one week cannot exceed 40. Full-time employees who normally work eight hours a day, five days a week (a 40-hour workweek) may work four 10-hour days and take the fifth day off. Or a schedule might be set up, for example, so the employee works a combination of hours that permit the employee to take off every Friday at noon or some other predetermined day at noon. Any other schedule that supervisors and department heads agree to that does not exceed budgeted work hours, that does not exceed working 40 hours in any one seven-day workweek and that is appropriate and reasonable, is acceptable.

A copy of the handbook in which this section is included can be sent by request.

**The website URL where information about the program is available :**

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## Telecommuting

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**Score**

0.25 / 0.25

**Responsible Party**

**Daniel Webster**

Sustainability Projects Coordinator  
Center for Sustainability Education

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*"---" indicates that no data was submitted for this field*

**Does the institution offer a telecommute program for employees? :**

Yes

**A brief description of the program :**

Dickinson College supports a telecommuting option on a case-by-case basis. Administrators and faculty have the ability to remotely connect to their desktop via a Virtual Private Network (VPN). A VPN allows faculty and staff to work from anywhere outside the office. Most often, this program is used by faculty during the summer months.

**The website URL where information about the program is available :**

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## Carpool/Vanpool Matching

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**Score**

0.25 / 0.25

**Responsible Party**

**Daniel Webster**

Sustainability Projects Coordinator  
Center for Sustainability Education

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*"---" indicates that no data was submitted for this field*

**Does the institution participate in a carpool/vanpool matching program? :**

Yes

**A brief description of the program :**

Dickinson has a rideshare board exclusively for students.

**The website URL where information about the program is available :**

<http://www2.dickinson.edu/students/rideboard/>

## Cash-out of Parking

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**Score**

0.00 / 0.25

**Responsible Party**

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This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

## Carpool Discount

---

**Score**

0.00 / 0.25

**Responsible Party**

---

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

## Local Housing

---

**Score**

0.25 / 0.25

**Responsible Party**

**Daniel Webster**  
Sustainability Projects Coordinator  
Center for Sustainability Education

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*"---" indicates that no data was submitted for this field*

**Does the institution have incentives or programs to encourage employees to live close to campus? :**

Yes

**A brief description of the incentives or programs :**

Dickinson offers full time employees a homebuyer program that provides assistance for buying a home in a designated area in downtown Carlisle near the college. Incentives include a 'forgiveness loan' of up to \$2000 and a no-interest deferred payment loan of up to \$5000 to help with closing costs and down-payments. These benefits are also available to first-time homebuyers.

**The website URL where information about the incentives or programs is available :**

[http://www.dickinson.edu/about/offices/human-resource-services/content/Summary-of-Fringe-Benefits-\(for-eligible-full-time-employees\)/](http://www.dickinson.edu/about/offices/human-resource-services/content/Summary-of-Fringe-Benefits-(for-eligible-full-time-employees)/)

## Prohibiting Idling

---

**Score**

0.25 / 0.25

**Responsible Party**

**Daniel Webster**  
Sustainability Projects Coordinator  
Center for Sustainability Education

---

*"---" indicates that no data was submitted for this field*

**Has the institution adopted a policy prohibiting idling? :**

Yes

**A brief description of the policy :**

Per our Indoor Air Quality Plan, Dickinson does not allow idling of vehicles at loading docks.

**The website URL where information about the policy is available :**

---

## Car Sharing

---

**Score**

0.25 / 0.25

**Responsible Party**

**Daniel Webster**

Sustainability Projects Coordinator  
Center for Sustainability Education

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*"---" indicates that no data was submitted for this field*

**Does the institution participate in a car sharing program, such as ZipCar or HourCar? :**

Yes

**A brief description of the program :**

Our Zipcar program is service available to students and employees. Please see website for more information.

**The website URL where information about the program, policy, or practice is available :**

<http://www.zipcar.com/dickinson/>

# Waste

**Points Claimed** 5.67

**Points Available** 12.50

This subcategory seeks to recognize institutions that are moving toward zero waste by reducing, reusing, recycling, and composting. These actions mitigate the need to extract virgin materials, such as trees and metals. It generally takes less energy and water to make a product with recycled material than with virgin resources. Reducing waste generation also reduces the flow of waste to incinerators and landfills which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on low-income communities. Waste reduction and diversion also save institutions costly landfill and hauling service fees. In addition, waste reduction campaigns can engage the entire campus community in contributing to a tangible sustainability goal.

<b>Credit</b>	<b>Points</b>
Waste Reduction	0.52 / 5.00
Waste Diversion	0.90 / 3.00
Construction and Demolition Waste Diversion	0.75 / 1.00
Electronic Waste Recycling Program	1.00 / 1.00
Hazardous Waste Management	1.00 / 1.00
Materials Exchange	0.25 / 0.25
Limiting Printing	0.25 / 0.25
Materials Online	0.25 / 0.25
Chemical Reuse Inventory	0.25 / 0.25
Move-In Waste Reduction	0.25 / 0.25
Move-Out Waste Reduction	0.25 / 0.25

# Waste Reduction

---

Score	Responsible Party
0.52 / 5.00	<b>Kristen Williams</b> Financial Analyst Facilities Management

---

## Criteria

Institution has implemented source reduction strategies to reduce total waste generation (garbage, recycling, and compost) per weighted campus user compared to a 2005 baseline.

Total waste generation includes all materials recycled, composted, and disposed of as trash except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP Credit 19: Construction and Demolition Waste Diversion*, *OP Credit 20: Electronic Waste Recycling Program*, and *OP Credit 21: Hazardous Materials Management*.

---

"---" indicates that no data was submitted for this field

### Weight of materials recycled, 2005 baseline year :

88.79 Tons

### Weight of materials composted, 2005 baseline year :

0 Tons

### Weight of materials disposed as garbage, 2005 baseline year :

653 Tons

### Weight of materials recycled, performance year :

142 Tons

### Weight of materials composted, performance year :

73 Tons

### Weight of materials disposed as garbage, performance year :

503 Tons

### List the start and end dates of the waste reduction performance year :

July 1, 2010-June 30, 2011

### On-campus residents, 2005 :

[stars.aashe.org](http://stars.aashe.org)

1889

**Non-residential/commuter full-time students, faculty, and staff members, 2005 :**

904

**Non-residential/commuter part-time students, faculty, and staff members, 2005 :**

177

**On-campus residents, performance year :**

1968

**Non-residential/commuter full-time students, faculty, and staff members, performance year :**

900

**Non-residential/commuter part-time students, faculty, and staff members, performance year :**

136

**Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with waste reduction performance year) :**

July 1, 2010-June 30, 2011

**Indication of whether institution has a stated commitment to waste-reduction goals, such as zero waste :**

No

**A brief description of the plan of action to achieve waste reduction goals :**

---

**The website URL where information about the institution's waste reduction initiatives is available :**

---

## Waste Diversion

---

**Score**

0.90 / 3.00

**Responsible Party**

**Daniel Webster**

Sustainability Projects Coordinator  
Center for Sustainability Education

---

### Criteria

Institution diverts materials from the landfill or incinerator by recycling, composting, reusing, donating, or re-selling.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP Credit 19: Construction and Demolition Waste Diversion*, *OP Credit 20: Electronic Waste Recycling Program*, and *OP Credit 21: Hazardous Materials Management*.

---

"---" indicates that no data was submitted for this field

### Materials recycled, composted, reused, donated, re-sold, or otherwise diverted :

215 Tons

### Materials disposed in a solid waste landfill or incinerator :

503 Tons

### A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate :

Previous to this year, we participated in Recyclemania. We have a robust composting program that sends all the waste from Dining Services to the College Farm. And we have a recycling program that is located in every facility on campus.

## Construction and Demolition Waste Diversion

---

**Score**

0.75 / 1.00

**Responsible Party**

**Kristen Williams**  
Financial Analyst  
Facilities Management

---

### Criteria

Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator.

Soil and organic debris from excavating or clearing the site do not count for this credit.

---

"---" indicates that no data was submitted for this field

### **Amount of construction and demolition materials recycled, donated, or otherwise recovered :**

353 Tons

### **Amount of construction and demolition materials landfilled or incinerated :**

118 Tons

### **A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contribute to the diversion rate for construction and demolition waste :**

Since all new construction and major renovations projects seek to obtain LEED, Green Building Council guidelines are followed. The removal and diversion of construction waste is typically written into the contract of the project's General Contractor.

# Electronic Waste Recycling Program

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Score	Responsible Party
1.00 / 1.00	<b>Kristen Williams</b> Financial Analyst Facilities Management

---

## Criteria

### Part 1

Institution has a program in place to recycle, reuse, and/or refurbish all electronic waste generated by the institution. Institution takes measures to ensure that the electronic waste is recycled responsibly.

### Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by students. Institution takes measures to ensure that the electronic waste is recycled responsibly.

---

"---" indicates that no data was submitted for this field

**Does the institution have a program in place to recycle, reuse, and/or refurbish all electronic waste generated by the institution and take measures to ensure that the electronic waste is recycled responsibly? :**

Yes

**Does the institution have a program in place to recycle, reuse, and/or refurbish electronic waste generated by students and take measures to ensure that the electronic waste is recycled responsibly? :**

Yes

**A brief description of steps taken to ensure that e-waste is recycled responsibly, workers' basic safety is protected, and environmental standards are met :**

o The Library & Information Services Department manages the disposal of scrap electronics for the College through a contact with a local outside vendor. Scrap electronics includes CPUs, monitors, keyboards, mice, printers, televisions, telephones, or other electronic devices that contain a circuit board. These items are not specifically required to be managed as regulated waste; however, due to the lead content of printed circuitry, and the potential for other hazardous materials in electronics devices, scrap electronics must not be disposed in the municipal waste stream.

**A brief description of the electronic waste recycling program for institution-generated materials :**

All computers that are no longer operable are sent to a local business--The Computer Barn--for recycling purposes.

<http://www.thecomputerbarn.com/index.html>

**A brief description of the electronic waste recycling program for student-generated materials :**

EarthNow, Dickinson's student environmental club, manages the campus-wide recycling of cell phones. Additionally, there is a central distribution area in the college's student union that provides recycling for ink cartridges and batteries.

**The website URL where information about the e-waste recycling program is available :**

---

# Hazardous Waste Management

---

Score	Responsible Party
1.00 / 1.00	<b>Kristen Williams</b> Financial Analyst Facilities Management

---

## Criteria

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

---

"---" indicates that no data was submitted for this field

**Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus? :**

Yes

**A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste :**

- A. Identifying the source of all waste streams and assigning a responsible person to manage each waste stream.
- B. Evaluating all waste streams to determine their proper characterization
- C. Establishing waste management procedures for each waste stream, and
- D. Developing waste minimization strategies, thereby saving matter and energy.

**A brief description of how the institution safely disposes of hazardous, universal, and non-regulated chemical waste :**

The Department of Environmental Health & Safety is responsible for ensuring that all hazardous and universal wastes and waste oil are managed in accordance with federal, state, and local regulations. Additionally, the Department provides technical assistance and guidance to the College community on proper handling, storage, and disposal of these wastes.

<http://www.dickinson.edu/uploadedFiles/about/offices/environmental-health-and-safety/Dickinson%20College%20Comprehensive%20Waste%20Management%20Program.pdf>

**The website URL where information about hazardous materials management is available :**

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# Materials Exchange

---

**Score**

0.25 / 0.25

**Responsible Party**

**Daniel Webster**

Sustainability Projects Coordinator  
Center for Sustainability Education

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*"---" indicates that no data was submitted for this field*

**Does the institution have a surplus department or formal office supplies exchange program that facilitates reuse of materials? :**

Yes

**A brief description of the program :**

Facilities Management has an in-house warehouse with used furniture, and redistributes this furniture to departments by request. Additionally, the Center for Sustainable Living hosts a swap-shop on campus each semester to allow students to bring unwanted paraphernalia to a common place, where they can “swap” belonging with other students.

**The website URL where information about the program is available :**

---

## Limiting Printing

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Score	Responsible Party
0.25 / 0.25	<b>Kristen Williams</b> Financial Analyst Facilities Management

---

"---" indicates that no data was submitted for this field

**Does the institution limit free printing for students in all computer labs and libraries? :**

Yes

**A brief description of how printing is limited :**

This program limits student printing to 600 pages per semester, additional pages can be purchased at \$.10 by adding funds to ID card.

Please see this document for more information:

[http://lis.dickinson.edu/Technology/Training/Tutorials/General/student\\_printing.pdf](http://lis.dickinson.edu/Technology/Training/Tutorials/General/student_printing.pdf)

**The website URL where information about the program, policy, or practice is available :**

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Score	Responsible Party
0.25 / 0.25	<b>Kristen Williams</b> Financial Analyst Facilities Management

---

"---" indicates that no data was submitted for this field

**Is the institution's default not to print course catalogs, course schedules, and directories, but instead make these materials available online? :**

Yes

**A brief description of the practice :**

The College course catalog is available through the website for the Office of the Registrar and all course scheduling is completed online. Recently, the Communications Office created an app for iPhone, Blackberry, and Androids users, so the campus community can access items like Dickinson—daily menus, sports updates, and campus events.

**The website URL where information about the practice is available :**

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# Chemical Reuse Inventory

---

**Score**

0.25 / 0.25

**Responsible Party**

**Kristen Williams**  
Financial Analyst  
Facilities Management

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*"---" indicates that no data was submitted for this field*

**Has the institution implemented a campus-wide inventory system to facilitate the reuse of laboratory chemicals? :**

Yes

**A brief description of the program :**

We use the following software: CISPRO by ChemSW

**The website URL where information about the practice is available :**

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## Move-In Waste Reduction

---

**Score**

0.25 / 0.25

**Responsible Party**

**Daniel Webster**

Sustainability Projects Coordinator  
Center for Sustainability Education

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*"---" indicates that no data was submitted for this field*

**Does the institution have a program to reduce residence hall move-in waste? :**

Yes

**A brief description of the program :**

Starting in the Fall Semester 2011, Eco-Reps, our residential sustainability advisors, are required to return early to serve as orientation guides and recycling facilitators. This is designed to educate students and families about the responsibility of recycling, and displays a commitment to drastically diminish the amount of waste at the beginning of each semester.

**The website URL where information about the program is available :**

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## Move-Out Waste Reduction

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Score	Responsible Party
0.25 / 0.25	<b>Kristen Williams</b> Financial Analyst Facilities Management

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"--- " indicates that no data was submitted for this field

**Does the institution have a program to reduce residence hall move-out waste? :**

Yes

**A brief description of the program :**

Dickinson U-Turn was instituted six years ago as a student initiative to reduce the waste related to move outs both at the semester break and end of the year. Several pick up days are scheduled as well as designated drop off spots. Furniture, clothing and household goods are sold at a community yard sale with the proceeds benefiting the United Way and unopened food items are donated to a local food bank.

**The website URL where information about the program is available :**

---

# Water

**Points Claimed** 9.56

**Points Available** 10.25

This subcategory seeks to recognize institutions that are conserving water and making efforts to protect water quality. Pumping, delivering, and treating water is a major energy user, so institutions can help reduce energy consumption and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation and effective stormwater management are important in maintaining and protecting finite groundwater supplies. Water conservation and effective stormwater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

<b>Credit</b>	<b>Points</b>
Water Consumption	6.31 / 7.00
Stormwater Management	2.00 / 2.00
Waterless Urinals	0.25 / 0.25
Building Water Metering	0.25 / 0.25
Non-Potable Water Usage	0.25 / 0.25
Xeriscaping	0.25 / 0.25
Weather-Informed Irrigation	0.25 / 0.25

# Water Consumption

---

Score	Responsible Party
6.31 / 7.00	<b>Kristen Williams</b> Financial Analyst Facilities Management

---

## Criteria

Institution has reduced its total water consumption per weighted campus user compared to a 2005 baseline.

Total water consumption includes both potable and non-potable water.

---

"---" indicates that no data was submitted for this field

## Water consumption, 2005 baseline year :

41298112 Gallons

## Water consumption, performance year :

30597750 Gallons

## List the start and end dates of the water consumption performance year :

June 30, 2010-July 1, 2011

## On-campus residents, 2005 :

1889

## Non-residential/commuter full-time students, faculty, and staff members, 2005 :

904

## Non-residential/commuter part-time students, faculty, and staff members, 2005 :

177

## On-campus residents, performance year :

1968

## Non-residential/commuter full-time students, faculty, and staff members, performance year :

900

## Non-residential/commuter part-time students, faculty, and staff members, performance year :

**Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with water consumption performance year) :**

July 1, 2010-June 30, 2011

**Indication of whether institution has a stated commitment to water use reduction goals :**

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**A brief description of the plan of action to achieve water use reduction goals :**

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**The website URL where information about the institution's water conservation initiatives is available :**

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# Stormwater Management

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Score	Responsible Party
2.00 / 2.00	<b>Kristen Williams</b> Financial Analyst Facilities Management

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## Criteria

### *Part 1*

Institution has adopted a stormwater management policy, plan, and/or strategies that mitigate the stormwater runoff impacts of new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of stormwater runoff.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate stormwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for this credit.

Policies adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

### *Part 2*

Institution has adopted a stormwater management policy, plan, or strategies that mitigate the stormwater runoff impacts of ongoing campus operations.

The policy, plan, or strategies address both the quantity and quality (or contamination level) of stormwater runoff.

Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for this credit.

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"---" indicates that no data was submitted for this field

**Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from new development projects? :**

Yes

**Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from ongoing campus operations? :**

Yes

**A brief description of the institution's stormwater management initiatives :**

[http://www.dickinson.edu/uploadedFiles/about/offices/campus\\_operations/content/Campus%20Master%20Plan\\_Part2.pdf](http://www.dickinson.edu/uploadedFiles/about/offices/campus_operations/content/Campus%20Master%20Plan_Part2.pdf)

Please see pages 6 & 7 of Part 2 of the Campus Master Plan

**The website URL where information about the institution's stormwater management initiatives, plan or policy is available :**

<http://www.dickinson.edu/about/offices/campus-operations/content/Campus-Master-Plan/>

**Does the institution have a living or vegetated roof? :**

Yes

**A brief description of the institution's living or vegetated roof :**

There is a vegetated roof located on our Rector Science Complex Building that was donated by Carlisle Syntec.

**Does the institution have porous paving? :**

Yes

**A brief description of the institution's porous paving :**

We have porous paving located on a sidewalk behind Althouse Hall, our LEED Gold certified academic building.

**Does the institution have retention ponds? :**

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**A brief description of the institution's retention ponds :**

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**Does the institution have stone swales? :**

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**A brief description of the institution's stone swales :**

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**Does the institution have vegetated swales? :**

Yes

**A brief description of the institution's vegetated swales :**

Vegetated swales were incorporated into a recent pavilion project connected to the Quarry, a dining service franchise, on campus. The vegetated swale combines and features the integration of native landscaping and a rainwater pond.

**Does the institution employ any other technologies or strategies for stormwater management? :**

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**A brief description of other technologies or strategies for stormwater management employed :**

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## Waterless Urinals

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**Score**

0.25 / 0.25

**Responsible Party**

**Kristen Williams**  
Financial Analyst  
Facilities Management

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*"---" indicates that no data was submitted for this field*

**Does the institution use at least one waterless urinal? :**

Yes

**A brief description of the technology employed :**

Based on basic principles of fluid density

**The website URL where information about the technology is available :**

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## Building Water Metering

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Score	Responsible Party
0.25 / 0.25	<b>Kristen Williams</b> Financial Analyst Facilities Management

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"---" indicates that no data was submitted for this field

**Does the institution have building-level water consumption meters for at least one building? :**

Yes

**A brief description of the water metering employed :**

Basic CF metering as supplied by municipality. Read monthly with usage communicated via billing and entered in database for monitoring and reporting.

**The percentage of building space with water metering :**

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**The website URL where information about the practice is available :**

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# Non-Potable Water Usage

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Score	Responsible Party
0.25 / 0.25	<b>Kristen Williams</b> Financial Analyst Facilities Management

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"---" indicates that no data was submitted for this field

**Does the institution use non-potable water (e.g., harvested rainwater or graywater) for irrigation and/or other applications? :**

Yes

**A brief description of the source of non-potable water and how it is used :**

The Center for Sustainable Living, a LEED Gold special interest residence hall, employs grey water from the showers and bathroom sinks to flush commodes. Rain barrels also capture roof runoff to be used for the irrigation of flower and vegetable beds around the house. Our Organic Farm utilizes an irrigation pond that not only captures rainfall but also runoff from the barn roof.

**The percentage of irrigation water usage from recovered, reclaimed or untreated sources :**

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**The percentage of building space using water from recovered, reclaimed or untreated sources :**

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**The percentage of water used in utility plants from recovered, reclaimed or untreated sources :**

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**The website URL where information about the program, policy, or practice is available :**

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# Xeriscaping

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Score	Responsible Party
0.25 / 0.25	<b>Kristen Williams</b> Financial Analyst Facilities Management

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"--- " indicates that no data was submitted for this field

**Does the institution use xeriscape landscaping techniques, including the selection of drought tolerant plants? :**

Yes

**A brief description of the program or practice :**

Our landscaping crew selects native plants that are drought-tolerant and do not rely on high inputs of water.

**The website URL where information about the program or practice is available :**

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## Weather-Informed Irrigation

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Score	Responsible Party
0.25 / 0.25	<b>Kristen Williams</b> Financial Analyst Facilities Management

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"--- " indicates that no data was submitted for this field

**Does the institution use weather data or weather sensors to automatically adjust irrigation practices? :**

Yes

**A brief description of how weather data or sensors are used :**

We do not employ weather-informed irrigation as our plant selection is precisely chosen to negate the use of water. Essentially, we allow natural weather patterns to nurture our landscape.

**The website URL where information about the practice is available :**

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# Planning, Administration & Engagement

Score 76.06%

## Coordination and Planning

Points Claimed 18.00

Points Available 18.00

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, incorporating sustainability into their primary campus plans, and developing plans to move towards sustainability. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Strategic and physical campus plans guide an institution and its physical development. These important documents establish an institution's priorities and influence budgeting and decision making. Incorporating sustainability into these plans is an important step in making sustainability a campus priority and may help advocates implement sustainable changes. Sustainability plans and climate plans provide a road map for how to achieve sustainability goals.

Credit	Points
Sustainability Coordination	3.00 / 3.00
Strategic Plan	6.00 / 6.00
Physical Campus Plan	4.00 / 4.00
Sustainability Plan	3.00 / 3.00
Climate Action Plan	2.00 / 2.00

# Sustainability Coordination

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Score	Responsible Party
3.00 / 3.00	<b>Daniel Webster</b> Sustainability Projects Coordinator Center for Sustainability Education

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## Criteria

Institution has a sustainability committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus.

The committee, office, and/or coordinator focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution. A committee, office, or coordinator that focuses on just one department or school within the institution does not count for this credit.

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*"---" indicates that no data was submitted for this field*

## Does the institution have a sustainability committee? :

Yes

## The charter or mission statement of the committee or a brief description of the committee's purview and activities :

Dickinson College has four separate entities that focus on sustainability broadly for the entire college: the President's Commission on Environmental Sustainability, the Dickinson Society Advocating Environmental Sustainability, the Center for Sustainability Education (CSE), and the CSE Steering Committee. These different groups work together and have some overlapping members to facilitate coordination.

The President's Commission on Environmental Sustainability (PCES) coordinates at a strategic level all aspects of Dickinson's efforts in the area of environmental sustainability. Members of PCES are appointed by President William G. Durden and include senior officers of the college, faculty, staff and students. The commission guides the development of a strategic vision for sustainability at Dickinson, identifies priority actions needed to advance the vision, promotes engagement of the major divisions of the college in the initiative, provides a forum to share information among the major divisions, coordinates cross-divisional efforts, monitors and evaluates progress, and provides advice to the President. Current members of PCES are:

## Members of the committee, including affiliations :

Stephanie Balmer, Vice President, Enrollment & Communications

Sarah Brylinsky, Education Coordinator, Center for Sustainability Education

Timothy Damon, '12, Student

Stephanie Gilmore, Assistant Professor, Women's Studies

Julie Horton, Staff Associate, Admissions Office

Neil Leary, Director, Center for Sustainability Education and Chair of PCES

Melissa Keebler, Assistant Chief of Staff, Office of the President

Thomas Queenan, Vice President, Finance and Campus Operations

Andy Skelton, Professor, Psychology

Ken Shultes, Associate Vice President, Campus Operations

Claire Tighe, '13, Student

April Vari, Vice President, Student Development

Thom Wallace, '99, Alumni for a Sustainable Dickinson College

Neil Weissman, Provost and Dean of the College

Candie Wilderman, Professor, Environmental Studies

**The website URL where information about the sustainability committee is available :**

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**Does the institution have a sustainability office? :**

Yes

**A brief description of the sustainability office :**

The Center for Sustainability Education (CSE) was created in 2008 to advance this goal by expanding and creating new opportunities for students to develop the knowledge, skills and competencies needed to help create a sustainable world in the 21st century that is socially just, economically vibrant, and environmentally healthy. CSE collaborates with all members of the college community to infuse sustainability into the curriculum and connect classroom learning with co-curricular programs, campus operations, living laboratory experiences, residential experiences, service learning, study abroad and research. CSE works with faculty to develop sustainability learning goals, curriculum, and co-curricular programs; offers faculty study groups and workshops; administers grant programs for sustainability related teaching, professional development and student-faculty research projects; organizes campus events; facilitates student initiated campus greening projects; and coordinates preparation of Dickinson's greenhouse gas inventory, climate action plan, and reports to external organizations such as AASHE.

CSE has a staff of 3.5 FTE, which includes Neil Leary, Director, Sarah Brylinsky, Education Coordinator, Dan Webster, Projects Coordinator, and Cheryl Lusk, half-time Administrative Assistant. CSE also has 8 to 10 student interns each semester to work on a variety of sustainability initiatives, including both paid interns and students doing internships for academic credit.

**The number of people employed in the sustainability office :**

3.50

**The website URL where information about the sustainability office is available :**

<http://www.dickinson.edu/academics/distinctive-opportunities/sustainability-education/content/About-CESE/>

**Does the institution have a sustainability coordinator? :**

Yes

**Sustainability coordinator's name :**

Neil Leary

**Sustainability coordinator's position title :**

Director of Center for Sustainability Education

**A brief description of the sustainability coordinator's position :**

Neil Leary, The Director of the Center for Sustainability Education, facilitates and fosters the integration of sustainability education across the curriculum, while also enhancing the tools and resources for these initiatives through workshops, curriculum development, and consulting.

**The website URL where information about the sustainability coordinator is available :**

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# Strategic Plan

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Score	Responsible Party
6.00 / 6.00	<b>Daniel Webster</b> Sustainability Projects Coordinator Center for Sustainability Education

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## Criteria

Institution's current, formally adopted strategic plan or equivalent guiding document includes sustainability at a high level. The plan covers the entire institution.

An amendment to the strategic plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a physical campus plan (which is covered in *PAE Credit 3: Physical Campus Plan*) nor an independent sustainability plan (which is covered in *PAE Credit 5: Sustainability Plan*) counts for this credit.

---

"---" indicates that no data was submitted for this field

## Year the strategic plan or equivalent was completed or adopted :

2005

## Does the institution's strategic plan or equivalent guiding document include the environmental dimensions of sustainability at a high level? :

Yes

## A brief description of how the strategic plan or amendment addresses the environmental dimensions of sustainability :

Accountability and sustainability were adopted as one of Dickinson College's six defining characteristics in the 2005 Strategic Plan II. This document charges the community to respect "the natural world that supports the social world;" to recognize that "responsible citizenry requires the prudent use of resources of all types, physical and fiscal;" and that "education for sustainability requires a holistic approach.... and the College must serve as a living example of sustainability in all areas." Our new Strategic Plan III reaffirms sustainability as a defining characteristic of the college and identifies sustainability as an area of heightened educational emphasis for a 21st century skill set.

## Does the institution's strategic plan or equivalent guiding document include the social dimensions of sustainability at a high level? :

Yes

## A brief description of how the strategic plan or amendment addresses the social dimensions of sustainability :

[stars.aashe.org](http://stars.aashe.org)

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The plan charges the community to respect the "natural world that supports the social world."

**Does the institution's strategic plan or equivalent guiding document include the economic dimensions of sustainability at a high level? :**

Yes

**A brief description of how the strategic plan or amendment addresses the economic dimensions of sustainability :**

The document means for the community to recognize "that responsible citizenry requires the prudent use of resources of all types, physical and fiscal."

**The website URL where information about the strategic plan is available :**

<http://www.dickinson.edu/plan/>

# Physical Campus Plan

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Score	Responsible Party
4.00 / 4.00	<b>Daniel Webster</b> Sustainability Projects Coordinator Center for Sustainability Education

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## Criteria

Institution's current plan for its physical campus (commonly referred to as the campus master plan) includes sustainability at a high level.

An amendment to the plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a strategic plan (which is covered in *PAE Credit 2: Strategic Plan*) nor an independent sustainability plan (which is covered in *PAE Credit 4: Sustainability Plan*) counts for this credit.

Plans developed at the system level are eligible for this credit. Likewise, multiple plans which together cover the institution's entire physical campus are eligible for this credit.

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"---" indicates that no data was submitted for this field

## Does the institution's physical campus plan include sustainability at a high level? :

Yes

## A brief description of how the physical campus plan or amendment includes sustainability :

The Campus Master Plan adopted in April 2008 incorporates sustainability in two out of the eight goals that guide decisions about campus facilities. Goal 6 states that the master plan will help “create a campus culture that is committed to ecological sustainability, both operationally and academically [which will] make Dickinson known for the quality of its environmental stewardship.” Goal 7 is to “instill a culture of prudent use of resources and respect for the natural world that supports civilized society.” Within the blueprints of the plan, there are guidelines and specifications for more greenspace, pedestrian-friendly walkways, biking and public transit accommodations, and integrating education with the landscaping plans.

## The year the physical campus plan was developed or adopted :

2008

## The website URL where the physical campus plan is available :

<http://www.dickinson.edu/about/offices/campus-operations/content/Campus-Master-Plan/>

# Sustainability Plan

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Score	Responsible Party
3.00 / 3.00	<b>Daniel Webster</b> Sustainability Projects Coordinator Center for Sustainability Education

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## Criteria

Institution has a sustainability plan that was developed with input from faculty, staff, and students. The plan includes measurable goals with corresponding strategies and timeframes to achieve the goals. The plan need not be formally adopted.

The plan covers multiple sustainability topics and issues. Plans focused exclusively on climate change, which are covered by *PAE Credit 5: Climate Plan*, are not eligible for this credit.

Strategic or master plans that cover sustainability may count for this credit if they meet the other criteria outlined above.

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"---" indicates that no data was submitted for this field

## Does the institution have a sustainability plan that meets the criteria for this credit? :

Yes

## A brief description of how multiple stakeholder groups were involved in developing the plan :

In April 2010, Dickinson College convened alumni, trustees, faculty, administrators, staff, students, and sustainability leaders from the private sector, civil society, government, and academia for a symposium “Charting a Path to a Sustainable Dickinson”. Background information for the symposium was provided by reports from Academic Affairs, Campus Operations, Student Life, Advancement, Human Resources, and the Office of the President that were prepared at the request of the President’s Commission on Environmental Sustainability (PCES). The reports present recent achievements of Dickinson’s sustainability initiative, challenges, and priorities for future action.

During the two-day symposium, the assembled group examined current sustainability efforts at the college, assessed our strengths and weaknesses, discussed goals for the future, and explored strategies and resource needs for attaining our goals. The symposium produced a number of recommendations, which are recorded in the symposium report. The recommendations from the symposium, together with the priorities set by the reports prepared for PCES, serve as Dickinson’s sustainability plan. Key goals include:

## A brief description of the plan’s measurable goals :

- Define Sustainability. Greater clarity is needed about how Dickinson defines sustainability and how this translates into shared values, commitments and actions as an institution. As we clarify our definition of sustainability, we should retain a broad approach that encompasses social, economic and environmental dimensions and that acknowledges the complexity of the issues and varied interpretations of sustainability.

- **Integrate Sustainability Deeply.** Invigorated efforts are needed to deepen the integration of sustainability and to forge stronger connections across divisions of the college. Success will require that added priority be given to sustainability considerations in capital development strategies, campus planning, resource allocation decisions, curriculum development, faculty, staff and student recruitment and orientation, student life, and communication with internal and external audiences.
- **Articulate Sustainability Learning Goals and Curriculum.** Our curriculum offers rich opportunities for students to engage in the study of sustainability from multiple perspectives; however, we do not have an overarching vision for a sustainability curriculum. Articulating a vision and learning goals for sustainability and developing a corresponding curriculum need to be high priorities.
- **Differentiate Dickinson from Others.** We need a clear articulation of how we are different from other colleges and universities. We have a solid baseline in our academic programs, co-curricular programs, energy plant, and sustainable operations, but we must define what distinguishes our approach to sustainability from others.
- **Leverage Our Strengths:** Our strategy for distinguishing ourselves from others should leverage existing strengths of the college to become a model institution of education for a sustainable society. Dickinson’s highly regarded global education program and our developing Living Laboratory for Sustainability are two areas of strength that can distinguish Dickinson as a leader in sustainability education.
- **Engage Our Students.** Expanding active, visible, and meaningful student participation and leadership in sustainability initiatives is critical for success. To achieve this we need to communicate to prospective students that sustainability is a core value of Dickinson that is more than being “green,” that their actions matter and can help create a sustainable campus and community, and that there are opportunities to get involved and take leadership. These messages need to be reinforced when students arrive on campus, woven throughout the first year experience, and repeated as students advance to sophomore, junior and senior years.
- **Engage Our Alumni and Friends.** Alumni and friends of the college can be tremendous assets to the college, to our students, and to each other. We need to find creative ways to engage them more actively in the sustainability initiative, both to contribute their talents and to assist with advancement efforts.
- **Fulfill Our Commitment to Climate Neutrality.** Dickinson College, as a signatory to the American College and University Presidents Climate Commitment (ACUPCC), has pledged to make the operation of our campus climate neutral and to educate our students about climate change and sustainability. Fulfilling these commitments must be a priority for the college.
- **Deliver and Measure Outcomes.** Our sustainability initiative must be oriented to deliver meaningful outcomes. The outcomes that we intend to achieve need to be defined and measured to assure ourselves and our multiple constituencies that we are advancing Dickinson College as an institution of education for a sustainable society.
- **Communicate Our Sustainability Values, Actions and Results.** If we want to be recognized as a sustainability leader in higher education, then we must communicate our sustainability values, actions and results visibly, consistently and comprehensively.

**A brief description of how progress in meeting the plan’s goals is measured :**

PCES is responsible for enabling and monitoring progress on these and other sustainability goals. A report on measured progress one year after the symposium was presented at the March Faculty Meeting. The symposium report, sustainability reports prepared for PCES, and the March 2011 progress report are available online.

**The website URL where more information about the sustainability plan is available :**

<http://www.dickinson.edu/governance.aspx>  
[stars.aashe.org](http://stars.aashe.org)

**The year the plan was developed or last updated :**

2010

# Climate Action Plan

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**Score**

2.00 / 2.00

**Responsible Party**

**Daniel Webster**

Sustainability Projects Coordinator  
Center for Sustainability Education

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## Criteria

Institution has a formal plan to mitigate its greenhouse gas emissions. The plan includes a measurable, numerical goal or goals and a corresponding date or dates by which the institution aims to achieve its goal(s). The plan has been adopted by the institution's administration.

A formal sustainability plan (i.e. a plan that has been adopted by the administration) counts for this credit if it includes climate change goals, strategies, and corresponding timeframes. Such a plan may also count toward *PAE Credit 4: Sustainability Plan*.

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### Submission Note:

Students in a spring 2011 course, Practicum in Sustainability: Reducing Dickinson's Carbon Footprint, conducted a review of the Climate Action Plan and developed recommendations for new actions and revision of the plan. Their findings and recommendations were presented to PCES on May 4, 2011 and their final report will be submitted by end of May. PCES will consider their recommendations in the coming months.

"---" indicates that no data was submitted for this field

**Does the institution have a plan to mitigate its greenhouse gas emissions that meets the criteria for this credit? :**

Yes

**A brief summary of the climate plan's long-term goals :**

Dickinson College received a Climate Leadership Award from Second Nature in 2010 for our climate action plan and climate change education initiative. A Climate Change Action Plan Working Group, comprised of faculty, staff, and students, was created in Fall 2008. Throughout the 2008-09 school year, the group met weekly to discuss potential projects and strategies to reduce Dickinson's greenhouse gas emissions. A draft plan was presented to numerous groups for input, including the President's Staff, the President's Commission on Environmental Sustainability (PCES), the Planning and Budget Committee, Dickinson SAVES, and Student Senate. The final plan was approved by PCES and adopted by the college on September 15th, 2009. The climate plan calls for Dickinson College to become climate neutral by 2020. The implementation of this action plan will reduce greenhouse gas emissions 25 percent from 2008 levels by 2020, with the balance of emissions offset through projects with community partners, composting and recycling, and purchases of renewable energy certificates.

**A brief summary of the climate plan's short-term goals :**

Longer-term, the plan calls for deeper emission reductions of 50 percent from 2008 levels by 2025 and 75 percent by 2030.

**Year the climate plan was formally adopted or approved :**

2009

**An indication of whether institution has made a commitment to reduce GHG emissions a specific amount by a target year :**

Yes

**List which emissions (scope 1, 2, and/or 3) are included in its GHG emissions commitment :**

Scopes 1, 2, and 3

**The reduction level (percentage) institution has committed to :**

10%

**The baseline year the institution used in its GHG emissions commitment :**

July 1, 2008

**The baseline emissions level institution used in its GHG emissions commitment :**

Gross Emissions were 18,632 MT CO2

**The target year the institution specified in its GHG emissions commitment :**

June 30, 2020

**The website URL where information about the climate plan is available :**

<http://www.dickinson.edu/about/sustainability/content/Carbon-Neutral-2020/>

# Diversity and Affordability

**Points Claimed** 13.75

**Points Available** 13.75

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. People of color and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

<b>Credit</b>	<b>Points</b>
Diversity and Equity Coordination	2.00 / 2.00
Measuring Campus Diversity Culture	2.00 / 2.00
Support Programs for Underrepresented Groups	2.00 / 2.00
Support Programs for Future Faculty	4.00 / 4.00
Affordability and Access Programs	3.00 / 3.00
Gender Neutral Housing	0.25 / 0.25
Employee Training Opportunities	0.25 / 0.25
Student Training Opportunities	0.25 / 0.25

# Diversity and Equity Coordination

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Score	Responsible Party
2.00 / 2.00	<b>Melissa Keebler</b> Assistant Chief of Staff Office of the President

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## Criteria

Institution has a diversity and equity committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies, programs, and trainings related to diversity and equity on campus.

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"---" indicates that no data was submitted for this field

## Does the institution have a diversity and equity committee? :

Yes

## The charter or mission statement of the committee or a brief description of the committee's purview and activities :

The mission of the President's Commission on Diversity is to focus on the college's efforts toward building, nurturing and sustaining a diverse and respectful community among students, faculty, staff and administrators.

## Members of the committee, including job titles and affiliations :

Susannah Bartlow  
Director, Women's Center

Devin Beaugureau '13  
Arlene Bones

Director, Human Resource Services  
Priscilla Colon '13

David M. Glasgow '93  
Contributing Faculty in Music (Piano)

Mira Hewlett  
Director, Religious Life & Community Service

Maryam Ilahi  
Staff Clinician, Counseling Center

Norm Jones  
Assistant to the President

Paula Lima-Jones  
Director of Diversity Initiatives

Patricia van Leeuwaarde Moonsammy  
Assistant Professor of Africana Studies

Alan Paynter  
Assistant Director of Admissions, Coordinator of Multicultural Recruitment

Cotten Seiler  
Associate Professor of American Studies

Helen Takacs  
Assistant Professor of International Business & Management

Megan R. Yost  
Assistant Professor of Psychology

Sherri Kimmel  
Director of Editorial Services  
Office of Communications

**The website URL where information about the diversity and equity committee is available :**

<http://www.dickinson.edu/student-life/resources/diversity-initiatives/home-page/>

**Does the institution have a diversity and equity office? :**

Yes

**A brief description of the diversity office :**

The Office of Diversity Initiatives (ODI) is a resource center open to the entire Dickinson community and charged with advancing Dickinson's commitment to broadening the understanding of—and building—a pluralistic society that promotes equality and integrity on the campus, in the community, and the world. The office provides individuals with the opportunity to broaden their views and enrich their cultural experiences through participation in diversity programs and training workshops. The office encourages and facilitates activities that allow students to voice their opinions, serve the community and advocate for making Dickinson a place that is reflective and responsive to our campus diversity.

**The number of people employed in the diversity office :**

1

**The website URL where information about the diversity and equity office is available :**

<http://www.dickinson.edu/about/diversity/Diversity/>

**Does the institution have a diversity and equity coordinator? :**

Yes

[stars.aashe.org](http://stars.aashe.org)

**Diversity coordinator's name :**

Paula-Lima Jones

**Diversity coordinator's position title :**

Director

**A brief description of the diversity coordinator's position :**

Paula Lima-Jones is committed to fostering a fully inclusive campus community. ODI offers a broad range of resources and assistance for students, faculty and staff interested in diversity.

**The website URL where information about the diversity and equity coordinator is available :**

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# Measuring Campus Diversity Culture

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Score	Responsible Party
2.00 / 2.00	<b>Melissa Keebler</b> Assistant Chief of Staff Office of the President

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## Criteria

Institution assesses attitudes about diversity and equity on campus and uses the results to guide policy, programs, and initiatives.

Institution may measure its culture of diversity and equity using one assessment for the entire institution or using separate assessments that taken together cover the entire institution.

Assessments conducted during the previous five years are eligible for this credit.

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"---" indicates that no data was submitted for this field

## Has the institution assessed attitudes about diversity and equity on campus in a way that meets the criteria for this credit? :

Yes

## A brief description of the assessment(s) :

Survey of Cultural Attitudes and Climate- Fall 2005 to all degree-seeking students

Survey of Campus Diversity- March 2009 to all students; November 2009 to all faculty and staff

Survey of LGBTQ Campus Climate- April 2009 to all faculty, staff and students

## Year the assessment was last administered :

2009

## A brief description of how the results of the assessment(s) are used in shaping policy, programs, and initiatives :

The results of these surveys have helped inform and shape the campus Strategic Plan for Diversity completed in spring/summer 2010. The college increased programming/focus on programs for LGBTQ individuals. The President's Commission on Diversity formed a sub-committee this year that has been looking at climate issue for LGBTQ persons. Recommendations will be forthcoming to the president and provost at the end of this semester. Through HRS, we include an introduction to Diversity at Dickinson in all new employee orientations so that this value of the college is imparted to all incoming employees. Through the Professional Development program, we provide yearly to twice yearly diversity workshops to individuals or departments and/or divisions. We have better coordination between all the offices that support diversity through the President's Commission and regular meetings with directors. We have increased outreach to diverse alumni planning specially targeting mailings and programs for Homecoming and Alumni Weekend. We continue to work with Admissions to increase recruitment and retention of diverse students. New initiatives include MANDatory-a support and enrichment

program for men of color and NSF-STEP Scholars program that recruits and supports underrepresented students in the sciences and math.

**The website URL where information about the assessment(s) is available :**

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# Support Programs for Underrepresented Groups

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Score	Responsible Party
2.00 / 2.00	<b>Melissa Keebler</b> Assistant Chief of Staff Office of the President

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## Criteria

Institution has mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus.

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"---" indicates that no data was submitted for this field

### **Does the institution have mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus? :**

Yes

### **A brief description of the programs sponsored by the institution to support underrepresented groups within the student body :**

Through the office of the Special Assistant to the President the College has peer support programs for Students of Color, for Asian-American Students, for LGBT students all with faculty mentors/advisors.

### **A brief description of the programs sponsored by the institution to support underrepresented groups within the faculty :**

Through the office of the Special Assistant to the President, the College supports two faculty support groups for faculty/staff of color and LGBTQ faculty/staff.

Through the Office of Diversity Initiatives, students also have affinity groups recognized and funded by the Student Government Association for Students of Color, LGBTQ student, religious minorities, and ethnic minorities.

### **A brief description of the programs sponsored by the institution to support underrepresented groups within the staff :**

Through the office of the Special Assistant to the President, the College supports two faculty support groups for faculty/staff of color and LGBTQ faculty/staff.

### **The website URL where more information about the programs in each of the three categories is available :**

<http://www.dickinson.edu/about/diversity/Diversity/>



# Support Programs for Future Faculty

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Score	Responsible Party
4.00 / 4.00	<b>Melissa Keebler</b> Assistant Chief of Staff Office of the President

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## Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution).
  - Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students to pursue further education and careers as faculty members.
  - Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.
- 

"---" indicates that no data was submitted for this field

## Does the institution administer and/or participate in programs that meet the criteria for this credit? :

Yes

## A brief description of the institution's programs that help increase the diversity of higher education faculty :

First, Dickinson is a member of the Consortium for Faculty Diversity in Liberal Arts Colleges (

<http://www.depauw.edu/admin/acadaffairs/CFD/index.asp>

). In particular, Dickinson brings potential future faculty to campus by means of The Dissertation Fellowship program:

The dissertation fellowship is intended for scholars who have completed all requirements for the Ph.D. or the M.F.A. except the dissertation; this fellowship is intended for scholars in the final stage of their dissertation and aims, above all, to help the fellow complete the final requirements for the degree during the year of residency. Dissertation fellowship recipients will receive compensation equivalent to the compensation of a starting one-year instructor at the host institution. Modest funds will be made available to finance proposed research and mentoring of teaching and scholarship will be provided, subject to the usual institutional procedures. Dissertation fellowship recipients will be expected to teach the equivalent of one semester-long course during the academic year, to participate in functions such as departmental seminars, and to interact regularly with students.

The Consortium invites applications for dissertation fellowships and post-doctoral fellowships from those who are U.S. citizens or permanent residents who will contribute to increasing the diversity of member colleges by increasing their ethnic and racial diversity, maximizing the educational benefits of diversity and/or increasing the number of professors who can and will use diversity as a resource for enriching the education of students.

Dickinson joined the Consortium in 2004 and brought two dissertation fellows to campus. In 2005 Dickinson sponsored one fellow, one in 2007, and one in 2008. Of these five fellows, four are still at Dickinson as tenure-track assistant professors.

Dickinson thus meets the criteria as outlined in the Stars Technical Manual through its participation in the Consortium for Faculty Diversity in Liberal Arts Colleges.

Second, in order to encourage hiring departments to give serious consideration to qualified candidates from under-represented groups, departments with at least one diversity candidate are automatically allowed to bring three candidates for campus visits rather than the standard two candidates.

Despite Dickinson's best efforts, the number of faculty from under-represented groups is not as high as it should be. The College will continue to try to recruit more minority faculty both by using current tools and by looking for new opportunities to attract qualified candidates.

In addition to efforts to increase faculty diversity through new hires from under-represented groups, Dickinson also has a robust program to bring visiting international scholars to Carlisle as part of the College's efforts to internationalize its curriculum; this effort, in turn, is rooted in the College's nationally recognized program in Global Education.

\*The times that Short-Term International Scholars are in residence at Dickinson varies from six days (lectures) to three months (residency); the median stay is around four weeks.

**The website URL where more information about the program(s) is available :**

<http://www.depauw.edu/admin/acadaffairs/CFD/index.asp>

# Affordability and Access Programs

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Score	Responsible Party
3.00 / 3.00	<b>Melissa Keebler</b> Assistant Chief of Staff Office of the President

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## Criteria

Institution has policies and programs in place to make it accessible and affordable to low-income students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education such as the federal TRIO programs
- Scholarships for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Other admissions policies or programs
- Other financial aid policies or programs

Institutions are not required to have programs or policies in each of the above areas in order to earn this credit. They may pursue the policies and programs that are appropriate for their context.

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"---" indicates that no data was submitted for this field

**Does the institution have policies and programs in place to make it accessible and affordable to low-income students?**

:

Yes

**A brief description of the institution's participation in federal TRIO programs :**

TRIO: Although Dickinson does not have its own TRIO program/grant funding, we do work with TRIO to expose students to the liberal arts and answer their questions around affordability and access.

**A brief description of the institution's policies and programs to minimize the cost of attendance for low-income students? :**

The Posse Foundation was established in 1989 and sends students to selective colleges and universities in cohorts of 10-12 . The concept grew out of one student's reflection that she never would have dropped out of college had she had her posse with her. Today, Dickinson enjoys a 10 year relationship with the Posse Foundation. We have selected 11 New York posses and 7 Los Angeles posses. Although the recruitment of these students becomes a driver of critical mass, the value of this program to the community goes far beyond sheer

numbers. With 87 posse scholars currently on campus, both the first to second year retention rate as well as the graduation rate remain well above the national average at 96% and 87% respectively (\*\* as of 2009).

**A brief description of the institution's programs to equip the institution's faculty and staff to better serve students from low-income backgrounds :**

Diversity training is required for all staff and faculty.

**A brief description of the institution's programs to prepare students from low-income backgrounds for higher education :**

Prep for Prep: Enrolled: 0, Accepted, but not enrolled: 12

Prep for Prep works with low-income, strong middle school students and help them gain admission into prep schools in New York City and boarding schools on the East Coast. Prep for Prep continues support throughout high and help to gain admission into highly selective institutions of higher education.

Lenfest: Enrolled: 3

The Lenfest Foundation is dedicated to supporting programs primarily in the areas of education, arts and the environment. H.F. (Gerry) and Marguerite Lenfest established the Foundation in 2000. The Foundation is based in suburban Philadelphia and primarily supports organizations and programs in southeastern and south central Pennsylvania, southern New Jersey and northern Delaware.

Avid: Enrolled: 1

AVID, Advancement Via Individual Determination, is an elementary through postsecondary college readiness program designed to increase schoolwide learning and performance. The AVID system accelerates student learning, uses research based methods of effective instruction, provides meaningful and motivational professional development, and acts as a catalyst for systemic reform and change.

Streetsquash: Enrolled: 1

An after-school youth enrichment program that combines academic tutoring with squash instruction, community service, and one-on-one mentoring.

New Jersey Seeds: Enrolled: 1

NJ SEEDS prepares academically talented, financially limited youth for success at competitive secondary schools.

**A brief description of the institution's scholarships for low-income students :**

Rose Scholars:

The Samuel G. Rose '58 Scholarship for economically disadvantaged students from urban areas. The scholarship recipients are chosen by a team of administrators who review grades, high-school class ranks, SAT scores and financial situations. When the scholarship is fulfilled, which is estimated to be within the current academic year, there will be approximately 100 recipients—25 per class—each year. Rose's philanthropy has been a major boost to the college's level of diversity, and he credits the school's leadership with giving him a reason to be so generous.

**A brief description of the institution's programs to guide parents of low-income students through the higher**

**education experience :**

Dickinson is proud to be a member of the Private College 529 Plan (formerly the Independent 529 Plan), the only nationally sponsored plan that is owned by the participating schools to help families control the cost of tuition and avoid market risk.

**A brief description of the institution's targeted outreach to recruit students from low-income backgrounds :**

Please see above.

**A brief description of the institution's other admissions policies and programs :**

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**A brief description of the institution's other financial aid policies or programs :**

<http://dickinson.edu/admissions/apply/Special-Admissions-Opportunities/>

**A brief description of the institution's other policies and programs not covered above :**

Please see the admissions website below for more information regarding any of the programs and policies discussed above.

**The website URL where information about programs in each of the areas listed above is available :**

<http://dickinson.edu/admissions/>

# Gender Neutral Housing

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**Score**

0.25 / 0.25

**Responsible Party**

**Melissa Keebler**  
Assistant Chief of Staff  
Office of the President

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*"---" indicates that no data was submitted for this field*

**Does the institution offer housing options to accommodate the special needs of transgender and transitioning students (either as a matter of policy or as standard practice)? :**

Yes

**A brief description of the program, policy, or practice :**

Gender Neutral Housing- Currently, the college does offer mixed gender housing in suites and apartments, and gender neutral bathrooms are identified in individual residence halls by the residents on a year-to-year basis. There are no options being offered for incoming students for the fall 2011. The Student Senate has developed a proposal that will be addressed and discussed by a subcommittee of the Enrollment and Student Life Committee. This subcommittee will discuss issues including community bathrooms and gender neutral housing by rooms rather than suites and apartments, but any implementation of this option for incoming students would likely not happen until at least Fall 2012.

**The website URL where information about the program, policy, or practice is available :**

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## Employee Training Opportunities

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Score	Responsible Party
0.25 / 0.25	<b>Melissa Keebler</b> Assistant Chief of Staff Office of the President

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"---" indicates that no data was submitted for this field

### **Does the institution make cultural competence trainings and activities available to all employees? :**

Yes

### **A brief description of the cultural competence trainings and activities :**

The College, through Professional Development, annually makes workshops available to the entire campus. All employees are eligible to attend. Additional workshops have been presented to divisions when a Vice President or director wants to have all staff have this training.

A presentation on "Diversity as a College Value" is also part of the quarterly orientation of new employees and is jointly presented by the Special Assistant to the President and the Director of ODI.

We currently offer a workshop for First-year seminar faculty on Inclusive Classrooms. (Special Assistant to President)

Provide periodic professional development for faculty on these issues with outside speakers/workshops/off-campus opportunities. (Funded out of the office of the Special Assistant to the President)

### **The website URL where information about the trainings and activities are available :**

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## Student Training Opportunities

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Score	Responsible Party
0.25 / 0.25	<b>Melissa Keebler</b> Assistant Chief of Staff Office of the President

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"---" indicates that no data was submitted for this field

### **Does the institution make cultural competence trainings and activities available to all students? :**

Yes

### **A brief description of the cultural competence trainings and activities :**

The Office of Diversity Initiatives and the Women's Center does training on a consultation/by-request basis. The Center has also conducted more formal training and education programs about prevention and response on violence against women—certainly a major effort to increase the sustainability of our community. Last but not least, the Women's Center calendar of events offers campus-wide education on privilege and intersectionality, gender roles, gender equity, and sex-positive and healthy relationships.

### **The website URL where information about the trainings and activities are available :**

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# Human Resources

**Points Claimed** 13.54

**Points Available** 19.75

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. This includes recognition for treating and remunerating their workers responsibly and fairly. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

In addition, this subcategory recognizes faculty and staff training and development programs in sustainability. Faculty and staff members' daily decisions impact an institution's sustainability performance. Equipping faculty and staff with the tools, knowledge, and motivation to adopt behavior changes that promote sustainability is an essential activity of a sustainable campus.

<b>Credit</b>	<b>Points</b>
Sustainable Compensation	6.79 / 8.00
Employee Satisfaction Evaluation	2.00 / 2.00
Staff Professional Development in Sustainability	2.00 / 2.00
Sustainability in New Employee Orientation	2.00 / 2.00
Employee Sustainability Educators Program	0.00 / 5.00
Childcare	0.25 / 0.25
Employee Wellness Program	0.25 / 0.25
Socially Responsible Retirement Plan	0.25 / 0.25

# Sustainable Compensation

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**Score**

6.79 / 8.00

**Responsible Party**

**Steve Riccio**

Director of Staff Development

Human Resource

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## Criteria

Institution evaluates, and updates as appropriate, its wages and benefits policies and its guidelines for contractors operating on campus to ensure that total compensation (wages plus benefits) for all on-campus workers is sufficient to enable these employees to meet their basic needs, as defined by the institution. This evaluation is completed at least once every three years.

Student workers are not covered by this credit.

While wages and total compensation set in the following ways may constitute sustainable compensation, institutions should conduct a basic needs assessment to ensure that the total compensation is adequate before claiming points for this credit:

- Paying prevailing wages for job type or classification
- Paying average or above average wages for the region or city where the institution is located
- Paying minimum wages or a set amount above the minimum wage

Policies and practices adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

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*"---" indicates that no data was submitted for this field*

## **Total number of employees working on campus (including contractors) :**

859

## **Number of employees (including contractors) that the institution ensures earn sustainable compensation :**

729

## **A brief description of how the institution ensures that its lowest-paid workers (including contractors, if applicable) receive sustainable compensation :**

Human Resource Services launched the Fair Labor Standards Act (FLSA) and compensation review with a request to the campus to update all non-faculty job descriptions in May 2006. Approximately 500 descriptions were reviewed for compliance with the Fair Labor Standards Act.

The review focused on whether existing positions satisfied both a salary test and a duties test to be considered as exempt from the overtime provisions of the Act. The salary test requires that a position must be paid a salary of at least \$455 per week or \$23,660 per year. This stipulation must be met even if the position is considered exempt from the Act by the nature of the duties. The duties test allows

exemptions for positions considered to be executive, administrative or professional.

The results of the review indicate that a small number of positions required further analysis and possible action on the part of the college. Eight of the positions considered as exempt did not pass the salary test. In addition, the existing exempt or non-exempt designations of twenty other positions required further analysis. The majority of these positions are non-exempt positions which could be designated as being exempt in accordance with the Act. Only a few positions designated as exempt were changed to non-exempt.

In addition, the compensation levels of non-exempt jobs were compared to the local labor market. Dickinson positions were compared to the local salary survey data which is reviewed annually by Human Resource Services and local salary survey data provided by Smart Associates, consultants hired during the time of the review (NOTE: ERI has provided local salary data since the review has occurred). The results indicated that the current salaries of Dickinson non-exempt job titles are competitive with salaries paid by local area employers. This does not take into account the College's attractive benefit program.

In July 2007, a new pay plan was implemented for support staff (non-exempt) employees of the College. This included a reconfiguration of the pay structure in order to establish more competitive hiring rates. The lowest minimum rate for regular budgeted positions increased from \$6.80 per hour to \$8.50 per hour. This placed the hiring rates for these positions well above the change in Pennsylvania's minimum wage to \$7.15 per hour which took effect on July 1, 2007.

The hiring rates of support staff salaries increased more than six percent compared to the local market between 2006-2007 and 2008-2009. In addition, actual rates of pay compared to the local market increased from 101.5 percent to 104.9 percent.

As the increase in Pennsylvania's minimum wage led to the lowest minimum rate for regular budgeted positions to increase to \$8.50, the College realized this was going to cause a compression issue for those positions not impacted by the minimum wage increase. Therefore, \$125,000 was provided to alleviate such compression.

**The most recent year total compensation for the institution's lowest-paid workers (including contractors, if applicable) was evaluated to ensure that it was sustainable :**

2008

**The website URL where information about the institution's compensation policies and practices is available :**

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# Employee Satisfaction Evaluation

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Score	Responsible Party
2.00 / 2.00	<b>Steve Riccio</b> Director of Staff Development Human Resource

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## Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback at least once every five years to measure employee satisfaction. The survey or equivalent may be conducted institution-wide or may be done by individual departments as long as all departments are covered by a survey. The institution has a mechanism in place to address issues raised by the evaluation.

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*"---" indicates that no data was submitted for this field*

## Does the institution evaluate employee satisfaction in a way that meets the criteria for this credit? :

Yes

## A brief description of the institution's methodology for evaluating employee satisfaction :

In 2007, Human Resource Services was interested in gathering data related to the working environment at the College. Our division worked with The Best Companies Group in implementing a cultural assessment survey to 350 full-time employees – faculty, administrators and support staff. The survey assessed three specific areas: Individual Perspective, Workgroup Perspective, and Organization Perspective. The responses provided a significant amount of data to determine what is perceived as strengths and areas for improvements of the College.

The results from the survey allowed the institution to become one of the Best Places to Work in Pennsylvania for large organizations. Below is the list of the five highest rated perspectives based on employee feedback:

- The work of this organization is important and makes a difference (98%)
- The organization actively contributes to the community (97%)
- I understand our organization's mission and strategic goals (96%)
- Our senior leadership has the capabilities necessary for us to be successful (95%)
- I understand how my job contributes to the organization's success (95%)

Human Resource Services plans to launch a similar assessment in May 2011. In addition to the cultural assessment, our division also facilitates quarterly focus group session with each campus division to communicate upcoming programming and services while collecting feedback on how the division is supporting the needs of the employee community.

**The year the employee satisfaction evaluation was last administered :**

2007

**The website URL where information about the institution's employee satisfaction evaluation process is available :**

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# Staff Professional Development in Sustainability

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Score	Responsible Party
2.00 / 2.00	<b>Daniel Webster</b> Sustainability Projects Coordinator Center for Sustainability Education

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## Criteria

Institution makes available training and/or other professional development opportunities in sustainability to all staff at least once per year.

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year.

It is not necessary that each staff member attend such trainings; the credit is based on making training *available* to all staff.

This credit applies to staff members only; it does not include faculty members.

The following training opportunities are not sufficient for this credit:

- Specialized training for a small group of staff
  - The opportunity to participate in an institutional sustainability committee or group
- 

"---" indicates that no data was submitted for this field

**Does the institution make training and professional development opportunities in sustainability available to all staff? :**

Yes

**A brief description of the sustainability trainings and professional development opportunities available to staff :**

The Center for Sustainability Education has been the host of Inside Dickinson, an open house forum that allows Dickinson employees the opportunity to learn more about the services of both academic and administrative departments. Finally, the Center for Sustainability Education has partnered with Human Resource Services offering wellness programs including lunch and learn workshops and road biking seminars.

**The website URL where information about staff training opportunities in sustainability are available :**

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# Sustainability in New Employee Orientation

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**Score**

2.00 / 2.00

**Responsible Party**

**Daniel Webster**

Sustainability Projects Coordinator  
Center for Sustainability Education

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## Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff.

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*"---" indicates that no data was submitted for this field*

**Does the institution cover sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff? :**

Yes

**A brief description of how sustainability is included in new employee orientation :**

The Center for Sustainability Education provides an overview of their services to the new employees of the College a minimum of six times per year. During each session, the facilitator describes sustainability education services provided for students at the college which includes an overview of the impact of our carbon footprint and other factors on the environment both locally and globally. It is related to use of natural resources from how they are obtained and converted to energy products to how we use the products, and how we conserve and recycle the by-products of the waste materials. The educational process looks at all perspectives of sustainability including but not limited to organic food and food products; alternative fuels and energy sources; consumption of natural products for food, work and other purposes; and how our use and the use worldwide directly and indirectly impacts the environment now and in the future for other generations.

**The website URL for the information about sustainability in new employee orientation :**

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## Employee Sustainability Educators Program

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**Score**

0.00 / 5.00

**Responsible Party**

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### Criteria

Institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program. In the program, employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation. The institution offers financial or other support to the program.

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This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

**Score**

0.25 / 0.25

**Responsible Party**

**Steve Riccio**

Director of Staff Development

Human Resource

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*"---" indicates that no data was submitted for this field*

**Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of students, faculty, and staff? :**

Yes

**A brief description of the child care program, policy, or practice :**

Dickinson College operates an on-site childcare center for ages six weeks to six years to support families of the college and the Cumberland County region. The Children's Center is dedicated to the belief that each child is a unique person who deserves to be in a safe and nurturing environment. The Center is committed to encouraging the child's individual growth, developing each child's social skills and self-esteem and encouraging collaboration with others on projects of benefit to all.

**The website URL where information about the program, policy, or practice is available :**

<http://www.dickinson.edu/about/offices/childrens-center/>

# Employee Wellness Program

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Score	Responsible Party
0.25 / 0.25	<b>Steve Riccio</b> Director of Staff Development Human Resource

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"---" indicates that no data was submitted for this field

## **Does the institution have an employee assistance or wellness program that provides counseling, referral, and well-being services to employees? :**

Yes

## **A brief description of the employee wellness program, policy, or practice :**

The wellness program was established in 2006 to provide fitness and health education opportunities to all employees and their families. The initial goal in providing this programming was to increase the level of employee engagement while hoping to have employees take a more proactive approach to their wellbeing. However, since that time, the wellness offerings have been expanded to include a variety of activities within five core areas which include physical wellness, nutrition/weight management, preventative health screens, wellness education and smoking cessation.

Human Resource Services focus has been on providing preventative programming to reduce the number of high risk incidents among the Dickinson community. While the current economic crisis presents financial challenges, it is necessary and prudent to hold the line on costs and reap the benefits of major programming efforts through wellness initiatives. The success that has been achieved can be attributed to a number of factors including our incentive-based programming as well as the convenience of the activities which take place at a variety of venues on campus. Since the inception of our wellness initiative, we have seen a significant reduction in our annual healthcare renewal rates.

## **The website URL where information about the program, policy, or practice is available :**

<http://www.dickinson.edu/about/offices/professional-development-and-wellness/content/Wellness/>

# Socially Responsible Retirement Plan

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Score	Responsible Party
0.25 / 0.25	<b>Steve Riccio</b> Director of Staff Development Human Resource

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"---" indicates that no data was submitted for this field

## Does the institution offer a socially responsible investment option for retirement plans? :

Yes

## A brief description of the socially responsible investment option for retirement plans :

Dickinson College participates in a retirement program underwritten by Teacher's Insurance and Annuity Association and College Retirement Equities Fund (TIAA-CREF), Fidelity Investments, or a combination of both. Eligibility occurs following the completion of one year of full-time service with the College. After the one-year waiting period, Dickinson College contributes an amount equal to 7% of your base salary. The one-year waiting period is waived for persons presently employed (meaning you are employed now and in that organization's retirement plan) coming to Dickinson with an active, 100% vested and qualified retirement plan. The waiver was established so that candidates presently employed, in a retirement plan and 100% vested would not lose retirement benefits when they choose to join Dickinson.

In addition to the retirement plan, employees are eligible to participate in the Dickinson College Tax Deferred Annuity Plan (TDA) in accordance with Sections 402(g), 403(b), and 415 of the Internal Revenue Code effective from your date of employment. In this plan you can elect to reduce your salary on a pre-tax basis and contribute that amount into a federal tax-deferred plan with either TIAA-CREF or Fidelity Investments. The IRS limits the maximum amount you can put into a tax-deferred 403(b) retirement plan in any given year. All benefits arising from these contributions are immediately and fully vested.

The Emeriti Program is a tax advantaged way to invest and accumulate assets during working years to help meet health care expenses during retirement. The College contributes on behalf of eligible employees age 35 and older with one year of service. See insert for current employer contribution amounts. Employees age 21 and older may also make voluntary contributions on an after-tax basis (no maximum applies).

## The website URL where information about the program, policy, or practice is available :

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# Investment

**Points Claimed** 8.04

**Points Available** 16.75

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

<b>Credit</b>	<b>Points</b>
Committee on Investor Responsibility	2.00 / 2.00
Shareholder Advocacy	5.00 / 5.00
Positive Sustainability Investments	0.29 / 9.00
Student-Managed Sustainable Investment Fund	0.25 / 0.25
Sustainable Investment Policy	0.25 / 0.25
Investment Disclosure	0.25 / 0.25

# Committee on Investor Responsibility

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Score	Responsible Party
2.00 / 2.00	<b>Neil Leary</b> Director Center for Sustainability Education

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## Criteria

Institution has a formally established and active CIR or similar body that makes recommendations to the Board of Trustees on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

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*"---" indicates that no data was submitted for this field*

## Does the institution have a committee on investor responsibility or similar body that meets the criteria for this credit?

:

Yes

## The charter or mission statement of the CIR or other body, which reflects social and environmental concerns, or a brief description of how the CIR is tasked to address social and environmental concerns :

The Socially Responsible Investing (SRI) Discussion Group provides advice to the Committee on Investments of the Board of Trustees. SRI is composed of students, faculty, alumni and administrators, and is chaired by the Vice President for Finance. The group was convened by President William Durden in August 2007 in response to students' interest and activism regarding companies operating in Darfur, Sudan. In the years since, the SRI Discussion Group broadened its focus to encompass socially responsible investment policies of the college more generally. The group recommended that the college adopt a Triple Bottom Line strategy to pursue financial, social, and environmental objectives in the management of its endowment and direct investments. This is now the practice of the college (see

<http://www.dickinson.edu/about/offices/financial-operations/content/investments/Investments/>

).

A substantial portion of Dickinson's endowment is managed by Investure LLC. At the urging of the SRI Discussion Group, Dickinson College worked with the Rockefeller Brothers Fund and Middlebury College to request that Investure create the Sustainable Investments Initiative, a global equity fund with a focus on investments that generate long-term social, environmental and economic value. In June [stars.aashe.org](http://stars.aashe.org)

2010, Dickinson invested \$3 million, approximately 1% of our pooled endowment, in the Sustainable Investments Initiative. See

<http://www.dickinson.edu/news-and-events/news/2009-10/Dickinson-Joins-Sustainable-Investments-Initiative/>

The SRI Discussion Group was very active during the period 2007 through summer 2010 (as described under PAE Credit 17). The group has been inactive since fall 2010, in large part due to retirement of Dickinson's Vice President for Finance Annette Parker, who had served as chair of SRI and primary mentor of the student members of the group. Thomas Queenan was appointed the new Vice President of Finance and Administration in January 2011 and it is expected that SRI will resume its activities in fall 2011.

Further information about SRI and Dickinson's investment policies can be found at

<http://www.dickinson.edu/about/offices/financial-operations/content/investments/Note-on-SRI/>

and at

<http://www.dickinson.edu/about/offices/financial-operations/content/investments/SRI-Committee-B>

[ackground/](#)

. Past membership of the SRI Discussion Group is given online at

<http://www.dickinson.edu/about/offices/financial-operations/content/investments/SRI-Committee-M>

[embers/](#)

### **Members of the CIR, including affiliations :**

Annette Parker, the former Associate Vice President, and David Walker, the Associate Treasurer, facilitated the meetings with four students whom have since graduated.

### **Recent examples (within the past 3 years) of CIR actions :**

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### **The website URL where information about the committee is available :**

<http://www.dickinson.edu/about/offices/financial-operations/content/investments/SRI-Committee-B>  
[ackground/](#)

# Shareholder Advocacy

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Score	Responsible Party
5.00 / 5.00	Neil Leary Director Center for Sustainability Education

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## Criteria

There are two possible approaches to earning this credit.

1) Institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years.

and/or

2) Institution has conducted a negative screening of its entire investment pool within the last three years. This could take the form of prohibiting investment in an industry (e.g. tobacco or weapons manufacturing) or participating in a divestment effort (e.g. companies operating in South Africa during apartheid). The negative screen includes selling all but \$2,000 or less of the affected direct holdings and writing a letter to all fund managers encouraging them to remove affected holdings as well.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the shareholder advocacy activities of those entities.

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"---" indicates that no data was submitted for this field

**Has the institution filed or co-filed one or more shareholder resolutions that address sustainability during the past three years? :**

Yes

**Has the institution submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years? :**

Yes

**Has the institution conducted a negative screening of its entire investment pool within the last three years? :**

Yes

**A brief description of how the institution (or its foundation) has engaged in shareholder advocacy that promotes sustainability during the previous 3 years. :**

The SRI Discussion Group engages in shareholder advocacy through direct communications with corporations and through proxy voting. In 2007 the SRI Discussion Group debated actions regarding the college's holdings in Shlumberger, a company with activities in Sudan and in which Dickinson owned equity shares. Options considered ranged from divestment to active shareholder engagement. The SRI

Discussion Group convened teleconferences with officers of Shlumberger to share the college's concerns and to learn more about the policies and activities of Shlumberger. Following their investigations, the SRI Discussion Group recommended that the college continue to hold shares in Shlumberger and to also continue active shareholder engagement with the company to promote socially responsible policies and monitor its activities. The recommendation was adopted by the college.

The SRI Discussion Group researched and made recommendations on proxy votes up until 2009. But in 2009 Dickinson reallocated its endowment, closing the only directly invested equity portfolio and shifting all investments into mutual funds. With this change, Dickinson no longer has direct equity ownership in corporations and cannot vote proxies directly.

However, Dickinson can make recommendations for voting proxies to managers of the mutual funds that we own, which the SRI Discussion Group has done. Approximately three-quarters of our endowment is invested through Investure LLC, which manages a pooled portfolio for a consortium that includes Dickinson, Smith, Middlebury, Trinity and Barnard colleges, the University of Tulsa, the Colonial Williamsburg Foundation, the Rockefeller Brothers Foundation, and others. In collaboration with Smith, Middlebury and Barnard Colleges, Dickinson has requested that Investure forward proxy information to the members of the consortium so that we might advise Investure on how to vote their proxies.

In spring 2009 the SRI Discussion Group focused on ballot issues for Google Inc. The two main issues that were to be voted on at Google's 2009 shareholder meeting involved Google's censorship policies and their employee healthcare benefits. Members of the SRI Discussion Group debated the ballot issues and reached agreement on positions for each. Their recommendations for voting proxies were presented to the Investure fund manager on behalf of the college. The SRI Discussion Group plans to continue to engage in shareholder advocacy through proxy vote recommendations to Investure. We have also had conversations with some of the other colleges that are part of the consortium to explore how our students might share perspectives on important proxy issues and seek consensus recommendations for proxy voting by Investure. We have not yet acted on this idea, but it is on our agenda for the future.

**The website URL where information about the negative screen, divestment effort, and/or direct engagement with companies in which the institution holds investments is available :**

<http://www.dickinson.edu/about/offices/financial-operations/content/investments/Proxy-Voting-Records/>

# Positive Sustainability Investments

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**Score**

0.29 / 9.00

**Responsible Party**

**Neil Leary**

Director

Center for Sustainability Education

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## Criteria

Institution invests in any of the following:

- Sustainable industries, such as renewable energy or sustainable forestry
- Businesses selected for exemplary sustainability performances
- Sustainability investment funds, such as a renewable energy investment fund
- Community development financial institutions (CDFI)
- Socially responsible mutual funds with positive screens.

Investment in a socially responsible mutual fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for this credit.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

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## Submission Note:

Dickinson also makes other investments that promote sustainability that do not fit the narrow parameters of PAE Credit 18. Although we are exempt from paying local taxes as a non-profit educational institution, Dickinson voluntarily paid over \$330,000 in local property taxes in recent years. Dickinson contributed \$50,000 to the Carlisle Borough Council for a traffic engineering study that resulted in a \$2.8 million state funded 'road diet' to make Carlisle more pedestrian and bicycle friendly. Dickinson contributed \$100,000 to Carlisle's "High-I" initiative to revitalize the historic downtown area. We provide 10,000 square feet of rent free space on campus and other support for Project S.H.A.R.E., an interfaith social service agency that provides food, clothes and nutritional education for individuals and families in need. Dickinson is working with organizations like Cumberland Valley Rails-to-Trails, the South Mountain Partnership, and the Appalachian Trail Conservancy to develop a network of bike trails in the region.

Dickinson College helps support the development of wind energy by purchasing 18 million kwh of Renewable Energy Credits (RECs), equal to 100% of our annual electricity consumption. We are also investing directly in renewable energy and energy conservation on our own campus. We have installed 77 kw of solar photovoltaic arrays on campus. Our central energy plant, a new, state-of-the-art, high efficiency facility that was constructed at a cost of \$5.6 million, represents a major investment in energy conservation. In 2010 we took a further step by converting the high-efficiency boilers of the plant to burn waste vegetable oil, a net-zero carbon energy source. All building projects since 2008 have been built to LEED-Gold standard. We have invested financial capital and sweat equity to develop the Dickinson College Farm, a source of healthy, sustainable food for the campus, an educational and research venue for our students, and a demonstration site and resource for the community that is actively promoting sustainable farming and land stewardship practices in the region, buy local campaigns and farmers' markets.

**Total value of the investment pool :**

312000000 *US/Canadian \$*

**Value of holdings in sustainable industries, such as renewable energy or sustainable forestry :**

3000000 *US/Canadian \$*

**Value of holdings in businesses selected for exemplary sustainability performances :**

0 *US/Canadian \$*

**Value of holdings in sustainability investment funds, such as a renewable energy investment fund :**

0 *US/Canadian \$*

**Value of holdings in community development financial institutions (CDFIs) :**

0 *US/Canadian \$*

**Value of holdings in socially responsible mutual funds with positive screens :**

0 *US/Canadian \$*

**A brief description of the companies, funds, and/or institutions referenced above :**

In June 2010, Dickinson invested \$3 million, approximately 1% of our pooled endowment, in the Sustainable Investments Initiative. The Sustainable Investments Initiative is a global equity fund created and managed by Investure LLC that uses a positive screen to select investments that promote long-term social, environmental and economic value. This new fund was created in response to requests from Dickinson and Middlebury Colleges and by the Rockefeller Brothers Fund.

**The website URL where information about the institution's sustainability investment activities is available :**

<http://www.dickinson.edu/news-and-events/news/2009-10/Dickinson-Joins-Sustainable-Investments-Initiative/>

## Student-Managed Sustainable Investment Fund

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**Score**

0.25 / 0.25

**Responsible Party**

**Daniel Webster**

Sustainability Projects Coordinator  
Center for Sustainability Education

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*"---" indicates that no data was submitted for this field*

**Does the institution have a student-managed sustainable investment fund through which students are able to develop socially and/or environmentally responsible investment skills and experience with governance? :**

Yes

**A brief description of the student-managed sustainable investment fund :**

Dickinson does not have a student-managed SRI Fund. But we do have a new Idea Fund, a revolving loan fund that is managed by students and which will support campus projects that conserve energy and promote other sustainability goals. The college has committed an initial contribution of \$15,000. The fund will be supplemented by estimated cost savings that result from projects of the Idea Fund.

**The website URL where information about the fund is available :**

<http://blogs.dickinson.edu/ideafund/>

# Sustainable Investment Policy

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**Score**

0.25 / 0.25

**Responsible Party**

**Neil Leary**  
Director  
Center for Sustainability Education

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*"---" indicates that no data was submitted for this field*

**Does the institution have a policy, practice or directive to consider the social and/or environmental impacts of investment decisions, in addition to financial considerations? :**

Yes

**A brief description of the sustainable investment policy :**

“Dickinson College approaches its finances from a Triple Bottom Line perspective, i.e., the management of three bottom lines or net business outcomes: financial, social, and environmental.”

**The website URL where information about the policy is available :**

<http://www.dickinson.edu/about/offices/financial-operations/content/investments/The--Triple-Bottom-Line--Approach/>

# Investment Disclosure

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Score	Responsible Party
0.25 / 0.25	<b>Neil Leary</b> Director Center for Sustainability Education

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## Submission Note:

Dickinson College earned a grade of A for endowment transparency on the 2010 Green Report Card of the Sustainable Endowments Institute (see <http://www.greenreportcard.org/report-card-2010/schools/dickinson-college/surveys/endowment-survey>).

"---" indicates that no data was submitted for this field

**Does the institution make a snapshot of its investment holdings, including the amount invested in each fund and/or company and proxy voting records, available to the public? :**

Yes

**A brief description of the institution's investment disclosure practices :**

Dickinson College makes information available online about our investment strategy, portfolio and endowment performance.

**The website URL where information about investment disclosure available :**

<http://www.dickinson.edu/about/offices/financial-operations/content/investments/Investments/>

# Public Engagement

**Points Claimed** 17.41

**Points Available** 24.75

This subcategory seeks to recognize institutions that give back to their communities through community service, engagement, and partnerships. Volunteerism and the sense of compassion that community service helps develop are fundamental to achieving sustainability. From tutoring children to removing invasive species to volunteering at a food bank, students, faculty, and staff can make tangible contributions that address sustainability challenges through community service. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs. For example, faculty research and courses can focus on how to address community problems. In addition, colleges and universities can offer incentives for their graduates to pursue careers that fill community needs, and schools can use their prominence to advocate for sustainability outside of their institutions.

<b>Credit</b>	<b>Points</b>
Community Sustainability Partnerships	2.00 / 2.00
Inter-Campus Collaboration on Sustainability	2.00 / 2.00
Sustainability in Continuing Education	Not Applicable
Community Service Participation	3.74 / 6.00
Community Service Hours	3.17 / 6.00
Sustainability Policy Advocacy	4.00 / 4.00
Trademark Licensing	2.00 / 4.00
Graduation Pledge	0.25 / 0.25
Community Service on Transcripts	0.00 / 0.25
Farmers' Market	0.25 / 0.25

# Community Sustainability Partnerships

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Score	Responsible Party
2.00 / 2.00	Neil Leary Director Center for Sustainability Education

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## Criteria

Institution has formal partnership(s) with the local community, including school districts, government agencies, non-profit organizations, or other entities, to work together to advance sustainability within the community.

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"---" indicates that no data was submitted for this field

## Does the institution participate in community sustainability partnerships that meet the criteria for this credit? :

Yes

## A brief description of the institution's sustainability partnerships with the local community :

### DOWNTOWN PARTNERSHIP

Dickinson is committed to supporting the economic sustainability and vitality of the Carlisle community. Direct investments in community revitalization and service which have enabled the community to conserve resources, reuse and rethink spaces and their uses, and strengthened the local economy include:

25,000 sq ft of rent-free space for operations and distribution to local food bank, providing services food and services to low-income population.

Rehabbed old YMCA building downtown into apartments for students involved in community service. Operating commitment \$227k per year, 15 years.

\$250k loan to community for downtown hotel. No interest loan for 5 years; now 10 years at subsidized interest.

Funding two homebuyer programs to help employees purchase homes in downtown revitalization zones.

Leasing the second floor of the Carlisle Theatre as a black box performance space and experimental theatre venue at \$48,000 per year which roughly pays the mortgage for the Theatre.

Spearheading Carlisle ■High I■ Initiative to spark retail revitalization of two blocks contiguous to campus. College provided \$100,000 seed money for retail development study and retail coordinator.

College paying \$275,000 per year in taxes on buildings purchased since 1985 that could be rezoned institutional, but have been left on tax rolls.

\$50,000 to fund a traffic study in conjunction with the Borough of Carlisle's efforts to reduce truck traffic, promote walking and biking, and improve the air quality of the town. Project is now underway.

#### ALLIANCE FOR AQUATIC RESOURCE MONITORING

ALLARM is an environmental organization based out of Dickinson College that empowers local communities with scientific tools to assess, protect, and restore waterways across Pennsylvania. Since 1986, ALLARM has provided technical assistance to volunteer stream monitors in the state of Pennsylvania. In the form of grass roots, skill building training workshops implemented in municipal buildings and community centers throughout Pennsylvania, ALLARM has built the scientific capacity of community watershed associations to address water quality questions and implement monitoring studies.

Two major curricular partnerships with the community regarding sustainability include Mosaic courses and service-learning opportunities. Mosaics are intensive, interdisciplinary, semester-long research programs designed around ethnographic fieldwork and immersion in domestic (and global) communities. Their objective is to encourage students to think reflexively about the diverse world in which they live as they engage in collaborative work with local, transnational, and international communities. This type of place-based learning is deeply engaged in understanding the local environment and the complexities of past, present, and future human interactions within that environment. For example, The Mexican Migration Mosaics (1998, 2003) focused on migrant labor in Adams County, Pennsylvania, just South of Carlisle. The 2003 Mexican Migration Mosaic worked with communities in Adams County, Pennsylvania and Peribán in Michoacán, Mexico--through family, work and circular migration. Through intensive fieldwork and internships, students came to better understand the economy and culture, living and labor conditions, and lives of people in both regions. The Climate Change Mosaic (2009, 2011) engages students with climate change science, policy, and global development through participatory research at the United Nations Framework on Climate Change Conference of the Parties' convergences, and application of climate change knowledge to the Dickinson community.

#### **The website URL where information about sustainability partnerships is available :**

<http://www.dickinson.edu/news-and-events/news/2010-11/Dickinson-Enhances-Its-Downtown-Partnership/>

# Inter-Campus Collaboration on Sustainability

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Score	Responsible Party
2.00 / 2.00	<b>Neil Leary</b> Director Center for Sustainability Education

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## Criteria

Institution collaborates with other colleges and universities to support and help build the campus sustainability community.

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*"---" indicates that no data was submitted for this field*

### **Does the institution collaborate with other colleges and universities to support and help build the campus sustainability community? :**

Yes

### **A brief summary of papers, guides, presentations, and other resources the institution has developed to share their sustainability experience with other institutions :**

Dickinson College is a member of the Pennsylvania Environmental Resources Consortium (PERC), an association of 20+ colleges and universities that promotes sustainability in higher education. Neil Leary, Director of Dickinson's Center for Sustainability Education, is a member of the Executive Board and vice president of PERC. PERC organizes conferences and webinars to share ideas and practices for sustainability education and sustainable campus operations. Through our position on the Executive Board, Dickinson helps plan programs for PERC events and Dickinson faculty and staff are frequent session organizers and presenters. In 2008 Dickinson hosted a PERC conference for sustainability coordinators from across the state. We are currently planning a regional conference on college farms and sustainable food for fall 2011 that will be held on Dickinson's campus and cosponsored by PERC. See

<http://www.pagreencolleges.org/>

.

Dickinson College is leading a NASA funded project, Cooling the Liberal Arts Curriculum: a Campaign for Climate Change Education, in which we are partnering with four community colleges. The program offers two workshops that are open to teaching faculty from any college or university. The Changing Planet Study Group is a year-long learning community for the enrichment of interdisciplinary teaching about Earth science and human dimensions of climate change. The Climate Modeling and Data Tools Workshop provides training in the use of a NASA global climate model (GCM) and tools to integrate and visualize social, economic, and environmental data for teaching about climate change. Faculty from ten different schools participated in the 2010-2011; faculty from 14 schools are registered to participate in 2011-2012.

<http://www.dickinson.edu/academics/distinctive-opportunities/sustainability-education/content/C>

COP15 Coverage through AASHE (2009) : Dickinson College provided coverage of the 2009 United Nations Framework on Climate Change (UNFCCC) 15th Conference of the Parties negotiations for a sustainability in higher education audience by creating a series of blogs, webinars, and live Q&As from Copenhagen, Denmark through partnership with AASHE.

<http://www.aashe.org/category/blog-topics/cop15-he>

**The names of local, state, regional, national, and other campus sustainability organizations or consortia in which the institution participates and/or is a member :**

Association for the Advancement of Sustainability in Higher Education (AASHE)

The Pennsylvania Environmental Resource Consortium (PERC)

The Sustainable Endowments Institute (SEI)

**A brief summary of additional ways the institution collaborates with other campuses to advance sustainability :**

Intercollegiate Biodiesel Conference (2009): In April 2009 representatives from two dozen schools, members of the biodiesel industry, and members of the general public attended Pennsylvania's first intercollegiate biodiesel conference hosted by the Dickinson College Biodiesel Project.

<http://www2.dickinson.edu/departments/sustainability/biodieselevts.html#2009conf>

SEF Solar Scholars Conference (2008): Dickinson College hosted the first Solar Scholars™ conference of The Sustainable Energy Fund in 2008, which provided hands-on renewable energy education to the more than 90 professors and students from 31 universities who attended. Dickinson students, faculty and staff have attended every Solar Scholars conference since, which is now known as the EnergyPath Conference.

**The website URL where information about cross-campus collaboration is available :**

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# Sustainability in Continuing Education

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## Responsible Party

Neil Leary  
Director  
Center for Sustainability Education

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## Criteria

### *Part 1*

Institution offers continuing education courses that are focused on or related to sustainability.

Courses that can be taken for academic credit are not included in this credit. They are covered by the *Curriculum* subcategory.

### *Part 2*

Institution has a sustainability-related certificate program through its continuing education or extension department.

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### **Submission Note:**

This credit does not apply to Dickinson College. We are solely a baccalaureate college and continuing education is not part of the mission of the institution.

This credit was marked as **Not Applicable** for the following reason:

*Institution does not offer continuing education or community education programs.*

# Community Service Participation

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**Score**

3.74 / 6.00

**Responsible Party**

**Daniel Webster**

Sustainability Projects Coordinator  
Center for Sustainability Education

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## Criteria

Institution engages its student body in community service, as measured by the percentage of students who participate in community service.

Institutions may exclude non-credit, continuing education, and/or part-time students from this credit.

---

*"---" indicates that no data was submitted for this field*

**The number of students engaged in community service :**

1476

**Total number of students, which may exclude part-time, continuing education and/or non-credit students :**

2365

**The website URL where information about the institution's community service initiatives is available :**

<http://www.dickinson.edu/student-life/resources/community-services/>

# Community Service Hours

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**Score**

3.17 / 6.00

**Responsible Party**

**Daniel Webster**

Sustainability Projects Coordinator  
Center for Sustainability Education

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## Criteria

Institution engages students in community service, as measured by average hours contributed per full-time student per year.

Institutions may exclude non-credit, continuing education, and/or part-time students from this credit.

---

*"---" indicates that no data was submitted for this field*

**The number of student community service hours contributed during a one-year period :**

25000

**Total number of students, which may exclude part-time, continuing education and/or non-credit students :**

2365

**The website URL where information about the institution's community service initiatives is available :**

<http://www.dickinson.edu/student-life/resources/community-services/>

# Sustainability Policy Advocacy

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**Score**

4.00 / 4.00

**Responsible Party**

**Daniel Webster**

Sustainability Projects Coordinator  
Center for Sustainability Education

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## Criteria

Institution advocates for federal, state, or local public policies that support campus sustainability or that otherwise advance sustainability.

The policy advocacy must be done by the institution, not by students or a student group.

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"---" indicates that no data was submitted for this field

**Has the institution advocated for federal, state, and/or local public policies that support campus sustainability or that otherwise advance sustainability? :**

Yes

**A brief description of how the institution engages in public policy advocacy for sustainability, including the issues, bills, and ordinances for or against which the institution has advocated :**

South Mountain Partnership

Dickinson College is a member of The South Mountain Partnership, a unified group of private citizens, business, not for profit organizations and governmental officials working to protect, preserve and enhance the South Mountain Landscape in Central Pennsylvania through inventory and prioritization of natural and cultural assets for the preservation, promotion, and development of those resources. The South Mountain Partnership advocates for natural and heritage assets, agriculture, and recreation and showcase organizations and businesses that are supporting them in the region

(

<http://southmountaincli.blogspot.com/>

)

High-I Partnership

Dickinson partners with the downtown organizations and stakeholders to plan, research, and advocate for healthy economic revitalization and safe, sustainable transportation initiatives. Dickinson College funded the "Road Diet" study which led to funding for alternative transportation support including traffic calming and redirection improvements, increased pedestrian safety measures, and the incorporation of bicycle lanes along the main thoroughways of the town.

<http://www.dickinson.edu/news-and-events/news/2010-11/Road-Diet/>

[stars.aashe.org](http://stars.aashe.org)

**The website URL where information about the institution's advocacy efforts are available :**

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# Trademark Licensing

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**Score**

2.00 / 4.00

**Responsible Party**

**Daniel Webster**

Sustainability Projects Coordinator  
Center for Sustainability Education

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## Criteria

### *Part 1*

Institution is a member of the Fair Labor Association or Worker Rights Consortium.

### *Part 2*

Institution has signed on to participate in the Designated Suppliers Program.

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"---" indicates that no data was submitted for this field

**Is the institution a member of the Worker Rights Consortium? :**

No

**Is the institution a member of the Fair Labor Association? :**

Yes

**Has the institution expressed intention to participate in the Designated Suppliers Program? :**

No

**The website URL where information about the institution's participation in the WRC, FLA, and/or DSP is available :**

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# Graduation Pledge

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**Score**

0.25 / 0.25

**Responsible Party**

**Daniel Webster**  
Sustainability Projects Coordinator  
Center for Sustainability Education

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*"---" indicates that no data was submitted for this field*

**Does the institution administer a graduation pledge through which students pledge to consider social and environmental responsibility in future job and other decisions? :**

Yes

**A brief description of the graduation pledge program :**

The Sustainability Graduation Pledge pledges students to consider the social and environmental impacts of their actions and to use what they learned at Dickinson to improve the sustainability of their communities. Seniors are also informed about Alumni for a Sustainable Dickinson, a group founded in 2003 that works to promote sustainability at Dickinson.

**The website URL where information about the graduation pledge program is available :**

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## Community Service on Transcripts

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**Score**

0.00 / 0.25

**Responsible Party**

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This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

## Farmers' Market

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**Score**

0.25 / 0.25

**Responsible Party**

**Daniel Webster**

Sustainability Projects Coordinator  
Center for Sustainability Education

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*"---" indicates that no data was submitted for this field*

**Does the institution host a farmers' market for the community? :**

Yes

**A brief description of the farmers' market :**

During the winter months when the local Farmers Market, Farmers on the Square, cannot be held in it's outdoor location, Dickinson College provides free space and assists in supporting and advertising the farmers market at an indoor location on campus.

**The website URL where information about the market is available :**

<http://www.farmersonthesquare.com/>

# Innovation

Score 4.00

## Innovation

Points Claimed 4.00

Points Available 4.00

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit	Points
Innovation 1	1.00 / 1.00
Innovation 2	1.00 / 1.00
Innovation 3	1.00 / 1.00
Innovation 4	1.00 / 1.00

# Innovation 1

---

Score	Responsible Party
1.00 / 1.00	<b>Neil Leary</b> Director Center for Sustainability Education

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## Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
  - 2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.
  - 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
  - 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
  - 5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.
  - 6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
  - 7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
  - 8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.
  - 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
  - 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.
- 

"---" indicates that no data was submitted for this field

## A brief description of the innovative policy, practice, program, or outcome :

Dickinson College's Global Climate Change Africa Mosaic was an intensive, interdisciplinary semester of study and research that featured field research at the 17th Conference of the Parties (COP 17) to the United Nations Framework Convention (UNFCCC) in Durban, South Africa. The focus of the field research was to understand reasons for agreement and disagreement among parties to the Convention on critical issues in the negotiations. The students researched these questions by interviewing conference delegates.

Students honed their field research by taking four courses in Fall Semester 2011—Global Climate Change, Ecological History of Africa, Global Environmental Challenges and Governance, and Field Research on International Climate Change Negotiations.

Following their three weeks of field research and participation at COP, they were charged with educating their college community via research papers, an online video archives of interviews, and public presentations to a variety of audiences to raise awareness of climate change on campus and in the community.

This once again established Dickinson College's commitment to global sustainability education and our pedagogical bridge from curricular abstraction to co-curricular understanding.

Data Corrected: June 6, 2012

Dickinson College requested that AASHE Staff correct a mistake in this reporting field for the reason specified below.

**Previous Value:** In 2009 Dickinson College launched Cooling the Liberal Arts Curriculum, A Campaign for Climate Change Education at 4- and 2-Year Colleges. The campaign, which is supported by a NASA Global Climate Change Education grant, joins Dickinson College with four community colleges and Columbia University to integrate climate change in the liberal arts curriculum, promote systems thinking about climate change, and build teacher competency for interdisciplinary teaching about climate change. Dickinson College leads this innovative project and Neil Leary, director of Dickinson's Center for Sustainability Education, is the principal investigator. Partnering with Dickinson are Harrisburg Area Community College, Harrisburg, PA; Northampton Community College, Bethlehem, PA; Montgomery County Community College, Blue Bell, PA; Montgomery College, Rockville, MD; the Center for Climate System Research, Columbia University, New York, NY; and the Socioeconomic Data and Application Center, Center for International Earth Science Information Network, Columbia University, Palisades, NY. Additional colleges and universities participate in the project by attending summer workshops that are organized and hosted by Dickinson College. Elements of the campaign include a faculty study group for collaborative professional and curriculum development, training workshops on climate models and data tools, and faculty incentives for professional development, curriculum development, and student-faculty research. Twenty-five faculty members from 8 different colleges and universities, representing 12 different disciplines, participated in the 2010-2011 Changing Planet Study Group. The study group was launched with a 4-day workshop held in July 2010 on Dickinson's campus. The purpose of the workshop was to assist participants in developing new courses or units for existing courses that are focused on or related to climate change. The workshop was organized and led by Dr. Neil Leary, CSE Director; Professor Jeff Niemitz, Earth Sciences; Professor Ash Nichols, English; and Professor Kjell Enge, Anthropology, all of Dickinson College. The workshop included presentations, hands-on exercises with data, role-playing exercises, small and large group discussions, and time for participants to work on their individual curriculum projects. Members of the study group continue to communicate and share information via a study group web-portal (<http://www.trunity.net/changingclimate/>) and a listserv. A second workshop was held in summer 2010, which provided training in climate modeling and climate data analysis for use in undergraduate teaching. The workshop was attended by 21 faculty members from 11 different schools and 12 different disciplines. Dickinson College organized and hosted the workshop, while Dr. Mark Chandler and Dr. Linda Sohl of Columbia University and NASA/GISS, and Mr. Alex de Sherbinin, Socioeconomic Data Applications Center (SEDAC), Columbia University, conducted the training. Workshop participants worked with EdGCM, a NASA/GISS global climate model, and Terraviva-SEDAC, a software tool for viewing and integrating spatial climatic, environmental and socioeconomic data. Outcomes of the past year's workshops and study group at Dickinson include a new 'green' track in the physics major that emphasizes climate system dynamics and renewable energy; development of a 4-course, team taught program on climate change science, risks and policy that will be offered in fall 2011 and feature participation in the UNFCCC COP-17 conference in Durban South Africa; and integration of climate change into courses in American studies, anthropology, Earth sciences, English, environmental studies, international business, and social psychology. The other partnering schools have also developed and revised a substantial number of courses for raising climate literacy. The workshops are being offered again in summer 2011 and a new cohort of faculty from Dickinson and other schools will participate in the workshops and study group. 41 faculty members from 28 different colleges and universities have registered to participate.

**Explanation:** Submitting a new innovation credit, per STARS's request, for the updated version--1.2.

#### **A letter of affirmation from an individual with relevant expertise :**

[Innovation NASA ltr.pdf](#)

#### **The website URL where information about the innovation is available :**

<http://www.dickinson.edu/academics/distinctive-opportunities/sustainability-education/content/Climate-Education/>

## Innovation 2

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Score	Responsible Party
1.00 / 1.00	<b>Daniel Webster</b> Sustainability Projects Coordinator Center for Sustainability Education

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### Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
  - 2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.
  - 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
  - 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
  - 5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.
  - 6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
  - 7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
  - 8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.
  - 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
  - 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.
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"---" indicates that no data was submitted for this field

### A brief description of the innovative policy, practice, program, or outcome :

The Peddler is Dickinson College's bike-powered coffee cart, which sells organic, fair-trade coffee across campus. The concept was borne and approved by the Idea Fund, a monetary and incubation organization that supports student-innovators who design projects to enhance the social and environmental atmosphere of Dickinson College.

The actual cart was designed, fabricated, and built by students in the Winter of 2011 and debuted this spring. Socially, this project is a healthy sign of entrepreneurship as it weekly attracts a community of volunteers and coffee and tea-drinkers. Economically, this initiative [stars.aashe.org](http://stars.aashe.org)

paid back its loan within the first few months of operation—a stunning achievement of solvency and value. And environmentally, the managers only allow reusable cups at the station, and, additionally, they procure coffee from Burlap and Bean—a small roasting house about one hundred miles away that sells only Fair Trade Coffee beans.

The Idea Fund’s ingenuity in incubating, designing, and finishing this project is clearly a sign that innovation is a growing trend and alive and well at Dickinson College.

Data Corrected: June 6, 2012

Dickinson College requested that AASHE Staff correct a mistake in this reporting field for the reason specified below.

**Previous Value:** The Alliance for Aquatic Resource Monitoring (ALLARM) is a project of the Environmental Studies Department at Dickinson College. Since its founding in 1986, ALLARM has become a nationally recognized technical and programmatic support center for community organizations interested in watershed assessment, protection, and restoration. Through the work of professional and student staff, ALLARM offers comprehensive services to enable groups to use critical scientific tools to enhance environmental quality and fully participate in community decision-making. For 25 years, ALLARM has successfully trained and engaged volunteer monitors to investigate and answer questions about the myriad of issues facing our state’s water quality. ALLARM’s philosophy is centered around bottom-up engagement, capacity building – by involving Pennsylvania communities in every step of the scientific process, including defining the research agenda, designing the study, collecting and analyzing data, managing and interpreting the data, and bringing the data to the public for action. When faced with the severity of natural gas drilling in the Marcellus Shale combined with budget shortages at the Department of Environmental Protection, ALLARM developed a Marcellus Shale volunteer monitoring protocol to insure that Pennsylvania streams are aptly monitored and protected. The recent growth of activity to extract natural gas from the Marcellus Shale gas play is taking place in backyards, fields, and beneath homes in our communities. Involving volunteer monitors in documenting impacts from gas extraction is a cost-effective way to collect data over a wide geographic area. Residents can easily gain access to private property in their neighborhoods and can sample frequently. In response to this need, ALLARM spent the first seven months in 2010 developing a scientifically robust protocol that allows residents to monitor small streams on a weekly basis for the purpose of early detection and prevention of stream contamination from Marcellus Shale gas extraction. The protocol calls for a period of baseline monitoring prior to gas well development, followed by “watchdog” monitoring during the gas extraction activities. On a weekly basis, volunteers collect flow, visual assessment, total dissolved solids (TDS), and conductivity data. Volunteers also send low flow and high flow samples to ALLARM for quality assurance and quality control (to verify they are using their equipment correctly). Volunteers are encouraged to send low and high flow samples to certified laboratories for baseline analysis for signature chemicals, barium and strontium. If volunteers have elevated TDS and conductivity readings they will send samples to a certified lab for barium and strontium analysis to determine if flowback water is the source of elevated levels. If those signature chemicals are also elevated, the event is reportable. The development of the protocol has involved extensive laboratory work and field testing. The manual ALLARM developed, entitled Marcellus Shale Gas Extraction: A study design and protocol for volunteer monitoring, is available to the public.

**Explanation:** This isn't a correction, rather an update to our Innovation Credit section. When ready, I have pdf letters prepared to attach to our report.

**A letter of affirmation from an individual with relevant expertise :**

[ALLARM letter.pdf](#)

**The website URL where information about the innovation is available :**

<http://www.dickinson.edu/about/sustainability/allarm/content/Marcellus-Shale/>

## Innovation 3

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**Score**

1.00 / 1.00

**Responsible Party**

**Daniel Webster**

Sustainability Projects Coordinator  
Center for Sustainability Education

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### Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
  - 2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.
  - 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
  - 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
  - 5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.
  - 6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
  - 7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
  - 8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.
  - 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
  - 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.
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*"---" indicates that no data was submitted for this field*

### **A brief description of the innovative policy, practice, program, or outcome :**

The Biodiesel Shop is a student-led, student-managed project at Dickinson College, dedicated toward providing the college campus with a sustainable, alternative fuel source. Through the esterification process, waste vegetable oil (WVO), donated by Smarter Fuels, is converted into Biodiesel that can be used in a number of vehicles by campus operations and The Dickinson College Organic Farm.

Their particular achievement in the past year is their re-build of the entire shop. For the past four years, they were using equipment that was particularly amenable for a home-brew system. In 2011, The Biodiesel program was donated \$20,000 worth of processing

equipment. Over the past year, a group of students led by Sam Parker, the program's student manager, designed and built a system capable of outputting nearly twice the amount of biodiesel we could accommodate previously. Additionally, this implementation will make the shop safer and more of an aesthetic attraction for a campus audience.

This achievement marks another sizeable, sustainable, and innovative product that Dickinson College students provide to this community.

Data Corrected: June 6, 2012

Dickinson College requested that AASHE Staff correct a mistake in this reporting field for the reason specified below.

**Previous Value:** The Idea Fund's mission "is to provide money to support student-innovators who design projects to enhance the social and environmental atmosphere of Dickinson College. Having access to monetary resources enables and encourages creative and entrepreneurial activity and helps realize and engage our commitment to a useful education in the liberal arts." The Idea Fund was a student-inspired and led initiative that works off a revolving loan fund platform, where loans given to student projects help to reduce a school's carbon footprint and provide monetary returns that both pay off the project and provide future savings to the school. However, this fund seeks to go a step further and provide funds not only for projects which can repay themselves in the long run, but ones which provide substantial non-monetary returns for the Dickinson community. Unlike most other funds, we seek to target not only environmental sustainability initiatives, but socially beneficial ventures as well. After a strategic plan was drawn up by the student in the Spring of 2011 at the request of the President's Office, an angel investor provided \$15000 for the initial pool of money. A separate \$1500 was provided for a Bike Kitchen as a pilot project, which will be a facility run by students that offers hands-on skill training in bicycle maintenance and repairs.

**Explanation:** This is not a correction, rather an update, per STARS's request, to our Innovation Credit section. I have pdf letters for each update when STARS is prepared to post them.

**A letter of affirmation from an individual with relevant expertise :**

[Idea Fund.pdf](#)

**The website URL where information about the innovation is available :**

<http://blogs.dickinson.edu/ideafund/>

## Innovation 4

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**Score**

1.00 / 1.00

**Responsible Party**

**Daniel Webster**  
Sustainability Projects Coordinator  
Center for Sustainability Education

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### Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
  - 2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.
  - 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
  - 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
  - 5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.
  - 6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
  - 7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
  - 8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.
  - 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
  - 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.
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*"---" indicates that no data was submitted for this field*

### **A brief description of the innovative policy, practice, program, or outcome :**

To Whom It May Concern:

The Dickinson College Organic Farm is a constantly, evolving entity. One of its many worthy accomplishments this year was our collaboration with the Center for Sustainability Education on the Seeding the Future Conference. The two-day event on October 14th and 15th was a celebration and study of the growing influence of college farms at higher education institutions throughout the United States.

225 faculty members, students, and staff representing 57 college and universities came to share, learn, and present how to incorporate sustainability agriculture into the liberal-arts curriculum. Hands-on learning workshops featured topics like biodiversity, vermicomposting and livestock; more traditional presentations topics like weed-crop competition were hosted on the college grounds.

Tony Geraci, the former director of food and nutrition for the Baltimore City Public Schools was the keynote presenter, a dynamic speaker who spoke on the benefits of integrating local foods into urban food deserts.

The Dickinson College Farm once again has demonstrated its unique charm and lasting influence for this community by planning and pulling off this one-of-a-kind conference that certainly brought the campus and community together.

Sincerely,

Jenn Halpin

Director of the Dickinson College Farm

Data Corrected: Sept. 4, 2012

Dickinson College requested that AASHE Staff correct a mistake in this reporting field for the reason specified below.

**Previous Value:** The Dickinson College Farm was spawned after the initial success of a student-run garden. The Farm serves as a living laboratory program for students, faculty and staff, while also functioning as a business that provides our dining halls with fresh produce through the months of March-November. This six-acre production site hosts a number of novel programs, such as cooking classes for their one hundred member community supported agriculture (CSA), and a number of renewable energy installations that are used for their pragmatic design—energy for the farm--and have seen use through workshops for the greater community. Recently, the Dickinson College Farm went through a three year USDA organic certification process. This endeavor was managed by the Pennsylvania Certified Organic (PCO), and this certification assures our farm's customers that our products are grown with a stringent approach to sustainable methods. This past year students were exposed to this process and collaborated with PCO, via a first-year seminar course taught by Helen Takacs, entitled The Business of Organic Farm. Through this seminar students were educated on the differences between how organic food are grown in comparison to conventionally, chemically-grown foods, and the policies that correlate with each of those growing techniques. The students met with PCO's policy director, Kyla Smith, and assisted her during some of her inspection visits to the farm. This unique bridging of a non-profit and co-curricular and curricular advancement shows Dickinson's commitment to connecting sustainability resources to professionals, community members, faculty, staff, and students.

**Explanation:** Was required to update Innovation Credit 4, per STARS' request.

**A letter of affirmation from an individual with relevant expertise :**

[Business of Organic Farming.pdf](#)

**The website URL where information about the innovation is available :**

<http://www.dickinson.edu/news-and-events/news/2010-11/USDA-Organic-Certified/>