

SUSTAINABILITY SYMPOSIUM

Charting the Path for a Sustainable Dickinson

April 15th-17th, 2010



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Introduction

In April 2010, members and friends of the Dickinson College community convened for a symposium to help chart a path for a sustainable Dickinson. The assembled group included Dickinson alumni, trustees, faculty, administrators, staff and students, as well as sustainability leaders from the private sector, civil society, government, and academia. During the two-day symposium, the 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.

In their book *Boldly Sustainable*, Peter Bardaglio and Andrea Putman observe “Colleges and universities that ignore sustainability or treat it as one more thing to stir into the mix, rather than an approach that transforms everything, will find it increasingly difficult to compete.” They advise “A college or university can make its mark if it commits to an authentic and comprehensive sustainability effort that involves curriculum and research, campus operations, and community outreach. But it needs to be bold, or the commitment won’t matter. Halfhearted measures won’t work.”

At Dickinson we do not intend for sustainability to be just one more thing to stir into the mix. We do not intend halfhearted measures. Our aspiration is to make Dickinson College a model institution of education for a sustainable society. This bold commitment requires a holistic, institution-wide effort that enlists all facets of the college to make sustainability an integral part of all that we do.

For more than a decade Dickinson College has been incorporating sustainability values and goals in our operations, campus life, financial management and community service. In 2008 we extended our commitment to sustainability to include our academic and co-curricular programs with an initiative to make sustainability a defining characteristic of a Dickinson education, building on strong programs in environmental studies and Earth sciences. Our achievements to date have earned us recognition as a leader for sustainability in higher education, as evidenced by recent sustainability awards, certifications, and evaluations. ¹

¹ In 2004, Dickinson College was awarded a major grant from the Henry Luce Foundation for curricular innovations in environmental science and studies and in 2008 the college received a major grant from the Andrew W. Mellon Foundation to support infusion of sustainability education throughout the college curriculum. Dickinson received grades of A- on the 2009 and 2010 Green Report Card of the Sustainable Endowments Institute, the highest grade awarded; was named to the Princeton Review’s Green Honor Role in 2009; was selected by the Sierra Club as one of the twenty ‘coolest schools’ for commitment to sustainability in 2009; was honored with the 2009 Pennsylvania Governor’s Award for Environmental Excellence; and received LEED Gold certification from the U.S. Green Building Council for our two newest buildings.

While we are proud of what we have achieved thus far, we are aware that more can and needs to be done. The symposium provided a forum for the Dickinson community to explore these issues in detail. The program was organized around a number of panel sessions, small group discussions and student presentations, and included a keynote talk by Dr. Anthony Cortese, president of Second Nature. This report summarizes key points from the Sustainability Symposium discussions, synthesizes general recommendations to help guide our journey on a path to a sustainable Dickinson, and concludes with next steps.

The symposium program, remarks of President William Durden, Dr. Anthony Cortese and other speakers, list of participants, and background materials are accessible online at <http://www.dickinson.edu/alumni/Sustainability--Symposium/> .

Educating for a Sustainable Society

There are many definitions of sustainability and the related concept of sustainable development. The different definitions reflect differences in what people seek to sustain, what they would develop, and the time horizons over which they would plan and act. The differences give rise to different priorities, approaches, and prescriptions for action – often hotly contested.

But most definitions recognize the strong interdependence of social, economic and environmental systems and emphasize as fundamental a temporal relationship between what is possible for one generation being shaped by choices made in preceding generations. Most encompass common goals for advancing social justice, improving human wellbeing, and protecting and nurturing the environmental systems that are necessary to support healthy and vibrant societies, now and into the distant future. These commonalities give shape and focus to our conception of educating for a sustainable society.

Educating for sustainability prepares our students to surmount the critical challenges of our times by envisioning a just, enduring and dynamic society, recognizing opportunities, and creating solutions. Some of the critical challenges include hunger, poverty, conflict, air pollution, water pollution, land degradation, biodiversity loss, peak oil, and climate change. Solving these problems requires understanding the behaviors and interactions of social, economic and environmental systems over multiple spatial and temporal scales, the value systems that inform individual and collective decisions and behaviors, and theories of social and behavioral change. Also required are competencies for assessing the validity and credibility of information, analyzing causal relationships and quantitative information, synthesizing knowledge across disciplines and cultures, working in teams of people with different knowledge, skills and perspectives, and communicating knowledge in ways that create shared understanding and enable action.

To be effective in delivering such an education, Dickinson must develop more fully a vision for its curriculum. We must also support sustainability learning in the classroom with multiple connections to our research, operations, campus life, and community service. Information gleaned from discussions of these issues at the Sustainability Symposium will help frame our work to define the sustainability curriculum.

Workgroup Session Summaries

Participants in the symposium joined in small group discussions of the broad themes Sustainability at Dickinson Today; What Comes Next; and Planning for Success. Following are summaries of the discussions.

SUSTAINABILITY AT DICKINSON TODAY

Participants were divided into four groups to discuss questions about current sustainability efforts in the following areas:

- i. Learning and Research
- ii. Campus Life
- iii. Facilities and Operations
- iv. Community Engagement

Each of the groups addressed a common set of questions. What does it mean to integrate sustainability goals into the work of the college? How does the integration of sustainability goals benefit our students, the college, the local community and society? What potential pitfalls lie ahead that should be avoided?

Learning and Research

Facilitators: Candie Wilderman and Neal Abraham '72

Heather Champion '97 (scribe), Bernard David P'13, Helena Kolenda, Charles Smith '68, Gil Sperling '77, P'13, Jim Wiley '83, Neil B. Weissman P'98

Broad pedagogical goals should include long term thinking with a sense of urgency and consequentiality and understanding of global and local systems interactions. Assessment of current status and progressive change are necessary to measure success of the academic program. The college needs to be supportive of faculty risk-taking for collaborative, contemporary, interdisciplinary and more holistic teaching through professional development and incentives. The benefits of overcoming challenges for this type of teaching are great. They include allowing students to engage critically with the most urgent needs of current and future political and environmental issues, enabling them to participate in political and community decision making processes in an informed and articulate manner, bringing campus and community together, spurring creativity and creating new jobs, professions, and careers, and allowing students to perceive the true cost of organizational management, and all development.

In approaching these large issues, faculty must be careful to avoid despair and cynicism as backlash to the overwhelming issues faced. Additionally, homogeneity in

race, class, and area of inquiry is a common problem which must be actively understood and combated in order to make all learning experiences accessible.

Campus Life

Facilitators: Kellie Newton '81 and Sarah Brylinsky

Brian DeMarco '97 (scribe), Keagan Lynch '07, Leo Motiuk '66, P'12, Jennifer Reynolds '77, Ann Yoachim '99, Chris Van Buskirk, Donna Wiley

Residential learning experiences must embrace concepts and opportunities for engaging in “global sustainability,” and focus on providing context for thinking outside of “green” (i.e. understanding social sustainability, political issues, economic development as well). Dickinson College should create a sense of place by connecting students to Carlisle and the Cumberland Valley, and it should provide context for where students live and why civic responsibility is important. Integration must also include recruitment of student involvement from all student viewpoints, and the facilitation of community leadership roles for students. Finally, the college must develop a communication plan for sustainability and a lexicon for our particular definitions and approach.

To do so will allow Dickinson to maintain its niche in providing quality sustainability education. Programs for integration include early integration of students into the community (i.e. via orientation), focusing on engagement, beyond community service, and creating opportunities for responsible roles in residential life, which prepares students for community and therefore global responsibility and advocacy. To continue success Dickinson must actively recruit students based on its sustainability education program, maintain a pro-active communication plan for recognition of its work, and emphasize a values-based organization to prospective, incoming, and current students.

Facilities and Operations

Facilitators: Ken Shultes '89 and Sylvia Smith '73

Jim Rainey (scribe), John Bellingham P'13, Donald Graham, Don Hasseltine, Stu Lamb '64, Marc Spitzer '79

In creating a productive learning environment and working campus infrastructure, campus operations must be a platform for curricular and co-curricular learning experiences, not a separate physical entity. Fact-based education and greater understanding of operational responsibilities, fiduciary planning, and potential for innovation, should be an exchange between all students, faculty, staff, and administration. This integration leads to a more holistic understanding of the interaction between quality of life needs, financial development, and ecological responsibilities. Making a clear distinction between “new ideas” and “real campus needs” will ensure day-to-day priorities are met without compromising the ability for classroom/campus collaboration.

Community Engagement

Facilitators: Shalom Staub and Howard Lalli '90

Joe Martellaro (scribe), Jane Lehmer Alexander '51, Elke Durden, Lee Epstein '75, Neil Leary, Bruce Schlein, Thom Wallace '99

The experience, skills and values gained from engaging with communities are among the most valuable that any of our students can attain from their college years. This is particularly true for students seeking to promote sustainable communities. In consequence, community engagement should be an integral part of sustainability education at Dickinson.

Because the primary mission of the college is educational, emphasis must be given to student learning in community engagement experiences. But the experiences should be designed to also benefit the host organization and the wider community as well. Many different levels of community (e.g. on-campus communities, the immediate Carlisle environs, Harrisburg, the region, the state, the nation, international, and study abroad sites) and many different types of organizations (e.g. private businesses, non-profit service organizations, advocacy groups, government agencies, and student organizations) can provide valuable community engagement experiences. Dickinson should strive to offer diverse experiences that make use of these varied levels of communities and types of organizations.

Community engagement and service learning need to be tied to the curriculum. ALLARM provides a good example for linking the curriculum, co-curricular activities and community service.

Service learning experiences are often one-time experiences that are not formally part of a program to build skills for working in communities. A more systematic approach that deliberately moves a student up a ladder of experience during her four years at Dickinson, gaining skills as she advances. This might begin, for example, with a course that includes guest lectures from community members or site visits in the community, then a service learning course with a short project, followed by a community-based research (CBR) course with major CBR project, and maybe capped by an academic internship. A faculty adviser could guide the student through these experiences to produce cumulative learning and synthesis. The benefits would be tremendous. But such a program is time and resource intensive, would require faculty training, and substantial commitment from participating faculty.

WHAT COMES NEXT?

Having discussed sustainability at Dickinson today, the symposium participants addressed questions about future goals. Where do we want to be in 5 years, 10 years, 20 years? How do we get there? How will we know if we've succeeded?

These questions were discussed in small groups with the following focal areas:

- i. Civic Engagement
- ii. Education and Awareness
- iii. Corporate Responsibility
- iv. Public Policy and Advocacy

Civic Engagement

Facilitators Howard Lalli '90 and Julie Vastine '03

Heather Champion '97 (scribe), Anthony Cortese, Donald Graham, Helena Kolenda, Marc Spitzer '79, Ann Yoachim '99, Neil B. Weissman P'98

In five years, Dickinson will have created a comprehensive program for civic engagement in the local community. Opportunities will exist for students to participate with a diversity of groups and organizations in mutually beneficial ways that promote sustainable communities by solving legislative, economic, development, justice, housing, food, intergenerational, race, energy, infrastructure, and planning problems. Additionally, students will be leaders for behavioral changes that promote a sustainable campus and local community. These opportunities will stretch over the tenure of a students' time at Dickinson, with particular emphasis on individual projects that last more than one semester (and are therefore of greater benefit to the community).

Non-traditional formats for civic engagement, such as multiple semester projects, will provide richer learning and growth opportunities. These can be fostered by reducing institutional barriers and creating incentives for faculty to explore and develop innovative formats for civic engagement. The success of these programs will be measured by greater community-campus cohesion, alumni surveys on their continued civic engagement, tracking career patterns *and* unpaid work development, and benchmarking to peer and aspirant institutions on similar programs.

Education and Awareness

Facilitators: Neal Abraham '72 and Neil Leary

*Joe Martellaro (scribe), Elke Durden, Lee Epstein '75, Keagan Lynch '07, Jim Wiley '83
Chris Van Buskirk*

In five years we will have faculty in all departments with strong sustainability knowledge, expertise and interest; the entire student body will be aware of the value Dickinson College places on sustainability and will attain a nuanced understanding of sustainability; and the sustainability initiative and global education will be fully integrated. By ten years Dickinson College will have numerous 'stories to tell' of the

impact our sustainability focus on alumni lives and careers. In twenty years sustainability goals and practices will still matter at Dickinson and Dickinson will matter in the wider discussion of sustainability in society.

These goals can be accomplished through a variety of means. When recruiting new faculty, the ability and interest of candidates to contribute to sustainability education, as well as global education, should be factors in all hiring decisions. New faculty orientation should include information about Dickinson's commitment to sustainability. Incentives, workshops, discussion groups, mentoring and financial support for professional development can be offered to encourage and enable faculty to incorporate sustainability in their teaching and scholarship. Effectiveness in sustainability related teaching and scholarship should be rewarded in faculty promotion decisions. Efforts to involve students, faculty and staff in sustainability projects need to reach out to more diverse audiences. Recruiting of prospective students should seek to attract students with strong and varied interests in civic leadership and sustainability goals. Communication with alumni on sustainability goals, efforts and success stories should be increased.

Success will be marked by faculty offering core sustainability courses in all departments. Metrics and tools will need to be developed to assess the depth and complexity of sustainability learning and compare progress from first year through senior year and to compare outcomes across senior classes from different years.

Corporate Responsibilities

Facilitator: Kellie Newton '81 and Michael Fratantuono

Brian DeMarco '97 (scribe), John Bellingham P'13, Gil Sperling '77, P'13, and Donna Wiley

Dickinson College will fulfill the American College and University Presidents Climate Commitment (ACUPCC) obligation to be carbon neutral by 2020 while minimizing purchase of offsets. Dickinson will continue to have investment policies, procurement policies, and operational actions that reflect sustainability values in a holistic sense. The college would simultaneously achieve goals for financial, environmental, and social sustainability. This can be accomplished by cultivating an organizational culture that incorporates sustainability values and increasing participation of students and stakeholders through involvement in the Sustainably Responsible Investment Committee (SRI), the Dickinson Society Advocating Environmental Sustainability (SAVES), and other institutional boards. Performance benchmarks need to be established and progress toward benchmarks reported.

Public Policy and Advocacy

Facilitators: Sarah Brylinsky and Sylvia Smith '73

Jim Rainey (scribe), Bernard David P'13, Don Hasseltine, Stu Lamb '64, Jennifer Reynolds '77, Charles Smith '68, Thom Wallace '99

Within five years the college will have an active alumni network for linking students with public policy and advocacy work that promote a more sustainable society. During this time frame, the college will become a center of youth leadership in environmental sustainability policy, utilizing local resources, alumni, and proximity to

Washington D.C. Dickinson will develop and implement the first high school youth leadership summit and its students will be leaders of collegiate policy forums such as Powershift. Accomplishing these goals will require institutional funding and leadership commitment from staff and alumni, and become successful when similar programs are begun by other peer institutions.

PLANNING FOR SUCCESS

The final round of small group discussions tackled the problem of planning for success. What conditions and resources are necessary for success? How close are we to having the necessary foundation for success? What is missing, or what more do we need? How do we create the conditions and develop the necessary resources? Discussion of these questions was organized into three areas:

- i. Academic Programs
- ii. Co-Curricular Programs and Campus Operations
- iii. Community Outreach and Visibility

After an excellent presentation by students from the “Going Green at Dickinson,” a fall 2009 course which used the college as a case study of sustainability as a business strategy, the participants formed small groups to reflect on the Symposium’s proceedings and shape recommendations for future success. A summary of their discussions follows:

Academic Programs

Facilitators: Neil Weissman and Neal Abraham '72

*Rob Beckelheimer '82 (scribe), Jane Lehmer Alexander '51, Elke Durden, Lee Epstein '75
Neil Leary*

The key building blocks are in place for a strong sustainability education program. These include the Center for Environmental and Sustainability Education (CESE), numerous sustainability related courses, support from a significant number of faculty, strong student interest, co-curricular programs and resources, and connections to campus operations, among others. Financial support has been provided by a three-year grant from the Mellon Foundation and matching funds from the college.

Looking to the future, financial resources need to be secured for CESE. The college is committed to funding the Center and its activities after the grant expires, but this presents a significant financial challenge for which resources must be developed.

A crucial need is to define learning outcomes for sustainability content and competencies in more concrete terms and develop a corresponding curriculum. Possible forms for a sustainability curriculum that should be investigated include a general education requirement for all students, certificate program(s), and sustainability tracks in existing majors. A comprehensive review of the current curriculum is needed to identify existing courses that serve sustainability learning goals, courses that could serve sustainability goals with minor adjustments, and new course needs. To the extent possible, development of the sustainability curriculum should be done without adding

new faculty positions. However, additional faculty appointments are likely to be needed to support the sustainability curriculum. Priorities for new faculty appointments appear to include hydrology, water resource management, environmental policy analysis and international development.

Linking academic, facilities, and co-curricular programming in the living laboratory model is being done successfully through the College Farm and ALLARM. Programs that use the living laboratory model to provide hands-on learning should be expanded and replicated.

Co-Curricular Programs and Campus Operations

Facilitators: Sylvia Smith '73 and Ken Shultes '89

*Jim Rainey (scribe), John Bellingham P'13, Michael Fratantuono , Thom Wallace '99
Chris Van Buskirk*

Students must have meaningful conversations about and experiences with sustainability as soon as they begin their Dickinson tenure. Communicating the college's goals, why we are working towards them, and how students can be a part of that process, is essential to creating a cohesive community. Currently, student participation and initiative on a large-scale is the most critical community role to be developed. Opportunities should be offered early that are hands-on, help students create a sense of place in their new environs, and foster community responsibility. Ideally these types of activities should be incorporated into orientation, first-year seminars, first-year living communities, and incoming student information. The new Eco-Reps program can play a role in providing peer-to-peer mentorship, while institutional programming will need to be re-examined to make room for these programmatic priorities.

Communication with the general campus community about sustainability initiatives must be clear, values-based, and timely. Showing by example, and encouraging participation, rather than merely reporting, will ensure all community members are part of creating a strong culture around sustainable behavior. Innovative and eye-catching activities are generally positive, so increasing programs such as "Trash on the Plaza" or creating a life-size carbon footprint, should be encouraged and developed further. Student leadership activities need to be expanded and promoted. These can include inviting students to sit on college committees and mentoring them to play active roles, involving more students in peer-to-peer student mentoring programs like Eco-Reps, expanding student agency for decision-making about the residence halls and campus operations, providing resources to students for student initiated sustainability projects, and connecting students with alumni working in related fields.

Community Outreach and Visibility

Facilitators: Howard Lalli '90 and Kellie Newton '81

*Heather Champion '97 (scribe), Bernard David P'13, Karen Faryniak '86, Leo Motiuk '66, P'12,
Charles Smith '68, Donna Wiley, Ann Yoachim '99*

There are two priority audiences that must be tapped in to in order to achieve success: alumni and friends of the college. The sustainability program must adapt an audacious goal to become a global leader in sustainability, and must actively include

these two constituents in the process. Sustaining communication with these groups ensures the Dickinson sustainability community grows together, shares information, and exchanges resources effectively.

In particular, strengthening the quality and timing of our communication with interested alumni will be critical in the coming months – a growing number of alumni are working in sustainability fields, have an interest in mentoring students and offering working positions to them, and expertise which will be invaluable to the college. Supporting such programs as Alumni for Sustainable Dickinson with institutional resources will be crucial. Similarly, community members and friends of the college are eager to begin mutually beneficial partnerships with curriculum and facilities projects; these efforts should be formalized by Advancement, College Relations, and others at Dickinson, and acted on in a timely manner. Additionally, we must create a distinctively Dickinson definition of sustainability that is focused on long-term, systems thinking, which can be used for these communication streams to create a cohesive picture of our values and shared successes.

Synthesis of Recommendations

The Symposium proved valuable for sharpening our vision for a sustainable Dickinson and advancing our ideas about how to attain our vision. Recommendations that emerged from the small and large group discussions are synthesized below. These recommendations will inform our future deliberations and actions

Define Sustainability. Definitions of sustainability are numerous and contentious. The diversity of perspectives are part of what we study, debate and critique in a liberal arts education at Dickinson. While this pluralistic approach is useful and appropriate for the study of sustainability, it contributes to some confusion about the scope, purpose and substance of our institutional commitment to 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. Continuing to be a leader for sustainability in higher education requires that sustainability permeate all that we do. This implies integration into our mission, core values, academic programs, campus life, operations, community service and other aspects of the life of the college. Progress has been made in all these areas, but 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. Support is needed for faculty to take bold risks with collaborative, innovative and transdisciplinary approaches to connect their

teaching and research with contemporary problems of sustainability through faculty development programs, incentives, and recognition in promotion criteria.

Articulate Sustainability Learning Goals and Curriculum. Our strategy for sustainability education thus far has been to infuse sustainability across the curriculum by encouraging interested faculty to incorporate study of sustainability problems and solutions into courses in the arts and humanities, social sciences, and laboratory sciences. This approach, building on historically strong programs in environmental studies and earth sciences, has yielded well over 100 sustainability related courses that are offered in 25 different departments and majors. As a result, 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 learning goals for sustainability and developing a corresponding curriculum need to be high priorities. Options for the curriculum that should be considered include incorporating sustainability as a general education requirement for all Dickinson students, creating one or more sustainability certificate programs, and creating sustainability tracks in existing majors.

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 so do many others. What distinguishes our approach to sustainability from others? What is distinctly Dickinson? We must answer these questions and develop and pursue a corresponding strategy.

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. Existing strengths include values that encompass citizenship, service, community, diversity and environmental stewardship; a practical education in the liberal arts; a highly regarded global education program; strong and numerous interdisciplinary programs; a curriculum that includes sustainability related courses in almost every department; effective use of active learning and service learning pedagogies; campus operations and physical plant that demonstrate sustainable solutions and offer opportunities for hands-on learning; co-curricular resources such as the College Farm, ALLARM and Reineman Wildlife Sanctuary; a core of active and committed student leaders; supportive alumni and administrative support and leadership through the Center for Environmental and Sustainability Education.

What currently distinguishes Dickinson in sustainability education is that all these pieces work together to give students a multifaceted and authentic engagement with sustainability problems and solutions. Moving forward, forging stronger academic links between sustainability and global education, and developing Dickinson's Living Laboratory for Sustainability, can distinguish us by connecting sustainability learning to the wider world and blurring distinctions between the formal curriculum, co-curricular and extra-curricular programs.

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 an important part of the core values of Dickinson, that for us sustainability is more than being “green,” that they are needed to help create a sustainable campus community, and that there are opportunities to get involved and take leadership. These messages need to be reinforced when students first arrive on campus, woven throughout the first year experience, and repeated as students advance to sophomore, junior and senior years.

Engage Our Alumni. Alumni can be a tremendous asset in support of the sustainability efforts of the college, our students, and each other. Alumni who work in fields such as sustainable business practices, community development, social justice, urban planning, architectural design, health, energy, transportation, resource conservation, and environmental protection can benefit our students in many different ways. Alumni can connect with students and share their knowledge and experience by visiting the campus and classrooms, providing career guidance, mentoring interns, hosting students for service learning projects, and providing job referrals. As demonstrated by the Symposium, many of our alumni have expertise that can assist and help guide Dickinson’s sustainability efforts. By networking with each other, Dickinson alumni can also help advance sustainability throughout society.

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. As part of our commitment, we adopted a climate change action plan in fall 2009 that set targets to reduce our emissions of greenhouse gases 25% by 2020 and 75% by 2030, while offsetting the balance of our emissions through projects that would reduce emissions in the nearby community and elsewhere. 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. Sustainability has increased in visibility in our communications over the past year, but the importance that we say that we attach to sustainability is not always apparent in the way that we present the college to both external and internal audiences. Sustainability should be an important part of how we present ourselves to prospective and current students, their families, employees, alumni, and donors, as well as with the higher education community, community organizations, and the public.

Provide for the Future of the Environmental and Sustainability Initiative. We are off to a strong start, but the success of Dickinson's sustainability initiative will require enhanced financial support. A generous grant from the Andrew W. Mellon Foundation has provided the necessary funding to launch our new Center for Environmental and

Sustainability Education; its success is reflected in the activities discussed at the Symposium. By the expiration of the Mellon grant in 2011-12, we need to endow the Center, thus fulfilling our commitment to make it a permanent part of our program. Funding will support the Center's personnel, activities including student-faculty research and curriculum development, and associated teaching staff (a new faculty position in environmental health and post-docs working with GIS.) Longer term, our ambitions to be a leader among liberal arts colleges in the study of the environment and sustainability -- to make this a "defining element" of Dickinson College -- will require substantial additional resources in the coming years. We must build on our current investment to ensure support for continued innovation in and development of our educational program and also for improvement of our operations, for example, to meet our goals under the Presidents Climate Commitment. The support of interested alumni and other donors --- both as advisors and as philanthropists -- will be crucial to our success.

Next Steps

While all of the recommendations from the Symposium will be considered and will help guide our thinking in the months to come, a small number of actions have been identified as immediate priorities.

- Sustainability learning goals and curriculum: A process will be initiated in fall 2010 that will engage faculty, administrators and students to assess options for sustainability learning goals and curriculum, possibly leading to a proposal to APSC in spring 2011. This process will also help us to clarify how Dickinson defines sustainability and provide a framework to guide deeper integration of sustainability at Dickinson.
- Engage our students: Steps have been taken over the summer to engage students more effectively this coming year. This includes more prominent attention to sustainability in new student orientation, a new Ecoreps program to be implemented in all the residence halls this fall, and hiring a new Projects Coordinator in the Center for Environmental and Sustainability Education whose primary function will be to engage students in co-curricular sustainability programs. Programming is being developed by the Clarke Forum that will connect this year's theme, Thought for Food, with the first year residential learning community, A Food Odyssey, which will help catalyze student engagement with sustainability.
- Engage our alumni: The Office of College Advancement will develop an improved system for identifying alumni with sustainability related interests and will work with Alumni for a Sustainable Dickinson and CESE to enhance opportunities for alumni to engage with sustainability initiatives.
- Meet the Mellon Challenge match: The Andrew W. Mellon Foundation provided operating funds that will carry the Center through to 2012. One portion of the grant provided seed money for an endowment (\$450,000) and challenged Dickinson to raise matching funds (\$1,350,000). With \$950,000 already in hand, we are on our way to meeting the challenge match by the

conclusion of the grant in March 2012. When complete, the endowment will fund (1) the faculty position in environmental health and (2) a modest “Environmental Education Fund” (EEF) for on-going faculty development, student-faculty research, and other campus programming. These two components of the CESE project are at the heart of our environmental and sustainability initiative – the faculty position in the interdisciplinary field of environmental health is helping us make the curricular connections across campus that are necessary to fulfill our vision. And the EEF is an on-going catalyst for curricular and program innovation to secure Dickinson’s leadership in this arena. Completion of the Mellon Challenge match is our first step toward our key goal of endowing CESE and its critically important activities fully.

- Measure outcomes: we have elected to make our sustainability initiative a focus of our Middle States assessment self-study. As the self-study is carried out, metrics of sustainability related performance will be identified, data collected, and an assessment performed.

The Final Words: Thank You

For guidance on these immediate initiatives, and for the many good suggestions for longer-term consideration, the college is grateful to the alumni and friends who contributed their time and ideas to the Symposium discussions. Our ambition is to make sustainability a defining characteristic of Dickinson College. We cannot accomplish this without the participation, support and wisdom of the college’s many constituencies.

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