

610

ENROLLED IN THE CLASS OF 2020

8,610

TOTAL DONORS FOR FISCAL YEAR 2016

\$413M

TOTAL ENDOWMENT

643

NEW ADVANCEMENT VOLUNTEERS

PRESIDENT'S REPORT



Standing, from left: Robert Winston, interim provost and dean of the college; Karen Neely Faryniak '86, chief of staff and secretary of the college; Robert Renaud, vice president and chief information officer; Joyce Bylander, vice president and dean of student life; Dana Scaduto, general counsel; Brontè Burleigh-Jones, vice president for finance & administration; Neil B. Weissman, interim president. Seated, from left: Kirk Swenson, vice president for college advancement; Stefanie D. Niles, vice president for enrollment, marketing & communications; Michael E. Reed, vice president for institutional initiatives.

Dickinson



STATE OF THE COLLEGE NEIL B. WEISSMAN, INTERIM PRESIDENT

Dickinson has identified “engagement” as a defining descriptor for the college. The term could not be more apt for the past academic year. Despite our current presidential transition, Dickinsonians were unusually active engaging our own community—on campus and beyond—and the wider world on many fronts. Let me offer some salient examples and invite you to explore more throughout all sections of this annual report.

The most important type of engagement for us, of course, is our students’ connection with their learning experience. Dickinson students have long been engaged with their academics and their broad range of social and residential activities. But, like students everywhere, they don’t always place their activities in broader perspective. Last year we implemented the Dickinson Four, a program to ensure that in their busy schedules students pause to reflect on the big questions that underlay their college experience. It begins with encouraging first-year students to make Dickinson their own and culminates with seniors considering how best to expand their stories as they chart their post-graduation paths. Our goal is to see that students don’t just go through the motions—even as high achievers—without fully appreciating the meaningful, useful education they are receiving. And how that education prepares them for their futures.

We have also worked to ensure that engagement characterizes every student’s experience regardless of background or perspective. I refer here to the important steps we have made toward making the college more inclusive. Many of these, such as greater emphasis on diversity in faculty recruitment, were generated by the student Why We Wear Black movement. Our dialogue has in content reflected debates on campuses across the country, but it has unfolded here with the remarkable civility that typifies Dickinson’s culture.

The theme of engagement extended beyond the campus to the wider Dickinson community. Establishing ever stronger ties with alumni, parents and friends remains a high priority for us. During the past year the ranks of virtually all of our affinity organizations—Devils’ Advocates, admissions volunteers, career mentors and the like—grew significantly. As did participation in events including Alumni Weekend and the Day of Giving. All very promising, though we have a long way to go to fully vitalize the entire Dickinson family.

Finally, we have been true to our mission of providing, in Benjamin Rush’s term, a useful education, a version of the liberal arts engaged with the wider world. Examples abound. For instance, a project by Dickinson faculty, librarians, technologists and students made materials of the Carlisle Indian School available online. A newly approved certificate in food studies places our diets in broad scientific, social and cultural context.

I do not know what Rush might have thought about the certificate (he did recommend an austere diet of “black broth of Sparta” and “barley broth of Scotland”), but his views on the centrality of citizenship to a Dickinson education were clear. In that spirit we will utilize a \$650,000 grant from the Andrew W. Mellon Foundation to deepen civic engagement as a dimension of our learning experience. Funds will launch a new faculty position and underwrite faculty efforts to clearly articulate how their majors contribute to wider world activities such as internships and service.

And yes, we engaged challenges as well. Rising costs, the ongoing imperative to sustain access, and the complementary need to grow financial aid have all been subjects of past messages from me. And they remain pressing concerns to which, as you will see from the following pages, we are vigorously responding. We approach them from the standpoint of a college that maintains its vitality, even (and maybe especially) in times of transition.



ACADEMIC AFFAIRS

**ROBERT WINSTON,
INTERIM PROVOST AND
DEAN OF THE COLLEGE**

Dickinson remains committed to providing a challenging academic curriculum, intended to educate citizen leaders for a global society.

Since 2005, Dickinson has had a highly successful and nationally recognized writing center, established in honor of Norman M. Eberly '24. The center offers targeted instruction in English and 10 other languages.

In the last few years, we recognized that numerical literacy was also important to our students, as they sought to make sense of vast amounts of data and statistical information. Dickinson's Quantitative Reasoning (QR)

Center was born in 2015. Like the very successful Multilingual Writing Center, the QR center is staffed by trained peer tutors. Covered topics range from geometry to conceptualizing statistics, from graphing to data visualization.

The center is in its second year of a pilot program, and it is clearly becoming an important resource for a broad range of students in science, social science and humanities courses with a

QR component. In the 2015-16 academic year, there were a total of 107 student visits to the QR center; the center broke that mark at the end of October this year.

In addition to the effort to expand quantitative learning, we launched an effort to broaden civic learning as well. Dickinson received a \$650,000 award from the Andrew

W. Mellon Foundation to launch a four-year initiative to enhance civic learning and engagement on campus and in the global community. The initiative seeks to help faculty members identify critical civic issues within their own fields, undertake investigation of these issues and develop innovative teaching methods and course materials to engage students. A complementary goal is developing more sustained connections between the college and its community partners.

A new faculty position in practical ethics will be created to provide expanded course offerings on moral and ethical reasoning as a key dimension of meaningful civic engagement. All faculty members, and especially those in the arts and humanities, will be encouraged to incorporate civic learning and engagement into their courses and to ensure that their programs advance Dickinson's character as an inclusive community.

Academic Affairs also has worked closely with members of the Student Life staff on the development of the Dickinson Four, a four-year roadmap for making the most of the undergraduate opportunity. (See Page 21.)

We continue to work to increase the diversity of our faculty. (See more information on Page 23.) Last year Dickinson hired seven tenure-track assistant and associate professors; 71 percent (5 of 7) were women and 71 percent were faculty from underrepresented groups. (See a list in Kudos on Page 10.) Of the 17 visiting assistant professors, instructors and international scholars hired, 65 percent (11 of 17) were women and 41 percent (7 of 17) were faculty from underrepresented groups. We also continued our longstanding relationship with the Consortium for Faculty Diversity by bringing five postdoctoral fellows to the college for the year, all of whom are people of color.





> 6k
FIRST-YEAR APPLICATIONS
 FOR THE CLASS OF 2020,
 THE LARGEST APPLICANT POOL IN DICKINSON HISTORY



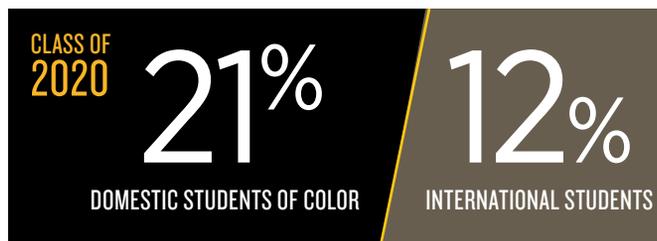
ENROLLMENT, MARKETING & COMMUNICATIONS

STEFANIE D. NILES,
VICE PRESIDENT FOR
ENROLLMENT, MARKETING &
COMMUNICATIONS

The Enrollment, Marketing & Communications Division achieved much success after a great deal of hard work this year in our efforts to enroll the class of 2020. After enrolling the very large class of 2019 (731 students), we were cognizant of the need to keep the class of 2020 within our targeted range. Following are a few updates on some of the areas that were discussed in last year's President's Report.

- Dickinson received 6,172 first-year applications for the class of 2020, our largest applicant pool in history. The class of 2020 target was 600-620 students and we enrolled 610. After the large class we enrolled in 2015, this was a welcome return to a much more manageable class size.
- The academic quality of the class of 2020 is very strong. The average SAT score of those who submitted standardized test scores (we are SAT-optional, though approximately two-thirds of enrolled students submitted standardized test scores with their applications for admission) is a 1304, up nine points over last year's average.
- The class of 2020 is the most diverse class in Dickinson's history, including 21 percent domestic students of color and 12 percent international students. In addition, 10 percent are first-generation college students (neither parent has earned a bachelor's degree). We continue to nurture our positive relationships with community-based organizations to further our outreach efforts to diverse populations of students. In addition, our Discover Diversity at Dickinson program is in its fifth year. This program brings underrepresented students to campus in November to experience Dickinson during an overnight stay and our traditional open house. Since adding this program we have seen our greatest increase in qualified underrepresented students in our Early Decision round, which has had a positive impact on our overall applicant pool.

- We continue to enroll the most talented and diverse class that we can afford. More families are applying and qualifying for financial aid, and many see their out-of-pocket education cost as a primary factor in where their student will enroll. Sixty percent of students in the class of 2020 are receiving need-based financial aid, and the average need-based grant they qualified for is almost \$4,000 more than the prior year. While the actual cost to educate a Dickinson student is more than \$75,000 annually, the direct price of a Dickinson education is \$63,974 with the college's endowment and annual giving subsidizing the gap.
- The Dickinson Admissions Volunteer Society (DAVS) continued to thrive this year, with 1,146 prospective students interviewed in 2015-16 by 727 DAVS members (627 alumni and 100 parents) in 34 states and 41 countries. Additionally, DAVS members represented Dickinson at 347 college fairs in 29 states and 10 countries.
- We enhanced our geographic outreach efforts last fall by hiring a regional director of West Coast recruitment. This fall we have hired four additional recruitment staff members. An admissions office reorganization allowed us to redistribute resources so that we can make greater strides in developing new markets. We continue to saturate our primary markets through intensive recruitment efforts yet also are investing in new efforts to grow markets with potential, such as Georgia, Ohio, Colorado and Maryland.





STUDENT LIFE

**JOYCE BYLANDER,
VICE PRESIDENT AND
DEAN OF STUDENT LIFE**

The Division of Student Life is guided by our mission: Our intention is to prepare students, by means of a useful education, for service and leadership in an ever-changing and global society. To ultimately contribute to the academic mission of the college, our division supports a vibrant, engaged, intellectually stimulating and socially appropriate residential experience, grounded in layered support. Layered support is an intentional system of multiple individuals at the college, providing the scaffolding to assist students in navigating challenges with increasing independence as they matriculate.

One of our key goals is to foster a safe, healthy, supportive and inclusive environment in which students can learn and achieve.

We completed an external review of the Wellness Center. As a result we were able to expand staffing in the Wellness Center to better meet the needs of students for mental health services. The First-Year Wellness program, piloted last year, encourages first-year students to participate in a well visit with each of the health care disciplines at the Wellness Center (nurse practitioner, psychologist and dietitian) to discuss adjustment to college, screen for common health issues in college, and discuss ways to promote well-being and prevent common health problems from developing. The program is continuing.

The Landis Collective (Popel Shaw Center for Race & Ethnicity, Women's & Gender Resource Center, Center for Service, Spirituality & Social Justice, LGBTQ Services and the Prevention, Education and Advocacy Center) expanded outreach and programming to various constituents, helped the college successfully navigate a student protest and made progress in working toward a more inclusive campus community. This year the offices launched an extended orientation program around inclusion and moved forward the work of the Transgender Advisory Task Force.

The Department of Public Safety continues to hold meet-and-greets during finals weeks and at other times to foster positive relationships between students and our campus police officers. They have been proactive in their outreach to students, including students of color, during this time of national unrest around police and their communities.

We continue to engage students in determining how they will lead meaningful professional and personal lives.

We continue to expand our leadership retreat opportunities for students, adding a Sophomore Leadership Retreat that we hope will be as successful as our Emerging Leaders program for first-year students. We held a series of leadership lunches and launched a successful Inclusive Leadership Retreat for student leaders across constituencies.

We have continued to develop our cross-divisional collaborative work that will help students successfully plan and navigate their four years at Dickinson. The Dickinson Four, a program that makes that planning intentional, is fully developed and being implemented across all class years. Each year focuses on a different objective: Make Dickinson Yours, Discover What Matters, Deepen Your Focus and Expand Your Story.

An outside review of the Career Center highlighted the need for us to expand staffing and services in this important area. We have created a new position to focus on alumni relationships and externship opportunities for students. We anticipate the ability to expand services to alumni and to provide short-term career experiences to students to help them build a career portfolio.

We work to prepare students for the complexities of leadership and engaged citizenship.

The campus continues to be impacted by events in the wider world. We have worked closely with students around concerns raised by the Student Liberation Movement and other on-campus groups advocating for marginalized people. (Read more on Page 23.)

The division has ramped up training and education of students around issues of sexual misconduct through Green Dot, a nationally recognized bystander intervention program, and extended orientation programs that focus on consent. We have responded to increasing reports of bias incidents through BERT (Bias Education & Response Team), working with students to engage each other in civil ways even when they hold passionate positions on social issues.

FINANCE & ADMINISTRATION

**BRONTÉ BURLEIGH-JONES,
VICE PRESIDENT FOR
FINANCE & ADMINISTRATION**

Thanks to disciplined budgeting, the Division of Finance & Administration helped the college increase its cash reserves while continuing to enhance the Dickinson experience. At the end of fiscal year 2015-16, the college held \$5.4 million in general reserves, \$2.1 million in healthcare reserves, and \$4.3 million in strategic reinvestment funding, \$3.75 million of which has been allocated to identified one-time projects, leaving a balance of \$560,000 for future needs. Along with a solid enrollment performance, this strong financial management helped Dickinson earn a “positive” outlook and an “A+” bond rating from Standard & Poor’s Rating Services.

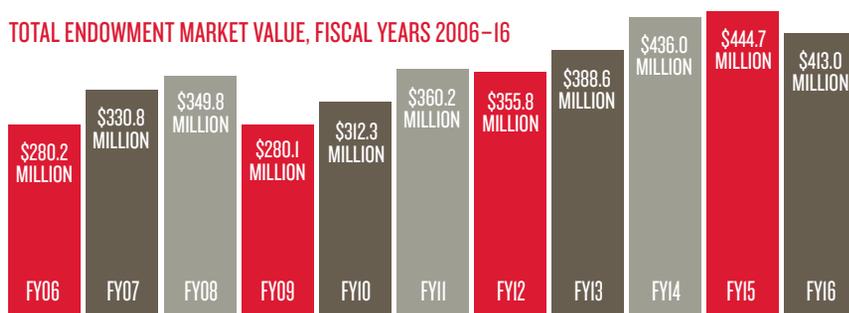
Throughout the year, the division also made significant progress on the following:

- **New Residence Hall:** Design and construction documentation were concluded in summer 2016. Construction is slated to start in spring 2017, and the new building is expected to open in fall 2018.
- **Bond Refinancing:** The college refinanced series 2006 and part of series 2007 bonds, resulting in a savings of \$8.4 million on a net-present-value basis. We anticipate another bond financing in spring 2017 to refinance the remaining 2007 bonds along with the issuance of new money for the residence hall project.

A+

BOND RATING FROM
STANDARD & POOR’S

TOTAL ENDOWMENT MARKET VALUE, FISCAL YEARS 2006–16



THE COLLEGE’S TOTAL ENDOWMENT (NONPOOLED PLUS POOLED) ENDED THE 2016 FISCAL YEAR AT \$413 MILLION, DOWN FROM AN ALL-TIME HIGH OF \$444.7 MILLION AT THE END OF THE PREVIOUS YEAR.

ENDOWMENT PERFORMANCE Dickinson’s pooled endowment, the portion of the endowment managed by the college’s outsourced investment office, Investure, ended the 2016 fiscal year (July 1, 2015, through June 30, 2016) at \$338 million. Although this valuation reflects a one-year loss of 4.4 percent, the pooled endowment continues to perform well over the long term, with a three-year average annual return of 5.6 percent, a five-year average annual return of 6.6 percent and a 10-year average annual return of 6.7 percent.

This long-term performance compares favorably to the college’s passive benchmark (made up of a combination of the MSCI All Country World Index and the Bank of America Merrill Lynch U.S. Treasury 7-10 Year Index) and falls within a percentage point of the college’s strategic goal of spending plus inflation (5 percent spending plus the Consumer Price Index plus 1 percent). By performing well against these measures, the college ensures the endowment’s intergenerational equity.

Spending from the endowment provided \$18.4 million in funding to Dickinson in fiscal year 2016, making an impact on the affordability of the college, the academic program, student-faculty research, athletics, facilities and much more.

Note: Dickinson’s endowment is composed of the pooled endowment, which is managed as part of a consortium of colleges and universities by Investure, and the nonpooled endowment, which consists of funds held in trust for the college, endowed pledges and other assets. The pooled endowment makes up roughly 80 percent of the total endowment, while the nonpooled assets make up the remaining 20 percent. To balance present needs with future stability, Dickinson spends 5 percent of the endowment’s prior 12 quarters’ average balance each year to support the budget and restricted funds. The college employs this disciplined spending strategy to ensure that the endowment meets today’s needs while continuing to provide a foundation for the future.



- **Sustainability:** The college continued to make progress on its 2020 carbon neutrality target, mitigating 986 MTCO_{2e} during the fiscal year. We also entered into a power purchasing agreement with SolarCity to install a 3.0 megawatt solar array to the west of Dickinson Park. The project will reduce utility costs over the 25-year contract term while reducing annual carbon emissions by 2,500 MTCO_{2e}.
- **Facilities Conditions Assessment:** A campuswide comprehensive facilities conditions assessment investigated nearly every building last year to provide a snapshot of current conditions, estimated correction costs and recommended action dates. The resulting report will serve as the basis for a strategic investment plan over the next 10 years.
- **Salary Study:** This summer, all employees were informed on the category and tier placement for their position in the new salary structure. This completed the first phase in the college’s salary study implementation. For phases two and three, the goal is to prevent salary compression and address the salaries of employees who have worked for the college for more than one year. Additional funding to support phases two and three is dependent upon budgetary considerations.



INSTITUTIONAL INITIATIVES

**MICHAEL REED,
VICE PRESIDENT
FOR INSTITUTIONAL
INITIATIVES**

In August 2015, the Office of Institutional Initiatives & Diversity presented an orientation for all departments with tenure track hires. The orientation included a review of the online application process, how to leverage the process to help identify diverse candidates, strategies for working with search committees and practices for avoiding unconscious bias in the interviewing and hiring processes.

Meetings with department chairs and search committee members have continued and have shifted toward developing specific strategies for generating more diverse candidate pools, such as recruiting at major conferences, more proactive advertising language and directly targeting research universities that have a history of producing women and people of color Ph.D.s. Also, in conjunction with Liberal Arts Diversity Officers (LADO), we visited five University of California schools, the University of Michigan, University of Chicago and Howard University to strengthen the pipeline between these research universities and liberal-arts colleges. As a result of these efforts, in part, the new faculty members hired in 2016 were the most diverse in the college's history.

Under the auspices of the All-College Committee on Enrollment and Student Life, and with the help of the director of institutional research, we conducted a student engagement survey last fall that resulted in an impressive 52 percent participation rate. An initial review of the data focused on race/ethnicity, gender and international

students. Broad initial results, augmented by individual interviews, were shared with the Dickinson community, and cross-divisional strategies are being developed to ensure all students are supported and engaged in the best possible ways.

Student attendance at a November 2015 Mellon Foundation summit to address issues of underrepresentation in research university graduate programs as well as faculty underrepresentation in liberal-arts colleges contributed to the development of activism on campus. Some of the experiences acquired at the summit informed the strategy for the Why We Wear Black movement (now the Student Liberation Movement). Consequently, the student protests at Dickinson were strategic, thoughtful and productive in contrast to some of the activities occurring at dozens of other institutions nationwide.

Students created a document of "asks" seeking greater diversity among faculty and Wellness Center counselors, increased training collegewide to avoid bias and a greater voice for marginalized students. We have engaged in proactive discussions to address issues of equity and exclusion and have made progress, though more remains to be done. The President's Commission on Diversity has been charged with coordinating the effort to implement diversity and inclusivity training.

2016

**MOST DIVERSE GROUP
OF NEW FACULTY HIRES
IN COLLEGE HISTORY**





LIBRARY & INFORMATION SERVICES

**ROBERT RENAUD,
VICE PRESIDENT &
CHIEF INFORMATION
OFFICER**

Dickinson has long been a leader in the application of information technology (IT) in learning, teaching and research. And over the past year, Library & Information Services (LIS) has continued to be a vanguard in the integration of technology across academic areas, while reimagining library spaces to advance face-to-face learning, using technology not as a replacement but an enhancement to a personalized education.

- In the new Archives Classroom, flexible furniture can be adapted to different faculty needs and teaching styles, and a large-screen monitor is available for video conferences and group viewing of websites. The space is perfect for examination of rare objects in a secure and comfortable environment, such as when Professor of English Carol Ann Johnston used the room for her Revolutionary Milton class, featuring the college's first edition of *Paradise Lost*.
- In fiscal year 2015-16 the Willoughby Center for Digital Scholarship was created in a former seminar room across from the archives. Funded by the Edwin Elliott

Willoughby Memorial Fund of the Dickinson College Library, the center hosts faculty and student projects and contains high-end digital scanning equipment.

- The college archives exemplifies IT innovation by spanning paper and digital collections and leveraging technology to make its unique holdings available over the Internet. And starting in 2015, the archives reconfigured its physical space in the Waidner-Spahr Library to facilitate this work.
- At Dickinson, digital scholarship comes in many forms. One of the most impressive large-scale projects is the Carlisle Indian School Digital Resource Center (<http://carlisleindian.dickinson.edu>), a project started several years ago by student and library researchers. Resource Center researchers recently finished scanning all of the Carlisle Indian School documents housed in the National Archives in Washington, D.C., making roughly 125,000 pages of material readily available to the public.

125k

DIGITAL PAGES OF
CARLISLE INDIAN SCHOOL
DOCUMENTS



COLLEGE ADVANCEMENT

**KIRK SWENSON,
VICE PRESIDENT FOR
COLLEGE ADVANCEMENT**

The Office of College Advancement achieved its goal of strengthening engagement among Dickinsonians last year by increasing attendance at on-campus and regional events, recruiting new volunteers and holding a record-breaking Day of Giving.

Nearly 2,000 alumni, parents and friends of the college came to Carlisle for Alumni Weekend, Homecoming & Family Weekend, Red & White Day and the Career Conference & Volunteer Leadership Summit. Continuing our effort to expand regional and affinity programming, the office helped alumni connect across generations through 45 affinity-group reunions and 48 events around the world in locations ranging from London to Los Angeles.

The slate of regional gatherings was highlighted by the yearlong celebration of Dickinson’s 50th anniversary of global studies. More than 550 study-abroad alumni marked this milestone through a global education reunion in Washington, D.C., and an Alumni Global Adventures trip to Bologna, Italy.

This increased attendance translated into involvement as Dickinsonians stepped up for their college in several ways. The ranks of Dickinson volunteers grew with 50 new Devils’ Advocates, 300 career volunteers, 285 new Dickinson Admissions Volunteer Society (DAVS) members and eight new Alumni Council members.

On April 19, 2,883 alumni, students, parents, faculty, staff and friends made a record-breaking 2,580 gifts to the college in 24 hours during the second annual Day of Giving, raising \$765,124 for the college. The day contributed to a fundraising total of more than \$8 million from 8,610 donors for the fiscal year.

Since joining the college this July, I have been working with my colleagues to leverage the energy that alumni, parents and friends brought to the college last year. Together, we will build greater pride and increase support for Dickinson this year. I invite you to join us for a full slate of on-campus, regional and affinity events this year. We will be working to remind Dickinsonians of the college’s distinctive strengths and our historic mission, while engaging them in the process of defining a plan for our future. I believe that we all can do more for Dickinson, and I invite you to join me in supporting our efforts to move the college forward in service to our students and the world.

PHILANTHROPY REMAINS CRITICAL

New endowed gifts this year helped bring Dickinson’s total endowment to \$413 million (see Page 22 for more information), and it’s important to note that Dickinson’s endowment—as measured against our number of full-time students—is still well below many of our peer and aspirant institutions. (See chart at right.) These better-resourced schools with whom we compete for students can spend more of their endowment returns each year on each of their students.

This leaves the college with two options—increase tuition or continue to invest less in the student experience than our peers. Neither of these options is acceptable—and this is the most compelling reason for increasing support from our alumni, parents and friends.

PEER INSTITUTION COMPARISON

TOTAL ENDOWMENT DOLLARS PER FULL-TIME STUDENT

