Dickinson College

The following information was submitted through the STARS Reporting Tool.

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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.

Institutional Characteristics

Institutional Characteristics

The passthrough subcategory for the boundary

Credit
Institutional Boundary
Operational Characteristics
Academics and Demographics

Institutional Boundary

Criteria

This won't display

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

Institution type:

Baccalaureate

Institutional control:

Private non-profit

Which campus features are present and included in the institutional boundary?:

	Present?	Included?
Agricultural school	No	---
Medical school	No	---
Pharmacy school	No	---
Public health school	No	---
Veterinary school	No	---
Satellite campus	No	---
Hospital	No	---
Farm larger than 5 acres or 2 hectares	Yes	Yes
Agricultural experiment station larger than 5 acres or 2 hectares	No	---

Reason for excluding agricultural school:

Reason for excluding medical school:

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

Reason for excluding satellite campus:

Reason for excluding hospital:

Reason for excluding farm:

Reason for excluding agricultural experiment station:

Narrative:

Operational Characteristics

Criteria

n/a

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

Endowment size:

435,987,024 *US/Canadian $*

Total campus area:

156.16 *Acres*

IECC climate region:

Cold

Locale:

Small town

Gross floor area of building space:

1,962,411 *Gross Square Feet*

Conditioned floor area:

Floor area of laboratory space:

55,000 *Square Feet*

Floor area of healthcare space:

0 *Square Feet*

Floor area of other energy intensive space:

123,000 *Square Feet*

Floor area of residential space:

633,734 *Square Feet*

Electricity use by source::

	Percentage of total electricity use (0-100)
Biomass	---
Coal	---
Geothermal	---
Hydro	---
Natural gas	---
Nuclear	---
Solar photovoltaic	---
Wind	---
Other (please specify and explain below)	---

A brief description of other sources of electricity not specified above:

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	---
Coal	---

Electricity	---
Fuel oil	---
Geothermal	---
Natural gas	---
Other (please specify and explain below)	---

A brief description of other sources of building heating not specified above:

Academics and Demographics

Criteria

n/a

Submission Note:

All population data is for academic year 13/14, which maps well to FY 14 (July 1 2013 - June 30 2014). No summer data is used for any student population numbers. In Fall 2013, there was an online course offered by one professor for graduate credit - the participating students were not counted above.

Employee numbers, both employees headcount and FTE equivalents, is of July 1, 2014.

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

Number of academic divisions:

4

Number of academic departments (or the equivalent):

42

Full-time equivalent enrollment:

2,344.84

Full-time equivalent of employees:

829

Full-time equivalent of distance education students:

0

Total number of undergraduate students:

2,400

Total number of graduate students:

0

Number of degree-seeking students:

2,325

Number of non-credit students:

75

Number of employees:

874

Number of residential students:

1,979

Number of residential employees:

26

Number of in-patient hospital beds:

0

Academics

Curriculum

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.

Credit
Academic Courses
Learning Outcomes
Undergraduate Program
Graduate Program
Immersive Experience
Sustainability Literacy Assessment
Incentives for Developing Courses
Campus as a Living Laboratory

Academic Courses

Responsible Party

Lindsey Lyons
Assistant Director
Center for Sustainability Education

Criteria

Part 1

Institution offers sustainability courses and/or courses that include sustainability and makes an inventory of those courses publicly available.

Part 2

Institution's academic departments (or the equivalent) offer sustainability courses and/or courses that include sustainability.

In order to report and earn points for this credit, the institution must conduct a course inventory. The inventory should consist of two parts:

1) An inventory of sustainability courses that includes, at minimum, the title, department (or equivalent), and level of each course (i.e. undergraduate or graduate), as well as a brief description if the sustainability focus of the course is not apparent from its title

2) An inventory of other courses that include sustainability. The inventory includes, at minimum, the title, department (or the equivalent), and level of each course and a description of how sustainability is integrated into each course.

A course may be a sustainability course or it may include sustainability; no course should be identified as both:

• A sustainability course is a course in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenge (e.g. the course contributes toward achieving principles outlined in the Earth Charter).

• A course that includes sustainability is primarily focused on a topic other than sustainability, but incorporates a unit or module on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability issues throughout the course.

For guidance on conducting a course inventory and distinguishing between sustainability courses and courses that include sustainability, see *Standards and Terms* and the Credit Example in the STARS Technical Manual. An institution that has developed a more refined approach to course classification may use that approach as long as it is consistent with the definitions and guidance provided.

Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty and departments to self-identify sustainability courses and courses that include sustainability using the definitions outlined in *Standards and Terms* 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.

This credit does not include continuing education and extension courses, which are covered by *EN 11: Continuing Education*.

Submission Note:

Dickinson offers over 100 courses each academic year that help students gain knowledge about sustainability concepts, problems, and solutions while building competencies and dispositions for creating a sustainable world. Over time, these courses have been integrated throughout the Dickinson curriculum in over 39 academic departments.

Dickinson offers numerous courses in arts and humanities, social sciences, and laboratory sciences that explore the different dimensions of sustainability from a variety of perspectives. Over 96% of our Class of 2015 graduates will have taken a sustainability course during their studies at Dickinson, without requirement.

Dickinson students can identify sustainability courses using the course designations Sustainability Investigations (SINV) or Sustainability Connections (SCON) when conducting an online course search. Faculty nominate these courses each semester using our Sustainability Course Designation process. These two categories of course designation differ in the degree to which sustainability is a focus.

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

Figures required to calculate the percentage of courses with sustainability content::

	Undergraduate	Graduate
Total number of courses offered by the institution	952	0
Number of sustainability courses offered	59	0
Number of courses offered that include sustainability	69	0

Number of academic departments (or the equivalent) that offer at least one sustainability course and/or course that includes sustainability (at any level):

27

Total number of academic departments (or the equivalent) that offer courses (at any level):

42

Number of years covered by the data:

One

A copy of the institution's inventory of its course offerings with sustainability content (and course descriptions):

2014-15 Sustainability Course Master-AASHE.pdf

An inventory of the institution's course offerings with sustainability content (and course descriptions):

Attached.

The website URL where the inventory of course offerings with sustainability content is publicly available:

http://www.dickinson.edu/info/20052/sustainability/2219/sustainability_courses/2

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

Each semester Dickinson faculty members are asked to nominate courses they are teaching in the coming semester for designation as either of two categories of sustainability courses:

1. "Sustainability Connections (SCON)" = course that includes sustainability
2. "Sustainability Investigations (SINV)" = sustainability courses

The nomination form asks faculty to provide information about their courses that relate to stated criteria for sustainability course designations. The form must be completed each semester, even if indicating same designation as before. Designations are completed by section of the course as each faculty member may choose to vary the approach and content for the section they are teaching.

Nomination forms are compiled each semester, approved by a steering committee, posted online, and sent to the registrar. The registrar then adds searchable "SCON" and "SINV" attributes to approved designated courses in our course search system. These attributes are actively used by students to complete course searches.

The criteria for designation of Sustainability Investigations (SINV) courses are:

- Course learning goals support attainment of at least one of the sustainability competencies and dispositions.
- Sustainability is a major theme, though not necessarily the sole theme, of the course.
- Students are engaged in deep and focused exploration of sustainability and its multiple dimensions (e.g. environmental, social, economic, and/or cultural).
- Engagement with exploration of sustainability is accomplished through assignments, lectures, discussions, and readings that collectively represent a significant portion of students' work in the course.
- Grading of student performance gives significant weight to sustainability related assignments.
- Explicit reference to sustainability is included in the course syllabus.

The criteria for designation of Sustainability Connections (SCON) courses are:

- Course learning goals support attainment of at least one of the sustainability competencies and dispositions.
- Students are introduced to sustainability, sustainable development, or related concepts, but normally sustainability is not a major emphasis, theme, or topic of the course.
- The course builds student competencies in knowledge and methods of a field that is relevant to understanding environmental, social, economic, or other dimension of sustainability.
- Students learn how knowledge and methods that are the subject of the course can be applied or made relevant to inquiries about sustainability.
-Connections to sustainability could be done through one or more lectures, labs, classroom discussions, reading assignments, writing assignments, oral presentations, field experiences, research assignments, creative work, or other assignments.
- The connection to sustainability may emphasize just one dimension of sustainability (e.g. environmental, social, economic, or cultural), but students should be made aware of other dimensions as well.
- Explicit reference to sustainability is included in the course syllabus.

How did the institution count courses with multiple offerings or sections in the inventory?:

Each offering or section of a course was counted as an individual course

A brief description of how courses with multiple offerings or sections were counted (if different from the options outlined above):

All sustainability course data is managed and accessed through the registrar. Sustainability course nominations are tied to faculty members teaching the course and can vary across sections of the same course. Therefore, total sections (excluding internships, practicums, independent study, independent research, physical education, and performing arts) were obtained for each semester through the registrar. Individual sections of a course were then counted as SCON, SINV, or neither.

Which of the following course types were included in the inventory?:

	Yes or No
Internships	No
Practicums	No
Independent study	No
Special topics	Yes
Thesis/dissertation	No
Clinical	No
Physical education	No
Performance arts	No

Does the institution designate sustainability courses in its catalog of course offerings?:
Yes

Does the institution designate sustainability courses on student transcripts?:
No

Learning Outcomes

Responsible Party

Lindsey Lyons
Assistant Director
Center for Sustainability Education

Criteria

Institution's students graduate from degree programs that include sustainability as a learning outcome or include multiple sustainability learning outcomes. Sustainability learning outcomes (or the equivalent) may be specified at:

• Institution level (e.g. covering all students)
• Division level (e.g. covering one or more schools or colleges within the institution)
• Program level
• Course level

This credit includes graduate as well as undergraduate programs. For this credit, "degree programs" include majors, minors, concentrations, certificates, and other academic designations. Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in *EN 11: Continuing Education*. Programs that include co-curricular aspects may count as long as there is an academic component of the program. Learning outcomes at the course level count if the course is required to complete the program.

This credit is inclusive of learning outcomes, institutional learning goals, general education outcomes, and graduate profiles that are consistent with the definition of "sustainability learning outcomes" included in Standards and Terms.

Institutions that do not specify learning outcomes as a matter of policy or standard practice may report graduates from sustainability-focused programs (i.e. majors, minors, concentrations and the equivalent as reported for *AC 3: Undergraduate Program* and *AC 4: Graduate Program*) in lieu of the above criteria.

Submission Note:

Sustainability learning outcomes have been established as a goal and expectation for all Dickinson students. Students are not required to attain the goals, but are instead challenged and encouraged to meet the goals voluntarily. We are having great success with this approach. 96% of the graduating class of 2015 (546 graduates out of a class of 571) has taken one or more sustainability courses and met one or more of the sustainability learning outcomes during four years of study. We have deliberately chosen this voluntary approach because we believe that it can be more effective than imposing sustainability learning outcomes as a college-wide requirement. We do have programs for which requirements include sustainability learning outcomes. These include Environmental Studies and Environmental Science.

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

Number of students who graduated from a program that has adopted at least one sustainability learning outcome:

546

Total number of graduates from degree programs:

571

A copy of the list or inventory of degree, diploma or certificate programs that have sustainability learning outcomes:

Compiled_Course_Listing_Master- Spring 2015.pdf

A list of degree, diploma or certificate programs that have sustainability learning outcomes:

Sustainability focused and related courses are identified each semester and the online list of sustainability courses is made available to students prior to the course selection period for the coming semester. Students can also do course searches using the designated SCON & SINV attributes in our online course offering software to identify sustainability focuses and related courses. Through this formal designation system, which identifies sustainability course sections that are SCON & SINV with the registrar, we are able to track enrollment of sustainability courses over time. This includes both total enrollment as well as unique student enrollment.

With four years of course designation data, we know that over 96% of the graduating class of 2015 have taken one or more sustainability courses, and 84% have taken two or more during their studies at Dickinson. This does not include courses taken abroad.

A list or sample of the sustainability learning outcomes associated with degree, diploma or certificate programs (if not included in an inventory above):

• Think critically about problems of improving the human condition equitably in this and future generations, while conserving environmental systems necessary to support healthy and vibrant societies;
• Solve problems by applying sustainability concepts and principles;
• Communicate effectively to raise awareness, increase understanding, and motivate action for sustainability; and
• Collaborate with others, working with and leading teams or groups to advance shared sustainability goals.

The website URL where information about the institution's sustainability learning outcomes is available:

http://www.dickinson.edu/homepage/595/sustainability_education

Undergraduate Program

Criteria

Institution offers at least one:

• Sustainability-focused program (major, degree program, or equivalent) for undergraduate students

And/or

• Undergraduate-level sustainability-focused minor or concentration (e.g. a concentration on sustainable business within a business major).

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in *EN 11: Continuing Education.*

Submission Note:

Educating for a sustainable society is a far-reaching and transforming initiative at Dickinson, but it is also a natural extension of the college's long-standing mission to provide a useful education in the liberal arts.

Our graduates need a 21st-century skill set that prepares them to integrate knowledge about complex problems, learn from and adapt to changing conditions, and envision and implement sustainable solutions.

Dickinson does not offer a single distinct major or minor for sustainability, but instead offers over 100 courses across the curriculum that help students gain knowledge about sustainability concepts, problems, and solutions while building competencies and dispositions for creating a sustainable world. Over the years, these courses have been integrated throughout the Dickinson curriculum in 39 academic departments.

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

Does the institution offer at least one sustainability-focused major, degree program, or the equivalent for undergraduate students?:

Yes

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

B.A. in Environmental Studies & B.S. in Environmental Science

A brief description of the undergraduate degree program (1st program):

Dickinson's environmental studies & environmental science department is remarkable for its range of activities and commitment to sustainability. Students choose to pursue either a B.S. in environmental science or a B.A. in environmental studies. In addition to fulfilling a set of core requirements, students construct a customized concentration based on a cluster of courses that fits their interests.

The environmental studies & environmental science department recognizes that solutions to the human predicament require an interdisciplinary effort. The goals of the program include providing a sound academic background and an opportunity for students to use their education through research and community engagement.

The website URL for the undergraduate degree program (1st program):

http://www.dickinson.edu/homepage/97/environmental_science_environmental_studies

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

A brief description of the undergraduate degree program (2nd program):

The website URL for the undergraduate degree program (2nd program):

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

A brief description of the undergraduate degree program (3rd program):

The website URL for the undergraduate degree program (3rd program):

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

Does the institution offer one or more sustainability-focused minors, concentrations or certificates for undergraduate students?:
Yes

The name of the sustainability-focused undergraduate minor, concentration or certificate (1st program):
Social Innovation and Entrepreneurship Certificate (SINE)

A brief description of the undergraduate minor, concentration or certificate (1st program):

Dickinson's new certificate in social innovation and entrepreneurship (SINE) is about creating pathways for student-led change in our world. The college was founded on the premise of educating leaders for our new democracy when the country was in its infancy, and the college continues this important mission of educating leaders for the future. The SINE certificate was developed to focus this effort by highlighting the critical thinking skills, creative mindset, and organizational development capabilities associated with positive change in our society and on behalf of our natural environment. The certificate builds on the college's educational pillars of interdisciplinarity, global studies, and sustainability.

The website URL for the undergraduate minor, concentration or certificate (1st program):

http://www.dickinson.edu/homepage/333/international_studies_advising

The name of the sustainability-focused undergraduate minor, concentration or certificate (2nd program):

B.A. International Studies: Globilization & Sustainability Concentration

A brief description of the undergraduate minor, concentration or certificate (2nd program):

International Studies is an interdisciplinary major that seeks to help students attain a well-rounded understanding of global developments and trends and to prepare them to succeed in the globalized world of the 21st-century. In addition to core courses in international politics, history, and economics, students study a foreign language and choose an area of concentration in which they take a cluster of courses in one of three areas: a country or region of their choice, globalization and sustainability, or security studies. A distinguishing aspect of the major is the comprehensive oral examination, which students take in the last semester of the senior year.

The website URL for the undergraduate minor, concentration or certificate (2nd program):

http://www.dickinson.edu/homepage/333/international_studies_advising

The name of the sustainability-focused undergraduate minor, concentration or certificate (3rd program):

A brief description of the undergraduate minor, concentration or certificate (3rd program):

The website URL for the undergraduate minor, concentration or certificate (3rd program):

The name, brief description and URL of all other undergraduate-level sustainability-focused minors, concentrations and certificates:

Graduate Program

Responsible Party

Daniel Webster
Sustainability Projects Coordinator
Center for Sustainability Education

Criteria

Institution offers at least one:

• Sustainability-focused program (major, degree program, or equivalent) for graduate students

And/or

• Graduate-level sustainability-focused minor, concentration or certificate (e.g. a concentration on sustainable business within an MBA program).

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in *EN 11: Continuing Education*.

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

Institution offers fewer than 25 distinct graduate programs.

Immersive Experience

Responsible Party

Lindsey Lyons
Assistant Director
Center for Sustainability Education

Criteria

Institution offers at least one immersive, sustainability-focused educational study program. The program is one week or more in length and may take place off-campus, overseas, or on-campus.

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

• It concentrates on sustainability, including its social, economic, and environmental dimensions

    And/or

• It examines an issue or topic using sustainability as a lens.

For-credit programs, non-credit programs and programs offered in partnership with outside entities may count for this credit. Programs offered exclusively by outside entities do not count for this credit.

See the Credit Example in the STARS Technical Manual for further guidance.

Submission Note:

The American and Global Mosaics are intensive, interdisciplinary, sustainability-focused, 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. The Mosaics provide opportunities for students to meaningfully apply what they are learning in the classroom, both theoretically and methodologically, to the world beyond – and to bring their experiences in the world back into the classroom.

The Mosaics challenge students to ask significant and relevant questions of the people and communities with which they are working; to actively listen to what others say about their lives and realities; to reflect on their own lives, worlds, and perspectives; to design research that addresses the needs and interests of their partner communities; and finally to present what they have discovered in thoughtful, effective, and ethical ways to multiple audiences. Students learn not only how to design and conduct research but also how to produce their findings and analyses in various forms: written research papers and reports, conference presentations, video documentaries, audio podcasts, and multi-media websites.

Example:
http://blogs.dickinson.edu/cop20/

The design of a specific Mosaic program is driven by pedagogical and research concerns and faculty interest and availability. A number of different models have emerged, including a full semester of coursework taken by students with 2-3 faculty from different disciplines, cluster courses, and a one credit course that integrates a winter term or a spring break research trip.

Does the institution offer at least one immersive, sustainability-focused educational study program that meets the criteria for this credit?:

Yes

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

Dickinson offers semester-long, sustainability-focused, immersive Mosaics. 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. Mosaics provide opportunities for students to meaningfully apply what they are learning in the classroom, both theoretically and methodologically, to the world beyond – and to bring their experiences in the world back into the classroom. Dickinson Mosaics challenge students to ask significant and relevant questions of the people and communities with which they are working; to actively listen to what others say about their lives and realities; to reflect on their own lives, worlds, and perspectives; to design research that addresses the needs and interests of their partner communities; and finally to present what they have discovered in thoughtful, effective, and ethical ways to multiple audiences.

In Fall 2014, Dickinson's Global Climate Change Mosaic offered students the opportunity to explore multiple dimensions of climate change as part of an interdisciplinary research team that will attend the 20th Conference of the Parties (COP20) to the United Nations Framework Convention on Climate Change in Lima, Peru.

http://blogs.dickinson.edu/cop20/

In spring 2014, the Eco-E Path Mosaic engaged a group of students in a semester of study of social innovation, sustainability, and entrepreneurship in 3 connected courses. Other recent sustainability-focused Mosaics include the Integrated Watershed Semester, Sustainable Agricultural Systems in Venezuela and the United States, the Global Climate Change Africa Semester, the Natural History Mosaic, and the Geology and Sociology of Disasters.

Each summer, Dickinson offers a number of study abroad summer immersion programs, which often include one or more sustainability focused programs. Recent sustainability focused summer programs have gone to Cameroon, Tanzania, China, France, Germany, Israel, and Italy.

The website URL where information about the immersive program(s) is available:

http://www.dickinson.edu/homepage/603/mosaics

Sustainability Literacy Assessment

Responsible Party

Neil Leary
Director
Center for Sustainability Education

Criteria

Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics and may also address values, behaviors and/or beliefs. Assessments that focus exclusively on values, behaviors and/or beliefs are not sufficient to earn points for this credit.

Institution may conduct a follow-up assessment of the same cohort group(s) using the same instrument.

This credit includes graduate as well as undergraduate students.

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

Sustainability Literacy Assessment

Incentives for Developing Courses

Responsible Party

Lindsey Lyons
Assistant Director
Center for Sustainability Education

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 specifically 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.

Submission Note:

The Center for Sustainability Education (CSE) works to connect Dickinson faculty and staff with professional development, curriculum development, and student-faculty research opportunities in sustainability. Providing incentivized workshops, study groups, guest speakers, public lectures, and curriculum consulting for individuals and/or academic departments and offices helps spread our sustainability initiative across the campus and curriculum.

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

Does the institution have an ongoing incentives program or programs that meet the criteria for this credit?:

Yes

A brief description of the program(s), including positive outcomes during the previous three years:

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. V & R has been offered annually, 2008-2015. Members of the year-long study group participate in a 2-1/2 day workshop in May, 1/2 day retreat in August, and other activities over the year. Participants receive a $1000 stipend. Over 59 unique faculty members from 20+ different departments have participated in the annual Valley & Ridge program since 2008.

A second faculty study group was 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, facilitated 2010-2014, included the Changing Planet Study Groups, a year-long faculty study groups that supports interdisciplinary teaching about climate change science, consequences, and solutions. The study group was organized and hosted by Dickinson College but was open to faculty from any college or university.

Other incentive-based study groups of various formats have offered faculty the opportunity to gather across disciplines to study, read, share, peer educate, and work on new curricular initiatives together. Since 2012, faculty study groups, with stipends, have been conducted around the topics of water, Living in a World of Limits, developing a Social Innovation and Entrepreneurship certificate, food studies, Asia and the Environment, and departmental restructuring to include sustainability within introductory courses.

Positive outcomes include new course development and modification of existing courses to support our sustainability across the curriculum initiative, now in 30+/42 departments on campus. Additionally, regional workshops for interdisciplinary teaching about climate change were hosted in 2014 and 2015 with Dickinson's leadership.

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

Faculty incentives (grants & stipends) for activities that advance sustainability-related learning, scholarship, creativity, and professional development are provided and administered by Dickinson's Center for Sustainability Education. Our Sustainability Education Fund (SEF), made possible by a grant to Dickinson College from the Andrew W. Mellon Foundation in 2008 and NASA in 2010, now supported 100% by Dickinson, funds these sustainability-related curriculum development, professional development, and student-faculty research projects for faculty members.

These financial incentives facilitate a better understanding of how to meet the critical needs for present and future generations while improving and sustaining the environmental, social, and economic systems on which they depend. Faculty from any discipline, administrators, and staff are eligible for funding.

Since 2008, the Center for Sustainability Education has funded over $400,000 worth of projects across all divisions of the college (59 faculty stipends for Valley and Ridge, 55 curriculum development grants ($86,000), 12 professional development awards ($18,000), 42 student-faculty research grants ($236,000), and 2 research assistant grants ($5,000).

The website URL where information about the incentive program(s) is available:

http://www.dickinson.edu/info/20052/sustainability/2464/valley_and_ridge

Campus as a Living Laboratory

Responsible Party

Lindsey Lyons
Assistant Director
Center for Sustainability Education

Criteria

Institution is utilizing its infrastructure and operations for multidisciplinary student learning, applied research and practical work that advances sustainability on campus in at least one of the following areas:

- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Coordination, Planning & Governance
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Public Engagement
- Other

This credit includes substantive work by students and/or faculty (e.g. class projects, thesis projects, term papers, published papers) that involves active and experiential learning and contributes to positive sustainability outcomes on campus (see the Credit Example in the STARS Technical Manual). On-campus internships and non-credit work (e.g. that take place under supervision of sustainability staff or committees) may count as long as the work has a learning component.

This credit does not include immersive education programs, co-curricular activities, or community-based work, which are covered by *AC 5: Immersive Experience*, credits in the Campus Engagement subcategory, and credits in the Public Engagement subcategory, respectively.

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

Is the institution utilizing the campus as a living laboratory in the following areas?:

	Yes or No

Air & Climate	---
Buildings	---
Dining Services/Food	---
Energy	---
Grounds	---
Purchasing	---
Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---
Public Engagement	---
Other	---

A brief description of how the institution is using the campus as a living laboratory for Air & Climate and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Buildings and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Dining Services/Food and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Energy and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Grounds and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Purchasing and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Transportation and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Waste and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Water and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Coordination, Planning & Governance and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Diversity & Affordability and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Health, Wellbeing & Work and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Investment and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Public Engagement and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory in Other areas and the positive outcomes associated with the work:

The website URL where information about the institution's campus as a living laboratory program or projects is available:

Research

This subcategory seeks to recognize institutions that are conducting research on sustainability topics. 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.

Credit
Academic Research
Support for Research
Access to Research

Academic Research

Responsible Party

Lindsey Lyons
Assistant Director
Center for Sustainability Education

Criteria

Part 1

Institution's faculty and/or staff conduct sustainability research and the institution makes an inventory of its sustainability research publicly available.

Part 2

Institution's academic departments (or the equivalent) include faculty and staff who conduct sustainability research.

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

In order to report for this credit, the institution should conduct an inventory to identify its sustainability research activities and initiatives.

Each institution is free to choose a methodology to identify sustainability research that is most appropriate given its unique circumstances. For example, an institution may distribute a survey to all faculty members and ask them to self-identify as being engaged in sustainability research or ask the chairperson of each department to identify the sustainability research activities within his or her department. The research inventory should be based on the definition of "sustainability research" outlined in Standards and Terms and include, at minimum, all research centers, laboratories, departments, and faculty members whose research focuses on or is related to sustainability.

Submission Note:

A survey of sustainability faculty research and scholarship was conducted in 2011, and we are currently assessing the need to re-inventory faculty. Demand for sustainability research support has increased since 2011, and a five year comparison would provide useful information as we assess sustainability across the curriculum. The Center for Sustainability Education does provide grant awards through Dickinson's Sustainability Education Fund (see AC-10) to support this research.

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

Number of the institution's faculty and/or staff engaged in sustainability research:

48

Total number of the institution's faculty and/or staff engaged in research:

217

Number of academic departments (or the equivalent) that include at least one faculty or staff member that conducts sustainability research:

30

The total number of academic departments (or the equivalent) that conduct research:

42

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

Sust_Research_Inventory.pdf

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

List Attached.

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

A survey of sustainability related faculty scholarship was conducted March 9■29, 2011 under the direction of the Center for Sustainability Education with support from the Dickinson Provost. An email was sent to all full-time faculty members, adjunct faculty and other teaching staff to request that they participate in the online survey. Responses were received from 107 of the 217 people to whom the request was sent for a response rate of 49%. Results of the survey were used to create this inventory of sustainability related scholarship at Dickinson.

A brief description of notable accomplishments during the previous three years by faculty and/or staff engaged in sustainability research:

Global Climate Change Mosiac Interview Research: Fourteen Dickinson students, Earth Science Professor Jeff Niemitz, and CSE Director Neil Leary conducted research at the UN climate conference held in Lima, Peru in December 2014, interviewing delegates about the negotiations. Videos of the interviews can be viewed in our Interview Archive and the student's stories told through the Student Perspectives on COP20 Blog:

http://blogs.dickinson.edu/cop20/

FARMDATA - A Mobile/Networked Database Application for the College Farm:
Two computer science students, with the assistance of Mathematics & Computer Science Professor Tim Wahls, created FARMDATA - a database of planting, harvesting, tillage, spraying, and invoicing records for the Dickinson College Farm. They also added a web interface that allows entry of all data and running of reports from any web-enabled device (smartphone, tablet, desktop machine, etc.). As part of this project, the students learned two programming languages (PHP, Javascript), two markup languages (HTML, CSS), and a database query language (SQL).

Painted Turtle Nest Site Selection: For the last five years, Dickinson students have conducted field research with Biology Professor Scott Boback on the ecological and environmental influences of nest-site selection in the Painted Turtle (Chrysemys picta). Students have

marked over 1,000 turtles in a 7 acre pond at a local hatchery. Because painted turtles are highly susceptible to global temperature changes, understanding parameters of nest selections and hatchling sex and survival is critical to the future of this species.

Nanoparticles and Green Chemistry: Katelyn Cohen '12 and Aaron Brumbaugh '14 worked with Chemistry Professor Sarah St. Angelo to test green chemistry processes for synthesizing nanoparticles with lemongrass and ginko extracts as reducing agents. Green chemistry reduces the use of toxic agents and volumes of waste generated. Their paper, "Green synthesis and characterization of bioreduced nanoparticles", was accepted for presentation as a poster at the April 2013 conference of the American Chemical Society. Aaron received a Ciba Student Travel Award from the Green Chemistry Institute to attend the conference and present the poster, one of only four students to receive the national award.

Other student-faculty research is highlighted online:

http://www.dickinson.edu/info/20052/sustainability/2237/highlighted_research_in_sustainability

The website URL where information about sustainability research is available:

http://www.dickinson.edu/info/20052/sustainability/2236/research_in_sustainability

Support for Research

Responsible Party

Lindsey Lyons
Assistant Director
Center for Sustainability Education

Criteria

Institution encourages and/or supports sustainability research through one or more of the following:

- 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. The program specifically aims to increase student sustainability research.
- 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. The program specifically aims to increase faculty sustainability research.
- Formally adopted policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions.
- Ongoing library support for sustainability research and learning in the form of research guides, materials selection policies and practices, curriculum development efforts, sustainability literacy promotion, and e-learning objects focused on sustainability.

Submission Note:

Dickinson encourages interdisciplinary student and faculty research in sustainability by providing a supportive curricular structure, funding for students and faculty, workshops, and extensive library resources.

Funding support, in the form of small grants, is available from the Center for Sustainability Education (CSE) for a wide variety of activities that advance sustainability and climate change related learning, scholarship, and creativity. CSE welcomes faculty and teaching staff who are developing sustainability content and ideas for the first time, as well as those developing existing connections or research. Projects are encouraged from all four divisions of the college.

"---" *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:

Students from all academic programs are encouraged to engage in sustainability research through student-faculty research grants from the Sustainability Education Fund (SEF), sustainability designated and living laboratory courses, and paid internships. The SEF offers grants

of up to $12,000 for student-faculty research projects and up to $3,000 for student research assistantships. These grant programs have enabled Dickinson students to participate in research with faculty on a variety of sustainability related topics, including global climate change, climate change mitigation, ocean acidification, green chemistry, renewable energy, integrated organic pest management, wildlife conservation, and vermiculture. Many of the research projects have used the Dickinson Organic Farm, the Reineman Wildlife Sanctuary, and the Dickinson campus as contexts for the research. Paid internships with Dickinson's Alliance for Aquatic Resources Monitoring (ALLARM), Center for Sustainability Education (CSE), Dickinson Organic Farm, and Dining Services have engaged students in research on watershed protection, energy conservation, solid waste management, biodiesel production, natural gas fracking, sustainable agriculture, and local and seasonal foods. Living laboratory courses have engaged students in research on actions to reduce campus greenhouse gas emissions and have yielded recommendations that have been implemented by the college.

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

http://www.dickinson.edu/homepage/598/opportunities_for_sustainability

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:

Dickinson's Center for Sustainability Education (CSE) provides Sustainability Education Funding (SEF) for projects and research that advances sustainability or climate change-related learning, research, scholarship, and creativity.

Student-faculty research awards are given to faculty in any discipline that engage a student and faculty member as co-investigators or co-creators in a significant, collaborative research activity, scholarly project, or creative work to advance understanding of sustainability or climate change. Since 2008, 44 sustainability student-faculty research awards have been granted for over $249,800 in 15 academic departments.

These incentives facilitate a better understanding of how to meet the critical needs for present and future generations while improving and sustaining the environmental, social, and economic systems on which they depend.

Our Valley & Ridge Faculty Study Group provides information and updates on sustainability at Dickinson and global trends. Workshop facilitators provide some consulting, but more importantly, create a forum for faculty to work on their research in an interdisciplinary environment.

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

http://www.dickinson.edu/info/20052/sustainability/2434/faculty_and_staff_opportunities

Has the institution formally adopted policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions?:

Yes

A brief description or the text 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 21 interdisciplinary majors and 3 interdisciplinary certificates. Examples include: environmental studies and sciences, Africana studies, biochemistry and molecular biology, health studies, social innovation and entrepreneurship, 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/

Does the institution provide ongoing library support for sustainability research and learning that meets the criteria for this credit?:

Yes

A brief description of the institution's library support for sustainability research and learning:

The Waidner-Spahr Library at Dickinson hosts and manages on online research guide for sustainability. This guide contains information and links to help users get started with sustainability research. It is organized according to the format and type of information needed. Because research on sustainability can cross over many academic disciplines (such as Biology, Environmental Studies, History, Business, Sociology, Psychology, or Economics), students are strongly encouraged to consult with a librarian for help with specific topics.

Extensive collections of books, films, journals, databases, and internet resources are available in this guide.

The website URL where information about the institution's library support for sustainability is available:

http://libguides.dickinson.edu/c.php?g=56099&p=360326

Access to Research

Criteria

Institution has a formally adopted open access policy that ensures that versions of all future scholarly articles by faculty and staff and all future theses and dissertations are deposited in a designated open access repository.

The open access repository may be managed by the institution or the institution may participate in a consortium with a consortial and/or outsourced open access repository.

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

Total number of institutional divisions (e.g. schools, colleges, departments) that produce research:

42

Number of divisions covered by a policy assuring open access to research:

42

A brief description of the open access policy, including the date adopted and repository(ies) used:

Dickinson has not adopted an open access policy (often known as an OA mandate), that requires all scholarly output to be made open access.

However, Dickinson has made some recent steps that support open access. This includes:

· Development of Dickinson Scholar (

http://scholar.dickinson.edu

), an open access institutional repository that includes many publication types ranging from:
o Previously published faculty publications, as allowed by the copyright holder
o Previously unpublished faculty work
o Student honors theses
o Faculty-nominated student work
It is voluntary for faculty and students to have their work placed in Dickinson Scholar.
We continue to seek out and add other types of content.

· A pilot program that provides money toward funding author charges that lead to open access publication in a reputable journal. This Library fund is administered in collaboration with the faculty R&D committee.

A copy of the open access policy:

The open access policy:

The Waidner-Spahr Library and the Research & Development Committee are partnering to offer funding for open access publications during FY15. The library will provide a fixed amount of money toward funding author charges that lead to open access publications in reputable journals. Since an open access publication is made freely available to the general public and the scholarly community at large, the college library does not have to spend additional money to purchase this content back from the publisher for our collection in the future. Publications funded by the pilot are also to be deposited in "Dickinson Scholar" (

http://scholar.dickinson.edu

), the college's open access institutional repository, providing additional access to the work and secure digital archiving. To request funding, faculty members should apply to the Research & Development Committee.

Acknowledgements: The Dickinson College Research & Development Committee must be acknowledged in writing in all publications or performances resulting from the funded activity.

The website URL where the open access repository is available:

https://scholar.dickinson.edu/

A brief description of how the institution's library(ies) support open access to research:

The website URL where information about open access to the institution's research is available:

http://www.dickinson.edu/info/20067/research_and_development_committees/1306/publication_and_dissertation_costs

Engagement

Campus Engagement

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.

In addition, this subcategory recognizes institutions that support faculty and staff engagement, 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.

Credit
Student Educators Program
Student Orientation
Student Life
Outreach Materials and Publications
Outreach Campaign
Employee Educators Program
Employee Orientation
Staff Professional Development

Student Educators Program

Responsible Party

Tyce Herrman
Projects Coordinator
Center for Sustainability Education

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 (paid and/or volunteer),
- Provides formal training to the educators in how to conduct outreach, and
- Offers faculty or staff and/or other 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.

This credit recognizes ongoing student educator programs that engage students on a regular basis. For example, student educators may be responsible for serving (i.e. directly targeting) a particular subset of students, such as those living in residence halls or enrolled in certain academic subdivisions. Thus, a group of students may be served by a program even if not all of these students avail themselves of the outreach and education offerings.

Sustainability outreach campaigns, sustainability events, and student clubs or groups are not eligible for this credit unless the criteria outlined above are met. These programs are covered by *EN 5: Outreach Campaign* and *EN 3: Student Life*.

Submission Note:

Students are critical partners in advancing sustainability at Dickinson and have been a driving force behind many of the College's sustainability initiatives. Dickinson College encourages student sustainability project ideas, organizational activities, and hands-on involvement through workshops, institutional funding, and advising to promote our living laboratory model. Students are encouraged to get involved from orientation onward. Peer education is a primary strategy for this work at Dickinson.

Headcount is an average of the fall 2013 and spring 2014 total matriculants.

http://blogs.dickinson.edu/ecoreps/

http://blogs.dickinson.edu/dickinsonbikes/thehandlebar/

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

Does the institution coordinate one or more ongoing student, peer-to-peer sustainability outreach and education programs that meet the criteria for this credit?:

Yes

Number of degree-seeking students enrolled at the institution:

2,325

Name of the student educators program (1st program):

Eco-Reps Program

Number of students served (i.e. directly targeted) by the program (1st program):

2,325

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

An Eco-Rep is a sustainability representative and mentor for a residence hall that educates fellow students about sustainable living practices. They create and facilitate programming in their residence hall around the concept of sustainability and work to foster a more sustainable community through events, educational displays, program management, and signage. Eco-Reps volunteer for the Center for Sustainability Education to create new projects and programming focusing on sustainable residential living at Dickinson College. They also manage the residence hall composting and plastic bag recycling programs. These trained leaders serve as educational resources for Dickinson students and act as a liaison between the Center for Sustainability Education and the student body.

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 and ideas they may have relating to sustainability or peer education. They also are required to submit a resume and a writing sample. Potential Eco-Reps participate in group interviews as part of the selection process. All selected Eco-Reps must participate in a mandatory training offered at the start of each semester.

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

A four-hour training session is required for all incoming new Eco-Reps at the start of each semester. Returning Eco-Reps attend the second half of the training where new material for the upcoming semester is presented. The Eco-Reps student supervisor and the Assistant Director of the Center for Sustainability Education conduct the training, oftentimes bringing in topic experts. All Eco-Reps are provided with a manual that includes all policies and program procedures. 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. They also have time to network and begin planning their programs for the semester. Training is also provided throughout the semester and is administered at the Eco-Reps bi-weekly mandatory meetings.

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

The Eco-Reps Program is fully supported and administered by the Center for Sustainability Education (CSE). Each Eco-Rep receives a $25/semester program planning budget that they can use independently or pooled together with other Eco-Reps. CSE pays a student

Eco-Rep Supervisor to coordinate the program. We have had a paid student supervisor for 8 semesters at 10 hours/week for 14 weeks a semester. Additionally, the CSE Assistant Director provides time and technical assistance to the program.

Name of the student educators program (2nd program):

THe Handlebar - Dickinson's Bicycle Co-Op

Number of students served (i.e. directly targeted) by the program (2nd program):

2,325

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

The Handlebar is an on-campus teaching bike repair co-op that was created by Dickinson students for the Dickinson community. The Handlebar serves members of the Dickinson College community, aiming to increase bicycle use and bike-related knowledge on campus. The co-op believes in equitable access, affordability, and a strong sense of community. The Handlebar increases social and environmental consciousness through hands-on learning, networking, and teaching. The reuse (Handlebar Swap Shop) and recycle (Green Bikes Program) practices also support the College's commitment to sustainability. Education activities include volunteer training, bicycle repair workshops, bike safety education programs and resources, and awareness events hosted throughout the year. An average of ~275 users per semester visit the Handlebar.

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

Student Handlebar educators are selected from those that attend volunteer training and complete a short orientation program. Outreach for these training sessions is conducted via all campus announcement systems and social media.

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

The volunteer training and orientation is a three hour workshop that includes learning the parts of a bike, how to repair bikes, and how to share these skills with others. Other workshops are a la carte on more specific topics and generally last one hour. These programs include biking in the community, bike safety, and bike repair basics like fixing a flat. These students participate in as-needed volunteer meetings and are updated with information by e-mail and through The Handlebar blog.

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

The Handlebar Bicycle Co-Op is supported and administered by the Center for Sustainability Education (CSE). CSE pays a student Biking@Dickinson manager to coordinate the program. We have had a paid student supervisor for 6 semesters at 10 hours/week for 14 weeks a semester. Additionally, the CSE Projects Coordinator provides time and technical assistance to the program.

Name of the student educators program (3rd program):

Number of students served (i.e. directly targeted) by the program (3rd program):

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

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

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

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

Name(s) of the student educator program(s) (all other programs):

Number of students served (i.e. directly targeted) by all other student educator programs:

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

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

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

A brief description of the financial or other support the institution provides to the program (all other programs):

Total number of hours student educators are engaged in peer-to-peer sustainability outreach and education activities annually:

The website URL for the peer-to-peer student outreach and education program(s):

http://www.dickinson.edu/info/20052/sustainability/2361/student_opportunities

Student Orientation

Responsible Party

Tyce Herrman
Projects Coordinator
Center for Sustainability Education

Criteria

Institution includes sustainability prominently in its student orientation activities and programming. Sustainability activities and programming are intended to educate about the principles and practices of sustainability. The topics covered include multiple dimensions of sustainability (i.e. social, environmental and economic).

Because orientation activities vary from one institution to another, prominent inclusion of sustainability may not take the same form on each campus. Prominent inclusion of sustainability may also take different forms for different types of students (e.g. undergraduate students, transfer students, graduate students). When reporting for this credit, each institution will determine what prominent inclusion of sustainability means given its particular context. (See the Credit Example in the STARS Technical Manual.)

As this credit is intended to recognize programming and student learning about sustainability, incorporating sustainability strategies into event planning (e.g. making recycling bins accessible or not serving bottled water) is not, in and of itself, sufficient for this credit. Such strategies may count if they are highlighted and are part of the educational offerings. For example, serving local food would not, in and of itself, be sufficient for this credit; however, serving local food and providing information about sustainable food systems during meals could contribute to earning this credit.

Submission Note:

Students will begin their Dickinson experience by participating in one of our many programs designed for 10-20 students. Combining experiential education, team building, early involvement, and leadership adventures, each program introduces students to Dickinson through interaction with new and current students, faculty, and staff. Sustainability is a major focus of many of these programs.

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

The percentage of entering students that are provided an opportunity to participate in orientation activities and programming that prominently include sustainability:

100

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

Sustainability has been a distinctive part of new student orientation each Fall since 2011. In Falls 2012-14, the Center for Sustainability Education and Eco-Reps hosted an information table, offered rebuilt green bikes for students to check out for the semester, organized a sustainability scavenger hunt, and staffed stations to assist students with separating waste and recyclables for move-in. Our green devil sustainability mascot was also present throughout orientation. The sustainability scavenger hunt is a distinct offering open to all new

students and typically draws a large percentage of students.

In Fall 2014, Dickinson introduced new pre-orientation programs, optional 2-1/2 day intensive programs of experiential education, team building, early involvement, and leadership adventures that introduce new students to Dickinson through interaction with new and current students, faculty, and staff. 12 pre-orientation programs were offered, seven of which connect with sustainability themes:
• Change the World through Service!
• Food for Thought with the Dickinson College Farm
• Kick Start Dickinson (Sustainability Innovation)
• Outdoor Orientation I: Bouldering and Caving in West Virginia
• Outdoor Orientation II: Whitewater Rafting and Hiking
• Outdoor Orientation III: Biking and Rafting the Middle Yough
• Why Place Matters: A Sustainable Local Adventure

Prior to 2014, orientation included Discover Dickinson programs that engaged groups of 10 to 15 new students in a half-day of service and learning activities that are led by faculty, staff, and students. Six of the 2013 Discover Dickinson programs were sustainability themed and were organized and led by student interns of the Center for Sustainability Education:
• A Sustainability Bike Tour: Local resources of the Carlisle community coupled with bike safety education
• Take Aim at Climate Change: A behind the scenes tour to learn what Dickinson is doing to combat climate change, coupled with conversation about actions students can take
• The Handlebar Bicycle Maintenance Workshop: Students used The Handlebar bicycle coop's resources to tune up their bikes, learn about biking resources in the community, and talk about alternative transportation modes
• Grease & Soap, Dickinson's Biodiesel Shop: Students helped make biodiesel from waste vegetable oil for use in Dickinson's farm tractors and vehicles, made soap, and talked about renewable energy
• Sustainable Living at Dickinson: Cooking with Local Foods. New students cooked a meal together at the Center for Sustainable Living (aka Treehouse) using ingredients from the Dickinson Farm and other local farms while discussing local food and sustainable food systems
• Hiking the South Mountain: the Outing Club introduced a group of new students to South Mountain, leading them for a hike in Michaux State Forest and teaching camping skills

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

http://www.dickinson.edu/homepage/202/orientation

Student Life

Responsible Party

Tyce Herrman
Projects Coordinator
Center for Sustainability Education

Criteria

Institution has co-curricular sustainability programs and initiatives. The programs and initiatives fall into one or more of the following categories:

- Active student groups focused on sustainability
- Gardens, farms, community supported agriculture (CSA) or fishery programs, and urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems
- Sustainable enterprises that include sustainability as part of their mission statements or stated purposes (e.g. cafés through which students gain sustainable business skills)
- Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills
- Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience
- Cultural arts events, installations or performances related to sustainability that have students as the intended audience
- Wilderness or outdoors programs (e.g. that organize hiking, backpacking, kayaking, or other outings for students and follow Leave No Trace principles
- Sustainability-related themes chosen for themed semesters, years, or first-year experiences (e.g. choosing a sustainability-related book for common reading)
- Programs through which students can learn sustainable life skills (e.g. a series of sustainable living workshops, a model room in a residence hall that is open to students during regular visitation hours and demonstrates sustainable living principles, or sustainability-themed housing where residents and visitors learn about sustainability together)
- Sustainability-focused student employment opportunities offered by the institution
- Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions
- Other co-curricular sustainability programs and initiatives

Multiple programs and initiatives may be reported for each category and each category may include institution-governed and/or student-governed programs.

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

Does the institution have one or more co-curricular sustainability programs and initiatives that fall into the following categories?:

	Yes or No

Active student groups focused on sustainability	Yes
Gardens, farms, community supported agriculture (CSA) or fishery programs, or urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems	Yes
Student-run enterprises that include sustainability as part of their mission statements or stated purposes	Yes
Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills	Yes
Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience	Yes
Cultural arts events, installations or performances related to sustainability that have students as the intended audience	Yes
Wilderness or outdoors programs that follow Leave No Trace principles	Yes
Sustainability-related themes chosen for themed semesters, years, or first-year experiences	Yes
Programs through which students can learn sustainable life skills	Yes
Sustainability-focused student employment opportunities offered by the institution	Yes
Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions	Yes
Other co-curricular sustainability programs and initiatives	No

The name and a brief description of each student group focused on sustainability:

There are over 13 sustainability-related clubs and organizations that are senate recognized for the 2014-15 academic year. These groups range from activism on campus to promoting innovation for sustainability projects to raising awareness of local foods and farms. Collectively, these groups promote sustainability awareness on campus, in the community, and around the world. Dickinson supports these groups financially through student senate, but all are student-governed.

The Sustainability Coalition, also student-governed, is a monthly forum where social, cultural, and environmental groups come together and collaborate. Current members of the sustainability coalition include (many more members participate, but are not listed here):

Idea Fund:
The Idea Fund empowers students to identify and solve problems in the community by equipping and connecting them with the skills, networks, and resources to effectively design and implement viable projects. We achieve these goals through our three main services: Project Consulting, Innovation Grants, and Revolving Loans.

Eco-Reps:
The Eco-Reps program, coordinated by the Center for Sustainability Education (CSE), connect sustainability to the residential experience. Eco-Reps are volunteer peer-educators that coordinate outreach and education to a residence hall community about sustainable living, including energy efficiency and the current infrastructure for composting and recycling. Eco-Reps host events in their residence halls and work with residence life staff to make sustainable living options more prevalent in campus housing.

Athletic Eco-Reps:
The Athletic Eco-Reps program plays a strategic role by promoting greater interaction and communication between athletics and sustainability, two prominent stakeholder groups within Dickinson College's community. Dickinson, as well as 5 other schools, created a statewide consortium of colleges and universities to engage student athletes in sports greening and in leadership roles to promote sustainability in athletics and recreation.

The Handlebar Bicycle Co-Op:
The Handlebar, operated and maintained by the Center for Sustainability Education (CSE), operates on co-op model that is 'for' students, faculty, and staff, 'by' students, faculty, and staff. Shop volunteers teach Handlebar users how to maintain their bikes, re-assemble parts, and make repairs when necessary. Volunteers are always welcomed and can be trained through our educational workshop program. The shop and its volunteers reuse bikes and bike parts to operate sustainably.

The Treehouse:
The Treehouse functions as both a Special Interest House and a student organization. Also known as the Center for Sustainable Living, the Treehouse promotes sustainable living practices and sharing of sustainability information through events such as soup and breads, open mic nights, and open houses.

Outing Club:
The Outing Club is a great outlet for Dickinson students looking to try their hand at a wide range of outdoor activities. Activities range from camping to kayaking to rock climbing. The club provides the necessary gear and funding for trips and transportation. Dickinson students are welcome to attend the weekly meetings or to contact the club if an upcoming outing has sparked their curiosity and interest.

Roots:
A student-run environmental advocacy group, Roots (formerly EarthNow! and Students Interested in Sustainable Agriculture -SISA) initiates sustainability-related projects and initiatives such as a campus-wide ban on the sale of plastic water bottles, an audit on paper use, and a Green Screen Film Series to view and discuss documentaries. They do event planning including the annual Local Foods Dinner and Earth Fest.

Students for Social Action (SSA):

SSA addresses social justice issues at the campus, local, national, or international level. SSA hosts events to raise awareness about current problems and to urge a response from the college community. Past events include the Fair Trade craft fair in the HUB social hall and an organized campaign addressing workers' rights and fair labor.

The website URL where information about student groups is available:

http://www.dickinson.edu/info/20052/sustainability/2366/student_organizations

A brief description of gardens, farms, community supported agriculture (CSA) or fishery programs, and urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems:

The Dickinson College Organic Farm is a 50-acre working farm and educational resource that provides produce to the college's dining hall, a local food bank, a local farmers' market, and 130 families who are members of the Farm's Campus Supported Agriculture program. Located a short drive from campus in Boiling Springs, PA, the USDA-certified organic farm includes many sustainable operations practices, such as PV arrays, solar hot-water systems, and biodiesel-run tractors and trucks. Students work on the farm growing organic produce and caring for humanely raised livestock as volunteers and paid student farmers under the direction of the farm manager and assistant farm manager. The farm is also a site for numerous research projects, class visits, service learning projects, workshops, and tours.

The website URL where information about the organic agriculture and/or sustainable food systems projects and initiatives is available:

http://www.dickinson.edu/farm

A brief description of student-run enterprises that include sustainability as part of their mission statements or stated purposes:

The Idea Fund is a "sustainable project incubator run by students".

The Idea Fund supports social entrepreneurship that empowers citizens to leverage their diverse skill sets, solving problems through innovation and creativity. Dickinson College provides students with a liberal arts education that encourages interdisciplinary collaboration, critical thinking, and problem-solving. The Idea Fund creates a forum through which students may exercise those skills in the Dickinson community. We envision a community that uses top quality academia to innovate and enact positive change.

The mission is to empower students to identify and solve problems in the community by equipping and connecting them with the skills, networks, and resources to effectively design and implement viable projects. These goals are achieved through three main services: Project Consulting, Innovation Grants, and Revolving Loans. All students are welcome to receive Project Consulting, designed to aid students in writing business proposals, applying for funds, building teams, and networking in the Dickinson community for sustainability and beyond.

Example Idea Fund supported project:

The Peddler is a bike-powered coffee convenience cart that sells organic, fair-trade coffee. The store is student-led, owned, and run and maintains the highest standards of sustainability, entrepreneurship, and social justice.

The website URL where information about the student-run enterprise(s) is available:

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

A brief description of the sustainable investment or finance initiatives:

Dickinson does not have a student-managed SRI Fund. However, the Idea Fund manages a revolving loan fund that supports campus projects that conserve energy and promote other sustainability goals. The college committed an initial contribution of $15,000. The fund will be supplemented by estimated cost savings that result from Idea Fund projects.

The website URL where information about the sustainable investment or finance initiatives is available:

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

A brief description of conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience:

Dickinson annually awards the Sam Rose '58 and Julie Walters Prize at Dickinson College for Global Environmental Activism. The prize was created to focus attention on the need to reduce the impact of human lives on the planet, particularly given the rising population predictions for this century. The $100,000 prize has now supported three winners who have all conducted 3-5 day campus residencies to interact with students in public lectures, small round table discussions, class visits, and leader lunches. Winners include:

Bill McKibben - 2012
Lisa Jackson - 2013
James Balog - 2014
Mark Ruffalo - 2015

The residencies were established to allow close interaction with students as the donors wanted to endow the prize at Dickinson because they fully support sustainability across curriculum, which promotes student awareness of the environment and training for professional careers in the sciences as well as responsible living for the protection of all life forms.

We themed the whole Fall 2014 semester around the Balog residency in a series entitled One College, One Community.

http://www.dickinson.edu/news/article/1218/one_college_one_community

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

http://www.dickinson.edu/news/article/943/the_visual_voice_of_the_planet

A brief description of cultural arts events, installations or performances related to sustainability that have students as the intended audience:

Sue Coe, the recipient of the 2013-2014 Dickinson Arts Award, had a week long residency to open her exhibition, The Ghosts of Our Meat. The exhibition explored important sustainability questions on food and agricultural production and ethical considerations of non-human entities.

Additionally, James Balog's exhibit Ice: Portraits of Vanishing Glaciers was hosted Sept. 20 through Dec. 5, 2014 in Dickinson's Waidner-Spahr Library. Visitors were invited to the exhibit featuring 15 color photographs, Extreme Ice Survey's time-lapse video loop, and informational panels that highlighted the effects of climate change on glaciers around the world.

The website URL where information about the cultural arts event(s) is available:

http://www.dickinson.edu/galleries/gallery/152/photo_feature_ghosts_of_our_meat

A brief description of wilderness or outdoors programs for students that follow Leave No Trace principles:

The Dickinson College Outing Club aims to foster a respect and love of nature within the student body, the faculty, and the staff by providing the leadership and resources needed to explore the outdoors. The club holds weekly meetings and leads a trip about once a week. Trips include day hikes, backpacking trips, top roping and bouldering rock climbing adventures, kayaking excursions, and camping trips. The club follows Leave No Trace principles and trains fellow students in the principles. Beginning in Fall 2014, Outing Club leads pre-orientation programs that introduce new students to outdoor resources in our region.

The Dickinson Outing Club has maintained a strong contingency of members trained in Leave No Trace policies. Their members seek to implement sustainable practices during their excursions. 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.

The website URL where information about the wilderness or outdoors program(s) is available:

http://blogs.dickinson.edu/outing-club/

A brief description of sustainability-related themes chosen for themed semesters, years, or first-year experiences:

The theme for the Spring 2014 Clarke Forum speaker series was water. Concerns about a coming water crisis are gaining the attention of scholars, not just in countries where water is scarce, but globally. Water scarcity and water quality are interrelated problems that are both likely to deteriorate in the face of climate change. Speakers explored how water impacts all of us in ways we are often unaware. Topics ranged from the global to the local, from the impact of climate change on regional water scarcity, to the prevention of conflict about water resources, and the implications of drinking bottled water.

The semester theme in spring 2013 was Living in a World of Limits, which brought Bill McKibben, David Orr, Michael Mann, Michael Shellenberger, and other speakers to campus. In 2010-2011, Dickinson had a year-long theme, Food for Thought, which brought Eric Schlosser, Michael Abelman, Marion Nestle, Anna Lappe, Sandra Steingraber, Heidi Skolnik, Jenn Halpin, Sally McMurry, and other speakers to campus.

The website URL where information about the theme is available:

http://clarke.dickinson.edu/2014-spring-theme-water/

A brief description of program(s) through which students can learn sustainable life skills:

Students learn bike repair at The Handlebar Bicycle Co-Op. At The Handlebar, we operate with a 'Hands Off' policy, empowering our co-op users with the opportunity to challenge themselves while learning bike mechanics. "Hands Off" means that volunteers do not repair others' bikes; they simply assist in bike repair and educate visitors on tips and tools of bike repair and maintenance. Volunteers are allowed to demonstrate how to do something or to offer an extra hand. Patrons may become frustrated when unable to perform a specific task, but sometimes it takes more than one try to use a tool successfully or to get something right. The slow and sometimes frustrating

process of figuring out a task on one's own proves far more educational than simply observing an experienced volunteer at work. Volunteers always relay their methods and tips when working with bikers and never underestimate another person's abilities and desire to learn.

The website URL where information about the sustainable life skills program(s) is available:

http://blogs.dickinson.edu/dickinsonbikes/thehandlebar

A brief description of sustainability-focused student employment opportunities:

The Center for Sustainability Education, The Alliance for Aquatic Resource Monitoring, and The Dickinson College Farm all hire students to run programming and operations. These three programs consistently employ over 30 paid student positions each semester. Additionally, paid, sustainability-focused student employment exists with sustainability summer camps offered by Dickinson, Dickinson Dining Services, and GIS projects.

The overarching goals of all these positions are to provide students the opportunity to create and/or improve sustainability programs and/or operations at Dickinson College in an effort to fulfill the objectives of our climate action plan and educate students on how to live more sustainably.

The website URL where information about the student employment opportuntities is available:

http://www.dickinson.edu/info/20052/sustainability/2395/sustainability_internships

A brief description of graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions:

The Sustainability Graduation Pledge allows graduating students to commit to:

"I PLEDGE TO APPLY SUSTAINABILITY LEARNING AND VALUES FROM MY DICKINSON EXPERIENCE AS I EXPLORE AND IMPROVE THE SOCIAL AND ENVIRONMENTAL CONSEQUENCES OF ANY ORGANIZATIONS FOR WHICH I WORK AND THE COMMUNITIES IN WHICH I LIVE."

The sustainability graduation pledge has been active since 2013.

Graduating seniors are also eligible to join Alumni for a Sustainable Dickinson, a group founded in 2003 that works to promote sustainability at Dickinson amongst our alumni community.

The website URL where information about the graduation pledge program is available:

http://www.dickinson.edu/info/20052/sustainability/2397/graduation_pledge

A brief description of other co-curricular sustainability programs and initiatives:

The website URL where information about other co-curricular sustainability programs and initiatives is available:

Outreach Materials and Publications

Responsible Party

Tyce Herrman
Projects Coordinator
Center for Sustainability Education

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
- Social media platforms (e.g. Facebook, Twitter, interactive blogs) that focus specifically on campus sustainability
- 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 and/or landscaping strategies employed
- A sustainability walking map or tour
- A guide for commuters about how to use alternative methods of transportation
- Navigation and educational tools for bicyclists and pedestrians (e.g. covering routes, inter-modal connections, policies, services, and safety)
- 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

A single outreach material or publication that serves multiple purposes may be counted more than once. For example, a sustainability website that includes tools for bicyclists and pedestrians may be counted in both categories.

Submission Note:

Dickinson is committed to sharing the latest news, opportunities, and events related to sustainability and supports a broad-spectrum approach of inclusive ways to reach our diverse audiences. We employ students to work solely on sustainability outreach for the college and community. We support publications, blogs, a sustainability newsletter, signage, and extensive web resources to diversify sustainability at Dickinson.

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

Does the institution produce the following outreach materials and/or publications that foster sustainability learning and knowledge? :

	Yes or No
A central sustainability website that consolidates information about the institution's sustainability efforts	Yes
A sustainability newsletter	Yes
Social media platforms that focus specifically on campus sustainability	Yes
A vehicle to publish and disseminate student research on sustainability	Yes
Building signage that highlights green building features	Yes
Food service area signage and/or brochures that include information about sustainable food systems	Yes
Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed	Yes
A sustainability walking map or tour	Yes
A guide for commuters about how to use alternative methods of transportation	Yes
Navigation and educational tools for bicyclists and pedestrians	Yes
A guide for green living and incorporating sustainability into the residential experience	Yes
Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat	No
Other sustainability publications or outreach materials not covered above	Yes

A brief description of the central sustainability website:

Dickinson has a sustainability 'microsite' that is a gateway to extensive information about our sustainability commitment, policies, and efforts, which span the curriculum, co-curricular programs, research, campus operations, living laboratories, the Dickinson College Organic Farm, Center for Sustainability Education, financial management, community service and engagement, student and faculty opportunities, and climate action. Prominently linked to from Dickinson's "About" page, the landing page for sustainability is one of the Dickinson website's most visited pages.

The website URL for the central sustainability website:

http://www.dickinson.edu/sustainability/

A brief description of the sustainability newsletter:

The sustainability newsletter was started in Fall 2009 and is managed by the Center for Sustainability Education. It is a bi-weekly e-publication produced in MailChimp and is distributed to an actively managed list of nearly 1,000 students, faculty, staff, alumni, community members, and sustainability partners. The newsletter provides current information about sustainability events, programs, opportunities, and achievements. Users can subscribe to the newsletter in a variety of ways and campaigns are conducted every semester to encourage subscriptions.

The website URL for the sustainability newsletter:

http://www.dickinson.edu/info/20052/sustainability/2752/sustainability_newsletter

A brief description of the social media platforms that focus specifically on campus sustainability:

The Center for Sustainability Education maintains an active Facebook, Twitter, Instagram, and YouTube channel. Each semester CSE hires a "content creation" intern to manage sustainability social media activity and campaigns. CSE also maintains the Biking@Dickinson, Greater Carlisle Project, and Eco-Reps blogs.

The website URL of the primary social media platform that focuses on sustainability:

https://www.facebook.com/CSE.Dickinson

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

Dickinson College launched the Dickinson Science Magazine in April 2014 in which students and faculty can publish their research. Each issue includes multiple sustainability articles. Students also disseminate their sustainability research by presenting at the bi-weekly Earth Issues (Environmental Studies) and Rush Hour (Earth Sciences) seminars, the annual science symposium, and via the 'highlighted research' webpage for sustainability related research. In March 2014, Dickinson organized and hosted the first statewide Student Sustainability Symposium that was attended by over 100 students from 24 Pennsylvania colleges and universities and included 19 student presentations, 21 posters, and 7 roundtable discussions.

Symposium presentations are disseminated via the website of the Pennsylvania Environmental Resource Consortium:

http://www.pagreencolleges.org/2014SSSRecap

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Student research is highlighted online:

http://www.dickinson.edu/centers/sustainability/content/Highlighted_Research/

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

http://issuu.com/dickinsonsciencemagazine

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

The Center for Sustainable Living (Treehouse), Althouse Hall, Waidner Admissions House, the Rector Science Complex (James and Stuart Halls), and the Durden Athletic Training Center, all LEED gold certified, have multiple signs in the buildings to showcase green building features. Althouse has additional signage that details its LEED score. Green building features are also highlighted online, and full LEED submission reports are available for review.

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

http://www.dickinson.edu/info/20052/sustainability/2283/buildings_and_grounds

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 what food was procured from local farms. The dining hall includes signage that highlights our compost program, compost data, and local products. Signage in the dining hall clearly identifies items made with ingredients grown at the Dickinson College Organic Farm. Produce from our farm is sold at a farm stand in the student union.

Annual publications and infographics have also been produced to highlight local producers and the amount of local foods purchased.

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

http://www.dickinson.edu/info/20205/campus_dining/2633/campus_and_community_engagement

A brief description of signage on the grounds about sustainable groundskeeping and/or landscaping strategies:

Dickinson College has natural meadows, rain gardens, and areas with edible landscaping for which we have signage on campus.

The website URL for signage on the grounds about sustainable groundskeeping and/or landscaping strategies:

A brief description of the sustainability walking map or tour:

Sustainability tours of campus are provided by Center for Sustainability Education (CSE) staff and student interns on request and are also offered for a variety of events including alumni weekend, admissions days, and Family Weekend. A sustainability walking tour of the

Dickinson Organic Farm is offered by student farmers and farm staff. Print versions of the campus and farm sustainability tours are available at the Admissions Office and CSE. A podcast for the farm tour is available online.

The website URL of the sustainability walking map or tour:

http://blogs.dickinson.edu/farm/category/podcasts/

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

Information is provided online about alternative means of transportation. The alternatives include carpooling via Commuter Services of PA, ridesharing via RidePost, local public transit, Zipcar, and biking. The latter is supported by Dickinson's Handlebar Bicycle Co-Op, which lends rebuilt Green Bikes to students for a semester at a time, free of charge.

There is literature at the Department of Public Safety and the Center for Sustainability Education that provides information on our Zipcar, Red Bike and Green Bike programs. All programs are open to any member of Dickinson College.

Commuters are currently being targeted through our new formal partnership with PA Commuter Services, as many new resources are available through this service.

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

http://www.dickinson.edu/info/20052/sustainability/2288/transportation

A brief description of the navigation and educational tools for bicyclists and pedestrians:

The borough of Carlisle published a map of the bicycle and pedestrian network. CSE actively distributes these maps and links to the electronic map on our website. We also maintain a bicycle resource map of campus that includes rack, pump, bike repair, locker, indoor bike rooms, and shower locations.

Students are currently working to convert the Google map to GIS, thereby facilitating analysis of bike resource campus coverage and accessibility.

The website URL for navigation and educational tools for bicyclists and pedestrians:

http://blogs.dickinson.edu/dickinsonbikes/the-greater-cycling-community/bike-rack-map-of-campus
/

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

Our Eco-Reps blog is a major online resource for students, especially during move-in, orientation, and the first-year experience. This online resource provides students with ways to conserve energy, tips for green living, and ways to pack/purchase more sustainably when starting at Dickinson.

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

http://blogs.dickinson.edu/ecoreps/green-dorm-tips/green-living-guide/

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:

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:

A brief description of another sustainability publication or outreach material not covered above (1st material):

The regional community newspaper, The Sentinel, publishes Dickinson-contributed articles related to water. This partnership began from a Dickinson faculty study group on water, where community outreach was a desired outcome. Contributions to date have included material from both faculty and students. The monthly Water Works features began in October 2014.

The website URL for this material (1st material):

http://cumberlink.com/sports/outdoors/water-works-beauty-and-efficiency-of-rain-gardens/article
_19ccca20-4b62-11e4-818e-dbc03e58560a.html

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

No

A brief description of this material (2nd material):

The website URL for this material (2nd material):

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

No

A brief description of this material (3rd material):

The website URL for this material (3rd material):

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

No

A brief description of this material (4th material):

The website URL for this material (4th material):

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

No

A brief description of this material (5th material):

The website URL for this material (5th material):

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

No

A brief description of this material (6th material):

The website URL for this material (6th material):

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

No

A brief description of this material (7th material):

The website URL for this material (7th material):

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

No

A brief description of this material (8th material):

The website URL for this material (8th material):

Outreach Campaign

Responsible Party

Tyce Herrman
Projects Coordinator
Center for Sustainability Education

Criteria

Part 1

Institution holds at least one sustainability-related outreach campaign directed at students that 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.

Part 2

Institution holds at least one sustainability-related outreach campaign directed at employees that yields measurable, positive results in advancing sustainability. The sustainability-related outreach campaign may be conducted by the institution or an employee organization.

The campaign(s) reported for this credit could take the form of a competition (e.g. a residence hall conservation competition), a rating or certification program (e.g. a green labs or green office program), and/or a collective challenge (e.g. a campus-wide drive to achieve a specific sustainability target). A single campus-wide campaign may meet the criteria for both parts of this credit if educating students is a prime feature of the campaign and it is directed at both students and employees.

To measure if a campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign. The following impacts are not sufficient for this credit:

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

Submission Note:

Dickinson is working to reduce its energy consumption and to transition away from fossil energy sources to renewable sources that are less harmful to the environment, the climate, and human health. We are committed to reducing our emissions of greenhouse gases (GHG), which come overwhelmingly from our energy consumption. Our target is to reduce GHG emissions 25% from our 2008 level by 2020, and offset the other 75% to become climate neutral.

Our 2014 college-wide Energy Challenge brought this commitment to the attention of Dickinson students, faculty, staff, and alumni.

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

Has the institution held at least one sustainability-related outreach campaign directed at students within the previous three years that has yielded measurable, positive results in advancing sustainability?:

Yes

Has the institution held at least one sustainability-related outreach campaign directed at employees within the previous three years that has yielded measurable, positive results in advancing sustainability?:

Yes

The name of the campaign (1st campaign):

Dickinson Energy Challenge 2014

A brief description of the campaign (1st campaign):

The Dickinson Energy Challenge, held from March 17 through April 7, 2014, challenged the Dickinson College campus to reduce energy consumption in support of our Climate Action Plan. A major focus of the challenge was our Residence Hall Energy Competition, which pitted 15 residence halls against each other to see which hall could reduce their electricity consumption the most when compared to baseline data collected in the weeks prior to the Challenge. Energy data for each building was collected each week and distributed in a variety of ways to students. Most buildings are connected to Lucid building metering and thus provided real-time energy usage data. A three week average reduction was calculated at the end of the challenge and first, second, and third place winners were awarded. Several campus-wide awareness events were held, such as dinner in the dark, Earth Hour Celebration, and a sunset hike. In addition, Eco-Reps organized multiple events in the residence halls during the Challenge.

Faculty and staff of the college were invited to all campus Energy Challenge events and encouraged to monitor data in classes and share the promotional video with departments, staff, and students. All-college e-mails were sent, college news stories were written, and college social media was used to raise awareness of the campaign.

A brief description of the measured positive impact(s) of the campaign (1st campaign):

The 15 participating residence halls reduced their collective electricity consumption by 39,747 kWh over the period of the challenge, saving $3,975 and eliminating 46,083 lbs. of GHG emissions. Electricity reductions by residence hall ranged from 31% to 42% for halls that are electrically heated and 0.1% to 17% for residence halls that are heated with gas. Approximately 60% of the student body participated in Energy Challenge events and the residence hall competition, and more than 200 commitments were made to take actions to reduce energy consumption. Dickinson was one of the top ten campuses participating in the national Campus Conservation Nationals in terms of electricity reduction.

The website URL where information about the campaign is available (1st campaign):

http://www.dickinson.edu/news/article/972/up_for_the_challenge

The name of the campaign (2nd campaign):

A brief description of the campaign (2nd campaign):

A brief description of the measured positive impact(s) of the campaign (2nd campaign):

The website URL where information about the campaign is available (2nd campaign):

A brief description of other outreach campaigns, including measured positive impacts:

Employee Educators Program

Responsible Party

Tyce Herrman
Projects Coordinator
Center for Sustainability Education

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.

This credit recognizes ongoing programs that engage employees on a regular basis. For example, employee educators may represent or be responsible for engaging workers in certain departments or buildings. Thus, a group of employees may be served (i.e. directly targeted) by a program even if not all of these employees avail themselves of the outreach and education offerings.

Training and/or professional development opportunities in sustainability for staff are excluded from this credit. These activities are covered in *EN 8: Staff Professional Development*.

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

Does the institution administer or oversee an ongoing faculty/staff peer-to-peer sustainability outreach and education program that meets the criteria for this credit?:
No

Total number of employees:

Name of the employee educators program (1st program) :

Number of employees served by the program (1st program):

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

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

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

The website URL where information about the program is available (1st program):

Name of the employee educators program (2nd program):

Number of employees served by the program (2nd program):

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

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

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

The website URL where information about the program is available (2nd program):

Name(s) of the employee educator program(s) (all other programs):

Number of employees served by all other programs:

A brief description of how the employee educators are selected (all other programs):

A brief description of the formal training that the employee educators receive (all other programs):

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

The website URL where information about the program(s) is available (all other programs):

Employee Orientation

Responsible Party

Tyce Herrman
Projects Coordinator
Center for Sustainability Education

Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff. The topics covered include multiple dimensions of sustainability (i.e. social, environmental and economic).

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

The percentage of new employees that are offered orientation and/or outreach and guidance materials that cover sustainability topics:

100

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 that can be beneficial for employees at the college. The session also includes an overview of the impact of our carbon footprint and other sustainability issues, both locally and globally. Sessions campus natural resource cycles, 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 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 energy use and the usage worldwide directly and indirectly impacts the environment now and in the future for other generations.

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

http://www.dickinson.edu/info/20052/sustainability/2440/sustainability_training_workshops

Staff Professional Development

Responsible Party

Tyce Herrman
Projects Coordinator
Center for Sustainability Education

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 available training and/or other professional development opportunities in sustainability to all staff at least once per year?:

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. The Center for Sustainability Education has also partnered with Human Resource Services offering wellness programs including lunch-and-learn workshops and biking seminars.

In 2014-15, the Center for Sustainability Education formalized the educational programming available to faculty and staff by creating an a-la-carte menu of information session options for departments, offices, or all-college committees to request.

The percentage of staff that participated in training and/or other professional development opportunities in sustainability during the previous year:

The website URL where information about staff training opportunities in sustainability is available:

http://www.dickinson.edu/info/20052/sustainability/2440/sustainability_training_workshops

Public Engagement

This subcategory seeks to recognize institutions that help catalyze sustainable communities through public engagement, community partnerships and service. Engagement in community problem-solving is fundamental to sustainability. By engaging with community members and organizations in the governmental, non-profit and for-profit sectors, institutions can help solve sustainability challenges. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems and the process of creating solutions. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs and by engaging community members in institutional decisions that affect them. In addition, institutions can contribute toward sustainability broadly through inter-campus collaboration, engagement with external networks and organizations, and public policy advocacy.

Credit
Community Partnerships
Inter-Campus Collaboration
Continuing Education
Community Service
Community Stakeholder Engagement
Participation in Public Policy
Trademark Licensing
Hospital Network

Community Partnerships

Responsible Party

Neil Leary
Director
Center for Sustainability Education

Criteria

Institution has one or more formal partnership(s) with the local community, including school districts, government agencies, non-profit organizations, businesses and/or other entities, to work together to advance sustainability within the community.

Each partnership conforms to one of the following types:

Type of Partnership	Indicators
A. Supportive	• *Scope:* Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education) • *Duration:* May be time-limited (short-term projects and events), multi-year, or ongoing • *Commitment:* Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement • *Governance:* Campus and community leaders or representatives are engaged in program/project development
B. Collaborative	• *Scope:* Addresses one or more sustainability challenge and may simultaneously support social equity and wellbeing, economic prosperity, and ecological health (e.g. a green jobs program in an economically disadvantaged neighborhood) • *Duration:* May be time-limited, multi-year, or ongoing • *Commitment:* Institution provides faculty/staff, financial, and/or material support • *Governance:* Campus and local community members are both engaged in program/project development, from agenda setting and planning to decision-making, implementation and review

C.Transformative	• *Scope:* Catalyzes community resiliency and local/regional sustainability by simultaneously supporting social equity and wellbeing, economic prosperity, and ecological health on a community or regional scale (e.g. "transition" projects and partnerships focused on community adaptation to climate change) • *Duration:* Is multi-year or ongoing and proposes or plans for institutionalized and systemic change • *Commitment:* Institution provides faculty/staff and financial or material support • *Governance:* Partnership has adopted a stakeholder engagement framework through which community members, vulnerable populations, faculty, staff, students and other stakeholders are engaged in program/project development, from agenda setting and planning to decision-making, implementation and review

An institution may have multiple partnerships of each type, however no single partnership may be both supportive and collaborative, collaborative and transformative, or supportive and transformative.

Recognizing the diversity of forms that community partnerships may take, it is not required that a partnership meet all of the criteria listed to be considered supportive or collaborative. A partnership must meet all of the criteria listed to be considered transformative, however. For further guidance in identifying community partnerships that meet the criteria for each type, see the Credit Example in the STARS Technical Manual.

This credit recognizes campus-community partnerships that advance sustainability in an explicit and participatory way. Participatory, community-based research and engaged scholarship around issues of sustainability may be included if it involves formal partnership(s). Although community service activities (e.g. academic service learning, co-curricular service learning and volunteer activities, Work-Study community service and paid community service internships) may involve local partnerships and contribute toward sustainability, they are not included in this credit. Community service is covered by *EN 12: Community Service*.

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

Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as "supportive"?:
Yes

A brief description of the institution's supportive sustainability partnership(s) with the local community:

Clean Air Board of Central Pennsylvania: The Clean Air Board (CAB) of Central Pennsylvania is a faith-based citizens' initiative dedicated to achieving clean air to protect health and quality of life. With input from residents, educators, health professionals, government, and industry, CAB's goals are to reduce air pollution in Central Pennsylvania to levels at which the air is safe to breathe. The CAB accomplishes its mission by raising public awareness of air quality issues, advocating for, promoting, and coordinating policy and practices for clean air, and monitoring air quality. Dickinson College faculty have been active in the work of the CAB since its founding in 2005, and two faculty members currently serve on its Board of Directors. (

https://cleanairboard.wordpress.com/

)

South Mountain Partnership: Dickinson College has worked with the South Mountain Partnership since 2008 and formally joined as a partner in 2015. The South Mountain Partnership is a regional landscape conservation project in south-central Pennsylvania, one of seven Conservation Landscapes of the Pennsylvania Department of Conservation and Natural Resources (DCNR). The Partnership strives to conserve and sustain all that makes the landscape special and supports the quality of life. Launched in 2006, the Partnership operates as a public-private partnership between DCNR and the Appalachian Trail Conservancy and has grown into an alliance of citizens, businesses,

non-profits, academic institutions, and local, state, and federal government agencies and officials collaborating to envision and secure a sustainable future for the South Mountain landscape. Dickinson College has participated in, helped plan, and hosted a number of Partnership events. (

http://southmountainpartnership.org/

)

Downtown Carlisle Association: The Downtown Carlisle Association (DCA) follows the Main Street Four Point Approach for preservation and economic development that builds a sustainable and complete community revitalization effort. By marketing and promoting the assets of the Carlisle Region, the DCA strives to enhance the civic, cultural, and economic vitality of the entire community – retail, service, academic, government, and industry. The DCA is overseen by a community-based volunteer board of directors, regional liaisons, volunteers, and borough leadership. The DCA provides an array of programs dedicated to achieving the common goals of Carlisle. Dickinson College has been an active participant in the community revitalization work of the DCA since its founding in 1981, has played a role in shaping the work of the DCA, is represented on the DCA board, and is a financial supporter of the DCA. (

http://www.lovecarlisle.com/about-dca/

)

Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as "collaborative"?:
Yes

A brief description of the institution's collaborative sustainability partnership(s):

Farmers on the Square: The Dickinson Organic Farm and members of the Dickinson College community played leadership roles in re-establishing and reinvigorating Farmers on the Square in 2009 and continue to be vitally involved in this farmers' market that operates in Carlisle, PA. All vendors live and work within 50 miles of Carlisle and many use and promote sustainable farming methods. Dimensions of sustainability promoted by Farmers on the Square include supporting livelihoods for local farmers who use sustainable and organic practices, promoting healthy eating, providing low income members of the community access to fresh local produce through a program that matches the value of SNAP and WIC vouchers, and building social fabric by bringing community members together for the music and other activities that are part of the weekly farmers' market.

Dickinson faculty are on the board of Farmers on the Square. During winter months, the market is held at Project SHARE in College owned warehouse space. In 2014, Dickinson launched its Localtunity project, which provides our students, faculty, and staff tokens to use at Farmers on the Square if they shop together in groups of three or more. Groups receive additional tokens if they cook and share a meal together with the local products bought at the market. The project provides an infusion of funding to Farmers on the Square, while also building community and promoting local foods and healthy eating. Dickinson is working through the Greater Carlisle Project to engage other area employers to join in the Localtunity project. (

http://www.farmersonthesquare.com/

;

http://www.dickinson.edu/info/20052/sustainability/2703/localtunity

)

Project SHARE (Survival Help And Recipient Education): Dickinson College has been strongly supportive and engaged in the work of Project SHARE since it was founded in 1985 by Dickinson alumna Elaine Livas. Project SHARE is an interfaith cooperative organization that provides food, nutrition education, and other essential services to more than 1000 families each month in the communities of Carlisle, Carlisle Springs, Mt. Holly Springs, Boiling Springs, Gardners, Plainfield, New Kingstown, and Middlesex. Dimensions of sustainability advanced by Project SHARE include social justice, access to fresh, local produce by low income families, and education about nutrition, food, and food preparation. Since 2002, Project SHARE has been housed rent free on Dickinson College's campus in 23,000 square feet of warehouse space. The Dickinson Organic Farm donates organic produce and participates in Project SHARE's gleaning program. Dickinson has also provided labor and financial support for utility and other expenses. The College is an official partner of Project SHARE, along with 66 local congregations, schools, and civic organizations. Many students, faculty, and staff volunteer at Project SHARE, and Project SHARE is often a partner in service learning and community-based research courses of the College. (

http://www.projectshare.net/about/history

)

Pennsylvania Association for Sustainable Agriculture (PASA): Dickinson College has collaborated for several years with PASA, the largest statewide, member-based sustainable farming organization in the United States. PASA's mission is to improve the economic viability, environmental soundness, and social responsibility of food and farming systems in Pennsylvania and across the country. PASA provides education and support for farmers in non-traditional agricultural practices such as organic, biodynamic, and grass-based farming. PASA also builds relationships between farmers and consumers looking for fresh, wholesome, locally, and sustainably produced food. Dickinson's Farm Manager is Chair of the PASA Board, and the Dickinson Organic Farm is an active participant in PASA events, trainings, and workshops. The Dickinson Farm hosts a PASA summer Sustainability Workshop series for homesteaders of all skill levels to learn strategies for improving the production and enjoyment of home and community food production. The Dickinson Farm hosts numerous community groups for a variety of educational activities. (

http://www.pasafarming.org/

;

http://blogs.dickinson.edu/farm/

)

Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as "transformative"?:
Yes

A brief description of the institution's transformative sustainability partnership(s) with the local community:

Greater Carlisle Project: In 2012, Dickinson College convened a group of community members to explore interest in a new collaboration of private and public sector organizations that would work across issue areas and across townships and boroughs to make the communities in the Carlisle area more livable and sustainable. That led to the founding of the Greater Carlisle Project (GCP) in 2013, an unincorporated nonprofit association of people, organizations, churches, businesses, and local governments working together to improve the quality of life for all people in the communities of the Greater Carlisle Area. The approach of the GCP is to enhance long-term social, economic, and environmental sustainability by connecting and enhancing community assets. GCP initiatives seek transformation in eight

priority areas: community; cultural heritage; arts & recreation; economic development & jobs; education; energy & transportation; food & farms; green spaces, blue waters & clear skies; and housing, health & human services. The Greater Carlisle Project provides a forum for community members to voice ideas for the future of our region, increase the visibility of efforts and organizations that are making our communities more sustainable, collect and share information, help member organizations to locate and access resources, champion initiatives and projects, and celebrate successes. Dickinson College's Center for Sustainability Education, acting as the administrative office of the Greater Carlisle Project, co-chairs and provides administrative support to the GCP Steering Committee, hosts and organizes GCP community meetings, helps plan and implement GCP events and projects, conducts outreach to the community, and maintains the GCP website and Sustainability Map. Dickinson's Associate Vice President for Sustainability and Planning is a member of the Steering Committee, along with community leaders from non-profits, churches, businesses, and municipal governments. (

http://greatercarlisleproject.dickinson.edu/

)

Alliance for Aquatic Resource Monitoring (ALLARM): ALLARM, founded in 1986, is a nationally recognized citizen science program of Dickinson College that works with diverse community partners to empower communities to use scientific tools to monitor, protect, and restore their watersheds.

ALLARM has three distinct areas of outreach. Locally, they work with the Borough of Carlisle to help them reach their federally mandated stormwater education requirements. In the greater Carlisle area, ALLARM works with twelve educational partnerships to implement K-12 environmental education initiatives.

At the statewide and regional levels, ALLARM carries out its mission to empower communities with scientific tools to assess stream health and help communities use those data to implement stream restoration and protection measures. Through its watershed citizen science programs, ALLARM has successfully trained and engaged volunteer monitors to investigate and answer questions about myriads of issues facing our state's water quality - from acid rain to shale gas extraction. ALLARM's philosophy is centered around bottom-up community engagement and capacity building by involving Pennsylvania communities in every step of the scientific process, including: research agenda definition, study design, data collection and analysis, data management and interpretation, and bringing research data and results to the public for action. ALLARM has demonstrated success delivering capacity-building technical assistance to volunteer stream monitors, resulting in over 25,000 square miles of watershed assessments and over 3,500 community volunteers engaged in watershed protection and restoration.

At the national level, ALLARM was recently appointed to be the second volunteer monitoring seat on the National Water Quality Monitoring Council, which is comprised of state, federal, and tribal government partners as well as additional academic and non-profit partners. The Council is a vehicle for bringing together diverse expertise to develop collaborative, comparable, and cost effective approaches for monitoring and assessing our Nation's water quality.

ALLARM is overseen by a professional management team and faculty adviser and staffed by Dickinson students who work closely with community volunteers in all of ALLARM's capacity building, training, education, and outreach programs. Community members are involved in the governance of ALLARM projects through steering committees, the members of which vary depending on the project. Steering committee members include community volunteers, non-profit organizations, municipal offices, school districts, state agencies, federal agencies, and Dickinson College students, staff, and faculty. Dimensions of sustainability advanced by ALLARM include protecting and restoring thousands of miles of streams in Pennsylvania, empowering community members to participate in resource management decisions, raising awareness of environmental justice concerns, and increasing social capital that is necessary for building sustainable communities. ALLARM has been enabling transformative changes for nearly 30 years through citizen science that empowers people with scientific data and knowledge to participate effectively and meaningfully in local decision-making. (

http://www.dickinson.edu/allarm

)

A brief description of the institution's sustainability partnerships with distant (i.e. non-local) communities:

ALLARM works with communities across the state of Pennsylvania and in New York and West Virginia to help community groups protect and restore their watershed.

The website URL where information about sustainability partnerships is available:

http://www.dickinson.edu/homepage/597/community

Inter-Campus Collaboration

Responsible Party

Neil Leary
Director
Center for Sustainability Education

Criteria

Institution collaborates with other colleges and universities to support and help build the campus sustainability community.

See the Credit Example in the STARS Technical Manual for guidance on identifying appropriate collaborations.

Submission Note:

PERC Student Sustainability Symposium:
http://www.dickinson.edu/news/article/987/for_students_by_students

Climate Change Education:

http://www.dickinson.edu/info/20052/sustainability/2471/climate_education_and_research

Seeding the Future conference:
http://blogs.dickinson.edu/seedingthefuture/

"---" *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 led a four-year NASA funded project from 2010 to 2014 entitled Cooling the Liberal Arts Curriculum, A Campaign for Climate Change Education. The project engaged 178 educators from 60 colleges and universities and produced a rich assortment of teaching materials that are shared via a web portal: Cooling the Curriculum, A Learning Community for Climate Change Education, which can be found here:

http://communities.earthportal.org/changingclimate/

. Many of these resources are cross-published on the Climate Adaptation Mitigation and E-Learning (CAMEL) web-portal of the National Council for Science and the Environment. (

)

Dickinson College's Provost and Dean of the College proposed and edited a special issue of AAC&U's Liberal Education entitled Liberal Education for Sustainability that was published in 2012. The issue includes a paper written by the Dickinson Provost, Neil Weissman, entitled Sustainability and Liberal Education, Partners by Nature, plus two other papers by other authors that address sustainability education. (

http://www.aacu.org/publications-research/periodicals/sustainability-liberal-education-partners

-nature

)

The director and assistant director of Dickinson's Center for Sustainability Education have given presentations on sustainability education at other colleges as well as at annual conferences of AASHE, AESS, NCSE, PERC, ECUBO, and Climate Smart Campuses.

The names of local, state/provincial, regional, national, or international campus sustainability organizations or consortia in which the institution participates and/or is a member:

American College and University Presidents' Climate Commitment (ACUPCC)
Association for the Advancement of Sustainability in Higher Education (AASHE)
Eco League
National Council for Science and the Environment (NCSE)
NCSE's Council of Environmental Deans and Directors (CEDD)
Pennsylvania Environmental Resource Consortium (PERC)
Pennsylvania Association for Sustainable Agriculture (PASA)

A brief summary of additional ways the institution collaborates with other campuses to advance sustainability :

Dickinson College is a leader of the Pennsylvania Environmental Resources Consortium (PERC), an association of colleges and universities in Pennsylvania that promotes sustainability in higher education (see

http://www.pagreencolleges.org/

). The Director of Dickinson's Center for Sustainability Education is a member of the PERC Executive Board since 2009 and was the president of PERC in 2013-2014. While president of PERC, he initiated a number of new programs to better engage students, faculty, and staff of PERC member schools. These include the Pennsylvania Campus Sustainability Champions program, which recognizes one student and one non-student champion from each PERC member school; the PA Student Sustainability Summit, which was organized and hosted by Dickinson College in April 2014 and was attended by more than 100 students from 25 colleges and universities; and the PERC Teaching About Climate Change Workshop, which was organized and hosted by Dickinson in January 2014 and attended by 52 faculty members from 24 colleges and universities. Each of these Dickinson initiated programs have been continued by PERC as annual events, with continued participation by Dickinson College.

In 2014, Dickinson joined the Eco League, a consortium of six small liberal arts colleges that include Alaska Pacific University, College of the Atlantic, Green Mountain College, Northland College, and Prescott College. The member schools share similar missions and value

systems based on environmental stewardship, social change, and educating students to build a sustainable future. All of the Eco League colleges stress experiential education and global perspectives based on a sense of place so students are prepared to take on real-world challenges when they graduate and create sustainable communities wherever they choose to work. Through student exchanges, the Eco League provides students opportunities to study places and ecosystems in different parts of North America. The Eco League also provide faculty of the member schools opportunities for collaboration and peer-learning. (

http://www.ecoleague.org/

)

In Fall 2013, the director and assistant director of Dickinson's Center for Sustainability Education organized and led a faculty development pre-conference workshop at the AASHE annual meeting. The workshop, The Next Wave – Faculty Development for Sustainability Across the Curriculum, was attended by 27 faculty members from 27 different higher education institutions. The purposes of the workshop were to share lessons from existing sustainability curriculum development programs and develop ideas for new programs of faculty and curriculum development for extending and deepening sustainability learning at participants' schools.

The assistant director of Dickinson's Center for Sustainability Education has organized and co-led AASHE conference sessions in 2014 and 2013 that have brought together educators from liberal arts colleges to share lessons and experiences in sustainability learning.

Dickinson College led a four-year NASA funded project from 2010 through 2014, Cooling the Liberal Arts Curriculum, A Campaign for Climate Change Education. Dickinson partnered with four community colleges and engaged with many other colleges and universities to build capacity for interdisciplinary teaching about climate change in the liberal arts. One-hundred seventy-eight (178) educators from 60 colleges and universities participated in professional development activities organized and hosted by Dickinson College. Project activities included a learning community for faculty, a four-day Changing Planet Workshop on interdisciplinary teaching about climate change held in summer 2010 and 2011, a four-day Climate Modeling and Data Tools Workshop held in summer 2010 and 2011, workshops and in-service sessions organized by the partner community colleges, development and sharing of teaching resources and pedagogies, mini-grants for teaching, faculty development and student-faculty research projects, and a one-day closing workshop on Teaching Climate Change Across the Curriculum. A partial count of courses created or revised as a result of the project is 73 courses at 19 colleges and universities. Enrollment data reported for 42 of the courses indicate nearly 2,000 students took the courses from fall 2010 through fall 2013. (

http://www.dickinson.edu/info/20052/sustainability/2471/climate_education_and_research

;

http://communities.earthportal.org/changingclimate/

)

In 2011, Dickinson organized and hosted Seeding the Future, a conference on using college farms to teach sustainability in the liberal arts curriculum (see

http://blogs.dickinson.edu/seedingthefuture/

). The conference was co-sponsored by PERC and attracted 260 students, faculty, and farm staff from 60 colleges and universities across the U.S.

Dickinson College often hosts visits by faculty and staff from other colleges and universities seeking to learn about our sustainability programs and to share information about their own programs. We have hosted groups from Franklin and Marshall College, Shippensburg

University, Bucknell University, Messiah College, the University of Delaware and other schools. In addition, Dickinson faculty and staff are often invited to give talks at other institutions about our sustainability programs. These include, for example, Swarthmore College, Rochester Institute of Technology, University of Richmond, West Chester University, Bucknell University, and Montgomery College. Dickinson faculty and staff have organized and presented in sessions at conferences of AASHE, AESS, NCSE, PERC, ECUBO, and Climate Smart Campuses. At the international level, Dickinson has coordinated with a number of colleges and universities that send delegations of students and faculty to the annual Conference of the Parties to the UN Framework Convention on Climate Change.

The website URL where information about cross-campus collaboration is available:

http://www.dickinson.edu/info/20052/sustainability/2203/affiliations

Continuing Education

Responsible Party

Neil Leary
Director
Center for Sustainability Education

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

Courses that address sustainability include continuing education sustainability courses and continuing education courses that include 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 at least one sustainability-themed certificate program through its continuing education or extension department.

Degree-granting programs (e.g. programs that confer Baccalaureate, Masters, and Associates degrees) and certificates that are part of academic degree programs are not included in this credit. They are covered in the Curriculum subcategory.

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

Responsible Party

Tyce Herrman
Projects Coordinator
Center for Sustainability Education

Criteria

Part 1

Institution engages its student body in community service, as measured by the percentage of students who participate in community service.

Part 2

Institution engages students in community service, as measured by the average hours contributed per full-time student per year.

Institutions may exclude non-credit, continuing education, and/or part-time students from this credit.

Submission Note:

Number of students and student hours are estimates by staff and student workers with the office of community service.

In Fall 2014, every first year student participated in service. The office of community service estimates that approximately 75 students of the incoming students continue doing service. This first year student orientation community service data was used even though it falls outside of our usual performance year for other credits (fall13/spring14 FY14).

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

Number of students engaged in community service:

1,144

Total number of students :

2,325

Does the institution wish to pursue Part 2 of this credit (community service hours)?:

Yes

Total number of student community service hours contributed during a one-year period:

52,520

Does the institution include community service achievements on student transcripts?:

No

A brief description of the practice of including community service on transcripts, if applicable:

Does the institution provide incentives for employees to participate in community service (on- or off-campus)?:

Yes

A brief description of the institution's employee community service initiatives:

All administrative and support staff employees are allowed to volunteer up to four hours of paid time.

http://www.dickinson.edu/download/downloads/id/4046/professional_development_and_wellness_catal

og_2014-2015

The website URL where information about the institution's community service initiatives is available:

http://www.dickinson.edu/info/20209/community_service

Community Stakeholder Engagement

Responsible Party

Tyce Herrman
Projects Coordinator
Center for Sustainability Education

Criteria

Institution has adopted a framework for community stakeholder engagement in governance, strategy and operations. The framework includes:

> 1) Policies and procedures that ensure community stakeholder engagement is applied systematically and regularly across the institution's activities (e.g. planning and development efforts, capital investment projects, and/or other activities and decisions that affect the broader community)

> And

> 2) Established practices to identify and engage relevant community stakeholders, including any vulnerable or underrepresented groups.

Frameworks adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as the policies apply to and are followed by the institution.

This credit does not include the engagement of internal campus stakeholders (e.g. students, faculty and staff); internal stakeholder engagement is covered in *PA 3: Governance*.

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

Has the institution adopted a framework for community stakeholder engagement in governance, strategy and operations?:
No

A brief description of the policies and procedures that ensure community stakeholder engagement is applied systematically and regularly across the institution's activities:

A brief description of how the institution identifies and engages community stakeholders, including any vulnerable or underrepresented groups:

List of identified community stakeholders:

A brief description of successful community stakeholder engagement outcomes from the previous three years:

The website URL where information about the institution's community stakeholder engagement framework and activities is available:

Participation in Public Policy

Responsible Party

Tyce Herrman
Projects Coordinator
Center for Sustainability Education

Criteria

Institution advocates for national, state/provincial, 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. This credit acknowledges institutions that advocate for policy changes and legislation to advance sustainability broadly. Advocacy efforts that are made exclusively to advance the institution's interests or projects may not be counted. For example, advocating for government funding for campus sustainability may be counted, whereas lobbying for the institution to receive funds that have already been appropriated may not.

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

Does the institution advocate for national, state/provincial, 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, legislation, 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, businesses, 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 showcases organizations and businesses that are supporting them in the region.

A brief description of other political positions the institution has taken during the previous three years:

A brief description of political donations the institution made during the previous three years (if applicable):

The website URL where information about the institution's advocacy efforts is available:

http://southmountainpartnership.org/

Trademark Licensing

Responsible Party

Tyce Herrman
Projects Coordinator
Center for Sustainability Education

Criteria

Institution is a member of the Fair Labor Association (FLA) and/or the Worker Rights Consortium (WRC).

Submission Note:

Dickinson has been a member of the WRC since 2006. The Director of the Dickinson bookstore attends the annual caucus meeting. The Director receives regular correspondence from the WRC. If the WRC has an issue with one of our vendors, we take action and express our concern to the vendor. We have gone as far as discontinuing business with a vendor until the issue is resolved. (
http://www.workersrights.org/about/as.asp
)

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

Is the institution a member of the Worker Rights Consortium?:

Yes

Is the institution a member of the Fair Labor Association? :

No

Has the institution expressed an intention to participate in the WRC's Designated Suppliers Program? :

No

The website URL where information about the institution's participation in the WRC, FLA, and/or DSP is available:

http://bit.ly/1vLAMmC

Hospital Network

Criteria

Institution's affiliated hospital or health system is a member of the Global Green and Healthy Hospitals Network, the Healthier Hospitals Initiative and/or Practice Greenhealth.

This credit includes hospitals and health systems that are formally affiliated with a higher education institution (sometimes called "university hospitals"). Other types of health care providers (e.g. insurers through which an institution obtains health care for its employees) are not included.

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

The institution does not have an affiliated hospital or health system.

Operations

Air & Climate

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas and air pollutant emissions. Global climate change is having 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 particularly pronounced for low-income communities and countries. In addition, institutions that inventory and take steps to reduce their air pollutant emissions can positively impact the health of the campus community, as well as the health of their local communities and regions.

Credit
Greenhouse Gas Emissions
Outdoor Air Quality

Greenhouse Gas Emissions

Responsible Party

Tyce Herrman
Projects Coordinator
Center for Sustainability Education

Criteria

Part 1

Institution has conducted a publicly available greenhouse gas (GHG) emissions inventory that includes, at minimum, Scope 1 and Scope 2 GHG emissions and may also include Scope 3 GHG emissions. The inventory may be validated internally by campus personnel who are independent of the GHG accounting and reporting process and/or verified by an independent, external third party.

Part 2

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

Part 3

Institution's annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.02 metric tons of carbon dioxide equivalent (MtCO2e) per gross square foot (0.002 MtCO2e per gross square metre) of floor area.

Performance for Part 3 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space.

For this credit, the following carbon offsets may be counted:

1. Institution-catalyzed carbon offsets (popularly known as "local offsets")
2. Carbon sequestration due to land that the institution manages specifically for sequestration (as documented in policies, land management plans or the equivalent)
3. Carbon storage from on-site composting
4. Third-party verified purchased carbon offsets

Purchased Renewable Energy Certificates (RECs) that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party may be counted as zero emissions energy for purposes of Scope 2 GHG accounting.

Purchased carbon offsets and RECs that have not been third-party verified do not count.

Institutions that have sold or transferred emissions reductions, e.g. in the form of verified emissions reductions (VERs), may not count those reductions toward this credit.

Submission Note:

Weighted Campus Users

Performance year:

On campus student residents is reported as an average of number of students living on campus at the beginning of Fall 2013 and beginning of Spring 2014 semesters. This excludes students living at home and commuting, living in non-Dickinson owned or managed housing (Dickinson has lease agreements with a number of house and apartment landlords in the borough), and students studying abroad.

Residential staff is an average of Fall 2013 and Spring 2014 headcounts.

Fall 13/Spring 14 population was used as representative of campus population data for FY '14 (July 1, 2013 - June 30, 2014). Summer housing and enrollment numbers of Dickinson students and staff (and the many summer programs Dickinson hosts) are not captured in our weighted campus user calculations.

Baseline year:

08/09 academic year (FY09) was used only for on campus student calculation. Residence Life switched to a new database system in FY08, and some data was lost that year. All other baseline population numbers are from 07/08 academic year (FY08).

Residential staff for FY08 are an estimate - data is no longer available.

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

Does the institution's GHG emissions inventory include all Scope 1 and Scope 2 GHG emissions?:

Yes

Does the institution's GHG emissions inventory include all Scope 3 GHG emissions from any of the following categories?:

	Yes or No
Business travel	Yes
Commuting	Yes
Purchased goods and services	No
Capital goods	No
Fuel- and energy-related activities not included in Scope 1 or Scope 2	Yes
Waste generated in operations	Yes

Does the institution's GHG emissions inventory include Scope 3 emissions from other categories?:

Yes

A brief description of the methodology and/or tool used to complete the GHG emissions inventory:

Dickinson uses the CleanAir-CoolPlanet calculator.

Has the GHG emissions inventory been validated internally by personnel who are independent of the GHG accounting and reporting process and/or verified by an independent, external third party?:
No

A brief description of the internal and/or external verification process:

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
Scope 1 GHG emissions from stationary combustion	5,263.40 *Metric Tons of CO2 Equivalent*	4,603.40 *Metric Tons of CO2 Equivalent*
Scope 1 GHG emissions from other sources	683.40 *Metric Tons of CO2 Equivalent*	385 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from purchased electricity	9,107.20 *Metric Tons of CO2 Equivalent*	8,586.10 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from other sources	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*

Figures needed to determine total carbon offsets::

	Performance Year	Baseline Year
Institution-catalyzed carbon offsets generated	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Carbon sequestration due to land that the institution manages specifically for sequestration	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Carbon storage from on-site composting	212.50 *Metric Tons of CO2 Equivalent*	141 *Metric Tons of CO2 Equivalent*

Third-party verified carbon offsets purchased	8,190.80 *Metric Tons of CO2 Equivalent*	3,849.40 *Metric Tons of CO2 Equivalent*

A brief description of the institution-catalyzed carbon offsets 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 MTeCO2. 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.

A brief description of the carbon sequestration program and reporting protocol used:

A brief description of the composting and carbon storage program:

Dickinson composts food waste generated during campus dining services operations at the Dickinson College Farm. (

http://www.dickinson.edu/info/20052/sustainability/2282/food_and_farm

)

A brief description of the purchased carbon offsets, including third party verifier(s) and contract timeframes:

On September 6, 2012, Dickinson purchased 54,000 MWhs (18,000 MWh annually for three years) of wind RECs from Green Mountain Energy Company. The RECs are Green-e Certified.

Figures needed to determine "Weighted Campus Users"::

	Performance Year	**Baseline Year**
Number of residential students	1,979	1,912.50
Number of residential employees	26	26
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	2,344.84	2,345
Full-time equivalent of employees	830	780

Full-time equivalent of distance education students	0	0

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2007	June 30, 2008

A brief description of when and why the GHG emissions baseline was adopted:

The GHG emissions baseline was adopted after signing the ACUPCC.

Gross floor area of building space, performance year:

1,962,411 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	123,000 *Square Feet*
Healthcare space	0 *Square Feet*
Other energy intensive space	55,500 *Square Feet*

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	404 *Metric Tons of CO2 Equivalent*
Commuting	1,826 *Metric Tons of CO2 Equivalent*
Purchased goods and services	---
Capital goods	---

Fuel- and energy-related activities not included in Scope 1 or Scope 2	562.90 *Metric Tons of CO2 Equivalent*
Waste generated in operations	3 *Metric Tons of CO2 Equivalent*
Other categories (please specify below)	2,101.75 *Metric Tons of CO2 Equivalent*

A brief description of the sources included in Scope 3 GHG emissions from "other categories":

Includes study abroad student travel and athletic teams bus and air travel.

A copy of the most recent GHG emissions inventory:

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

A brief description of the institution's GHG emissions reduction initiatives, including efforts made during the previous three years:

Outdoor Air Quality

Responsible Party

Tyce Herrman
Projects Coordinator
Center for Sustainability Education

Criteria

Part 1

Institution has adopted policies or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources. Policies and/or guidelines may include, but are not limited to, prohibiting vehicle idling, restrictions on the use of powered lawn care equipment, and other strategies for minimizing mobile emissions.

Policies adopted by entities of which the institution is part (e.g. government or university system) may count for Part 1 of this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution has completed an inventory of significant air emissions from stationary sources on campus. Significant emissions include nitrogen oxides (NO_x), sulfur oxides (SO_x), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

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

Does the institution have policies and/or guidelines in place to improve outdoor air quality and minimize air pollutant emissions from mobile sources?:

Yes

A brief description of the policies and/or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources:

Dickinson follows and enforces The Pennsylvania Diesel-Powered Motor Vehicle Act of 2009 for its fleet vehicles and for vehicles making deliveries/conducting business on the college campus.

Has the institution completed an inventory of significant air emissions from stationary sources on campus?:

No

A brief description of the methodology(ies) the institution used to complete its air emissions inventory:

Inventories have been conducted at our campus Central Energy Plant.

Weight of the following categories of air emissions from stationary sources::

	Weight of Emissions
Nitrogen oxides (NOx)	---
Sulfur oxides (SOx)	---
Carbon monoxide (CO)	---
Particulate matter (PM)	---
Ozone (O3)	---
Lead (Pb)	---
Hazardous air pollutants (HAPs)	---
Ozone-depleting compounds (ODCs)	---
Other standard categories of air emissions identified in permits and/or regulations	---

A brief description of the institution's initiatives to minimize air pollutant emissions from stationary sources, including efforts made during the previous three years:

The website URL where information about the institution's outdoor air quality policies, guidelines or inventory is available:

https://cleanairboard.wordpress.com/about/diesel-powered-motor-vehicle-idling-act/

Buildings

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
Building Operations and Maintenance
Building Design and Construction
Indoor Air Quality

Building Operations and Maintenance

Responsible Party

Tyce Herrman
Projects Coordinator
Center for Sustainability Education

Criteria

Institution owns and operates buildings that are:

1) Certified under a green building rating system for existing buildings, e.g. LEED® for Existing Buildings: Operations & Maintenance (O&M)

And/or

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

- Impacts on the surrounding site
- Energy consumption
- Building-level energy metering
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption
- Building-level water metering

Building space that meets multiple criteria listed above should not be double-counted.

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

Does the institution have any building space certified under the following green building rating systems for existing buildings?:

	Yes or No
LEED for Existing Buildings or another 4-tier rating system used by an Established Green Building Council (GBC)	No
The DGNB system, Green Star Performance, or another 3-tier GBC rating system	No

BREEAM-In Use, CASBEE for Existing Building, or another 5-tier GBC rating system	No
Other non-GBC rating systems (e.g. BOMA BESt, Green Globes)	No

A brief description of the green building rating system(s) used and/or a list or sample of certified buildings and ratings:

In 2007, Dickinson committed to having all new construction and major projects meet the standards for LEED silver or better. This was reaffirmed in the 2011 Strategic Plan III. Thus far, Dickinson has not committed to or actively pursued any certification of existing building space.

Total floor area of eligible building space (operations and maintenance):

1,962,411 *Square Feet*

Floor area of building space that is certified at each level under a 4-tier rating system for existing buildings used by an Established Green Building Council::

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	0 *Square Feet*
3rd Highest Level (e.g. LEED Silver)	0 *Square Feet*
2nd Highest Level (e.g. LEED Gold)	0 *Square Feet*
Highest Achievable Level (e.g. LEED Platinum)	0 *Square Feet*

Floor area of building space that is certified at each level under a 3-tier rating system for existing buildings used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	0 *Square Feet*
Mid-Level	0 *Square Feet*
Highest Achievable Level	0 *Square Feet*

Floor area of building space that is certified at each level under a 5-tier rating system for existing buildings used by

an Established Green Building Council::

	Certified Floor Area
Minimum Level	0 *Square Feet*
4th Highest Level	0 *Square Feet*
Mid-Level	0 *Square Feet*
2nd Highest Level	0 *Square Feet*
Highest Achievable Level	0 *Square Feet*

Floor area of building space that is certified at any level under other green building rating systems for existing buildings:

0 *Square Feet*

Floor area of building space that is maintained in accordance with formally adopted sustainable building operations and maintenance guidelines or policies, but NOT certified:

1,962,411 *Square Feet*

A copy of the sustainable building operations and maintenance guidelines or policies:

Campus Master Plan_Part2.pdf

The date the guidelines or policies were formally adopted:

April 1, 2008

A brief description of the sustainable building operations and maintenance program and/or a list or sample of buildings covered:

The campus master plan extensively details best practices for operating and maintaining buildings sustainably. These are used as a matter of regular procedure.

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

The Associate VP of Sustainability & Facilities Planning ensures that new building and construction projects meet our commitment to LEED silver or better.

The website URL where information about the institution's certified buildings and/or sustainable operations and maintenance guidelines or policies is available:

http://www.dickinson.edu/info/20052/sustainability/2283/buildings_and_grounds

Building Design and Construction

Responsible Party

Tyce Herrman
Projects Coordinator
Center for Sustainability Education

Criteria

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

1) Certified under a green building rating system for new construction and major renovations (e.g. the LEED® for New Construction and Major Renovations, LEED for Commercial Interiors, LEED for Healthcare, and/or LEED for Core and Shell Green Building Rating Systems)

2) Certified Living under the Living Building Challenge (LBC)

And/or

3) Designed and built in accordance with formally adopted green building guidelines and policies that cover all of the following topics:

- Impacts on the surrounding site
- Energy consumption
- Building-level energy metering
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption
- Building-level water metering

Building space that meets multiple criteria listed above should not be double-counted.

Submission Note:

Certified buildings and month/year of certification (certification date does not exactly match end of construction date, but is a close approximation).

Rector (James and Stuart Hall) - 90,000 sq. ft. Jan 2009
Waidner Admissions Building - 14,040 sq. ft. May 2013
Center for Sustainable Living (Treehouse) - 6,000 sq. ft. July 2008
Durden Athletic Training Center - 22,700 sq. ft. 2014
Althouse Hall - 29,133 sq. ft. August, 2010

New construction/renovation in past two years that is not certified (but built to LEED standards)
Rector North addition
Kline Fitness Center
Kaufman Hall greenhouse and new entrance

New construction/renovation in past five years that is not certified (but built to LEED standards)
Kaufman Hall CSE, classroom, and GIS lab renovations

The Treehouse and Rector Science Complex (James and Stuart Hall), while LEED Gold, were certified in 2008 and 2009, respectively, and so are not eligible building space.

The Rector Science North addition and Kline Center expansion were both completed less than 2 years ago and are thus exempted from eligible building space.

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

Does the institution have any building space certified under the following green building rating systems for new construction and major renovations?:

	Yes or No
LEED or another 4-tier rating system used by an Established Green Building Council (GBC)	Yes
The DGNB system, Green Star, or another 3-tier GBC rating system	No
BREEAM, CASBEE, or another 5-tier GBC rating system	No
The Living Building Challenge	No
Other non-GBC rating systems (e.g. BOMA BESt, Green Globes)	No

A brief description of the green building rating system(s) used and/or a list of certified buildings and ratings:

Rector Science Complex (James and Stuart Hall)-Gold (not eligible building space - older than five years)

Treehouse, Center for Sustainable Living-Gold (not eligible building space - older than five years)

Althouse Hall-Gold

Waidner-Admissions Building-Gold

Durden Athletic Training Center-Gold

Total floor area of eligible building space (design and construction):
73,814 *Square Feet*

Floor area of building space that is certified at each level under a 4-tier rating system for new construction and major renovations used by an Established Green Building Council::

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	0 *Square Feet*
3rd Highest Level (e.g. LEED Silver)	0 *Square Feet*
2nd Highest Level (e.g. LEED Gold)	65,873 *Square Feet*
Highest Achievable Level (e.g. LEED Platinum)	0 *Square Feet*

Floor area of building space that is certified at each level under a 3-tier rating system for new construction and major renovations used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	0 *Square Feet*
Mid-Level	0 *Square Feet*
Highest Achievable Level	0 *Square Feet*

Floor area of building space that is certified at each level under a 5-tier rating system for new construction and major renovations used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	0 *Square Feet*
4th Highest Level	0 *Square Feet*
Mid-Level	0 *Square Feet*
2nd Highest Level	0 *Square Feet*
Highest Achievable Level	0 *Square Feet*

Floor area of building space certified Living under the Living Building Challenge:

0 *Square Feet*

Floor area of building space that is certified at any level under other green building rating systems for new construction and major renovations:

0 *Square Feet*

Floor area of building space that was designed and constructed in accordance with green building policies or guidelines but NOT certified:

7,941 *Square Feet*

A copy of the guidelines or policies :

Campus Master Plan_Part2.pdf

The date the guidelines or policies were adopted:

April 1, 2008

A brief description of the green building guidelines or policies and/or a list or sample of buildings covered:

Not yet certified buildings:
Kaufman Hall renovations

Kline Center expansion

Rector Science North

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

The Associate VP of Sustainability & Facilities Planning ensures that new building and construction projects meet our commitment to LEED silver or better.

The website URL where information about the institution's certified buildings and/or green building design and construction guidelines or policies is available:

http://www.dickinson.edu/info/20052/sustainability/2283/buildings_and_grounds

Indoor Air Quality

Responsible Party

Tyce Herrman
Projects Coordinator
Center for Sustainability Education

Criteria

Institution has an indoor air quality (IAQ) management program that includes regular auditing or monitoring, a mechanism for occupants to register complaints, and action plans to implement any corrective measures required in response to audits, monitoring or complaints.

Policies and plans adopted by entities of which the institution is part (e.g. government or 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

Floor area of building space covered by an indoor air quality (IAQ) management program that meets the criteria for this credit:

1,962,411 *Square Feet*

Gross floor area of building space:

1,962,411 *Square Feet*

A brief description of the institution's indoor air quality program(s):

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 program(s) is available:

http://www.dickinson.edu/info/20079/environmental_health_and_safety/849/environmental_management

Dining Services

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental and social impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water and soil, which can in turn have potentially dangerous impacts on wildlife and human health. The production of animal-derived foods often subjects animals to inhumane treatment and animal products have a higher per-calorie environmental intensity than plant-based foods. Additionally, farm workers are often directly exposed to dangerous pesticides, subjected to harsh working conditions, and paid substandard wages. Furthermore, food is often transported long distance to institutions, producing greenhouse gas emissions and other pollution, as well as undermining the resiliency of local communities.

Institutions can use their purchasing power to require transparency from their distributors and find out where the food comes from, how it was produced, and how far it traveled. Institutions can use their food purchases to support their local economies; encourage safe, environmentally-friendly and humane farming methods; and help eliminate unsafe working conditions and alleviate poverty for farmers. These actions help reduce environmental impacts, preserve regional farmland, improve local food security, and support fair and resilient food systems.

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.

Credit
Food and Beverage Purchasing
Low Impact Dining

Food and Beverage Purchasing

<div align="center">

Responsible Party

Tyce Herrman
Projects Coordinator
Center for Sustainability Education

</div>

Criteria

Part 1

Institution's dining services purchase food and beverages that meet at least one of the following criteria:

• Local and community-based

And/or

• Third party verified to be ecologically sound, fair and/or humane

Food and beverage purchases that meet both criteria listed above (e.g. local community-based products that are Certified Organic) should not be double-counted.

Local community- based products:

• Are sourced from local community-based producers (directly or through distributors)
• Contain raw ingredients (excluding water) that are third party verified and/or locally harvested and produced (e.g. bread made with Organic flour or local honey) and
• Exclude products from Concentrated Animal Feeding Operations (CAFOs), products that have minimal nutritional value (e.g. soda, chewing gum, candies made predominantly from sweeteners), and products from producers that have been convicted of one or more labor law violations within the previous three years

Products that are not local and community-based must be third party verified to count. Recognized third party standards and certifications for food and beverages are outlined in the STARS Technical Manual. Institutions located outside the U.S. and Canada may use additional third party certifications to identify ecologically sound, fair and humane products, provided the certifications are reported in "Notes about this submission".

Part 1 of 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 services, and concessions are excluded from Part 1.

Part 2

Institution's on-site franchises, convenience stores, vending services, and/or concessions purchase food and beverages that are third party verified and/or locally sourced (i.e. meet the criteria outlined in Part 1).

Submission Note:

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

Percentage of dining services food and beverage expenditures that are local and community-based and/or third party verified:

3.56

A copy of an inventory, list or sample of sustainable food and beverage purchases:

An inventory, list or sample of sustainable food and beverage purchases:

Dickinson College Farm - Boiling Springs, PA
Terranetti's Italian Bakery - Mechanicsburg, PA
Betsy's Bakery - Camp Hill, PA
Three Springs Fruit Farm - Aspers, PA
Beechwood Orchards - Biglerville, PA
Warrington Farm Meats - Newville, PA
Honey Man
Deitch's Farm Market - Carlisle, PA

Does the institution wish to pursue Part 2 of this credit (food and beverage expenditures for on-site franchises, convenience stores, vending services, or concessions)?:

No

Percentage of on-site franchise, convenience store, vending services, and concessions food and beverage purchases that are local and community-based and/or third party verified:

A copy of an inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:

An inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:

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

All menu items and recipes are reviewed to maximize procurement of available, local foods. For example, food items or ingredients are defined within an automated software program to "prefer" local vendors or vendors with known local, sustainable, or organic products

when producing purchase order guides.

All produce needs are checked against the weekly availability list provided by the Dickinson College Farm; when available, those products are purchased from the Farm.

Menu and ingredient testing are conducted with students, faculty, and employees with first questions related to origin, sustainability factors, and best alternatives.

Dickinson Dining Services (DDS) employs a "sustainability intern" for either pay or academic credit each fall and spring term. The intern's work is to review all products purchased, identify "food miles," and record for additional analysis. The intern also offers alternatives that may be more sustainable or local than current products. The intern interviews distributors, processors, manufacturers, and farmers to verify if local, sustainable, organic, natural, and humane practices are being employed.

A brief description of the methodology used to track/inventory sustainable food and beverage purchases:

DDS is coding food items as local, natural, organic, etc. to provide automated reporting on various characteristics. Many of the characteristics are still being verified with vendors.

Total annual food and beverage expenditures:

3,390,838.18 *US/Canadian $*

Which of the following food service providers are present on campus and included in the total food and beverage expenditure figures?:

	Present?	Included?
Dining operations and catering services operated by the institution	Yes	Yes
Dining operations and catering services operated by a contractor	No	No
Franchises	No	No
Convenience stores	Yes	No
Vending services	Yes	No
Concessions	Yes	No

Has the institution achieved the following?:

	Yes or No

Fair Trade Campus, College or University status	No
Certification under the Green Seal Standard for Restaurants and Food Services (GS-46)	No
Marine Stewardship Council (MSC) certification	No
Signatory of the Real Food Campus Commitment (U.S.)	No

A brief description of other sustainable restaurant and food service standards that the institution's dining services operations are certified under:

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

http://www.dickinson.edu/info/20052/sustainability/2282/food_and_farm

Low Impact Dining

Responsible Party

Tyce Herrman
Projects Coordinator
Center for Sustainability Education

Criteria

Part 1

Conventionally produced animal products comprise less than 30 percent of the institution's total dining services food purchases.

Conventionally produced animal products include all food products that contain animal derived (i.e. meat, fish, egg, dairy) ingredients that have not been verified to be sustainably produced. Sustainably produced animal products have been either:

- Third party verified to be ecologically sound and/or humane (see *OP 6: Food and Beverage Purchasing*)

   Or

- Verified by the institution to be both ecologically sound and humane (e.g. "Pasture Raised", "Grass Fed" or "Humanely Raised") through a relationship with a local producer

Part 2

Institution:

- Offers diverse, complete-protein vegan options at all meals in at least one dining facility on campus

   And

- Provides labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items

This credit includes on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor. On-site franchises, convenience stores, vending machines, and concessions should be excluded to the extent feasible.

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

Percentage of total dining services food purchases comprised of conventionally produced animal products:

9.72

A brief description of the methodology used to track/inventory expenditures on animal products:

Currently, we only tag meat purchased from our USDA organic College Farm as sustainably produced animal product.

Does the institution offer diverse, complete-protein vegan dining options at all meals in at least one dining facility on campus?:

Yes

Does the institution provide labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items?:

Yes

Are the vegan options accessible to all members of the campus community?:

Yes

A brief description of the vegan dining program, including availability, sample menus, signage and any promotional activities (e.g. "Meatless Mondays"):

Dickinson has offered vegetarian options at lunch and dinner for nearly two decades. Vegan dining was introduced twelve years ago. Vegan dining has been formalized in the KOVE, an area of the dining hall dedicated to vegan and kosher dining. Keeping kosher doesn't have to mean just matzo-ball soup, and vegan options today go far beyond simple salads or soy-cheese pizza. That's why the Dining Hall includes the KOVE (kosher + vegan). Certified by Star-K, an internationally recognized kosher-certification agency based in Baltimore, and overseen by two mashgichot (kosher food-preparation supervisors), the KOVE is open for lunch and dinner Sunday through Friday afternoon (no dinner served on Friday).

Vegan options are available in the Union Station dining facility as well.

A brief description of other efforts the institution has made to reduce the impact of its animal-derived food purchases:

The website URL where information about where information about the vegan dining program is available:

http://www.dickinson.edu/site/custom_scripts/dc_dining_menus_index.php

Annual dining services expenditures on food:

3,390,838.18 *US/Canadian $*

Annual dining services expenditures on conventionally produced animal products:

329,537.53 *US/Canadian $*

Annual dining services expenditures on sustainably produced animal products:

3,658.05 *US/Canadian $*

Energy

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 climate change. Global climate change is having 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, ocean acidification, and spread of diseases. The impacts are particularly pronounced for vulnerable and poor communities and countries. In addition to causing global climate change, 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 projects flood habitats and disrupt fish migration and can involve the relocation of entire communities.

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.

Credit
Building Energy Consumption
Clean and Renewable Energy

Building Energy Consumption

Responsible Party

Tyce Herrman
Projects Coordinator
Center for Sustainability Education

Criteria

Part 1

Institution has reduced its total building energy consumption per gross square foot/metre of floor area compared to a baseline.

Part 2

Institution's annual building energy consumption is less than the minimum performance threshold of 28 Btu per gross square foot (2.6 Btu per gross square metre) of floor area per degree day.

Performance for Part 2 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space.

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

Total building energy consumption, all sources (transportation fuels excluded):

	Performance Year	Baseline Year
Total building energy consumption	202,247.20 *MMBtu*	186,535 *MMBtu*

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	106,054.80 *MMBtu*	101,618.80 *MMBtu*
District steam/hot water	0 *MMBtu*	0 *MMBtu*

Gross floor area of building space::

	Performance Year	Baseline Year

Gross floor area	1,962,411 *Gross Square Feet*	1,883,140 *Gross Square Feet*

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	123,000 *Square Feet*
Healthcare space	0 *Square Feet*
Other energy intensive space	

Degree days, performance year (base 65 °F / 18 °C)::

	Degree Days
Heating degree days	5,699
Cooling degree days	1,032

Source-site ratios::

	Source-Site Ratio (1.0 - 5.0; see help icon above)
Grid-purchased electricity	3.14
District steam/hot water	1.20

Start and end dates of the performance year and baseline year (or 3-year periods)::

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2007	June 30, 2008

A brief description of when and why the building energy consumption baseline was adopted:

The baseline matches our baseline used in tracking GHG emissions reduction.

A brief description of any building temperature standards employed by the institution:

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 to regulate temperatures.

A brief description of any light emitting diode (LED) lighting employed by the institution:

LED lighting is used in the hallways of Althouse, over the circulation desk of Waidner-Spahr Library, and in the Center for Sustainability Education office suite and library in Kaufman Hall. 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.

A brief description of any occupancy and/or vacancy sensors employed by the institution:

In FY 2009, Dickinson 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.

A brief description of any passive solar heating employed by the institution:

A brief description of any ground-source heat pumps employed by the institution:

A brief description of any cogeneration technologies employed by the institution:

A brief description of any building recommissioning or retrofit program employed by the institution:

A brief description of any energy metering and management systems employed by the institution:

The Siemens EMS that monitors and controls temperature also has adjustable PDL set points to control the campus peak electrical. Twelve residence halls have real-time electricity monitoring through Lucid.

A brief description of the institution's program to replace energy-consuming appliances, equipment and systems with high efficiency alternatives:

A brief description of any energy-efficient landscape design initiatives employed by the institution:

A brief description of any vending machine sensors, lightless machines, or LED-lit machines employed by the institution:

A brief description of other energy conservation and efficiency initiatives employed by the institution:

The website URL where information about the institution's energy conservation and efficiency initiatives is available:

http://www.dickinson.edu/info/20052/sustainability/2280/energy

Clean and Renewable Energy

Responsible Party

Tyce Herrman
Projects Coordinator
Center for Sustainability Education

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.

Since this credit is intended to recognize institutions that are actively supporting the development and use 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.

The following renewable systems are eligible for this credit:

- Concentrated solar thermal
- Geothermal systems that generate electricity
- Low-impact hydroelectric power
- Solar photovoltaic
- Wave and tidal power

- Wind

Biofuels from the following sources are eligible:

- Agricultural crops
- Agricultural waste
- Animal waste
- Landfill gas
- Untreated wood waste
- Other organic waste

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, as well as improved efficiencies achieved through using cogeneration technologies, are captured by *OP 1: Greenhouse Gas Emissions* and *OP 8: Building Energy Consumption*.

Transportation fuels, which are covered by *OP 1: Greenhouse Gas Emissions* and *OP 18: Campus Fleet*, are not included in this credit.

Submission Note:

300 MMBTU is a very conservative estimate of our solar pv electricity generation given the capacity of our PV arrays. Currently, our pv array reporting software is malfunctioning.

Total energy consumption is comprised of fuel oil and natural gas combusted on campus and purchased electricity. MMBTU was taken directly from the Clean Air-Cool Planet Energy Sum sheet.

A conversion factor of 0.005299074 MMBtu/kwh was used to determine the MMBTU of 18,000 MWH of RECs consistent with factors from the most recent Clean Air-Cool Planet carbon calculator (v7.0).

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

Clean and renewable energy from the following sources::

	Performance Year
Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes	300 *MMBtu*
Option 2: Non-electric renewable energy generated on-site	0 *MMBtu*

Option 3: 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: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)	95,383.33 *MMBtu*

Total energy consumption, performance year:

202,247.20 *MMBtu*

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

Grid-tied solar panels are installed at five locations on campus: Waidner-Sphal Library, Kaufman Hall, The Center for Sustainable Living, The Quarry trellis, and Britton Plaza. Additionally, most of the electricity needed for our farm operations is generated by grid-tied pv panels.

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

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

A brief description of the RECs and/or similar renewable energy products:

Dickinson entered into three year contract in fall 2012 to purchase 18,000 MWH RECs annually, the amount required to offset nearly 100% of annual electric consumption.

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

http://www.dickinson.edu/info/20052/sustainability/2280/energy

Grounds

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.

Credit
Landscape Management
Biodiversity

Grounds

Landscape Management

Responsible Party

Tyce Herrman
Projects Coordinator
Center for Sustainability Education

Criteria

Institution's grounds include areas that are managed at one or more of the following levels:

1) Managed in accordance with an Integrated Pest Management (IPM) Plan

2) Managed in accordance with a sustainable landscape management program

And/or

3) Organic, certified and/or protected

The level at which an area of grounds is managed may be determined as outlined in the table below:

Management Level	Standards and/or Certifications Required
1) IPM Plan	IPM plan calls for: • Using least-toxic chemical pesticides, • Minimum use of chemicals, and • Use of chemicals only in targeted locations and only for targeted species

2) Sustainable Landscape Management Program	The program includes formally adopted guidelines, policies and/or practices that cover all of the following: • Integrated pest management (see above) • Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species • Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals • Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials • Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams • Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings • Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal
3) Organic, Certified and/or Protected	Protected areas and land that is: • Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials • Certified Organic • Certified under the Forest Stewardship Council (FSC) Forest Management standard • Certified under the Sustainable Sites Initiative™ (SITES™) and/or • Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)

Land that meets multiple criteria should not be double-counted. An area of grounds that does not meet the standards specified for a particular management level should be reported at the next appropriate level for which it does meet the standards. For example, a landscape management program that includes an IPM plan and meets some, but not all, of the other standards listed for a sustainable landscape management plan should be reported at level 1 (IPM Plan).

Submission Note:

All values of campus space/acreage is as of July 1, 2013 other than the College Farm, which is from October 14.

The farm has approximately .4 acres of building space, which is reflected in the 45.05 building footprint.

The Sustainable Landscape Management plan refers to 30 acres of "undeveloped land". However, this area is managed meadow, swale, and community garden and so does not meet the "undeveloped" definition of STARS.

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

Figures required to calculate the total area of managed grounds::

	Area
Total campus area	156.16 *Acres*
Footprint of the institution's buildings	45.05 *Acres*
Area of undeveloped land, excluding any protected areas	0 *Acres*

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	0 *Acres*
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	82.95 *Acres*
Managed organically, third party certified and/or protected	28.16 *Acres*

A copy of the IPM plan:

Dickinson Landscape Management_1.pdf

The IPM plan :

Please see attached document.

A brief summary of the institution's approach to sustainable landscape management:

Please see attached document.

A brief description of how the institution protects and uses existing vegetation, uses native and ecologically appropriate plants, and controls and manages invasive species:

Please see attached document.

A brief description of the institution's landscape materials management and waste minimization policies and practices:

Please see attached document.

A brief description of the institution's organic soils management practices:

Please see attached document.

A brief description of the institution's use of environmentally preferable materials in landscaping and grounds management:

Please see attached document.

A brief description of how the institution restores and/or maintains the integrity of the natural hydrology of the campus:

Please see attached document.

A brief description of how the institution reduces the environmental impacts of snow and ice removal (if applicable):

Please see attached document.

A brief description of any certified and/or protected areas:

The college farm managed space is USDA organic certified. Of the 174.94 acres of land owned by the college, only 28.16 acres are currently part of farm operations. This includes planting fields, pastures, compost area, and ponds.

Is the institution recognized by the Arbor Day Foundation's Tree Campus USA program (if applicable)?:
No

The website URL where information about the institution's sustainable landscape management programs and practices is available:

http://dickinson.edu/centers/sustainability/content/Buildings___Grounds/

Biodiversity

Responsible Party

Tyce Herrman
Projects Coordinator
Center for Sustainability Education

Criteria

The institution conducts one or both of the following:

• An assessment to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or -managed land

   And/or

• An assessment to identify environmentally sensitive areas on institution-owned or -managed land

The institution has plans or programs in place to protect or positively affect the species, habitats and/or environmentally sensitive areas identified.

Assessments conducted and programs adopted by other entities (e.g. government, university system, NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.

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

Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance?:

A brief description of any legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance on institution owned or managed land:

Has the institution conducted an assessment or assessments to identify endangered and vulnerable species with habitats on institution-owned or –managed land?:

Has the institution conducted an assessment or assessments to identify environmentally sensitive areas on institution-owned or –managed land?:

The methodology(-ies) used to identify endangered and vulnerable species and/or environmentally sensitive areas and any ongoing assessment and monitoring mechanisms:

A brief description of identified species, habitats and/or environmentally sensitive areas:

A brief description of plans or programs in place to protect or positively affect identified species, habitats and/or environmentally sensitive areas:

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 institution's biodiversity policies and programs(s) is available:

Purchasing

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.

Credit
Electronics Purchasing
Cleaning Products Purchasing
Office Paper Purchasing
Inclusive and Local Purchasing
Life Cycle Cost Analysis
Guidelines for Business Partners

Electronics Purchasing

Responsible Party

Tyce Herrman
Projects Coordinator
Center for Sustainability Education

Criteria

Part 1

Institution has an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products. This can take the form of purchasing policies, guidelines, or directives.

Policies and directives adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution purchases EPEAT registered products for desktop and notebook/laptop computers, displays, thin clients, televisions and imaging equipment.

This credit does not include servers, mobile devices such as tablets and smartphones, or specialized equipment for which no EPEAT certified products are available.

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

Does the institution have an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products?:
Yes

A copy of the electronics purchasing policy, directive, or guidelines:
Sustainable Technology.pdf

The electronics purchasing policy, directive, or guidelines :

Please see attached document.

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.

Does the institution wish to pursue to pursue Part 2 of this credit (expenditures on EPEAT registered electronics)?:

Yes

Expenditures on EPEAT registered desktop and laptop computers, displays, thin clients, televisions, and imaging equipment::

	Expenditure Per Level
EPEAT Bronze	0 *US/Canadian $*
EPEAT Silver	0 *US/Canadian $*
EPEAT Gold	518,649.38 *US/Canadian $*

Total expenditures on desktop and laptop computers, displays, thin clients, televisions, and imaging equipment:

518,649.38 *US/Canadian $*

The website URL where information about the institution's electronics purchasing policy, directive, or guidelines is available:

http://www.dickinson.edu/info/20052/sustainability/2284/waste_and_materials

Cleaning Products Purchasing

Responsible Party

Tyce Herrman
Projects Coordinator
Center for Sustainability Education

Criteria

Part 1

Institution has an institution-wide stated preference to purchase cleaning and janitorial products that are Green Seal™ or UL Environment (EcoLogo)™ certified and/or meet similar multi-criteria sustainability standards for cleaning and janitorial products. This can take the form of purchasing policies, guidelines, or directives.

Policies and directives adopted by entities of which the institution is part (e.g. 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 UL Environment (EcoLogo) certified cleaning and janitorial products.

Cleaning and janitorial products include, at minimum:

- Cleaning/degreasing agents
- General-purpose, bathroom, glass, and carpet cleaners
- Biologically-active cleaning products (enzymatic and microbial products)
- Floor-care products, e.g. floor finish and floor finish strippers
- Hand cleaners
- Sanitary paper products, e.g. toilet tissue, facial tissue, paper towels, napkins, and placemats
- Plastic film products (e.g. garbage bags/liners)
- Laundry care products including powder, liquid or pre-measured dosage laundry detergents, stain removers and dryer sheets
- Specialty surface cleaning products and odor removers, including but not limited to: boat cleaning products; deck and outdoor furniture cleaning products; graffiti removers; metal cleaning products; motor vehicle (automotive/tire/wheel) cleaning products; motor vehicle windshield washing fluid; optical lens cleaning products; oven cleaning products; upholstery cleaning products; and other cleaning products sold for specific specialty uses

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Submission Note:

Expenditures are for FY '14 (July 1, 2013 - June 30, 2014).

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

Does the institution have an institution-wide stated preference to purchase third party certified cleaning and janitorial products?:

Yes

A copy of the green cleaning product purchasing policy, directive, or guidelines:

green cleaning.pdf

The green cleaning product purchasing policy, directive, or guidelines:

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 Part 2 of this credit (expenditures on cleaning and janitorial products)?:

Yes

Expenditures on Green Seal and/or UL Environment (EcoLogo) certified cleaning and janitorial products:

12,072.58 *US/Canadian $*

Total expenditures on cleaning and janitorial products:

20,018.17 *US/Canadian $*

Has the institution's main cleaning or housekeeping department(s) and/or contractor(s) adopted a Green Seal or ISSA certified low-impact, ecological ("green") cleaning program?:

A brief description of the institution's low-impact, ecological cleaning program:

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

The sections of the cleaning contract(s) that reference certified green products:

The website URL where information about the institution's green cleaning initiatives is available:

http://www.dickinson.edu/info/20052/sustainability/2284/waste_and_materials

Office Paper Purchasing

Responsible Party

Tyce Herrman
Projects Coordinator
Center for Sustainability Education

Criteria

Part 1

Institution has an institution-wide stated preference to purchase office paper that has recycled content, is certified by the Forest Stewardship Council (FSC), and/or is certified to meet similar multi-criteria sustainability standards for paper. This can take the form of purchasing policies, guidelines, or directives.

Policies and directives adopted by entities of which the institution is part (e.g. 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 office paper with post-consumer recycled, agricultural residue, and/or FSC certified content.

Submission Note:

Expenditures are for FY '14 (July 1, 2013 - June 30, 2014).

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

Does the institution have an institution-wide stated preference to purchase office paper that has recycled content and/or is certified to meet multi-criteria sustainability standards for paper?:

Yes

A copy of the paper purchasing policy, directive or guidelines:

Sustainable Paper.pdf

The paper purchasing policy, directive or guidelines:

Please see attached document.

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

Please see attached document.

Does the institution wish to pursue Part 2 of this credit (expenditures on office paper)?:

Yes

Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content::

	Expenditure Per Level
10-29 percent	8,629 *US/Canadian $*
30-49 percent	28,488 *US/Canadian $*
50-69 percent	0 *US/Canadian $*
70-89 percent (or FSC Mix label)	51,673 *US/Canadian $*
90-100 percent (or FSC Recycled label)	9,119 *US/Canadian $*

Total expenditures on office paper :

97,869 *US/Canadian $*

The website URL where information about the paper purchasing policy, directive, or guidelines is available:

http://www.dickinson.edu/info/20052/sustainability/2284/waste_and_materials

Inclusive and Local Purchasing

Responsible Party

Tyce Herrman
Projects Coordinator
Center for Sustainability Education

Criteria

Part 1

Institution has an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses.

Support could take the form of giving preference during RFP processes, conducting targeted outreach to these businesses about opportunities to work with the institution, and/or other efforts to increase purchases made from such businesses.

Part 2

Institution makes purchases from companies that include disadvantaged businesses, social enterprises and/or local community-based businesses.

Purchases that meet multiple criteria listed above should not be double counted. Food and beverage purchases, which are covered by *OP 6: Food and Beverage Purchasing* and *OP 7: Low Impact Dining*, are not included in this credit.

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

Does the institution have an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses?:

A copy of the policy, guidelines or directive governing inclusive and local purchasing:

The policy, guidelines or directive governing inclusive and local purchasing:

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".

Does the institution wish to pursue Part 2 of this credit (inclusive and local expenditures)?:

The percentage of total purchases from disadvantaged businesses, social enterprises and/or local community-based businesses:

The website URL where information about the institution's inclusive and local purchasing policies and/or program is available:

Life Cycle Cost Analysis

Responsible Party

Tyce Herrman
Projects Coordinator
Center for Sustainability Education

Criteria

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products and systems. Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

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

Does the the institution employ Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy and water-using products and systems?:

Does the institution employ LCCA as a matter of policy and practice across the operations of the entire institution (i.e. all divisions)?:

A brief description of the LCCA policy(ies) and practice(s):

The website URL where information about the institution's LCCA policies and practices is available:

Guidelines for Business Partners

Responsible Party

Tyce Herrman
Projects Coordinator
Center for Sustainability Education

Criteria

Institution has and acts on policies, guidelines and/or agreements that set expectations about the social and environmental responsibility of its business partners. The policies, guidelines and/or agreements require new and/or existing vendors and contractors and/or franchisees to adhere to:

1) Minimum environmental standards and practices defined by the institution, for example as outlined by the institution's sustainability policies

And/or

2) Minimum standards and practices governing employee wages, benefits, working conditions and rights that are consistent with fundamental International Labor Organization (ILO) conventions.

All enterprises with employees on-site as part of regular campus operations (e.g. contractors and franchisees) and other standing and/or formal business relationships (e.g. regular vendors and contracted services) are included.

Businesses that produce and/or sell licensed articles bearing the institution's trademarked logo ("licensees") are not included. They are covered in *EN 15: Trademark Licensing*.

The credit acknowledges institutional engagement in selecting its business partners and guiding them toward sustainability. Policies, guidelines or practices of the businesses themselves do not count for this credit in the absence of institutional selection criteria and/or guidance. Requiring compliance with existing legislation does not count on its own, but may be included as part of broader requirements that meet the criteria outlined above.

Policies adopted by entities of which the institution is part (e.g. government or 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*

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum environmental standards?:

Some

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum standards governing employee wages, benefits, working conditions and rights?:

Some

A copy of the policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

The policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

See paper policy and partnership with WRC.

A brief description of programs and strategies institution has implemented to ensure that the guidelines are followed, including a brief description of instances when the guidelines have changed purchasing behavior, if applicable:

The website URL where information about the institution's guidelines for its business partners is available:

Transportation

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.

Credit
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Support for Sustainable Transportation

Campus Fleet

Responsible Party

Tyce Herrman
Projects Coordinator
Center for Sustainability Education

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

A. Gasoline-electric hybrid

B. Diesel-electric hybrid

C. Plug-in hybrid

D. 100 percent electric

E. Fueled with Compressed Natural Gas (CNG)

F. Hydrogen fueled

G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution's motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

Submission Note:

The Department of Pubic Safety purchases primarily hybrid vehicles when replacing campus fleet vehicles.

All of the Biodiesel produced on campus is used to fuel College Farm trucks and tractors.

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

Total number of vehicles in the institution's fleet :

Number of vehicles in the institution's fleet that are::

	Number of Vehicles
Gasoline-electric, non-plug-in hybrid	12
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	2
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	4
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

A brief description of the institution's efforts to support alternative fuel and power technology in its motorized fleet:

The website URL where information about the institution's support for alternative fuel and power technology is available:

Student Commute Modal Split

Responsible Party

Tyce Herrman
Projects Coordinator
Center for Sustainability Education

Criteria

Institution's students commute to and from campus using more sustainable commuting 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.

Submission Note:

Dickinson is a residential college. The vast majority (1,979 students in 13/14 academic year) of our students live on campus. We assume that all on campus students walk, bicycle, or use other non-motorized means as their primary method of transportation.

Additionally, there has not been a student commuter survey conducted at Dickinson, but of the students that live off-campus, it is very likely that some percentage of them commute in a more sustainable fashion. Until we conduct an off-campus student commuter survey, however, we report our most conservative estimate of student commuter behavior.

Total on-campus (taking courses at Dickinson main campus) students were determined by using total headcount of on-campus matriculants and non-matriculants averaged between Fall 13/Spring 14 (2186.5 students).

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

Total percentage of students that use more sustainable commuting options:

90.50

The percentage of students that use each of the following modes as their primary means of transportation to get to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	9.50
Walk, bicycle, or use other non-motorized means	90.50
Vanpool or carpool	0

Take a campus shuttle or public transportation	0
Use a motorcycle, scooter or moped	0

A brief description of the method(s) used to gather data about student commuting:

The website URL where information about sustainable transportation for students is available:

http://www.dickinson.edu/info/20052/sustainability/2288/transportation

Employee Commute Modal Split

Responsible Party

Tyce Herrman
Projects Coordinator
Center for Sustainability Education

Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, 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.

Submission Note:

On Fri Oct 5, 2012, students in Psych 340 (Rsch Mthds in Soc Psych) phoned 187 randomly selected college extensions and successfully connected with 82 employees (response rate = 44%) who answered up to a dozen questions about how they commute to work at Dickinson. The next week, a link to an online survey containing the same questions was emailed to 300 randomly selected employee email addresses; 157 (52%) replied during a 3-day period, none of whom overlapped the phone sample. Total sample (phone + online) = 239 employees. The gender (F=62%) and job category distributions (30% administrators, 28% faculty, 41% staff) of respondents were a good match to the population of employees who have individual phone extensions and/or email addresses.

Only 37/239 = 15.5% of respondents had NOT driven a motor vehicle to work in the past 5 days, and biked, walked, or both to work; none of these reported using public transportation.

Of the 202/239=84.5% who drove to work in the past 5 days, only 13 (6.4%) shared a ride with at least one other person. Of this small number, fewer than half rideshared all 5 days. None of those in the samples reported commuting via motorcycle, scooter, etc.

Usable vehicle make/model/year info was obtained from 195 of the 202 driving commuters and the corresponding MPG and CO_2 was calculated using EPA vehicle averages. The mean MPG of the vehicles was 22.6 (sd=6.98), median = 21 MPG. The mean annual CO_2 emission for the vehicles was 6.9 US tons (sd=1.62), with a median of 7 tons.

In November 2013, another commuting survey was conducted. A solicitation and survey link was sent to 400 randomly chosen faculty and staff (FAS) email addresses. There were 188 respondents (47% response rate; 64% F), almost equally divided among administrators, faculty, and staff. Staff outnumber both Administrators and Faculty in the college employee population, so the sample under-represented Staff members.

185 respondents said they actually had been to campus during the preceding five working days. They replied to this multi-item checklist of methods for getting to work, as shown below:
In the past five working days, how did you commute from home to Dickinson? Choose all that apply:
• I biked.
• I drove my personal vehicle, with no other passengers

• I drove my personal vehicle, with at least one other passengers.
• I rode a bus.
• I rode with a Dickinson employee
• I rode with someone who is not a Dickinson employee
• I walked.
• Other (please specify): (8) _____

Respondents were allowed to check more than one method of commuting. Nonetheless, over half (n=100; 54%) chose only the response, I drove my personal vehicle with no other passengers. A substantial minority (n=69; 37%) reported having bicycled, taken a bus, or walked to work at least once during the previous five working days; many of these had also driven at least once. Ridesharing -- either as driver or passenger -- was rare; only 26 employees (14%) checked any of the ridesharing options.

A more accurate transportation survey is being developed and will be administered this spring.

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

Total percentage of the institution's employees that use more sustainable commuting options:

46

The percentage of the institution's employees that use each of the following modes as their primary means of transportation to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	54
Walk, bicycle, or use other non-motorized means	---
Vanpool or carpool	---
Take a campus shuttle or public transportation	---
Use a motorcycle, scooter or moped	---
Telecommute for 50 percent or more of their regular work hours	---

A brief description of the method(s) used to gather data about employee commuting:

The website URL where information about sustainable transportation for employees is available:

http://www.dickinson.edu/info/20052/sustainability/2288/transportation

Support for Sustainable Transportation

Responsible Party

Tyce Herrman
Projects Coordinator
Center for Sustainability Education

Criteria

Part 1

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a "complete streets" or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

    And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

Part 2

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus

- Other strategies

Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:

Yes

A brief description of the facilities for bicycle commuters:

Showers are available for bicycle commuters to use in two academic buildings: Rector Science Complex and Althouse Hall. Rector also has lockers. Showers and lockers are available in the Kline Fitness Center. The Handlebar, our on-campus bicycle co-op, serves as a workspace for students, faculty, and staff to work on bikes, assist each other with bike maintenance, and learn bike repair skills. Additionally, the Center for Sustainability Education offers long-term indoor winter and summer bike storage annually so that bike owners have a safe place to secure their bike out of the weather. We also offer long-term indoor storage when students study abroad. Outdoor storage is available at bike racks located at all academic and residential buildings. Currently, there are two covered bike racks and several that use building overhangs as sheltering. Additionally, one of the campus-owned apartments has a secured indoor bike room. More rooms are being identified around campus for further indoor bike storage.

Does the institution provide short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and make long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable)?:

No

A brief description of the bicycle parking and storage facilities:

There is not long-term (protected and secured beyond basic bike rack) bicycle storage available within 100 m of all residence halls. There is long term bike storage available for the winter, summer, and during study abroad. See Dickinson's Bike Rack and Resource Map for locations and photos:

http://blogs.dickinson.edu/dickinsonbikes/the-greater-cycling-community/bike-rack-map-of-campus

/

Does the institution have a "complete streets" or bicycle accommodation policy (or adhere to a local community policy) and/or have a continuous network of dedicated bicycle and pedestrian paths and lanes?:

No

A brief description of the bicycle/pedestrian policy and/or network:

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

Yes

A brief description of the bicycle sharing program:

Dickinson College Department of Public Safety administers the College Red Bike Program. Dickinson Red Bikes are available for daily free loan. The 20 red bikes and related safety equipment are for the use of Dickinson College students, their visiting family members, and Dickinson College faculty and staff and their family members. In 2013, the 20 Red Bikes were checked out a total over 1,500 times. 18 new bikes, locks, & helmets were purchased in August 2013.

The Dickinson College Center for Sustainability Education also manages over 55 bicycles in their Green Bike Program. Green Bikes are available to faculty, staff, and students for free semester long loan - green bike users are required to provide a $25 refundable deposit. These bikes were rebuilt & refurbished in The Handlebar, our on-campus bicycle co-op. All green bikes come with a helmet and lock for use during the semester. The Green Bike Program began in Summer 2012, and consistently checks out 100% of the fleet.

Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation?:

Yes

A brief description of the certification, including date certified and level:

Dickinson is a "silver" rated BFU, 1 of 2 BFU's in Pennsylvania. Dickinson was certified in October 2014.

http://blogs.dickinson.edu/dickinsonbikes/bicycle-advisory-committee/bicycle-friendly-universit

y-feedback-report/

Does the institution offer free or reduced price transit passes and/or operate a free campus shuttle for commuters?:

Yes

A brief description of the mass transit program(s), (s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options):

In Fall 2012, our student senate voted to contribute funds annually to support a partnership with local bus service. In exchange, Dickinson students, faculty, and staff can ride the new local bus service for free by showing their Dickinson ID. Dickinson offers a shuttle to students going home for breaks to/from major city locations within a two-hour radius. Additionally, there is a weekend shuttle service available for trips to Harrisburg, PA.

Does the institution offer a guaranteed return trip (GRT) program to regular users of alternative modes of transportation?:

Yes

A brief description of the GRT program:

All Dickinson employees who use any alternative mode(s) of transportation are eligible for the Emergency Ride Home program by registering with our organizational partner, Commuter Services of Pennsylvania.

Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:
Yes

A brief description of the carpool/vanpool program:

Dickinson has a rideshare and commuter matching website through RidePost and through Commuter Services of Pennsyvlania.

Dickinson.ridepost.com

Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:
Yes

A brief description of the car sharing program:

Our Zipcar program service is available to students and employees.

Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:
No

A brief description of the electric vehicle recharging stations:

Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:
Yes

A brief description of the telecommuting 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.

Does the institution offer a condensed work week option for employees as a matter of policy or as standard practice?:

Yes

A brief description of the condensed work week 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 day before 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.

Does the institution have incentives or programs to encourage employees to live close to campus?:
Yes

A brief description of the incentives or programs to encourage employees to live close to campus:

Dickinson offers full-time employees a home-buyer 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 home-buyers.

Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:
Yes

A brief description of other sustainable transportation initiatives and programs:

Dickinson annually participates in Bike to Work Day.

The website URL where information about the institution's sustainable transportation program(s) is available:

http://www.dickinson.edu/info/20052/sustainability/2288/transportation

Waste

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.

Credit
Waste Minimization
Waste Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management

Waste Minimization

Responsible Party

Tyce Herrman
Projects Coordinator
Center for Sustainability Education

Criteria

Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

Part 2

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tons (0.41 tonnes) per weighted campus user.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Total waste generation includes all materials that the institution discards, intends to discard or is required to discard (e.g. materials recycled, composted, donated, re-sold 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 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management.*

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

Waste generated::

	Performance Year	**Baseline Year**
Materials recycled	196.16 *Tons*	124.11 *Tons*
Materials composted	138 *Tons*	92 *Tons*
Materials reused, donated or re-sold	0 *Tons*	0 *Tons*
Materials disposed in a solid waste landfill or incinerator	505.76 *Tons*	653 *Tons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	1,979	1,912.50
Number of residential employees	26	26
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	2,344.84	2,345
Full-time equivalent of employees	830	780
Full-time equivalent of distance education students	0	0

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2007	June 30, 2008

A brief description of when and why the waste generation baseline was adopted:

The baseline is consistent with our GHG emissions baseline.

A brief description of any (non-food) waste audits employed by the institution:

A brief description of any institutional procurement policies designed to prevent waste:

A brief description of any surplus department or formal office supplies exchange program that facilitates reuse of materials:

Facilities Management has an in-house warehouse with used furniture and redistributes this furniture to departments by request.

A brief description of the institution's efforts to make materials available online by default rather than printing them:

The College course catalog is available through the website for the Office of the Registrar and all course scheduling is completed online.

A brief description of any limits on paper and ink consumption employed by the institution:

Students are limited to 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://www.dickinson.edu/download/downloads/id/3049/student_printing_pdf

A brief description of any programs employed by the institution to reduce residence hall move-in/move-out waste:

Dickinson U-Turn was instituted in 2007 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. Dickinson also promotes the use of the Dickinson Campus Wall (

mycampuswall.com

) an online campus e-marketplace for buying, selling, trading, or giving away items. The Dickinson Campus Wall is prominently featured on the Dickinson Today daily email blast.

A brief description of any other (non-food) waste minimization strategies employed by the institution:

A brief description of any food waste audits employed by the institution:

A brief description of any programs and/or practices to track and reduce pre-consumer food waste in the form of kitchen food waste, prep waste and spoilage:

A brief description of programs and/or practices to track and reduce post-consumer food waste:

The dining hall permanently eliminated trays in Fall 2009. 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.

http://www.dickinson.edu/news/article/252/remarks_of_president_william_g_durden

A brief description of the institution's provision of reusable and/or third party certified compostable to-go containers for to-go food and beverage items (in conjunction with a composting program):

In Fall 2014, Dickinson launched an eco-tainer reusable program. These are voluntary to use in the Union Station, but are required for hot entrees and soup in the Grab & Go.Hot entrée and soup options require the purchase and exchange of Dining Services-issued ecotainers. Below are directions on purchasing and return of ecotainers:

Grab & Go instructions:
Step 1:

Join our ecotainer program. A one-time fee will be assessed per container. Containers are made of polypropylene and are BPA-free. These containers can be purchased at the entrance to Grab & Go.

Costs: Entrée container ($4.50), soup container ($2.85)

Please note: These prices are at cost to Dining Services. It is not our intent to profit from the sale of containers.

Step 2:
Receive your ecotainers and enjoy this dining option.

Step 3:
Return your used ecotainers to Dining Services to be cleaned. Ecotainers will be collected by the exit door of the Dining Hall. Signs will be posted directing you to the drop-off location. Dining Services will wash and care for the ecotainers.

Step 4:
Receive a wooden nickel from the individual collecting ecotainers. This nickel will be a placeholder until the next time you need an ecotainer.

Step 5:
To receive a clean ecotainer, present your wooden nickel to the Grab & Go staff.

Frequently asked questions about the ecotainer program:

Will other takeout containers be available if I don't buy into the program?
Answer: These offerings are only available to those who commit to this sustainable initiative.

May I bring my own containers?
Answer: Only Dining Services issued containers may be used for this program.

What items are you serving in Grab & Go?
Answer: Daily menus will be posted outside Grab & Go.

http://www.dickinson.edu/info/20205/campus_dining/2657/grab_and_go

A brief description of the institution's provision of reusable service ware for "dine in" meals and reusable and/or third party certified compostable service ware for to-go meals (in conjunction with a composting program):

A brief description of any discounts offered to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in to-go food service operations:

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.

A brief description of other dining services waste minimization programs and initiatives:

The website URL where information about the institution's waste minimization initiatives is available:

http://www.dickinson.edu/info/20052/sustainability/2284/waste_and_materials

Waste Diversion

Responsible Party

Tyce Herrman
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 includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

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 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

Submission Note:

The information above is for FY '14 (July 1, 2013 - June 30, 2014).

Compost - 138 tons

Recycling - 196.16 tons

Dickinson reuses and donates many products, but does not weigh them. We also recycle electronics and other materials, but do not weigh them.

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

Materials diverted from the solid waste landfill or incinerator:

334.16 *Tons*

Materials disposed in a solid waste landfill or incinerator :

505.76 *Tons*

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate, including efforts made during the previous three years:

Dickinson has a robust composting program that sends food waste from Dining Services to the College Farm and the Biodiesel Shop. Dickinson also has a recycling program with easily accessible recycling receptacles throughout campus.

A brief description of any food donation programs employed by the institution:

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.

A brief description of any pre-consumer food waste composting program employed by the institution:

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

A brief description of any post-consumer food waste composting program employed by the institution:

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 are then sent to the college's organic farm to be composted and used as a soil supplement.

Does the institution include the following materials in its waste diversion efforts?:

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	Yes
Food for animals	No
Food composting	Yes
Cooking oil	Yes
Plant materials composting	Yes
Animal bedding composting	No
Batteries	Yes
Light bulbs	Yes
Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	Yes

Laboratory equipment	Yes
Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	Yes
Motor oil	Yes
Tires	Yes

Other materials that the institution includes in its waste diversion efforts:

Construction and Demolition Waste Diversion

Responsible Party

Tyce Herrman
Projects Coordinator
Center for Sustainability Education

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*

Construction and demolition materials recycled, donated, or otherwise recovered:

0 *Tons*

Construction and demolition materials landfilled or incinerated :

0 *Tons*

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate for construction and demolition waste:

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.

Hazardous Waste Management

Responsible Party

Tyce Herrman
Projects Coordinator
Center for Sustainability Education

Criteria

Part 1

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.

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

"---" *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/download/downloads/id/751/comprehensive_waste_management_plan

A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

N/A

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

We use the following software: CISPRO by ChemSW

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all electronic waste generated by the institution?:

Yes

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:

Yes

A brief description of the electronic waste recycling program(s):

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 steps taken to ensure that e-waste is recycled responsibly, workers' basic safety is protected, and environmental standards are met:

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.

The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:

http://www2.dickinson.edu/departments/ehs/Dickinson%20College%20Comprehensive%20Waste%20Managem
ent%20Program.pdf

Water

This subcategory seeks to recognize institutions that are conserving water, making efforts to protect water quality and treating water as a resource rather than a waste product. Pumping, delivering, and treating water is a major driver of energy consumption, so institutions can help reduce energy use and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation, water recycling and reuse, and effective rainwater management practices are important in maintaining and protecting finite groundwater supplies. Water conservation and effective rainwater and wastewater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

Credit
Water Use
Rainwater Management
Wastewater Management

Water Use

Responsible Party

Tyce Herrman
Projects Coordinator
Center for Sustainability Education

Criteria

Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

Submission Note:

Vegetated area does not exclude paving (parking lots, roads, sidewalks, etc.) on campus. We have not inventoried this space yet. It only excludes building footprint.

Vegetated area in baseline year
- building space FY 08 1,793,140 square feet = 41.165 acres
FY 14 1,962,411 square feet = 45.051 acres
- grounds assumed same campus space as performance year (FY14, 128 acres)
- farm 12 acres FY 08
28.16 acres FY 14

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

Level of water risk for the institution's main campus:

Medium to High

Total water use::

	Performance Year	Baseline Year
Total water use	37,408,431 *Gallons*	43,910,586 *Gallons*

Potable water use::

	Performance Year	Baseline Year
Potable water use	37,408,431 *Gallons*	43,910,586 *Gallons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	1,979	1,912.50
Number of residential employees	26	26
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	2,344.84	2,345
Full-time equivalent of employees	829	780
Full-time equivalent of distance education students	0	0

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	1,962,411 *Square Feet*	1,883,140 *Square Feet*

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	111.11 *Acres*	98.84 *Acres*

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014

| Baseline Year | July 1, 2007 | June 30, 2008 |

A brief description of when and why the water use baseline was adopted:

The baseline matches our GHG baseline

Water recycled/reused on campus, performance year:

Recycled/reused water withdrawn from off-campus sources, performance year:

A brief description of any water recovery and reuse systems employed by the institution:

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. Rain barrels are also used at the Kaufman Hall greenhouse for irrigating the surrounding landscaping. Our Organic Farm utilizes an irrigation pond that not only captures rainfall but also runoff from the barn roof.

A brief description of any water metering and management systems employed by the institution:

Basic CF metering as supplied by municipality. Read monthly with usage communicated via billing and entered in database for monitoring and reporting.

A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:

A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):

Our landscaping crew selects native plants that are drought-tolerant and do not rely on high inputs of water.

A brief description of any weather-informed irrigation technologies employed by the institution:

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.

A brief description of other water conservation and efficiency strategies employed by the institution:

The website URL where information about the institution's water conservation and efficiency initiatives is available:

http://www.dickinson.edu/info/20052/sustainability/2287/water

Rainwater Management

Responsible Party

Tyce Herrman
Projects Coordinator
Center for Sustainability Education

Criteria

Part 1

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for 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 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 rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. 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 Part 2 of this credit.

Policies adopted by entities of which the institution is part (e.g. state government or the university system) may count for both parts of this credit as long as the policies apply to and are followed by the institution.

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

Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:

Yes

A brief description of the institution's Low Impact Development (LID) practices:

Dickinson Campus Master Plan

Managing Stormwater
Increased stormwater runoff from developed areas is one of the most pervasive problems of an urbanizing world. While the opportunity exists to capture stormwater runoff and allow it to infiltrate the soil mantle, the conventional approach has been to treat the runoff as a

drainage problem and to "solve" the problem with engineering

solutions. These solutions are expensive, require a lot of maintenance, remove natural habitat, are usually unattractive, and ultimately not sustainable. Promoting open space development that is based on sustainable principles will also involve integrating sustainable alternatives to conventional stormwater management. Demonstration projects can be incorporated into site development associated with new buildings as well as retrofits. These projects can be based on models that replicate the natural hydrologic cycle.

Strategies:
• Identify small-scale projects that have the potential to capture and divert existing run-off into landscape features designed for storage, conveyance and reuse. These retrofit opportunities can be made economically viable in conjunction with new buildings, building improvements or site improvement projects.
• Integrate stormwater Best Management Practices (BMP's) like rain gardens, green roofs, cisterns, retention ponds, bio-filtration swales, and pervious pavement into site and building design. These landscape features can be designed to discreetly fit within the urban landscape or integrated into planting areas. For instance, the redesign of the site and landscape behind Alt House can include disconnecting roof drains and diverting them into a rain garden, creating a green roof on the existing footprint of the Central Utility Plant (CUP).
• Develop campus wide landscape "management" strategy to convert lawn areas in parts of the campus into an ecological landscape using native plantings. This will help to reduce storm run-off from these areas and provide screening, ecological, aesthetic, and other intangible benefits to the campus.

Due to the karst geology in this area all the Best Management Practices should be carefully designed to prevent development of sinkholes.

Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure? :

Yes

A brief description of the institution's rainwater/stormwater management policy, plan, and/or strategies for ongoing campus operations:

Green roof on Rector Science Complex

A brief description of any rainwater harvesting employed by the institution:

Rainwater harvested directly and stored/used by the institution, performance year:

A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:

A brief description of any living or vegetated roofs on campus:

There is a vegetated roof located on our Rector Science Complex Building that was donated by Carlisle Syntec.

A brief description of any porous (i.e. permeable) paving employed by the institution:

Permeable interlocking pavers were used at a bike rack pad behind Althouse Hall (LEED Gold academic building) and at service vehicle parking pad. We have porous asphalt for the automobile parking area at the Kaufman Hall Greenhouse. Permeable pavers were used for the pavilion in front of the greenhouse.

A brief description of any downspout disconnection employed by the institution:

A brief description of any rain gardens on campus:

A brief description of any stormwater retention and/or detention ponds employed by the institution:

There are two retention ponds at Dickinson Park athletic facilities and at the Kline Center.

A brief description of any bioswales on campus (vegetated, compost or stone):

Vegetated swales were incorporated into a pavilion project connected to The Quarry, a dining service franchise, on campus. The vegetated swale features the integration of native landscaping and a rainwater pond.

A brief description of any other rainwater management technologies or strategies employed by the institution:

Rain barrels are used at the Center for Sustainable Living (Treehouse) and at the Kaufman Hall greenhouse.

The website URL where information about the institution's rainwater management initiatives, plan or policy is available:

http://www.dickinson.edu/info/20074/campus_operations/1695/planning_studies

Wastewater Management

Responsible Party

Tyce Herrman
Projects Coordinator
Center for Sustainability Education

Criteria

Institution's wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in *OP 26: Water Use*.

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

Total wastewater discharged:

Wastewater naturally handled:

A brief description of the natural wastewater systems used to handle the institution's wastewater:

The website URL where information about the institution's wastewater management practices is available:

Planning & Administration

Coordination, Planning & Governance

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

Credit
Sustainability Coordination
Sustainability Planning
Governance

Sustainability Coordination

Responsible Party

Neil Leary
Director
Center for Sustainability Education

Criteria

Institution has at least one sustainability committee, office, and/or officer 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 officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

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

Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:

Yes

A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:

The President's Commission on Environmental Sustainability (PCES) has taken the following actions during the three-year period FY 2013 through FY 2015:

Established the Climate Action Task Force in fall 2013 to review Dickinson's Climate Action Plan, developed recommendations for greenhouse gas reduction projects, and forwarded recommendations to the President and other senior officers of Dickinson College. The first set of 24 recommended projects were implemented in FY 2015. Additional projects will be implemented in coming years to meet our 2020 commitment.

A Green Revolving Fund was established at the recommendation of PCES in summer 2014. The fund is being used to finance Climate Action Plan projects.

Initiated work on Dickinson's first annual, college-wide sustainability report in Spring 2015.

Established the Sustainable Investment Group in fall 2015, a committee of administrators, faculty, students, and trustees that serves as a forum for discussion of environmental, social, and governance concerns regarding Dickinson's investments, as well as act as a liaison between the campus community and the Board of Trustee's Committee on Investments.

Initiated work on a Sustainability Dashboard in fall 2014, an online system for sharing sustainability performance metrics with our campus community and external stakeholders. A pilot version of the dashboard is scheduled to be completed by June 2015.

Does the institution have at least one sustainability committee?:

Yes

The charter or mission statement of the committee(s) or a brief description of each committee's purview and activities:

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 the Dickinson College President and include senior officers of the college, faculty, staff, students, and alumni. 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.

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

Members of PCES in 2014-2015:
• Joyce Bylander, Vice President, Student Development
• Catherine Davenport, Director, Admissions
• Jann Ernst, Academic Department Coordinator, Chemistry & Biology Departments
• Jeffrey Forrester, Assistant Professor, Mathematics
• Brady Hummel '17, student
• Bronte Jones, Vice President, Finance & Campus Operations
• William Kochtitzky '16, student
• Howard Lalli '90, alumnus
• Neil Leary, Director, Center for Sustainability Education
• Andy MacDonald, Assistant Professor, French and Italian
• Connie McNamara, Executive Director, Marketing & Communications
• Ashley Perzyna, Assistant Chief of Staff & Assistant Secretary
• Robert Renaud, Vice President, Library and Information Services
• Caryn Sennett '15, student
• Ken Shultes, Associate VP, Sustainability & Facilities Planning
• Nicky Tynan, Associate Professor, Economics
• Neil Weissman, Provost and Dean of the College
• Sean Witte, Associate VP, Financial Operations & Controller

The website URL where information about the sustainability committee(s) is available:

http://www.dickinson.edu/info/20052/sustainability/2187/coordination

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:

Yes

A brief description of each sustainability office:

Dickinson College has two sustainability offices with broad responsibilities that cover the entire institution. The Center for Sustainability Education (CSE) focuses on academic and co-curricular programs, while the office of Sustainability & Facilities Planning focuses on operations. The two offices collaborate extensively and are co-located.

CSE creates, enhances, and connects opportunities for learning about sustainability in and out of the classroom and helps promote sustainability in all facets of the College's work. Working with a variety of partners, CSE supports activities that use the campus as a living laboratory for sustainability, helps faculty members incorporate sustainability in their teaching and research, funds student-faculty research, organizes speakers and events, serves as an information hub for all facets of Dickinson's sustainability efforts, facilitates student initiated campus greening projects, and coordinates preparation of Dickinson's greenhouse gas inventory and reports to external organizations such as AASHE. CSE is guided by a Steering Committee composed of faculty, staff, and students.

CSE has a staff of 4 FTE, which includes a Director, Assistant Director, Projects Coordinator, and Administrative Assistant. CSE employs 10 or more students each semester to work on a variety of sustainability initiatives that include managing the Handlebar Bike Cooperative, Biodiesel Shop, and Eco Reps program, assisting with our GHG inventory, nitrogen-footprint, sustainability dashboard, Energy Challenge, newsletter, outreach, and event planning, and supporting the Greater Carlisle Project.

The Office of Sustainability & Facilities Planning coordinates, promotes, and monitors sustainability performance in all facets of campus operations and facilities planning and has lead responsibility for implementation of Dickinson's Climate Action Plan. The office has two FTE employees, an Associate Vice President and Administrative Assistant.

In addition, the Dickinson Organic Farm and the Alliance for Aquatic Resources Monitoring (ALLARM) have sustainability focused missions in the areas of food and water, respectively. The Dickinson Organic Farm uses sustainable, organic practices to grow food for the campus, CSA members, and for sale at the local farmers' market. The farm has three full-time year-round staff, a Farm Manager, Assistant Farm Manager, and Packing House Coordinator, four full-time farm apprentices from May through October, four full-time student farmers during the summer, and 12-15 part-time student farmers during the spring and fall semesters.

ALLARM works with diverse community partners to empower communities to use scientific tools to monitor, protect, and restore their watersheds. ALLARM has three full-time staff, a Director, Assistant Director for Technical Assistance, and an Assistant Director for Outreach. ALLARM also employs 12 to 14 part-time student staff members.

Full-time equivalent (FTE) of people employed in the sustainability office(s):

12

The website URL where information about the sustainability office(s) is available:

http://www.dickinson.edu/sustainability

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Neil Leary, Director, Center for Sustainability Education; Ken Shultes, Associate Vice President, Sustainability & Facilities Planning

A brief description of each sustainability officer position:

The Director of the Center for Sustainability Education (CSE) oversees a staff that works with a variety of partners to create, enhance, and connect opportunities for learning about sustainability in and out of the classroom. The CSE Director chairs the President's Commission on Environmental Sustainability, acts as a sustainability liaison with all divisions of the College, collaborates with the Associate Vice President for Sustainability & Facilities Planning to help promote and support sustainable practices at Dickinson, leads faculty development workshops, is an ambassador for sustainability in the community and in higher education, and teaches courses on sustainability and climate change. The CSE Director reports to the Provost of the College.

The Associate Vice President (AVP) for College Sustainability and Facilities Planning works with all campus constituents to develop innovative programs and projects that ensure the College is a mindful environmental steward. The AVP works to integrate sustainable values and practices into the Colleges strategic planning, management of resources and operations, and facilities planning and design activities. The AVP collaborates with the Director for Sustainable Education on curricular and co-curricular activities. This position also has responsibility for the College Farm. The AVP reports to the Vice President for Finance and Administration.

The website URL where information about the sustainability officer(s) is available:

http://www.dickinson.edu/info/20052/sustainability/2278/center_for_sustainability_education6

Sustainability Planning

Responsible Party

Neil Leary
Director
Center for Sustainability Education

Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

Submission Note:

Excerpts from Dickinson Strategic Plan III and the Campus Master Plan have been included above. The Diversity Strategic Plan is also referenced in its entirety. Not mentioned above due to redundancy is the final report of the Dickinson Sustainability Symposium, which continues to guide the college's sustainability efforts.

Sustainability Symposium -
http://www.dickinson.edu/download/downloads/id/2486/sust_performance_sustainability_symposium_pdf

Strategic Plan III -
http://www.dickinson.edu/info/20084/institutional_research/355/strategic_plan_iii

Campus Master Plan -
http://www.dickinson.edu/info/20074/campus_operations/1695/planning_studies

Climate Action Plan -
http://www.dickinson.edu/download/downloads/id/2483/sust_performance_cap_2009_pdf

Diversity Strategic Plan -
http://www.dickinson.edu/download/downloads/id/2159/diversity_strategic_plan

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

Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

	Current and Formal Plans (Yes or No)	Measurable Objectives (Yes or No)
Curriculum	Yes	No
Research (or other scholarship)	Yes	No
Campus Engagement	Yes	No
Public Engagement	No	No
Air and Climate	Yes	Yes
Buildings	Yes	Yes
Dining Services/Food	No	No
Energy	Yes	No

Grounds	Yes	No
Purchasing	Yes	No
Transportation	Yes	No
Waste	Yes	No
Water	Yes	No
Diversity and Affordability	Yes	Yes
Health, Wellbeing and Work	Yes	No
Investment	Yes	No
Other	No	No

A brief description of the plan(s) to advance sustainability in Curriculum:

Dickinson Strategic Plan III
The Dickinson Student Experience
Strategic Goal A
Objective 3. The study of sustainability has become a distinctive element of our program, and we have already established a leadership position in this arena. We need to push this initiative by identifying Dickinson's unique approach to sustainability, defining more fully the place of sustainability in the curriculum and taking full advantage of sustainability's potential for enhancing active learning by tying curriculum to operations, service and the wider world. One definite focus for us must be melding our international and sustainability initiatives to create a global sustainability dimension unique among American colleges and universities. Most immediately, we must fully endow the Center for Sustainability Education. - P. 14

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

Accountable parties, offices or departments for the Curriculum plan(s):

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

Dickinson Strategic Plan III
The Dickinson Student Experience

Strategic Goal A
Objective 4. Dickinson places a premium on active learning; across the curriculum, students are already asked to search out, question, re-conceive and create knowledge. We must enhance our efforts in this arena. Key elements include: student research and creative performance, independently and with faculty; internships; field study; and service learning. We need to advance the concept of the campus as a "living laboratory" for sustainability and continue integration of research and internships into study abroad. These goals will require us to exceed current limits of support, with high priority assigned to endowing student-faculty research, internships, pedagogical innovation and the Community Studies Center. Our active learning initiative should also place a premium on work connected to community engagement. For example, the already substantial coordination between Academic Affairs and Student Development in regard to service learning, internships and volunteerism can be more visible, more actively celebrated and better communicated to the campus and public. - P. 14

The measurable objectives, strategies and timeframes included in the Research plan(s):

Accountable parties, offices or departments for the Research plan(s):

A brief description of the plan(s) to advance Campus Engagement around sustainability:

Dickinson Campus Mater Plan
Goals & Objectives to Guide The Campus Master Plan Process
Goal 6. Create a campus culture that is committed to ecological sustainability, both operationally and academically. Make Dickinson known for the quality of its environmental stewardship.

Objectives:
•Continue to integrate environmental accountability into decision-making and planning across all college functions.
•Through visible application of sustainable practices, educate students, faculty and staff about the environmental impact of their actions and life-styles.
•Demonstrate environmental awareness in residence halls.
•Involve all community members in the process of achieving campus sustainability.
•Encourage awareness and assistance in attainment of the President's Climate Commitment (ACUPCC) by all of the campus community.
- P. 5

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

Accountable parties, offices or departments for the Campus Engagement plan(s):

A brief description of the plan(s) to advance Public Engagement around sustainability:

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

Accountable parties, offices or departments for the Public Engagement plan(s):

A brief description of the plan(s) to advance sustainability in Air and Climate:

The Dickinson Climate Action Plan outlines our commitment to carbon neutrality by 2020 and to 25% in GHG emissions by 2020, 50% reduction by 2025, and 75% by 2030. Strategic Plan III includes that Dickinson should reduce carbon emissions by 2% or more annually.

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

Dickinson Strategic Plan III
How Do We Measure Success?
Strategic Goal B
Sustainability
Key performance indicator (kpi) Reduce carbon emissions by 2% or more annually. - P. 36

Accountable parties, offices or departments for the Air and Climate plan(s):

Associate VP for Sustainability & Facilities Planning

A brief description of the plan(s) to advance sustainability in Buildings:

Dickinson Strategic Plan III
Facilities
Strategic Goal B: Dickinson has achieved a position of national leadership in sustainability education, in no small part as a result of the efforts of our facilities staff to "green" the campus. We must continue to apply the goal of greater sustainability as a key criterion in operations and in facility renovation and construction for reasons of greater efficiency, meeting our responsibilities under the Presidents' Climate Commitment and enhancing our learning environment.

Objective 1. One integral element of our sustainability initiative is to turn the campus into a "living laboratory" by adding an educational dimension to green operations and projects. As indicated in the report of our 2010 Sustainability Symposium: "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."

Objective 2. We must in the next five years undertake projects and continue to operate in ways that advance us toward the goals set in Dickinson's climate action plan. For example, we should continue to set "silver" LEED status as a minimum criterion for all construction on campus and maintain our commitment to using sustainable sources of energy. Similarly, we should seek to follow the Master Plan's

guidance on reducing the intrusion and use of automobiles on campus. - P. 24-25

Campus Master Plan
Implementation Parameters
Building Stewardship and Sustainability Guidelines
1. Evaluate materials and systems based on life cycle costs rather than on capital costs alone.

2. Evaluate systems that use natural ventilation, heating, and cooling during certain periods of the year.

3. Orient buildings to minimize solar gain and maximize usable daylight.

4. Consider the placement, eventual size and density of trees planted near buildings in relation to solar gain and natural daylight use.

5. Progressively replace existing fixtures with water conserving fixtures.

6. Treat and reuse storm runoff from roofs and other surfaces.

7. Select locally manufactured materials to limit transport-related costs and impacts.

8. Specify materials manufactured using environmentally sound production processes and renewable material sources. Favor certified wood products and recycled content materials.

9. Use materials that are durable, require limited maintenance, and are recyclable.

10. Eliminate CFCs, HCFC, halons and volatile organic compounds in building materials, mechanical systems, paints and adhesives.

11. Accommodate reclamation and recycling of chemicals in buildings; accommodate solid waste recycling within all new and remodeled buildings; protect indoor environmental quality.

12. Increase building materials salvage and construction waste recycling rates; encourage energy auditing by suppliers.

13. Increase on-site effluent treatment from laboratories to protect the campus environment.

14. Make consistent use of performance measures to determine the environmental and cost effectiveness of energy reduction and sustainability investments.

15. Use a consistent and tested set of guidelines to achieve project-wide sustainability.

16. Meet or exceed standards endorsed by the American College and University Presidents' Climate Commitment (ACUPCC). - P. 49

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

Dickinson Strategic Plan III
How Do We Measure Success?
Sustainability
Kpi All major construction/renovation to LEED "silver" standard or better - P. 36

Accountable parties, offices or departments for the Buildings plan(s):

Associate VP for Sustainability & Facilities Planning

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

Accountable parties, offices or departments for the Dining Services/Food plan(s):

A brief description of the plan(s) to advance sustainability in Energy:

Dickinson Strategic Plan III
Objective 2. and maintain our commitment to using sustainable sources of energy. (See buildings above)

Campus Master Plan
Implementation Parameters
Building Siting, Orientation and Massing Guidelines
4. Orient buildings to minimize solar gain, maximize usable daylight and to optimize energy efficiency and other opportunities to improve sustainability. P 48

12. Increase building materials salvage and construction waste recycling rates; encourage energy auditing by suppliers.
14. Make consistent use of performance measures to determine the environmental and cost effectiveness of energy reduction and sustainability investments. (see buildings)

The measurable objectives, strategies and timeframes included in the Energy plan(s):

Accountable parties, offices or departments for the Energy plan(s):

A brief description of the plan(s) to advance sustainability in Grounds:

Campus Master Plan
Open Space Framework
Preliminary Landscape Opportunities
Landscape Precincts can be "greened" with the use of appropriate native vegetation.

Paved parking areas within the campus can be converted to sustainable landscape spaces.

Efforts of the faculty and the students already underway can be expanded to develop a sustainable approach to Landscape restoration, maintenance and management. - P 33

Landscape and Amenities Guidelines
7. Emphasize native plantings in naturalistic patterns.
8. Select plants that have ornamental characteristics but do not require frequent pruning or other intensive maintenance to maintain desired characteristics.

Landscape Guidelines
Reduction of Lawn Areas
A layered woodland garden can increase diversity. This can be achieved by enhancing existing planting beds or creating new beds. These layered beds can provide a dense matrix of woodland canopy trees, flowering understory trees, shrubs, and groundcover and also help to screen unpleasant views and filter traffic noise. A clear visual zone should be maintained for security. - P. 57

The measurable objectives, strategies and timeframes included in the Grounds plan(s):

Accountable parties, offices or departments for the Grounds plan(s):

A brief description of the plan(s) to advance sustainability in Purchasing:

Campus Master Plan
1. Evaluate materials and systems based on life cycle costs rather than on capital costs alone. (see buildings above)

7. Select locally manufactured materials to limit transport-related costs and impacts (see buildings above)

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

Accountable parties, offices or departments for the Purchasing plan(s):

A brief description of the plan(s) to advance sustainability in Transportation:

Dickinson Strategic Plan III
Objective 2. Similarly, we should seek to follow the Master Plan's guidance on reducing the intrusion and use of automobiles on campus (see buildings above)

Campus Master Plan
Goals & Objectives to Guide the Campus Master Plan Process
Goal 8. Minimize the interruption by streets of free, interactive movement of pedestrians throughout the campus. - P. 5

Campus Framework Plans
Campus Circulation
Parking lots represent opportunities for redevelopment for buildings and open spaces, provided that parking demands can be satisfied elsewhere. Dickinson's commitment to reduce its carbon footprint demands that the necessity of driving alone onto campus by anyone be challenged, and that viable alternatives be promoted. The objective of minimizing conflicts between pedestrians, cyclists and vehicles also suggests that vehicular access into the campus be minimized. Accordingly, parking demands should be satisfied on the perimeter of the campus, making walking the primary means of circulation within the campus. - P. 25

Open Space Framework
Promote an accessible pedestrian campus with emphasis on pedestrian safety, security, and ease of movement. - P. 33

Proposed & Enhanced Landscape Types
Strategies

Integrate a strong pedestrian pathway and a bikeway system into existing circulation corridors like the roadway network and the rail corridor. Since a large part of the campus is a streetscape, converting these into "Green Corridors" will help to integrate pedestrian and bike linkages into the existing right of ways and create a pedestrian friendly campus. - P. 35

Proposed Path System

Promoting a pedestrian friendly campus will involve creating new walkways, consolidating existing ones, improving crosswalks, and providing shaded walkways.

Strategies:

• Create pedestrian linkages between different neighborhoods of the campus and integrate bike lanes into the circulation system. This will shorten perceived distances and promote a walkable Campus.

• Develop an appropriate hierarchy of paths based on function. This will contribute to ease of pedestrian movement on the Campus and eliminate redundant paths and excess pavement.

• Integrate speed tables or traffic calming structures at pedestrian crosswalks to improve pedestrian safety.

• Develop a comprehensive system of signage within the campus to support an enhanced circulation system. Strategically locate way finding, building, and interpretive signage at "nodes", destinations, intersections, and outdoor sustainability demonstration areas around the campus. - P. 35

The Historic Campus: The Academic Green, East College, South College

Introduce traffic-calming pedestrian crossings at the corner of High Street and West Street, strengthening an important gateway for the Campus.

Extending Dickinson walk into the John Dickinson Campus will complete pedestrian linkage between the historic part of the Campus and the residential west. - P. 38

Athletics and West Campus

Create paths that link various athletic facilities to expand the pedestrian network. Linking these paths and nodes to bike routes make alternatives to driving more attractive. - P. 40

Implementation Parameters

Building Siting, Orientation, and Massing Guidelines

9. Acknowledge the primacy of people on foot in the design of buildings and associated open spaces throughout the campus.

10. Locate service access so that vehicular routes conflict minimally with pedestrians and bicycles. - P. 48

Building Uses and Activity Guidelines

4. Provide bike storage conveniently near, but clear of building entrances and emergency vehicle routes. - P. 48

Circulation Guidelines

1. Give priority to walking over all other circulation modes within the campus and on its district approaches. Pedestrian safety is the first priority.

2. Give second priority to safe bicycle circulation

3. Provide circulation routes for service vehicles that conflict as little as possible with pedestrian circulation.

4. Accommodate vehicular access for visitors and emergency vehicles. Limit on-campus parking to inconspicuous locations.

5. Maintain a comprehensive way-finding and signage system that is in keeping with the character of the campus, and is legible by day and after dark.

6. Preserve and create views and vistas that help to orient visitors on and near the campus.

7. Integrate both barrier-free design and safety-in design with all campus improvements.

Pedestrian Access Guidelines

1. Provide pedestrian amenities in public rights-of way, including shelter, seating, lighting, street trees, planters, and other street furniture.

2. Provide safe and direct pedestrian access to and between streets, open spaces, and popular destinations.

3. Construct paths with widths and materials that will accommodate expected uses, in conformance with the Dickinson pathways hierarchy. Paths adjacent to heavily used buildings, for example, may need to be larger than usual. Add width to accommodate site furnishings, lights, and other amenities that are placed on walkways.

4. Provide planting strips between sidewalks and major roadways to provide a safety buffer between pedestrians and autos.

5. Avoid indirect connections that encourage shortcutting.

Bicycle Guidelines

1. Provide secure and weather-protected bicycle racks at major bicycle destinations.

2. On bikeways, maintain sight distance clearances appropriate to design speeds for bicycle traffic. (For example, on the railroad trail to Dickinson Park).

3. Establish continuous bike lanes along West High St.

4. Integrate all bicycle paths with site contours and other landscape features.

5. Ensure clear sight lines at intersections with footpaths and driveways.

Public Transit Guidelines

1. Collaborate with Borough of Carlisle on enhancing transit service access.

2. Provide enhanced transit stop amenities to encourage use of transit.

3. Accommodate bus dimensions and turning requirements in the design of all transit stops.

4. Provide for future transit routes and stops that will give priority over other vehicles for college shuttle vehicles and buses. - P. 50

Service Areas Guidelines

1. Locate service roads and service areas so they do not create traffic hazards for other vehicles, pedestrians, or bicycles.

2. Locate service areas for convenient access by large vehicles, but minimize conflicts with pedestrian circulation. - P. 51

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

Accountable parties, offices or departments for the Transportation plan(s):

A brief description of the plan(s) to advance sustainability in Waste:

Dickinson Strategic Plan III
Human and Financial Resources
Strategic Goal D
Objective 4. Operational sustainability. Dickinson has as a strategic goal "instilling a culture of ecological sustainability, prudent use of resources and respect for the natural world" into our program; this goal must characterize our operations as well. In particular, we need to be mindful of our action plan for climate neutrality under the Presidents' Climate Commitment and also to the ways in which sustainability in operations can bring long-term efficiencies and cost savings by reducing waste. - P. 32

Campus Master Plan
11. Accommodate reclamation and recycling of chemicals in buildings; accommodate solid waste recycling within all new and remodeled buildings (see buildings)

The measurable objectives, strategies and timeframes included in the Waste plan(s):

Accountable parties, offices or departments for the Waste plan(s):

A brief description of the plan(s) to advance sustainability in Water:

Campus Master Plan
The Historic Campus: The Academic Green, East College, South College
Rearrange the paved areas in the John Dickinson Campus and the Benjamin Rush Campus to enhance open spaces and reduce stormwater runoff. - P. 38

The Expanded Core Area: Dickinson Walk, New Green, the HUB and the Science Campus
A major new open space between Dickinson Walk and Kaufman Hall can include stormwater management features, providing a working landscape that can enrich the academic and social life of the College. - P. 39

Athletics and West Campus
Implement such Best Management Practices (BMP's) as pervious pavement, storage cisterns, and rain gardens, incorporating them into the transitional landscape fragments. These initiatives will not only provide the essential ecosystem functions but will also enhance the identity of Dickinson within the Borough. - P. 40

Implementation Parameters
Building Stewardship and Sustainability Guidelines
5. Progressively replace existing fixtures with water conserving fixtures.
6. Treat and reuse storm runoff from roofs and other surfaces. (see buildings)

Landscape and Amenities Guidelines
6. Protect and improve surface water quality through landscape initiatives; avoid management practices that contribute to the degradation of water quality.
11. Minimize impervious surfaces.
12. Use sustainable methods, such as bio-swales, to remove sediment. - P. 51

Landscape Management
Managing Stormwater
Increased stormwater runoff from developed areas is one of the most pervasive problems of an urbanizing world. While the opportunity exists to capture stormwater runoff and allow it to infiltrate the soil mantle, the conventional approach has been to treat the runoff as a drainage problem and to "solve" the problem with engineering solutions. These solutions are expensive, require a lot of maintenance, remove natural habitat, are usually unattractive, and ultimately not sustainable. Promoting open space development that is based on sustainable principles will also involve integrating sustainable alternatives to conventional stormwater management. Demonstration projects can be incorporated into site development associated with new buildings as well as retrofits. These projects can be based on models that replicate the natural hydrologic cycle.
Strategies:
• Identify small-scale projects that have the potential to capture and divert existing run-off into landscape features designed for storage, conveyance and reuse. These retrofit opportunities can be made economically viable in conjunction with new buildings, building

improvements or site improvement projects.

• Integrate stormwater Best Management Practices (BMP's) like rain gardens, green roofs, cisterns, retention ponds, bio-filtration swales, and pervious pavement into site and building design. These landscape features can be designed to discreetly fit within the urban landscape or integrated into planting areas. For instance, the redesign of the site and landscape behind Alt House can include disconnecting roof drains and diverting them into a rain garden, creating a green roof on the existing footprint of the
Central Utility Plant (CUP).

• Develop campus wide landscape "management" strategy to convert lawn areas in parts of the campus into an ecological landscape using native plantings. This will help to reduce storm run-off from these areas and provide screening, ecological, aesthetic, and other intangible benefits to the campus.

Due to the karst geology in this area all the Best Management Practices should be carefully designed to prevent development of sinkholes.
- P. 52

Suggested Best Management Practices for Dickinson Campus
Rain Gardens
Urban Swales (integrated into street design)
Urban Waste Water Treatment
Bio-Swales
Porous Pavement with Storage Basins underneath - P. 55

The measurable objectives, strategies and timeframes included in the Water plan(s):

Accountable parties, offices or departments for the Water plan(s):

A brief description of the plan(s) to advance Diversity and Affordability:

See Diversity Strategic Plan (serves as a complementary planning document to Dickinson Strategic Plan III)

Dickinson Strategic Plan III
Building Our Community of Students: Enrollment Management
Strategic Goal B
Objective 2. Diversity. The ratio of students of color in the national school-age cohort is rising rapidly, and Dickinson has made notable strides in raising their representation. Our goal for the next five years is 12 percent or better, sustaining and improving on our recent progress. To do so, we must increase our wealth and/or reach into those highly sought-after sectors of students of color with both high academic ability and means to pay all or a significant portion of tuition. In addition, there are segments of the Jewish student population whom we have not reached. Dickinson provides key requirements for many Jewish students: a robust Judaic Studies curriculum, a nationally-recognized Hillel and ties with Israeli universities and the South American Jewish community. With a kosher dining option now added, we should be able to reach new segments of the Jewish population. - P. 9

Strategic Goal D
Objective 3. In regard to diversity and urban recruitment, opportunities include expanded relationships with community-based organizations (CBOs). These identify students in under-served high schools with the skills and desire for success in a highly selective college setting. Our work with CBOs can broaden diversity in terms of both students of color and socioeconomic background. For

international students, a strong relationship and recruiting model comprised of targeted American and international schools abroad, as well as alumni volunteers and the availability of financial aid to highly talented students, will enable the college to continue to grow recruitment. Lastly, we must continue to develop relationships with independent schools across the board. - P. 10 - 11

The Dickinson Student Experience
Strategic Goal C. Diversity. Strategic Plans I and II identified diversity as a critically important goal. While continuing strong efforts in recruitment, hiring, and academic program, we need also to focus on deepening the dimension of diversity in the student life experience.

Demographic data and student surveys confirm that diversity may—beyond its obvious significance to any 21st century educational program—in some aspects distinguish Dickinson from regional peers. In the 2010 senior survey, for example, our graduates reported an enhanced ability to relate to people of different races beyond that of our comparison institutions.
Still, many graduating seniors report "no change" or "weaker" skills related to diversity. It remains relatively easy for students to avoid sustained interaction with people from diverse backgrounds and with diverse ideas and perspectives, particularly outside the classroom. Housing options, dining hall culture and strong student identification with clubs, teams, and fraternities and sororities often prompt students to find and maintain an identity with a homogenous campus sub-community.
Objective 1.
We need to extend and deepen student life programming around diversity, reducing our reliance on one-time programs as a framework for diversity education beyond the classroom in favor of more sustained efforts. For example, we must develop a residentially based peer education program with clearly articulated outcomes as part of a substantive first-year residential program. More broadly, resident advisors, orientation advisors, club and organization officers and athletic team captains are all cohorts of student leaders who represent the college and have significant social influence over peers. We should provide these students with training to develop leadership and understanding around issues of diversity and privilege to in turn positively influence and educate other students.
Objective 2.
Building a supportive and inclusive community characterized by respect, equality and accountability is a priority. This goal requires both strategies to promote a pluralistic, integrative and accepting campus culture and to address what counteracts such a culture. In building such a community, we will extend full participation in campus life to individuals and organizations which embrace our community standards and values. So, for example, we should expand services and support for LGBTQ students, and enhance campus education to foster a more inclusive and safe environment for individuals. Or, in another area of diversity, we need to address facilities shortcomings in spaces that support students' spiritual and religious faith expression from a variety of traditions. At the same time, we should refuse participation to organizations that do not embrace our Community Standards (Code of Conduct). And we must formulate and disseminate a bias incident response protocol to our campus as a tangible representation of our commitment to address intolerance.

Objective 3. It is vitally important that students experience meaningful opportunities to learn from sustained interaction with people from diverse backgrounds and with diverse experiences and perspectives. In particular, we should evaluate the current special interest/theme housing options to make sure that our desires to support group interests are not at the expense of a residential experience in which students are, without exception, interacting with and learning from the rich diversity of the student body. - P 15

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

Building Our Community of Students: Enrollment Management
Strategic Goal B
Objective 2. Diversity. The ratio of students of color in the national school-age cohort is rising rapidly, and Dickinson has made notable strides in raising their representation. Our goal for the next five years is 12 percent or better, sustaining and improving on our recent progress. - P. 9

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

VP for Institutional Initiatives

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

Dickinson Strategic Plan III
The Dickinson Student Experience
Strategic Goal F
Objective 3. We need to address behaviors that are clearly destructive to our goals for our community. Steps include: 1) completing initiatives to reduce sexual assault such as implementing a peer educator program and introducing a required module on sexual assault as part of the pre-college education expected of all students, 2) implementing an education/intervention program (drawing on our new hazing policy), particularly for student populations known to be at greatest risk and 3) translating findings of a current research study on campus alcohol use into a comprehensive plan for improving the campus climate around alcohol—this plan to address social norms, risk management and education, assessment and interventions related to student conduct, and environmental support/management.

Objective 4. With the arrival of a new Director of the Counseling Center, we must draft a strategic plan that will expand the focus of the counseling center beyond therapy and crisis intervention, to include outreach, education, greater emphasis on developmental concerns, an orientation toward positive psychology and helping students bolster their resilience in the face of stress and other difficulties. - P. 18

Human and Financial Resources
Strategic Goal B
Objective 3. Be identified as a leading institution in the area of workplace wellness by offering best practice initiatives focused on preventative measures and disease management services that encourage healthy behaviors among members of the Dickinson community. - P. 30

Campus Master Plan
Goals & Objectives to Guide the Campus Master Plan Process
Goal 5
Objectives
Encourage interaction between students of diverse age, perspectives and experience. - P. 5

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

A brief description of the plan(s) to advance sustainability in Investment:

Dickinson Strategic Plan III
Human and Financial Resources
Strategic Goal C
Objective 2. The college's endowment is far smaller than those of its aspirant institutions. This permanent funding gap must be diminished both through giving and wise management. We should invest the endowment of the college to optimize returns for current and future generations of students within certain parameters. These include an acceptable level of risk; the expectation that investment

strategies will result in above-average returns compared to a defined group of peer institutions' returns; the goal of achieving top quartile investment returns in the majority of years; and an appreciation for the institution's values related to the "Triple Bottom Line" (i.e., concern for economic benefit, organizational and social policies, and environmental impact). - P. 30

Campus Master Plan
14. Make consistent use of performance measures to determine the environmental and cost effectiveness of energy reduction and sustainability investments. (See buildings)

The measurable objectives, strategies and timeframes included in the Investment plan(s):

Accountable parties, offices or departments for the Investment plan(s):

A brief description of the plan(s) to advance sustainability in other areas:

Campus Master Plan
Goals & Objectives to Guide the Campus Master Plan Process
Goal 7
Instill a culture of prudent use of resources and respect for the natural world that supports civilized society.
Objectives:
•Practice environmental accountability and make the campus a living example of sustainability.
•Consider the life-cycle benefits and 'true costs' including the health consequences implicit in each decision concerning campus improvement.
•Implement sustainable initiatives that result in monetary savings.
•Enable transition to environmentally healthy options through decisions on buildings, landscape, maintenance and resources.
•Throughout the campus, identify appropriate uses for land so that open and enclosed spaces complement one-another functionally and aesthetically.
•Complete each project before initiating another so that the College environment is always whole. Avoid the use of temporary structures.
•Include funding with each new building to endow its proper maintenance. - P. 5

The measurable objectives, strategies and timeframes included in the other plan(s):

Accountable parties, offices or departments for the other plan(s):

The institution's definition of sustainability:

Does the institution's strategic plan or equivalent guiding document include sustainability at a high level?:

Yes

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

See above examples.

The website URL where information about the institution's sustainability planning is available:

http://www.dickinson.edu/info/20052/sustainability/2196/performance

Governance

Responsible Party

Tyce Herrman
Projects Coordinator
Center for Sustainability Education

Criteria

Part 1

Institution's students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

Part 2

Institution's staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

Structures or mechanisms adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as they apply and are adhered to by the institution.

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

Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:
Yes

A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:

Is there at least one student representative on the institution's governing body who was elected by peers or appointed by a representative student body or organization?:

A brief description of student representation on the governing body, including how the representatives are selected:

Do students have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	---
Establishing new policies, programs, or initiatives	---

Strategic and long-term planning	---
Existing or prospective physical resources	---
Budgeting, staffing and financial planning	---
Communications processes and transparency practices	---
Prioritization of programs and projects	---

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:

Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:

Is there at least one non-supervisory staff representative on the institution's governing body who was elected by peers or appointed by a representative staff body or organization?:

A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:

Do non-supervisory staff have a formal role in decision-making in regard to the following? :

	Yes or No
Establishing organizational mission, vision, and/or goals	---
Establishing new policies, programs, or initiatives	---

Strategic and long-term planning	---
Existing or prospective physical resources	---
Budgeting, staffing and financial planning	---
Communications processes and transparency practices	---
Prioritization of programs and projects	---

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:
Yes

A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:

Is there at least one teaching or research faculty representative on the institution's governing body who was elected by peers or appointed by a representative faculty body or organization?:

A brief description of faculty representation on the governing body, including how the representatives are selected:

Do faculty have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	---
Establishing new policies, programs, or initiatives	---
Strategic and long-term planning	---

Existing or prospective physical resources	---
Budgeting, staffing and financial planning	---
Communications processes and transparency practices	---
Prioritization of programs and projects	---

A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:

The website URL where information about the institution's governance structure is available:

Diversity & Affordability

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. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated 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.

Credit
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

Diversity and Equity Coordination

Responsible Party

Tyce Herrman
Projects Coordinator
Center for Sustainability Education

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

• Students

• Staff

• Faculty

• Administrators

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

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:

Yes

Does the committee, office and/or officer focus on one or both of the following?:

	Yes or No
Student diversity and equity	Yes
Employee diversity and equity	Yes

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

President's Commission on Diversity:

The Office of Institutional Initiatives is dedicated to advancing the college's mission to build and maintain a diverse and inclusive community committed to broadened educational opportunities within an atmosphere of respect for others. As part of the president's senior staff, the vice president for institutional initiatives also serving as the chief diversity officer and deputy Title IX officer for the campus focuses on guiding and coordinating across all divisions of the campus to create and maintain a culture of diversity and inclusion for all members of our community. One of those ways is through the President's Commission on Diversity.

The mission of the President's Commission on Diversity is to help the college to advance, monitor, and sustain a diverse and respectful community among students, staff, administrators, and faculty. It works with all segments of the Dickinson community to ensure that diversity is a critical part of the college's mission. It seeks to make the college a vibrant and challenging community as students learn to engage the world.

Vice President for Institutional Initiatives:
The newly appointed VP for Institutional Initiatives is also the Chief Diversity Officer and Title IX coordinator for Dickinson.

There are a number of offices at Dickinson related to diversity including:
LGBTQ Services
Popel Shaw Center for Race and Ethnicity
Women's and Gender Resource Center

The full-time equivalent of people employed in the diversity and equity office:

1

The website URL where information about the diversity and equity committee, office and/or officer is available:

http://www.dickinson.edu/homepage/255/diversity

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes
Administrators	Yes

A brief description of the cultural competence trainings and activities:

The College, through Professional Development, makes workshops available annually 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 part of the quarterly orientation of new employees.

All members of the Dickinson community can attend Pride @ Dickinson Safe Zone, LGBTQ 101, Gender Non-Conforming/Transgender 101, and Ally 101 trainings and education sessions coordinated by LGBTQ Services.

http://www.dickinson.edu/info/20228/lgbtq_services/1967/educational_trainings

Dickinson currently offer a workshop for First-year seminar faculty on Inclusive Classrooms.

Dickinson provides periodic professional development for faculty on these issues with outside speakers/workshops/off-campus opportunities.

The website URL where information about the cultural competence trainings is available:

Assessing Diversity and Equity

Responsible Party

Tyce Herrman
Projects Coordinator
Center for Sustainability Education

Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts

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

Has the institution assessed diversity and equity in terms of campus climate?:

Yes

A brief description of the campus climate 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

Has the institution assessed student diversity and educational equity?:

A brief description of the student diversity and educational equity assessment(s):

Has the institution assessed employee diversity and employment equity?:

A brief description of the employee diversity and employment equity assessment(s):

Has the institution assessed diversity and equity in terms of governance and public engagement?:

A brief description of the governance and public engagement assessment(s):

The website URL where information about the assessment(s) is available:

Support for Underrepresented Groups

Responsible Party

Tyce Herrman
Projects Coordinator
Center for Sustainability Education

Criteria

Part 1

Institution has mentoring, counseling, peer support, academic support, or other programs in place to support underrepresented groups on campus.

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

Part 2

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

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

Does the institution have mentoring, counseling, peer support, academic support, or other programs to support underrepresented groups on campus?:
Yes

A brief description of the programs sponsored by the institution to support underrepresented groups:

The website URL where more information about the support programs for underrepresented groups is available:

Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:

A brief description of the institution's discrimination response policy, program and/or team:

The website URL where more information about the institution's discrimination response policy, program and/or team is available:

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

Yes

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:

No

Support for Future Faculty Diversity

Responsible Party

Tyce Herrman
Projects Coordinator
Center for Sustainability Education

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 from underrepresented groups 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 a program or programs to help build a diverse faculty 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. 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. Dickinson sponsored one fellow in 2005, one in 2007, and one in 2008. Of these five fellows, four are still at Dickinson as tenure-track assistant professors.

Additionally, 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.

Finally, 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 is rooted in the College's nationally recognized program in Global Education.

The length of time 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 faculty diversity program(s) is available :

https://www.gettysburg.edu/about/offices/provost/cfd/

Affordability and Access

Responsible Party

Tyce Herrman
Projects Coordinator
Center for Sustainability Education

Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional 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 (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically 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
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

    A. The percentage of entering students that are low-income

    B. The graduation/success rate for low-income students

    C. The percentage of student financial need met, on average

    D. The percentage of students graduating with no interest-bearing student loan debt

"---" *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 any policies and programs to minimize the cost of attendance for low-income students:

The Posse Foundation identifies, recruits and trains student leaders from public high schools in Atlanta, Boston, Chicago, Los Angeles, New York City, and Washington, D.C., to form multicultural teams called "Posses." These teams are then prepared, through an intensive eight-month Pre-Collegiate Training Program, for enrollment at top-tier colleges and universities nationwide to pursue their academic interests and help promote cross-cultural communication.

The concept of a Posse is rooted in the belief that a small, diverse group of talented students—a Posse—carefully selected and trained, can serve as a catalyst for increased individual and community development.

Dickinson College began its relationship with the Posse Foundation in 2001, with its first cohort of students arriving from New York City. After several successful years with New York, Dickinson expanded its outreach and, in 2005, became the first college on the East Coast to partner with the Los Angeles Posse program.

http://www.dickinson.edu/info/20050/diversity/1389/posse_at_dickinson

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

A brief description of any programs to prepare students from low-income backgrounds for higher education:

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.

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, Advancement Via Individual Determination, is an elementary through post-secondary college readiness program designed to increase school-wide 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.

An after-school youth enrichment program that combines academic tutoring with squash instruction, community service, and one-on-one mentoring.

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:

Samuel G. Rose '58 knows that it's tough to put a price tag on equal opportunity. "One of the major problems in this country is making the playing field level for all people, especially urban youths," he explains. "Everyone needs education so we can give everyone the same opportunities."

That's why the Washington, D.C., attorney and real-estate developer committed $200,000 in 2000 to establish the Samuel G. Rose '58 Scholarship for economically disadvantaged students from urban areas which reduces recipients' student loans. During the next five years

he added more than $5 million, and in September 2007, Rose, a Dickinson trustee emeritus and vice chair at the Smithsonian American Art Museum, committed another $5 million, for a total of $10 million. The majority of that money will go toward the scholarship, while a portion will be given to the athletics facilities renovation project and to the Annual Fund.

The scholarship recipients are chosen by a team of administrators who review grades, high-school class ranks, SAT scores and financial situations. Rose's philanthropy has been a major boost to the college's level of diversity.

http://www.dickinson.edu/info/20259/grants_and_scholarships/1193/samuel_g_rose_58_scholarship

A brief description of any 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 any targeted outreach to recruit students from low-income backgrounds:

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

Does the institution have policies and programs in place to support non-traditional students?:

A brief description of any scholarships provided specifically for part-time students:

A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial

support to help meet the child care needs of students:

A brief description of other policies and programs to support non-traditional students:

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:

Yes

Indicators that the institution is accessible and affordable to low-income students::

	Percentage (0-100)
The percentage of entering students that are low-income	---
The graduation/success rate for low-income students	---
The percentage of student financial need met, on average	---
The percentage of students graduating with no interest-bearing student loan debt	---

The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:

The website URL where information about the institution's affordability and access programs is available:

Health, Wellbeing & Work

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. 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 and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

Credit
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

Employee Compensation

Responsible Party

Steve Riccio
Director of Staff Development
Human Resource

Criteria

Part 1

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

Number of employees:

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:

Number of employees of contractors working on campus:

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

Number of staff and faculty that receive sustainable compensation:

Number of employees of contractors that receive sustainable compensation:

A brief description of the standard(s) against which compensation was assessed:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular,

full-time employees:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):

The local legal minimum hourly wage for regular employees:

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 faculty and staff?:
Yes

Does the institution offer a socially responsible investment option for retirement plans?:
Yes

The website URL where information about the institution's sustainable compensation policies and practices is available:

Assessing Employee Satisfaction

Responsible Party

Tyce Herrman
Projects Coordinator
Center for Sustainability Education

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

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

Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:

Yes

The percentage of employees (staff and faculty) assessed, directly or by representative sample:

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

In 2007, Human Resource Services was interested in gathering data related to the working environment at the College. HR 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 ranked as 24th on the list 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%)

http://bestplacestoworkinpa.com/index.php?option=com_content&task=view&id=43&Itemid=58

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

The year the employee satisfaction and engagement evaluation was last administered:

The website URL where information about the institution's employee satisfaction and engagement assessment is available:

Wellness Program

Responsible Party

Tyce Herrman
Projects Coordinator
Center for Sustainability Education

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

• Students

• Staff

• Faculty

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes

A brief description of the institution's wellness and/or employee assistance program(s):

The employee 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 and encourage employees to take a more proactive approach to their well-being. Since the initial launch, the wellness offerings have been expanded to include a variety of activities and programs.

Human Resource Services focus has been on providing preventative programming to reduce the number of high risk incidents among the Dickinson community. 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 institution's wellness program(s) is available:

http://www.dickinson.edu/homepage/195/professional_development_and_wellness

Workplace Health and Safety

Responsible Party

Tyce Herrman
Projects Coordinator
Center for Sustainability Education

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

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

Please enter data in the table below::

	Performance Year	Baseline Year
Number of reportable workplace injuries and occupational disease cases	---	---
Full-time equivalent of employees	---	---

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date

Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2007	June 30, 2008

A brief description of when and why the workplace health and safety baseline was adopted:

This baseline is consistent with our GHG emissions baseline.

A brief description of the institution's workplace health and safety initiatives:

http://www.dickinson.edu/homepage/73/environmental_health_and_safety

The website URL where information about the institution's workplace health and safety initiatives is available:

http://www.dickinson.edu/info/20314/professional_development_and_wellness/1571/workplace_safety

Investment

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.

Credit
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

Committee on Investor Responsibility

Responsible Party

Neil Leary
Director
Center for Sustainability Education

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers 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.

Submission Note:

Information about the activities Sustainable Investment Task Force in 2014 can be found here:
http://www.dickinson.edu/homepage/527/sustainable_investments_task_force
.

Information about activities of the Socially Responsible Investment Discussion Group can be found here:
http://www.dickinson.edu/info/20052/sustainability/2807/socially_responsible_investment_sri
.

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

Does the institution have a formally established and active committee on investor responsibility (CIR) or similar body that has multi-stakeholder representation and otherwise 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 Sustainable Investment Group (SIG) was established as a subcommittee of the President's Commission on Environmental Sustainability (PCES) in fall 2014. The SIG is charged to:

1. Provide a forum for members of the Dickinson community to raise and discuss questions regarding environmental, social, and governance (ESG) practices of the college, recognizing that there is no commonly held definition or criteria of ESG principles or goals.

2. Annually, meet with the Committee on Investments of the Board of Trustees to discuss a regular annual report on our investment portfolio. As a participant in that discussion, provide input and share policies, practices, and goals of other higher education institutions and other relevant sectors.

3. Act as a liaison between the Dickinson community and the Committee on Investments with regard to the annual review of our investment portfolio.

Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):

The 2014-2015 members of Dickinson's Sustainable Investment Group are:

• Jim Chambers, Trustee and member of Committee on Investments
• Brady Hummel '17, student
• Bronte Jones, CFO and VP for Finance and Operations
• Will Kochtitzky '16, student
• Neil Leary, Director, Center for Sustainability Education
• Caryn Sennet '15, Student
• Ken Shultes, Associate VP, Sustainability & Facilities Planning
• Helen Takacs, Associate Professor, International Business & Management
• Nicky Tynan, Associate Professor, Economics
• Sean Witte, Associate VP, Financial Operations and Controller

Examples of CIR actions during the previous three years:

The Sustainable Investments Group (SIG), formed in fall 2014, developed and agreed its terms of reference and its work plan for the year in consultation with Dickinson College's president and the Board of Trustee's Committee on Investments (COI). At a joint meeting of the SIG, the COI, and Investure held in January 2015, information was shared, perspectives on ESG investing were discussed, and a strong working relationship was established. Investure functions as the investment office of Dickinson College and a dozen other non-profit institutions and manages a pooled endowment of $11 billion for the consortium members. The SIG is researching investment beliefs statements, ESG investment practices and policies of peer institutions, and opportunities for advocacy through investor networks. The SIG is also planning a campus forum for April 2015 to engage the Dickinson community in dialogue about sustainable investment.

The SIG was preceded by the Sustainability Investment Task Force (SITF), a temporary task force that was created by the Board of Trustees in 2013 to examine and discuss fossil energy divestment and other questions concerning Dickinson's endowment. The SITF met monthly from May 2013 through January 2014, and hosted a campus forum in November 2013. The SITF presented recommendations to the Board of Trustees in January 2014. The SITF recommended that Dickinson not divest from fossil energy at that point in time, but also recommended that the College (i) communicate to Investure that fossil fuel investments are in tension with Dickinson's sustainability values, (ii) increase investments in Investure's sustainable investment fund, (iii) create a forum for structured dialogue by the Dickinson community of ESG investment concerns, and (iv) create a revolving fund to help finance sustainability investments in the campus. Positive action was taken on all these recommendations, including creation of the Sustainable Investment Group as a forum for dialogue about ESG investment.

The SIG and SITF build on earlier work of Dickinson's Socially Responsible Investment (SRI) Discussion Group, which was active from 2007 through 2009. The SRI Discussion Group led to Dickinson adopting triple-bottom-line principles for investment management and to Investure creating a sustainable investment fund for members of the consortium.

The website URL where information about the CIR is available:

http://www.dickinson.edu/homepage/600/investing_in_sustainability

Sustainable Investment

Responsible Party

Neil Leary
Director
Center for Sustainability Education

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses** *selected for* **exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy)**.** This includes investments made, at least in in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions** (CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible 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 Option 1.
- **Green revolving loan funds** that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has 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

- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

Total value of the investment pool:

357,000,000 *US/Canadian $*

Value of holdings in each of the following categories::

	Value of Holdings
Sustainable industries (e.g. renewable energy or sustainable forestry)	6,440,000 *US/Canadian $*
Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)	0 *US/Canadian $*
Sustainability investment funds (e.g. a renewable energy or impact investment fund)	4,680,000 *US/Canadian $*
Community development financial institutions (CDFIs) or the equivalent	0 *US/Canadian $*
Socially responsible mutual funds with positive screens (or the equivalent)	0 *US/Canadian $*
Green revolving loan funds that are funded from the endowment	---

A brief description of the companies, funds, and/or institutions referenced above:

Data reported as of 12/31/2014. Dickinson's $357 million pooled endowment funds are managed for the college by Investure, LLC. Investure manages pooled assets of approximately $11 billion on behalf of Dickinson and 11 other academic institutions and foundations. In June 2010, Investure created the Sustainability Fund of its Global Equity Fund at the request of Dickinson and two other Investure clients. The new fund provides an investment vehicle that coincides with the triple-bottom-line philosophy of balancing social, environmental, and economic objectives. Sectors targeted for investment include renewable energy, energy storage, LEED certified real estate, water conservation, and greenhouse gas emission reduction.

in addition, $6.44 million is invested in renewable energy companies.

Also, $25.7 million of our pooled endowment is invested with fund managers that have Environmental, Social, and Governance (ESG) policies. The investments with managers with ESG policies are not included in the sustainability investments reported above, and so our reported total sustainable investments understates the actual total. The Sustainable Investment Group is investigating in spring 2015 the policies and practices of the managers with stated ESG policies to better understand them and determine if these investments, or portions of them, meet our criteria for sustainable investments.

Does the institution have a publicly available sustainable investment policy?:

Yes

A copy of the sustainable investment policy:

Investment Belief Statement_1.pdf

The sustainable investment policy:

Does the institution use its sustainable investment policy to select and guide investment managers?:

Yes

A brief description of how the policy is applied, including recent examples:

Investure uses an investment scorecard to determine the premium that would be demanded for an investment above a typical stock return of 8%. The scorecard includes ESG concerns and benefits to rate the investment.

Does the institution's sustainable investment policy include negative screens?:

No

A brief description of the negative screens and how they have been implemented:

Approximate percentage of the endowment that the negative screens apply to:

Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:

No

A copy of the proxy voting guidelines or proxy record:

A brief description of how managers are adhering to proxy voting guidelines:

Investure has a proxy voting policy that includes ESG principles. Proxy voting data requested from, and being assembled by, Investure. Data are not available at this time.

Has the 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?:

No

Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:

Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:

Yes

A brief description of the investor networks and/or collaborations:

Dickinson College participates in a consortium with 11 other institutions that pool their endowments under the management of Investure, LLC. The consortium members and Investure personnel share best practices for endowment management, including incorporation of ESG and ethical considerations in investment decisions. Dickinson, Middlebury, and Smith Colleges have created the Sustainability Advisory Group (SAG) to Investure, which consists of Investment Committee members from the three schools. The SAG has been a catalyst for dialogue with Investure and other consortium members about sustainable investment, advocating for creation and expansion of sustainable investment options, development of an investment beliefs statement that addresses ESG concerns, exploration of metrics for assessing ESG performance, and creation of learning opportunities for students. These efforts have resulted first in creation and later expansion of the Investure Global Equity Fund Sustainability Series, adoption of an investment beliefs statement that addresses EGS and ethical considerations, adoption of a proxy voting policy that addresses ESG concerns, and regular reporting of ESG and sustainability investments.

Members of the Investure consortium include Barnard, Carnegie Endowment for International Peace, Dickinson College, The Edna McConnell Clark Foundation, Colonial Williamsburg, The Commonwealth Fund, Houston Endowment, Henry Luce Foundation, Middlebury College, Smith College, Trinity College, and The University of Tulsa.

The website URL where information about the institution's sustainable investment efforts is available:

http://www.dickinson.edu/homepage/600/investing_in_sustainability

Investment Disclosure

Responsible Party

Neil Leary
Director
Center for Sustainability Education

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Submission Note:

Dickinson makes available general information about the allocation of its endowment by asset class, but does not make available a snapshot of investments in individual funds or companies. Dickinson's endowment is pooled with 11 other institutions, and the pooled endowment is managed by Investure. Investure and its fund managers consider information about investments in individual funds and companies to be proprietary. Dickinson's SIG and COI have initiated a dialogue with Investure about balancing disclosure expectations of our community and protecting proprietary information of Investure and the fund managers with which it works.

Annual endowment reports are available online at
http://www.dickinson.edu/info/20082/financial_operations/1643/endowment
.

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

Does the institution make a snapshot of its investment holdings available to the public?:

No

The percentage of the total investment pool included in the snapshot of investment holdings:

A copy of the investment holdings snapshot:

The website URL where the holdings snapshot is publicly available:

Innovation

Innovation

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
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Innovation 1

Responsible Party

Lindsey Lyons
Assistant Director
Center for Sustainability Education

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, 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 other STARS credits.
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4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. 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. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. 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.
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To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Submission Note:

LOCALTUNITY is a Dickinson College initiative for all students, faculty, and staff aimed to build community, support the local economy, and encourage participants to buy and eat healthy local food together. The program utilizes multiple department co-sponsors to support a community sustainability initiative in partnership with our local farmers' market. Dickinson is currently working to expand the LOCALTUNITY model to other organizations and businesses in the Greater Carlisle area.

Title or keywords related to the innovative policy, practice, program, or outcome:

LOCALTUNITY: Building Community at Dickinson

A brief description of the innovative policy, practice, program, or outcome :

LOCALTUNITY originally launched in May 2014 and aims to build community around local food and farming. LOCALTUNITY- We Buy: You Eat was quickly absorbed by the Dickinson culture and is growing rapidly. This local/community opportunity allows groups of three or more Dickinson employees and/or students to visit and shop at our community Farmers on the Square (FOTS) Market (Carlisle, PA) for fresh foods grown by local farmers.

With Dickinson funding, LOCALTUNITY participants receive one $5 wooden token per person to use at the market. Groups of Dickinsonians can double the fun of LOCALTUNITY by additionally agreeing to cook a meal together with their Farmers on the Square purchases. Groups that agree to cook together and send a photo to

sustainability@dickinson.edu

or use #dsonlocaltunity will receive $10 each to the market.

The innovative program is a win-win for Dickinson sponsors and the Farmers on the Square Market. More Dickinsonians are attending the market (within walking distance of campus), supporting the local economy, eating healthy, local foods, cooking meals together, and spending time together building community between faculty, staff, and students.

The program was quickly supported by campus co-sponsors that include: The Center for Sustainability Education, Department of Human Resources, Office of Student Development, Wellness Center, and Farmers on the Square.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

LOCALTUNITY was received with great success amongst students, faculty, and staff at Dickinson with over 310 unique Dickinsonians (20 faculty, 26 staff, and 265 students) participating in about 8 actual days of programming (market is only 1 day/week; we ran the program for 8 weeks). During the 8 market days, over 100 groups of three more went to the market together and 55 groups prepared and ate a meal together after their Farmers on the Square Market adventure.

The program had a direct $3,000 financial impact on the Farmers on the Square Market, with unmeasurable financial impacts beyond that. Vendors noted that LOCALTUNITY participants spent much more than $5-$10 tokens they were given.

The success was so rapid and productive that we are currently in conversation with the market's board of directors and community leaders from other organizations and employers to replicate the LOCALTUNITY model throughout the Greater Carlisle area.

A letter of affirmation from an individual with relevant expertise:

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):

	Yes or No
Curriculum	No
Research	No
Campus Engagement	Yes
Public Engagement	Yes
Air & Climate	No
Buildings	No
Dining Services	No
Energy	No
Grounds	No
Purchasing	No
Transportation	No
Waste	No
Water	No
Coordination, Planning & Governance	No
Diversity & Affordability	No
Health, Wellbeing & Work	Yes
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

Community, local foods, local economy

The website URL where information about the innovation is available :

http://www.dickinson.edu/localtunity

Innovation 2

Responsible Party

Lindsey Lyons
Assistant Director
Center for Sustainability Education

Criteria

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5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. 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. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. 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.
9. 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.
10. 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. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Submission Note:

Dickinson hosted the first statewide student sustainability symposium in 2014 that invited undergraduate and graduate students of Pennsylvania colleges and universities to submit proposals for presentations, posters, and roundtable discussions. The symposium provided an opportunity for students to present their sustainability-related research, co-curricular projects, creative works, action projects, and community initiatives and to network with students across the state to promote sustainability collaborations.

The program continues to gain momentum with the second annual symposium being hosted in March 2015.

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

Title or keywords related to the innovative policy, practice, program, or outcome:

Statewide Student Sustainability Symposium

A brief description of the innovative policy, practice, program, or outcome:

In March 2014, Dickinson hosted the first annual Statewide Student Sustainability Symposium with the Pennsylvania Environmental Resource Consortium (PERC). The symposium brought together over 125 students from 25 colleges and universities from across Pennsylvania to network, share presentations and posters, and participate in round table discussions. This was the first "for student" sustainability symposium in Pennsylvania, and Dickinson students assisted in the planning and facilitation of this event. The program and format has now been formally adopted by PERC with rotating organizers and hosts each year.

Dickinson students coordinated the facilitation of round table discussions that included promoting initiatives in the face of obstacles, fossil fuel divestment, using dialogue to bridge gaps, interdisciplinary collaboration, Keystone XL pipeline, and campus energy challenges.

You can view the full event recap here:

http://www.pagreencolleges.org/2014SSSRecap

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

The symposium brought together 25 institutions to conduct 19 presentations with 29 presenters. Additionally, there were 21 posters and 8 roundtable discussions.

A letter of affirmation from an individual with relevant expertise:

PERC letter re Dickinson and 2014 Student Sustainability Symp.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	No

Research	Yes
Campus Engagement	Yes
Public Engagement	Yes
Air & Climate	---
Buildings	---
Dining Services	---
Energy	---
Grounds	---
Purchasing	---
Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	Yes
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

Student action, research symposium, collaboration, sustainability projects

The website URL where information about the innovation is available:

http://www.dickinson.edu/news/article/987/for_students_by_students

Innovation 3

Responsible Party

Neil Leary
Director
Center for Sustainability Education

Criteria

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Title or keywords related to the innovative policy, practice, program, or outcome:

The Greater Carlisle Project, A Community-College Cross-Sector Collaboration

A brief description of the innovative policy, practice, program, or outcome:

The Greater Carlisle Project (GCP) is a nonprofit association of people, organizations, churches, businesses, and local governments working together to improve the quality of life for all people in the communities of the Greater Carlisle Area. The GCP grew out of a series of meetings convened by Dickinson College beginning in 2012, and Dickinson College continues to play a prominent role as a member of the GCP steering committee and by providing administrative and logistical support. The approach of the GCP is to enhance long-term social, economic, and environmental sustainability of Carlisle Borough and surrounding communities by connecting and enhancing community assets, providing a forum for members of these communities to voice ideas for the future of our region, increasing the visibility of efforts and organizations that are making our communities more sustainable, collecting and sharing information, helping member organizations to locate and access resources, championing initiatives and projects, and celebrating successes.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

The GCP helped Mt Holly Springs to plan and implement a successful 'Jane Jacobs' walking audit that engaged community members in assessing local assets and developing recommendations for improvements. The assessment and recommendations have resulted in a successful grant application to Cumberland County.

GCP collaborated with West Side Neighbors Association to support planning and design activities to improve a local park with edible landscaping and natural features for creative play. Dickinson students were involved through a community-based research course, and GCP also assisted in recruiting volunteers for a park clean-up day and raising funds through social media.

GCP, working with Dickinson College, the local United Way, the Chamber of Commerce, and other sponsors, brought together 150+ community members for a workshop at Dickinson College on ending poverty. The GCP is now working with community leaders to implement follow-up actions to help create pathways out of poverty.

GCP is also working with a variety of groups on transportation, local food, urban redevelopment, and other challenges to the communities of our region.

A letter of affirmation from an individual with relevant expertise:

IN3 - GCP 2-27-15.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	---
Research	---

Campus Engagement	---
Public Engagement	Yes
Air & Climate	Yes
Buildings	---
Dining Services	---
Energy	Yes
Grounds	---
Purchasing	---
Transportation	Yes
Waste	---
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	Yes
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

Poverty, access to food, health services, affordable housing, 'clean air, clean water, and green spaces'.

The website URL where information about the innovation is available:

http://greatercarlisleproject.dickinson.edu/

Innovation 4

Criteria

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Submission Note:

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

Title or keywords related to the innovative policy, practice, program, or outcome:

Chasing Ice: A One College One Community Conversation

A brief description of the innovative policy, practice, program, or outcome:

Launched in fall 2014, One College One Community brings together alumni, parents, faculty, and current students to consider a common theme each semester and connect through a series of events on and off campus. The inaugural program featured climate change and James Balog's film Chasing Ice. Balog, the 2014 recipient of Dickinson College's $100,000 Rose-Walters Prize for Global Environmental Activism, was in residence at Dickinson for two days in September 2014 for classroom visits, small group discussions, and a public lecture that was live-streamed to alumni and parents who participated in the Q&A via social media. Balog's residency was preceded by a screening and discussion of his film Chasing Ice at the Carlisle Theater during Homecoming & Family Weekend. The film was made available to off-campus members of the Dickinson community via online streaming. An exhibit of Balog's photos of ice was installed by students in Dickinson's Waidner-Spahr Library, where it was on exhibit throughout the semester. Faculty and students traveled to New York City, Philadelphia, Baltimore, and Washington, DC to participate in events with alumni and parents for conversations about Balog's work and broader issues of climate change. The inaugural One College One Community program engaged the entire Dickinson community, on- and off-campus, in a sustained, semester-long conversation about ice, climate change, and sustainability.

James Balog is the third recipient of the Rose-Walters Prize in Global Environmental Activism, which is given annually by Dickinson College. The recipient, who receives a $100,000 prize, is selected by a committee that is chaired by John Adams, founder of the Natural Resources Defense Council, and includes Dickinson students, faculty, and administrators, friends of the college, and an eminent scientist of international renown. Previous recipients are author Bill McKibben and former EPA Administrator Lisa Jackson, and the 2015 recipient is actor and environmental advocate Mark Ruffalo. The prize winners spend a two to four-day residency on Dickinson's campus, interacting with our students and community.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

A letter of affirmation from an individual with relevant expertise:

IN4 OneCollegeOneCommunity.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	---
Research	---
Campus Engagement	Yes
Public Engagement	---
Air & Climate	Yes
Buildings	---
Dining Services	---
Energy	---
Grounds	---
Purchasing	---
Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

http://www.dickinson.edu/one-college