

2021 Strategic Plan
of the Center for Sustainability Education
May 12, 2016

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Preface

Dickinson College’s Center for Sustainability Education (CSE) was founded in 2008 with funding from the Andrew W. Mellon Foundation and matching contributions from the college. The founding of CSE was coincident with the launch of Dickinson’s comprehensive, institution-wide sustainability initiative, with the intent that the Center lead and enable development of sustainability as a defining characteristic of a Dickinson education. The eight-year old college-wide sustainability initiative encompasses the educational programs of the college, college governance, campus operations, campus culture, student life and community engagement. It builds on an educational mission that emphasizes preparation of young people for engaged lives of citizenship and leadership in service of society, a history of strong environmental and global education programs, campus operations that have long embraced and practiced environmental stewardship, and engagement of students and the college with Carlisle and other communities.

All members of the Dickinson community share responsibility for the sustainability initiative, and its component elements are guided, supported and implemented by multiple offices and programs. CSE’s role in the initiative focuses on student learning, integrating sustainability across the curriculum and supporting co-curricular programs that engage students in advancing sustainability goals. CSE also functions as a hub for the college-wide initiative, connecting, supporting and championing other elements of Dickinson’s sustainability efforts.

The work of CSE to date has been guided by goals set out in Dickinson's successful 2007 grant application to the Mellon Foundation, as well as goals that emerged from the 2010 summit *Charting the Path for a Sustainable Dickinson*. CSE accomplishments during the 2008 – 2016 period helped earn Dickinson national recognitions, including Gold STARS ratings from the Association for Advancement of Sustainability in Higher Education (AASHE), ranking among Sierra Magazine's top *Cool Schools*, making the Princeton Review's Green Honor Roll, earning straight A's on the Sustainable Endowment Institute's Sustainability Report Card, receiving a Climate Leadership award from Second Nature and achieving a Silver rating as a Bicycle Friendly University.

Looking to the future, a process was begun in fall 2015 to create a strategic plan to guide the work of the Center for the coming five years. The process resulted in development and adoption of the plan presented in this document.

The CSE strategic plan states an aspirational vision, presents a challenging mission and establishes goals, objectives and measurable outcomes. The plan will be used to focus new and continuing efforts, allocate resources, provide metrics for measuring performance and hold the Center accountable. It is intended to be flexible and adaptable, allowing the Center to respond to opportunities and changing conditions. It is expected that some objectives and outcomes may not be achieved, or not fully achieved. This may result from deliberate changes in priorities and decisions to move in other directions. It may result because external constraints prevent their achievement. Or it may result because of a failing in our implementation. Whatever the case, we will assess the reasons and make adjustments in our work if and as needed.

The strategic planning process is described in Appendix I. Past accomplishments of CSE are summarized in Appendix II. Definitions of sustainability and related terms are provided in Appendix III.

Dickinson's Strategic Direction

Concurrent with CSE's strategic planning effort, Dickinson embarked on a process to develop a new strategic plan for the college as a whole. That process produced the Report on Strategic Direction to guide the college during a period of leadership transition. The CSE strategic plan has been informed by, and is consistent with, Dickinson's Report on Strategic Direction.

The Report on Strategic Direction reaffirms Dickinson's mission of providing a useful education in the liberal arts and sciences that prepares students for lives of engaged citizenship and service. It identifies three themes that are to inform Dickinson's mission: inquiry, inclusion and engagement. Sustainability provides a framework to interpret and realize Dickinson's mission, powerfully, by engaging our students through active and effective pedagogies in inquiry, innovation, collaboration, service and action to address many of the critical challenges of our times.

The report also states a relatively small number of goals for moving the college forward during this time of transition. Several of the goals are particularly relevant to the work of CSE. These include:

- Increasing the kinds and total support for faculty research, creative performance and development;
- Deepening support for innovative and effective pedagogy;
- Completing new strategic plans for global education and sustainability that give priority to connections between them as well as connections with other distinctive elements of Dickinson's academic program;
- Increasing support to the arts and humanities to enhance their programs and bring them greater visibility;
- Enhancing civic engagement and integrating civic engagement into the educational experience;
- Identifying and working to remedy existing inequities on campus that inhibit learning, marginalize groups or individuals or prevent full participation in campus culture;
- Strengthening the supportive structure for faculty, staff and students to create a more inclusive community; and
- Confirming efforts to become a sustainable campus including achievement of goals under the President's Climate Commitment.

The CSE strategic plan embraces and addresses each of the above college-level goals.

Vision and Mission

CSE Vision

Every Dickinsonian will develop the knowledge, skills and passions for helping create an inclusive and just world that is socially, economically and ecologically sustainable.

CSE Mission

Engage Dickinsonians in learning about, innovating for and practicing sustainability in the classroom, on the campus and in communities near and far.

Sustainability at Dickinson inquires into a fundamental question: How do we improve the human condition equitably in this and future generations while conserving environmental systems necessary to support healthy and vibrant societies? Answers are complicated by globalizing social and economic institutions, transforming technologies and a growing human footprint that is depleting resources and rapidly changing the Earth's atmosphere, climate, oceans and ecological systems. These dynamic forces interact in complex ways with continuing challenges of human and economic development, food and energy security, health, injustice, poverty, access to clean air and clean water, environmental degradation and species extinction.

Responding to these challenges, Dickinson has chosen to make sustainability a part of every student's education. CSE supports this educational mission by helping create, enhance and connect opportunities for learning about, innovating for and practicing sustainability in and out of the classroom. The Center works with faculty members in all academic departments and provides resources to assist them in integrating sustainability questions, principles and approaches in their teaching, scholarship and research with students. Collaborating with a variety of partners, CSE supports co-curricular activities that use the campus and community as

living laboratories for sustainability, brings speakers and events to campus, serves as an information hub for all facets of Dickinson's sustainability efforts and mentors student interns, researchers and volunteers to assist with these and other efforts.

Sustainability Learning Outcomes

Four student learning outcomes for sustainability, developed by CSE and its Steering Committee, and approved by the Academic Program and Standards Committee, give focus to the educational mission of the Center. The learning outcomes call on students to develop competencies and dispositions of sustainability change agents, able to:

- 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;
- Collaborate with others, working with and leading groups to advance shared sustainability goals.

Goals, Objectives and Measurable Outcomes

The Center for Sustainability Education will pursue five broad goals over the period 2017 through 2021:

1. Enable and enhance a curriculum at Dickinson College that is rich in opportunities for exploring sustainability.
2. Support and improve living laboratory and other co-curricular opportunities for practicing sustainability.
3. Advance Dickinson as a leader in transforming liberal education for an inclusive, just and sustainable world.
4. Nurture and strengthen mutually beneficial college-community partnerships for sustainability.
5. Enable CSE staff members to advance their professional knowledge and skills.

Multiple objectives are identified for each of the five goals to give greater specificity for the work to be done. One or more measurable outcomes are noted under each objective, which are to be used as performance metrics.

Goal 1: Enable and enhance a curriculum rich in opportunities for exploring sustainability

CSE will enable, support and incentivize the faculty in offering impactful courses, programs of study and research opportunities through which Dickinson students explore social, cultural, economic and environmental dimensions of sustainability using approaches from the arts and humanities, social sciences and physical sciences.

Objective 1.1: Offer multiple, varied, high quality and well attended faculty development opportunities each academic year.

Measurable outcomes:

- Engage two-dozen or more faculty members each year in faculty development programs (e.g. study groups, workshops, dialogs with visiting scholars and practitioners, Exploring Your Place field trips and SEF grants).
- Engage at least two faculty members each year who have not received support from CSE in the past.

Objective 1.2: Connect sustainability learning with global education and civic learning in ways that are mutually supportive.

Measurable outcomes:

- Identify, raise student awareness of, and increase student participation in opportunities for place-based study of sustainability through study abroad and other off-campus study.
- Support faculty in offering two or more courses each semester that combine global perspectives or perspectives of people outside the United States with sustainability learning goals.
- Collaborate with the Center for Global Study and Engagement to explore and identify by 2018 opportunities to create signature sustainability program elements within Dickinson's own study abroad programs.
- Promote inclusion of sustainability concerns and values as important elements in an emerging vision of civic learning and civic engagement at Dickinson by working with relevant faculty and administrators.
- Support faculty in offering two or more courses each semester that combine civic learning with sustainability learning goals.

Objective 1.3: Increase the engagement of arts and humanities faculty members in sustainability teaching and scholarship.

Measurable outcomes:

- Support and enable arts and humanities faculty in offering four or more Sustainability Connections or Investigations courses each academic year.
- Solicit and fund at least one Sustainability Education Fund proposal from arts and humanities faculty members each academic year.
- Co-sponsor one or more events each year that connect the arts and humanities with sustainability.

Objective 1.4: CSE staff will contribute to sustainability learning by teaching and co-teaching courses, assisting with course projects, visiting classrooms, directing independent student research and advising students about educational opportunities, career opportunities and graduate school.

Measurable outcomes:

- The CSE Assistant Director will create a new sustainability course by 2018 and teach or co-teach the course every other year.
- The CSE Director will teach one or more courses each academic year.
- CSE staff will visit two or more classrooms each semester to support faculty instruction.

Objective 1.5: Promote student awareness of and enrollment in sustainability courses and sustainability-related certificate programs.

Measurable outcomes:

- CSE will produce and circulate an advising guide for the sustainability graduation requirement in 2016/2017.
- CSE will support directors of the Food Studies and Social Innovation and Entrepreneurship (SINE) certificates in producing and circulating advising guides for their programs in 2016/2017.
- More than 60 percent of the class of 2020 will complete four or more Sustainability Connections or Investigations courses before graduation.
- Ten or more members of the class of 2020 will complete the Food Studies certificate.
- Ten or more will complete the SINE certificate.

Objective 1.6: Lead assessment of student learning outcomes for the sustainability graduation requirement and assist faculty members in applying the assessment results to improve learning outcomes.

Measurable outcomes:

- Engage faculty teaching sustainability courses in collecting data for assessment of student learning outcomes in 2016/2017.
- Assess student learning from the collected data and compile results by summer 2017.
- Convene faculty members to review and analyze the compiled assessment results and support faculty in identifying actions to improve student learning in 2017/2018.

Goal 2: Support and improve living laboratory and other co-curricular opportunities for practicing sustainability

CSE will offer, and will support and collaborate with multiple campus partners in offering, impactful living laboratory and other co-curricular opportunities for learning about, innovating for and practicing sustainability. Opportunities will be varied in the depth, length and nature of engagement. Opportunities can range from designing and implementing a year-long living laboratory project, to researching campus sustainability options, to performing community service over a semester, to participating in a field trip or workshop, to absorbing and reflecting on knowledge about sustainable practices through living on campus with eyes and mind wide open.

Objective 2.1: Introduce new students to the college's sustainability efforts through orientation and pre-orientation programs.

Measurable outcomes:

- All new students will participate in a sustainability program during new student orientation each year.

Objective 2.2: Raise awareness and understanding of sustainability values, principles and practices of Dickinson students, faculty and staff by engaging them in the work of advancing campus and community sustainability.

Measurable outcomes:

- Increase participation in CSE activities such as Green Devil Certification, Graduation Pledge, biking events, Sustain IT workshops, Exploring Our Place trips and Energy Challenge.
- Engage a robust and growing number of volunteers in living laboratory programs such as Eco-Reps and the Handlebar.
- Support the Dickinson Farm, ALLARM and other groups in offering living laboratory programs.
- Employ and mentor 10 students as CSE interns each year, helping them to develop knowledge, skills and dispositions of sustainability change agents.
- By 2020, more than 75 percent of students will report having participated in a campus or community sustainability project in the current year in a survey of student engagement.
- By 2020, 100 percent of students will report having altered behavior in the current year to be more sustainable.

Objective 2.3: Sponsor and co-sponsor multiple events each year that bring sustainability scholars, practitioners and activists to campus to share ideas and experiences from a variety of perspectives.

Measurable outcomes:

- Sponsor or co-sponsor four or more events each year that attract 50 or more participants each.

Objective 2.4: Increase the diversity of students who participate in co-curricular sustainability activities by developing programs that are inclusive of and responsive to concerns of the full spectrum of the Dickinson community.

Measurable outcomes:

- Increase student diversity in CSE intern and volunteer programs.
- Sponsor or co-sponsor one or more events each year that have high salience among students of color, international students and/or students who identify or ally with the LGBTQ community.
- CSE staff members will participate in diversity training programs that are relevant to being supportive and caring members of the Dickinson community.

Objective 2.5: Assess student learning outcomes for co-curricular sustainability programs.

Measurable outcomes:

- Develop student learning outcomes for co-curricular programs in 2016/2017.
- Develop a roadmap for assessment of student learning outcomes for co-curricular programs in 2016/2017
- Collect assessment data in 2017/2018.
- Synthesize assessment data, reflect and identify actions to improve student learning from co-curricular programs in 2018/2019.

Goal 3: Advance Dickinson as a leader in transforming liberal education for an inclusive, just and sustainable world.

CSE will work with multiple partners to connect, catalyze and champion efforts to deepen Dickinson's comprehensive, college-wide sustainability initiative, which encompasses the educational mission of the college, college governance, campus operations, campus culture, student life and community engagement.

Objective 3.1: Convene and collaborate with multiple partners to identify, evaluate and champion innovative actions, programs and partnerships that deepen Dickinson's commitment to sustainability, improve the college's sustainability performance and advance Dickinson as a sustainability leader.

Measurable outcomes:

- Sustainability performance goals are adopted by relevant divisions of the college, tracked and met.
- Dickinson achieves and surpasses its 2020 climate neutrality target.
- Dickinson earns a Platinum STARS rating from the Association for Advancement of Sustainability in Higher Education (AASHE) by 2020.

Objective 3.2: Serve as an information hub, collecting, disseminating, reporting and promoting information to on- and off-campus audiences about all aspects of Dickinson's sustainability initiative.

Measurable outcomes:

- Reports to AASHE, Sierra Magazine and Princeton Review are accurate, include all relevant information, and are submitted on time each year.
- The sustainability webpages are kept up to date with current and comprehensive information.
- A Sustainability Dashboard to display sustainability performance metrics is publicly launched in summer 2016 and is updated annually.
- A comprehensive annual sustainability report is published every fall.
- An electronic sustainability newsletter will be published bi-weekly, will maintain an "open rate" of greater than 45 percent, and will have an increased number of subscribers.

Objective 3.3: Work in collaboration with the Admissions Office and the Office of College Advancement to connect prospective students, alumni and parents to Dickinson's sustainability initiative.

Measurable outcomes:

- Sponsor, cosponsor or participate in two or more events each year that includes prospective students, alumni and/or parents.
- Increase alumni and parent subscriptions to Dickinson's electronic sustainability newsletter.
- Dickinson alumni with sustainability interests have an active social media network by 2020.
- Over 75 percent of incoming students identify sustainability as a factor that influenced their decision to come to Dickinson.

Objective 3.4: Raise Dickinson's profile as a sustainability leader in the higher education community through collaborations with other colleges, universities and associations (e.g. AASHE, NCSE and PERC).

Measurable outcomes:

- CSE co-organizes one or more events every other year that engage students, faculty and/or staff from multiple colleges and universities.
- A CSE staff member is invited to give one or more presentations each year at AASHE, NCSE, AESS, PERC or other professional conference.
- A CSE staff member is invited to give a talk, facilitate a workshop or participate in an external program review at another college or university once or more per year.
- Four or more articles about Dickinson sustainability efforts and achievements are published in the AASHE Bulletin each year.

Goal 4: Nurture and strengthen mutually beneficial college-community partnerships for sustainability.

CSE will work with multiple partners to strengthen opportunities for Dickinson students, faculty and staff to engage with organizations in the Greater Carlisle area in creating positive changes, advancing sustainability goals and enriching student learning.

Objective 4.1: Participate in and contribute efforts to create a college-wide strategy and framework for supporting college-community partnerships.

Measurable outcomes:

- CSE participates in efforts convened and led by others to create a college-wide strategy and framework for supporting college-community partnerships.
- A strategy and framework is created by 2018 that encompasses sustainability values and goals.

Objective 4.2: Engage students with work of the Greater Carlisle Project and its member organizations in ways that benefit the community while developing students' knowledge, competencies and dispositions as sustainability change agents.

Measurable outcomes:

- Dickinson students participate in the activities, events and meetings of the Greater Carlisle Project and its member organizations.

- One or more courses are offered every other year that engage students with local organizations in ways that support the goals of the Greater Carlisle Project.
- One CSE intern provides support for activities of the Greater Carlisle Project each year, learning about its mission and work in the process.

Objective 4.3: Support and build the Greater Carlisle Project while assisting the network to become self-sustaining and less reliant on Dickinson leadership.

Measurable outcomes:

- The Greater Carlisle Project is a thriving effective network with robust community participation and leadership by 2020.

Goal 5: Enable CSE staff members to advance their professional knowledge and skills.

CSE will support and provide resources for staff members to build knowledge and skills that both benefit CSE and help staff members to advance their careers in sustainability-related work and/or higher education.

Objective 5.1: CSE staff members participate in on-campus and off-campus professional development opportunities appropriate to their responsibilities and career pathways.

Measureable outcomes:

- Each staff member participates in one or more on-campus professional development opportunity each year.
- Each staff member participates in one or more off-campus professional development opportunity once every two years.

Objective 5.2: CSE staff members are provided opportunities and support to evolve their work to take on new tasks, initiate new programs, and take on higher levels of responsibility.

Measureable outcomes:

- Each staff member will have, by the end of their first year, one or more areas of responsibility in which they work with minimal supervision and have responsibility for making decisions about allocation of human and/or financial resources.
- Each staff member will add another area of responsibility every third year in which they work with minimal supervision and have responsibility for making decisions about allocation of human and/or financial resources.

Monitoring Performance

At the end of each academic year, CSE staff will produce a progress report to document outcomes for each goal and objective of the strategic plan and a work plan for the coming year. The annual progress report and work plan will be shared and discussed with the CSE Steering Committee

and strategic planning task group at the start of each fall semester. These groups will advise CSE staff on corrective actions or adjustments to the strategic plan.

CSE is scheduled for an external review in 2017-2018, which will include a self-study in fall 2017 and review by an external team in spring 2018. These will draw heavily on the annual performance reviews.

Resources

Execution of the Strategic Plan and achievement of the goals, objectives and measurable outcomes are predicated on human and financial resources provided by the college to the Center for Sustainability Education. Current staffing and budget, summarized below, are adequate for execution of the plan.

Human Resources

Current CSE staffing for AY 2016-2017:

- Director
- Assistant Director
- Projects Coordinator
- Administrative Assistant

Note that the administrative assistant is funded only as a half-time position by the college operating budget. Additional funding provided through the Luce Initiative on Asia and the Environment grant and a temporary supplement from the Provost has enabled the administrative assistant position to be full-time for the past three years. An increase to CSE's operating budget for staff will be needed for the administrative assistant position to continue to be full-time, which is critical to the efficient functioning of the Center.

Financial Resources

The current annual operating budget for CSE includes:

- \$88,520 for programs and operating expenses
- \$45,000 for the Sustainability Education Fund
- \$30,500 for student employment

The student employment budget supports ten part-time interns in fall and spring semesters, and two full-time interns in summer.

Appendix I: CSE Strategic Planning Process

Steve Riccio, lecturer in International Business and Management, advised and facilitated the CSE strategic planning process. With Steve's guidance, and the support of students Nyree Addison '17, Sarah Tyberg '16 and Caitlin Doak '16, five focus group conversations were convened in fall 2015. Twenty-nine people, including students, faculty and staff, participated in the conversations, sharing perspectives on questions about CSE's programs, successes, opportunities, challenges and partnerships. The conversations were transcribed, recurring and key themes identified and the results summarized.

A task force was then formed in spring 2016 to assist CSE staff in developing the strategic plan. The task force met five times over the semester, reviewing the results of the focus group discussions, gaining an understanding of the scope of CSE's activities, analyzing the Center's strengths, weaknesses, opportunities and threats, brainstorming ideas for the vision and mission statements, and giving feedback on drafts of the goals, objectives and measurable outcomes. Drafts were also shared with CSE Steering Committee members and selected stakeholders for their input.

Members of the task force include:

Asuncion Arnedo, Instructor Spanish and Portuguese
Heather Bedi, Assistant Professor, Environmental Studies
Scott Boback, Associate Professor, Biology
Donna Hughes, Director, Community Service and Religious Life
William Kochtitzky, Student '17
Neil Leary, Director, Center for Sustainability Education
Lindsey Lyons, Assistant Director, Center for Sustainability Education
Katie Mattern, Student '16
Sherwood McGinnis, Adjunct faculty, Russian
Michael Monahan, Executive Director, Center for Global Education
Antje Pfannkuchen, Assistant Professor, German
Becca Raley, Executive Director, Partnership for Better Health
Steve Riccio, Lecturer, INBM/Director of Special Projects
Ken Shultes, Associate Vice President, Sustainability and Facility Planning
Julie Vastine, Director, Alliance for Aquatic Resource Monitoring
Marcus Welker, Projects Coordinator, Center for Sustainability Education

Transcribers for Focus Group Discussions:

Nyree Addison, Student '17
Caitlin Doak Student '16;
Sara Tyberg, Student '16

Participants in the Focus Groups:

Heather Bedi, Assistant Professor, Environmental Studies
Madison Beehler, Education/Outreach Coordinator, College Farm
Jennifer Blyth, Professor, Music
Scott Boback, Associate Professor, Biology
Samantha Brandauer, Director Education Abroad, Center for Global Study & Engagement

Natalie Cassidy, Student '18
Carolina Castellanos, Assistant Professor Spanish & Portuguese
Jeanette Diamond, Health & Wellness Coordinator, Human Resource Services
Caitlin Doak, Student '16
Lucile Duperron, Associate Professor, French
Amy Farrell, Professor American Studies, Executive Director Clarke Forum
Amity Fox, Associate Dean Advising/Dir Intern
Brent Hair, Customer Service Coordinator, Facilities Management
Jennifer Halpin, Director, College Farm
Ann Hill, Professor, Anthropology
Will Kochtitzky, Student '16
Kristen Kostecky, Associate Vice President, Facilities
Cheryl Kremer, Director Academic/Foundations relations
Brenda Landis, Multimedia Specialist
Wesley Lickus, Student '17
Anna McGinn, Interim Coordinator Campus Recreation Programs
Connie McNamara, Executive Director, Marketing & Communications
Tony Moore, Writer/Editor, Marketing and Communications
Marina Morton, Student '18
Joe O'Neill, Director, Visual Media, Marketing and Communications
Ashley Perzyna, Assistant Chief of Staff
Antje Pfannkuchen, Assistant Professor, German
Elizabeth Plascencia, Student '16
Becca Raley, Executive Director, Carlisle Area Health and Wellness Foundation
Michaela Shaw, Student '16
Kenneth Shultes, Associate Vice President Sustainability/Facilities Planning
Emily Smith, Student '16
Shalom Staub, Associate Provost Academic Affairs/Civic Engagement
Kristin Strock, Assistant Professor, Environmental Studies
Alecia Sundsmo, executive Director, Wellness Center
Elizabeth Toth, Director, Alumni Relations
Nicola Tynan, Associate Professor, Economics
Anthony Underwood, Assistant Professor Economics
Patricia van Leeuwaarde Moonsammy, Assistant Professor, Africana Studies
Chris Varner, Manager, Carlisle Elm Street Program
Julie Vastine, Director, ALLARM
Eric Vorodi, Director, Grounds and Landscaping
Neil Weissman, Provost and Dean of the College
Sean Witte, Associate Vice President Financial Operations and Controller
Artemis Yang, Student '17
Lucy Zander, Executive Director, United Way of Carlisle & Cumberland County

Appendix II: Accomplishments, 2008 - 2016

Summarized here are accomplishments over the period 2008 through 2016 that are either a direct result of the work performed by CSE, or the result of collaborative efforts to which CSE made important contributions. Accomplishments are organized around the five strategic goals presented in this plan.

Goal 1: Enable and enhance a curriculum rich in opportunities for exploring sustainability

Sustainability Courses & Curriculum

- Developed criteria, learning outcomes and process for designating courses as Sustainability Connections (SCON) or Sustainability Investigations (SINV), which were approved by APSC in 2012.
- 114 or more sections of SCON and SINV courses have been offered each academic year 2012 through 2016, representing 11.8 to 14.3 percent of total course sections.
- 31 academic programs have offered sustainability courses.
- Baird Sustainability Fellows program approved by faculty in 2012 and offered in 2013, 2014, 2015 and 2016.
- Social Innovation and Entrepreneurship certificate approved in 2015
- Food Studies certificate approved in 2016
- New sustainability graduation requirement approved by faculty in spring 2015, taking effect for the class of 2019.

Faculty Development

- Faculty study groups
 - Valley & Ridge, 74 faculty members have participated 2008-2016
 - Living in a World of Limits, 2013, 15 faculty and staff members
 - Food Studies, 2014-2015, 16 faculty and staff members
 - Social Innovation & Entrepreneurship, 2014, 8 faculty and staff members
 - Water, Spring 2014, faculty study group co-sponsored with Clark Forum, 9 faculty and staff members.
 - Thought for Food, 2010-11 series coordinated by 9 faculty and staff members
 - Cooling the Liberal Arts, climate change workshops and study group, 2010, 2011, 20 Dickinson faculty members participated in one or more events
- Sustainability Education Fund (SEF) grants
 - 206 SEF grants awarded totaling \$476,000 from 2008 through 2016
 - 43 awards to arts & humanities faculty members
 - 24 awards to social science faculty members
 - 55 awards to natural science faculty members
 - 64 awards to faculty members in interdisciplinary programs
 - 21 awards to co-curricular staff members
 - 154 of the awards were for curriculum or professional development, including 74 for participation in Valley & Ridge
 - 52 of the awards were for student-faculty research projects or for research assistants.
- Exploring Your Place – new field trip program created in summer 2015 for faculty and other members of the Dickinson community

Connect Global Education and off-campus study with Sustainability

- Valley & Ridge Goes to China, 2014, co-sponsored with LIASE
- Lucile Duperon, SEF grant to create immersive sustainability course in Toulouse
- Sarah McGaughey, SEF grants (2) to create German and Sustainability Course
- Co-funded Asian Garden with LIASE and Provost's office for \$10,000
- Shawn Bender, SEF grants (2) to support Bonsai: Japanese Nature and Culture
- Marcus Key & Alex Bates, SEF grant to support Meltdowns & Waves
- Ann Hill, SEF grant to support Maoniuping Revisited: Migration, Local Subsistence, and the Environment
- Helen Takacs, SEF grant to support the Eco-E mosaic
- Tom Arnold, SEF grant to support student faculty research for Global Schloars in Australia.
- Hosted Karol Boudreaux: Entrepreneurial Approaches to Addressing Development Challenges in Africa
- Global Climate Change Mosaic developed and offered in 2009, 2011, 2015
- Joined the EcoLeague in 2014
- Ran as session on sustainability at a meeting of directors of Dickinson study abroad programs in Malaga, 2011
- CSE Director participates as a member of the Global Education Advisory Committee.

Connect civic learning with sustainability

- Service learning and community-based research pedagogy included in Valley & Ridge study group
- Developed and taught SUST 301 Building Sustainable Communities fall 2014
- Greater Carlisle Project (GCP)
 - Co-founded GCP in 2013
 - Co-chair and provide administrative support to GCP
 - Engaged students from SUST 301 and Baird Colloquium in GCP at key points
 - Successful grant applications to Pennsylvania Humanities Council and South Mountain Partnership for the Greater Carlisle Heart & Soul project

Engage arts and humanities faculty

- CSE Steering Committee includes two arts & humanities faculty members
- 43 SEF grant awards made to arts & humanities faculty members since 2008
- Engaged arts & humanities faculty in Valley & Ridge since 2008
 - Carol Ann Johnston, English, *Creative Writing Advanced Creative Writing: Poetry*
 - Adeline Soldin, French and Francophone Studies, *Food, France, and Cultural Identity*
 - Luca Trazzi, Italian, *Sustainability in Italy: Environment, Culture, and Food*
 - Susan Feldman, Philosophy, *Environmental Philosophy: The Chinese Context*
 - Blake Wilson, Music, *Green Music: Regarding "Nature" & "Wilderness" Through the Lens of Music*
 - Siobhan Phillips, English, *Food Culture in Literature and Film*
 - Asunzion Arnendo, Spanish, *Sustainability in the Hispanic World*
 - Alyssa Deblasio, Russian, *Russian and Ecocriticism*
 - Ted Merwin, Religion, *Jews and Food*
 - Lucile Duperon, French, *Toulouse & the Mid-Pyrenees Region*
 - Mara Donaldson, Religion, *Religion and Modern Culture*

- Reedy, Classics, *Roman History*
- Co-sponsored William Gleason, *The Future of the Environmental Humanities*, with the English Department
- Co-sponsored Tibetan Monk Residency, *Enlightened Activity: The Green Tara Initiative* with Daniel Cozort and many campus partners.
- Co-sponsored film *Trash Dance*, with Theatre and Dance and Clarke Forum
- Co-sponsored Christopher Cozier, *Actions Between Territories*, with Africana Studies

CSE staff teaching

- Courses taught by CSE director:
 - ENST 311 Climate Change Causes, Consequences & Responses (spring 2009)
 - ENST 401 Senior Seminar (spring 2010)
 - INST 392 From Kyoto to Copenhagen (fall 2009)
 - SUST 301 Reducing Dickinson's Carbon Footprint (spring 2011, fall 2012)
 - SUST 301 Building Sustainable Communities (fall 2013)
 - SUST 330 Global Environmental Challenges & Governance (fall 2011, fall 2014)
 - SUST 500 Field Research on International Climate Change Negotiations (spring 2012, spring 2015)
 - SUST 490 Baird Honors Colloquium (spring 2013, 2014, 2015, 2016)

Promote student awareness of and enrollment in sustainability courses

- Lists of SCON and SINV courses compiled and published each semester on the sustainability website
- Sustainability Connections and Sustainability Investigations added as attributes for online course searches in Banner
- Created online database of past and present SCON and SINV courses that can be searched by academic department and key words.
- Total enrollment in sustainability courses exceeded 2200 students each year.
- More than 1300 students took at least one sustainability course each year.
- 89.5 percent of the class of 2016 took at least one sustainability course during their four-years; 41.7 percent took four or more.

Assess student learning

- An assessment "roadmap" for the sustainability graduation requirement was developed and submitted to APSC in spring 2016.
- Ability of students in the Baird Honors Colloquium to write grant applications was assessed in spring 2015.

Goals 2: Support and improve living laboratory and other co-curricular opportunities

Introduce new students to sustainability in orientation and pre-orientation

- Sustainability programs have been included in new student orientation since 2010.
- Green Move-In each fall since 2013.
- Led sustainability themed pre-orientation program in fall 2014 and 2015.

Engage students, faculty and staff in work of campus & community sustainability

- Established an intern program in 2009. Employ and mentor an average of 10 student interns each semester and 2 to 4 interns each summer.

- Established the Eco-Reps peer-to-peer education program in 2009. Coordinate and mentor an average of 24 student Eco-Rep volunteers each year.
- Expanded the Eco-Reps program in fall 2015 to include staff and faculty.
- Introduced new Sustain IT workshop series for Eco-Reps and other members of campus in fall 2015.
- Launched the Handlebar Bicycle Co-op and Green Bikes program in 2011 with assistance of students, staff and faculty.
- Managed the Biodiesel Shop 2009 through spring 2015 (transferred to Dickinson Farm in summer 2015).
- Organized Energy Challenge, an energy conservation competition, each year since spring 2012.
- Co-chaired Climate Action Task Force in 2013, which engaged students, faculty and staff in analyzing options for reducing GHG emissions and making recommendations.

Sponsor/co-sponsor sustainability speakers and events

- Coordinated the residencies of Rose-Walters prize winners Bill McKibben, Lisa Jackson, James Balog and Mark Ruffalo
- Brought multiple speakers to campus every semester

Diversity of student participants

- Data have not been collected to measure the diversity of student participants in CSE and other sustainability programs. In general, participants seem to be disproportionately white and female relative to the Dickinson student population.
- CSE staff participated in the Race & Ethnicity and Power, Privilege & Justice Workshops in February 2016.
- CSE has sponsored/co-sponsored many events that address issues of particular interest to students of color, international students, LGBTQ students
 - Chase Catalano and Barbara Love, *Power, Privilege and Social Justice Faculty and Staff Development Workshops*
 - Peterson Toscano
 - Film, *Out Here*, on LGBTQ farmers
 - Alicia Garza, *Envisioning Black Digital Spaces*
 - Christopher Cozier, *Actions Between Territories*
 - Nir Avieli: Food and Community in a Vietnamese Town

Goal 3: Advance Dickinson as a leader in transforming liberal education for a just and sustainable world

Collaborate to deepen commitment to sustainability, improve performance and advance Dickinson as a sustainability leader

- Chair and provide administrative support to the President's Commission on Environmental Sustainability (PCES)
- Chair and provide administrative support to the Dickinson Sustainable Investment Group
- Provide administrative support to the Luce Initiative on Asia and the Environment
- Participate in advisory committees for global education, Community Studies Center, Civic Engagement Working Group, Dickinson Farm, waste minimization and recycling

group, bicycle advisory committee, Facilities Planning Committee of the Board of Trustees, Rose-Walters prize committee

Serve as an information hub

- Designed and created comprehensive content for the Sustainability 'micro-site' on the Dickinson website.
- Publish a bi-weekly electronic sustainability newsletter that has over 1400 subscribers.
- Led publication of the 2014 Sustainability Report
- Designed and developed the Sustainability Dashboard (to be launched publicly summer 2016)
- Prepared and submitted AASHE STARS report in 2011 and 2015, which earned Dickinson Gold STARS rating.
- Updated STARS report every year for Sierra Magazine and Princeton Review, which earned Dickinson ranking among Sierra's top "Cool Schools" and on the Princeton Review's Green Honor Roll.
- Updated the GHG emissions inventory every year.

Collaborate with other colleges, universities and associations

- Organized and chaired the PA Power Dialog in spring 2016, a conference attended by 220 students and faculty from 15 Pennsylvania colleges and universities.
- Organized and moderated "Climate Action – Engaging the Next Generation" attended by students and faculty from several universities at COP21, Paris, France.
- Organized and hosted workshops and other professional development activities on teaching climate change across the liberal arts in which 178 educators from 60 colleges and universities participated from 2010 through 2014.
- Worked with the Dickinson Farm to organize and host "Seeding the Future" in fall 2011, a conference that was attended by over 200 faculty members, students and farm staff from 60 colleges and universities.
- Organized, chaired and presented in sessions at the 2010, 2011, 2013 and 2015 annual AASHE conferences on a variety of topics.
- Organized and led workshops on sustainability education at AASHE 2013 conference, Smart & Sustainable Campuses 2015 conference, University of Richmond and Bucknell University.
- Organized and hosted the first PERC Student Sustainability Summit in 2014, attended by 125 students from a dozen or more PA colleges and universities
- Helped organize and facilitate every PERC annual conference since 2009.
- Gave invited talks at Swarthmore, Rochester Institute of Technology, West Chester University, Widener University, Wilson College, Montgomery College, US Army War College, Citizens Climate Lobby, US Army Heritage Education Center, Association for Environmental Studies and Sciences, AASHE, AICUP, PERC

Goal 4: Nurture and strengthen mutually beneficial college-community partnerships for sustainability

Contribute to college efforts to create college-wide strategy for college-community partnerships

- Participated in Civic Engagement Working Group in 2015/2016

- Provided input to Mellon grant proposal on civic learning and engagement
- Co-founded the Greater Carlisle Project (GCP) in 2013, co-chaired GCP steering committee since 2013, organized/convened multiple community events and led successful grant application effort that received \$60,000 in funding from the PA Humanities Council and South Mountain Partnership in 2015.

Engage students in work of the Greater Carlisle Project

- Students in the fall 2013 SUST 301 Building Sustainable Communities course conducted community-based research projects with GCP member organizations
 - One student team researched options for organizational structure for GCP, presented their work at a community meeting, and had several of their ideas adopted by GCP
- Students in the spring 2014 Baird Honors Colloquium worked with GCP members to create an [interactive map](#) for the GCP
- Students in the spring 2016 Baird Honors Colloquium worked with GCP member organizations to draft grant applications to benefit the organizations.
- Representatives of GCP member organizations have been guest speakers in the Baird Honors Colloquium in spring 2014, 2015 and spring 2016

Goal 5: Enable CSE staff members to advance their professional knowledge and skills.

Participation in on- and off-campus professional development opportunities

- Staff participation in AASHE annual conferences and workshops
- Staff participation in PERC annual conferences
- Staff participation in Pride Training on campus

Appendix III: Definitions

Sustainability and the related concept of sustainable development are contested terms with multiple definitions. The varied definitions reflect differences in what people seek to sustain, what they would develop, and the time horizon over which they plan and act.¹ The differences give rise to different priorities, prognoses, and prescriptions for action. But most definitions share common concerns for the future of the planet, its people and its living systems, which are threatened by a growing human footprint that is consuming, depleting and degrading valued resources.

The following definitions, which are consistent with the concerns and goals inherent in widely used definitions, are adopted by the Center for Sustainability Education to anchor sustainability learning and inquiry at Dickinson. Some members of the Dickinson community may, and are welcome to, contest the definitions and choose to embrace other definitions.

Sustainability is the capacity to improve the human condition equitably in this and future generations while conserving environmental systems necessary to support healthy and vibrant societies.

Sustainable development is “development that meets the needs of the present without compromising the ability of future generations to meet their own needs. It contains within it two key concepts: the concept of 'needs', in particular the essential needs of the world's poor, to which overriding priority should be given; and the idea of limitations imposed by the state of technology and social organization on the environment's ability to meet present and future needs.”²

A sustainable system (e.g. a bioregion, food system, city, community, business, farm, building or wetland) is capable of continuing to function and meet the needs of its living members over a long time horizon. A sustainable system is not static and unchanging. It is dynamic, adaptable and resilient, changing through time, absorbing stresses, adapting to internal and external forces and responding to, rebounding from and reorganizing after shocks, all while continuing to provide essential services to living members of the system.

Human members of a sustainable system succeed in conducting their activities in ways that meet needs for human rights, social justice, rewarding livelihoods, ecological services, material goods and happiness without degrading the capital assets of the system in which they are embedded. These capital assets include human, social, cultural, financial, manufactured and natural capital.

Sustainability change agents take actions that contribute to creating a society that is sustainable – socially, economically and environmentally.

¹ Robert Kates and his coauthors use these three attributes to differentiate definitions of sustainable development (Kates et al 2005, 11).

² This definition is from the World Commission on Environment and Development (WCED 1987, 43). The first sentence is the most frequently quoted definition of sustainable development. The second sentence, which is not commonly included as part of the definition, is quoted here to highlight considerations that are critical to sustainable development.

References

Kates, R., T. Parris, and A. Leiserowitz, (2005), "What is Sustainable Development?" *Environment* 47(3):8-21.

World Commission on Environment and Development, *Our Common Future*, Oxford University Press, New York, 1987.