ASSESSING SUSTAINABILITY WITHIN DALHOUSIE RECRUITMENT MATERIALS

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Executive Summary

Institutions and corporations are increasingly called upon to address environmental and social challenges (Bergeson, 2006). For many higher education institutions (HEIs) in North America, the effective marketing of sustainability initiatives present on campus has the potential to increase enrolment interest (The Princeton Review, 2015; Behrend et al., 2009). Some HEIs seek to advance their image as sustainability leaders through the pursuit of third party recognitions and/or certifications, such as the *Sustainability Tracking, Assessment, and Rating System* (STARS) framework created by the *Association for the Advancement of Sustainability in Higher Education* (AASHE) (Fonesca et al., 2011). The STARS framework analyzes a variety of campus sustainability performance dimensions, including Academics and Operations.

This study explored the extent to which sustainability concepts are represented within the student recruitment materials for Dalhousie University. This study quantified the presence of content related to campus sustainability within two of Dalhousie's recruitment materials, chosen using non-probabilistic sampling. The materials chosen were the *Dalhousie Domestic Viewbook 2016* and the script portion of the *2015/2016 Studley Campus Tour Guide Manual*. The materials were analyzed using a textural coding method, based upon a unique adaption of the framework for sustainability assessment provided by AASHE STARS. The codes were organized into four categories: Academics, Engagement, Operations, and Planning & Administration. Dalhousie University actively engages in the STARS certification process, providing relevance to the use of the STARS framework as a lens for this study's explorations and recommendations.

Data analysis revealed that a large portion of the items within the coding framework did not appear in the chosen recruitment materials (forty-seven percent of all items which were chosen for coding were not present). The category that surfaced most frequently within the research was Planning & Administration, consisting of thirty-five percent of all codes found, while the Engagement category surfaced the least, at nineteen percent of all codes found. Specific codes such as "Undergraduate Programs" repeatedly occurred (fifteen times), suggesting they were emphasized within the recruitment materials, while many other codes were not represented at all. Sustainability initiatives undertaken by Dalhousie's Sustainability Office were also not represented.

This study recommends that an active dialogue be established between the Dalhousie Recruitment Office and members of the Sustainability Office, in order to determine shared goals for marketing campus sustainability within recruitment materials. Furthermore, this study should be made available as a resource to facilitate the generation of more knowledge in regards to how Dalhousie conveys sustainability initiatives to future student recruits.

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1.0 Introduction

In an attempt to embrace sustainability, Dalhousie University has developed interdisciplinary sustainability programs and initiatives within its academic community (Dalhousie University College of Sustainability, 2014). This research is intended to explore the extent to which the sustainability concepts present on campus are integrated into student recruitment.

1.1 Objective

The objective of this project is to determine the representation of Dalhousie's sustainable concepts within the university's student recruitment process. This project will explore Dalhousie's efforts in promoting sustainability in their recruitment efforts. Developing and fostering student understanding of sustainable practices is essential to facilitate a new generation of leaders (Wright & Defields, 2012). Dalhousie University pursues sustainable leader status through recognition from Association for the Advancement of Sustainability in Higher Education (AASHE) derived from their Sustainability Tracking Assessment Rating System (STARS) (AASHE, 2015). This project will help to assess the role of sustainability as being an integral part of the recruitment process at Dalhousie.

1.2 Research Question

This research is guided by the question:
        To what extent are sustainability concepts represented in the student recruitment
        materials for Dalhousie University?

1.3 Scope

The scope for this exploratory research project is limited to select Dalhousie recruitment materials. The investigation will include textual analysis of printed recruitment material, looking for content related to sustainability and sustainable universities. The analysis will be informed by the Association for the Advancement of Sustainability in Higher Education STARS assessment criteria. The key sources of information to be analyzed include the Dalhousie Domestic Viewbook 2016 and the script for campus tours contained in the 2015/16 Studley Campus Tour Guide Manual. This analysis of the material used to market Dalhousie to prospective students will reveal the degree to which sustainability is integrated into the student recruitment process.

2.0 Background and Rationale

2.1 Sustainability in Business and Marketing

The upsurge in attention towards environmental and social issues has substantially increased pressure on corporations to adopt more sustainable practices (Bergeson, 2006). Many businesses are now motivated to explore means in which they can reduce their ecological footprint without compromising their economic success, since businesses have traditionally had a considerable

impact on the environment. Sustainable development, as defined in the Brundtland Report, refers to any development that meets present needs without sacrificing those of future generations, and encompasses environmental, social and economic considerations (World Commission on Environment and Development, 1987; Bridges & Wilhelm, 2008). The act of voluntarily implementing sustainable management practices is referred to as corporate social responsibility (CSR) (Babiak & Trendafilova, 2010; Ganescu & Dindire, 2014). CSR has started to gain traction, as more businesses re-evaluate their role in sustainable development.

Businesses that engage in environmentally and socially responsible practices also aim to improve their reputation (Babiak & Trendafilova, 2010; Ganescu & Dindire, 2014). Adopting sustainable management practices can often enhance the company image and increase economic success, particularly now that sustainable issues have become a global focus (Babiak & Trendafilova, 2010). Sustainable marketing, more commonly referred to as "green marketing", is the use of marketing tools (e.g. advertisements) to promote aspects of company practices that are specific to sustainable development (Bridges & Wilhelm, 2008; Wong et al., 2014; Wymer & Polonsky, 2015). The use of green marketing can have a significant effect on how a company is perceived by its patrons. Behrend et al. (2009) demonstrates that the use of pro-environmental messages on a company's website could increase the overall perception of the company's performance, increasing the likelihood that a prospective employee would apply for a job. Similarly, Yusof et al. (2013) showed that the perceived "green image" of a store could influence a consumer's anticipated value of shopping there, and that shopping value has a direct impact on customer loyalty.

2.2 Sustainable Development at Higher Education Institutions

Universities and colleges likewise play an important role in promoting sustainable development. Higher education institutions (HEIs) are central for education in sustainability and therefore should lead the way in fostering sustainable innovation (Walton & Galea, 2005). In fact, many HEIs in North America have made steps towards widespread integration of environmental and sustainable initiatives on campus. A number of schools now publish annual sustainability reports and participate in initiatives such as the Sustainability Tracking, Assessment, and Rating System (STARS) from the Association for the Advancement of Sustainability in Higher Education (AASHE) (Fonesca et al., 2011). More and more online tools now rank schools based on how environmentally-friendly and sustainably aware they are.

The strategies that apply to sustainable marketing in business may also help to promote sustainability concepts on university campuses. According to The Princeton Review's *College Hopes & Worries Survey Report*, at least 60 percent of prospective students surveyed in 2015 felt that how a college compared to others based on its commitment to environmental issues would contribute to their decision to apply or attend (The Princeton Review, 2015). Furthermore, Figueredo & Tsarenko (2013) illustrated that promotion of environment and sustainability programs on campus directly affects students' pro-environmental behaviour, making them more likely to engage in on-campus initiatives. These types of studies suggest that the way in which

sustainability concepts are marketed can influence student engagement, and potentially increase interest in enrolment.

2.3 Rationale

With an increasing value being placed on the importance of corporate social responsibility, Canadian institutions such as Dalhousie University are keen to adopt campus greening initiatives, undergo environmental research, and generally be involved in activism geared towards environmental and sustainable concepts. In a global context, Dalhousie has signed onto the role of being an international leader in sustainability (STARS Sustainable Campus Index, 2015; Maclean's, 2016), as there has been an increase in both the need and desire for universities to gear our world towards a more sustainable future (Wright & Defields, 2012).

Through an analysis of Dalhousie's recruitment resources, our research goal is to analyze the extent to which materials that are accessed by a typical prospective student market Dalhousie's sustainable aspects. The justification for our research stems from a review of previous studies that explore the importance of marketing sustainability concepts in promoting institutions' various goals and brand image (Behrend et al., 2009; Lidstone et al., 2015). Research suggests that even small amounts of information regarding the sustainability initiatives being adopted by an organization can positively affect that organization's reputation, and, in the case of universities, its recruitment results (Behrend et al., 2009; The Princeton Review, 2015). Thus far, there is no research that specifically looks at the extent to which Canadian university recruitment materials market sustainability concepts, therefore making our project findings relevant to the future of sustainability within Canadian universities (Connolly, 2014). Additionally, the findings of our study have the potential to reveal the importance that Dalhousie recruiters place on sustainability.

3.0 Research Methods

This project was driven by a mixed-methods approach with both qualitative and quantitative aspects. The study design incorporated textual coding of select recruitment materials from Dalhousie, with coding criteria influenced by the STARS framework checklist (AASHE, 2015). Resulting data were interpreted through frequency analysis, and translated into visual displays using Wordle software. There were no costs associated with this project as all materials and tools used to facilitate analysis were freely accessible for all group members.

3.1 Study Design

The study investigated the use of sustainability concepts in recruitment materials for prospective Dalhousie students using non-probabilistic purposive sampling. Through the assessment of select promotional content with a target audience of prospective students, the extent to which sustainability concepts are communicated was determined. This study assessed two materials: the Dalhousie Domestic Viewbook 2016 and the script portion of the 2015/16 Studley Campus Tour Guide Manual. Coding criteria were developed using the STARS framework checklist as a

baseline (AASHE, 2015). This well-established and reviewed framework was altered to reflect the scope of this analysis to quantify environmental sustainability in higher education institutions (Lidstone et al., 2015).

The Dalhousie Domestic Viewbook (hereafter referred to as the viewbook) is updated on an annual basis, and distributed to prospective students across the country through recruitment sessions and by high school guidance counsellors. The viewbook is typically 30 to 40 pages and compiled in a booklet format. This book is intended to communicate interesting and attractive highlights of life at Dalhousie, as well as programs available and their associated admission requirements, estimated/expected costs of programs and services, an admissions timeline, and contact information for recruitment services. This material is a key item used to convey and market the university to prospective students and those helping them make their university selection.

The Studley Campus Tour Guide Manual is used to educate the Dalhousie Student Ambassador and Tour Guides as they showcase the university to prospective students and guests. This information was confirmed through communications with Brandon Randall, a member of the Dalhousie Recruitment team, on March 17, 2016. Our analysis was limited to the script portion of the document (hereafter referred to as the script), shown in Appendix B. The intent of the script is to equip the tour guide with interesting details and highlights to be included in the verbal tours conducted in a group setting. Supported by the Recruitment Office of the university, these tours act as an influential, and often determining, means of accurately representing the university and inspiring prospective students to apply to or attend Dalhousie.

3.2 Research Tools

The qualitative research methods of this study involved a textual analysis of recruitment materials. Connolly (2014) outlined how universities use both text and images to market to prospective students, and described how the benefit of identifying the context of the text and imagery is useful in analyzing its effect on the intended demographic (i.e. prospective students). Through examining what Dalhousie includes in select and accessible promotional materials, it is possible to determine what aspects of programs and services on campus are deemed important or appealing.

The main tool used in this research was *a priori* coding. *A priori* coding can be defined as a method where code development occurs prior to examining the resources (Wright, 2016). This method required group members to develop an understanding of the goals and objectives of the project before performing any analysis. The AASHE STARS checklist influenced the development of a more specific code book for the purpose of analysis. The code book used in this project is featured in Appendix C. The textual analysis involved assessment of all blocks of text within the chosen recruitment materials. *A priori content specific* coding was used, as it allowed for consistency throughout the analysis of recruitment resources (Wright, 2016). The coding system was arranged in a hierarchy to cluster related aspects, enabling clarity in content

analysis. In total, 62 codes were developed and specified into 17 subcategories, and then organized in 4 overarching categories, as shown in Appendix C.

Microsoft Excel was used to store, organize, and manipulate the data (Microsoft Support, 2016). This program enabled the creation of graphing and charting to assist group members in identifying trends in data. This program was also used to filter and sort data for further analysis of results to develop the discussion and conclusions. Additionally, Wordle.net was used for the purpose of qualitative analysis as the software program produced corresponding figures to represent the code frequency developed within data analysis (Wordle, 2016).

3.3 Data Analysis

The code book contained 62 codes in total. Each group member was responsible for approximately ten codes as the "primary" coder. To ensure reliability and validity of measurement and analysis, each group member was also responsible for ten additional codes as the "secondary" coder. The primary and secondary coders worked together to determine the most appropriate and representative sum of the count of each code, to be then used in the analysis. This process allowed for discussion amongst group members while ensuring that the coding was performed more than once for each aspect within the code book.

The codes used to analyze the viewbook and the tour guide script were divided into four categories: Academics, Engagement, Operations, and Planning & Administration. The Academics subcategory contains codes identifying formal educations programs/courses that address sustainability, as well as research pertaining to sustainability (STARS Technical Manual, 2013). The Engagement subcategory contains codes identifying sustainable learning opportunities outside an institution's formal curriculum (STARS Technical Manual, 2013). The Operations subcategory recognizes an institution's efforts to measure and/or reduce greenhouse gas and air pollutant emissions (STARS Technical Manual, 2013). Finally, the Planning & Administration category targets the development of an institution's engagement in sustainability coordination and inclusion of staff and students in sustainable governance (STARS Technical Manual, 2013). The categories mirrored those in the AASHE STARS checklist, but were adapted to remove codes that we felt would not be relevant for assessing student recruitment materials (e.g. information for employees). Additionally, under the Academics category, the codes were modified to reflect curriculum and research that directly focused on environmental sustainability.

All data were summarized with a predetermined tracking table within Microsoft Excel, as shown in Appendix C. A quantitative analysis of the frequency of each code was then generated to visually illustrate and identify trends within the findings. Next, the data were manipulated using Microsoft Excel to identify the mode through frequency analysis, in order to reflect which coding categories were most apparent within the recruitment materials. The individual code data were analyzed qualitatively by developing word clouds using Wordle software. The word clouds provided an additional visualization of the data to assess which aspects of sustainability were or were not apparent in the materials.

Overall, through the use of these two programs, raw data were translated into frequency tables, graphs, and illustrative word clouds. The word clouds depict the sum of the code evidence and relate it to the size of the words generated, with increasing size as the code appearance count increased.

3.4 Delimitations and Limitations

The restricted time frame and availability of sample material were the major limitations of this project. Given that data collection and analysis were required to take place within a two-week period, the scope and material incorporated within the methods were limited to what was achievable within this timeframe. An additional limitation included the availability of material; current resources based on only the 2015/2016 academic year were analyzed.

A delimitation of this study was introduced in the decision to restrict analysis to resources that are electronic or print, and readily available. It was determined that conducting interviews or focus group sessions with members of the recruitment team was not feasible as per the associated timeframe and ethical obligations. This delimitation may have impacted the study, as we were unaware of any intended changes or upgrades for upcoming publications of the materials. For example, it is unknown at this time whether undergoing alterations and construction projects throughout campus are intended to be incorporated in the proceeding publications of the material assessed.

Additionally, throughout the coding of these materials, bias and varied interpretation of individuals performing the assessment were acknowledged. These are aspects within the control of study design and have been addressed through proactive measures of partnered coding allowing for more than one individual being responsible for each code The STARS framework was selected and used for the purpose of this project, although this selection delimited the project findings, it was determined to be an effective tool based on its function and legitimacy gained through similar studies.

4.0 Results

4.1 Summary of Codes

The results of the *a priori* coding, for both the script and viewbook respectively, are summarized in Table 1. The data have been condensed to show the total number of "hits" for each of the categories and subcategories outlined in our checklist; a "hit" refers to a single tally for each time that a code appeared in the materials. Each subcategory contains between two to eight individual codes. The complete dataset, which shows the individual number of hits per each code, is included in Appendix C.

Table 1: Total counts of *a priori* coding of the Dalhousie tour guide script and viewbook.

Criteria		Material	
Category	Subcategory	Script	Viewbook
Academic	Research focused on Environment and/or Sustainability	5	4
Academic	Curriculum related to Environment and/or Sustainability	0	18
Engagement	Campus Engagement	1	6
Engagement	Public Engagement	2	9
Operations	Air & Climate	0	1
Operations	Buildings	13	2
Operations	Dining Services	10	3
Operations	Energy	1	0
Operations	Grounds	0	0
Operations	Purchasing	0	0
Operations	Transportation	1	3
Operations	Waste	2	2
Operations	Water	1	0
Planning & Admin	Coordination, Planning & Governance	3	14
Planning & Admin	Diversity & Affordability	7	14
Planning & Admin	Health, Wellbeing & Work	1	2
Planning & Admin	Investment	3	0
	Total	50	78
	Overall Sum	128	

Across both materials, there were 128 hits: 27 for Academics, 18 for Engagement, 39 for Operations and 44 for Planning & Administration. The frequency of coding across each category is illustrated in Figure 1. The number of available codes for each category was 11, 10, 28 and 13 respectively, which therefore means that – spread evenly across each category – the average number of hits for each code was 2.5 in Academics, 1.8 in Engagement, 1.4 in Operations, and 3.4 in Planning & Administration.

The viewbook was coded considerably more times than the tour guide script; however, the distribution of codes across the four categories differed substantially between the two materials. Planning & Administration and Academics were both coded relatively frequently within the viewbook, while Operations dominated the coding of the script.

Of the 62 codes described in our checklist, 33 were found at least once (Figure 2). 25 of the 33 codes were found two or more times. The highest number of hits per code was 15.
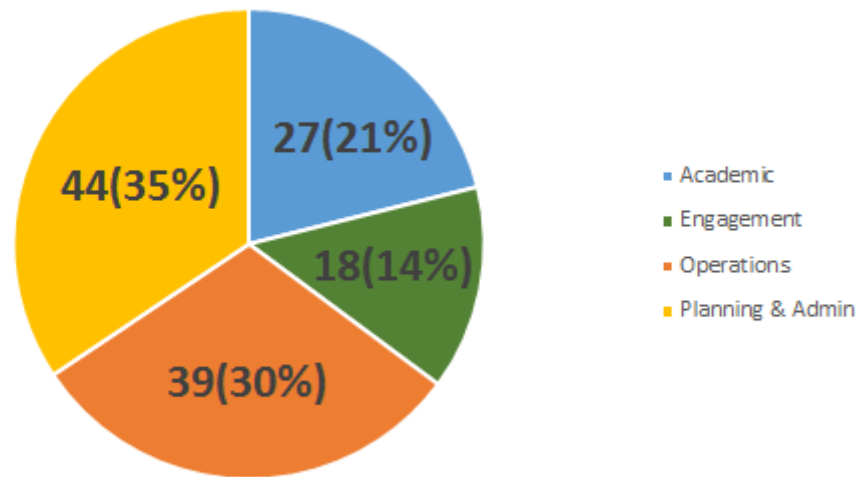
Figure 1: Frequency of codes that appeared during the *a priori* data analysis.
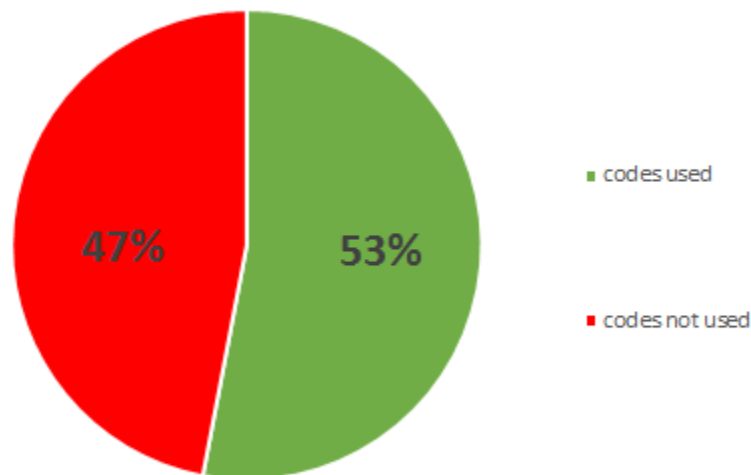

Figure 2: Percentage of the total codes that were used at least once during the *a priori* coding.

4.2 Viewbook Coding

Coding the viewbook resulted in a total count of 78 hits across all categories (Table 1). Figure 3 shows the distribution of the coding hits across each category. Within the four major categories, Planning & Administration was coded most frequently, included seven hits for each of

"Sustainability Coordination" and "Sustainability Planning". This category also had the highest proportion of codes that were met at least once, with 7 out of 13 codes counted at least twice. The Academics category was coded second-most frequently; however, the results were considerably more skewed within the sub-categories, with "Undergraduate Programs" receiving 15 out of the 22 total hits. Several other codes, such as "Academic Research" and "Support for Research", received hits as well, but occurred no more than two times within the viewbook.

The remaining two categories, Engagement and Operations, together received half as many hits as Academics and Planning & Administration combined. However, Engagement had only 10 codes, half of which received at least one hit. "Student Life" was coded most frequently, with six total hits. On the other hand, only 7 out of 28 codes for Operations received at least one hit, and only one of these ("Low Impact Dining") occurred more than twice.

Including the front and back covers, the viewbook has a total of forty pages. Averaged across the entire book, a code from each major category appears less than once per page, with both Engagement and Operations codes only occurring every second or third page. However, most codes are clustered together; for example, "Undergraduate Programs", which had 15 hits, was all coded on pages 12 and 13 of the viewbook (Appendix A). These results are also displayed visually in a word cloud (Figure 4). Figure 4 shows all of the codes that had at least one hit within the book, colour-coded based on each of the four major categories. Word size indicates the relative frequency with which the code occurred.
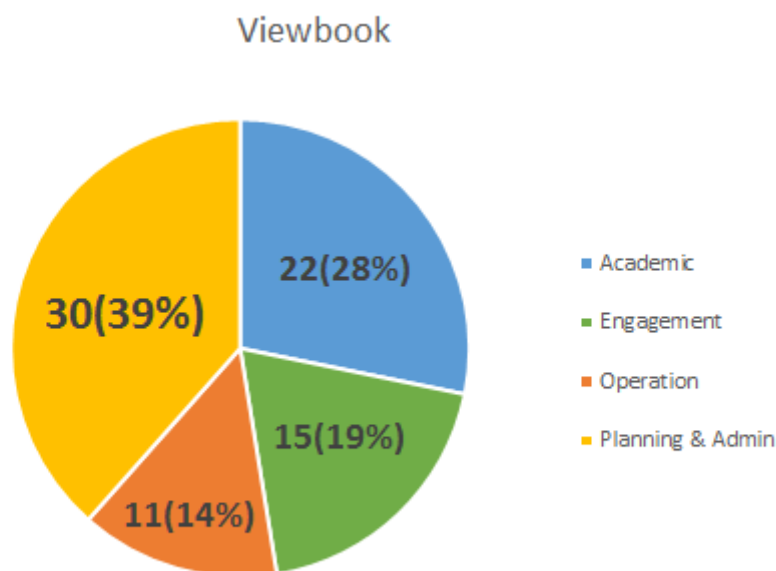

Figure 3: Number (percentage) of codes counted from the 2016 Dalhousie viewbook for each of the four main categories used during *a priori* coding.

Figure 4: Word cloud generated for viewbook code results. Academics = blue, Engagement = green, Operations = red, and Planning & Administration = yellow.

4.3 Tour Script Coding

The script was coded a total of fifty times across the same four categories (Table 1). Figure 5 shows the distribution of the coding hits. In this case, over half of the hits were for codes under the Operations category. However, only 10 of the 28 codes received hits, and only three of these ten occurred more than once. "Food and Beverage Purchasing" received the most hits, at nine, while both "Building Design and Construction" and "Building Operations and Maintenance" received eight and four hits respectively.

Planning & Administration codes occurred fourteen times, with a far more even distribution. Eight out of 13 codes were counted at least once, and none of the categories had considerably more counts than the other. The maximum number of hits was three, which occurred for both "Support for Underrepresented Groups" and "Affordability and Access". In contrast, both Engagement and Academics were coded only three and five times respectively. There were no mentions of academic programs with respect to sustainability, and 4 out of 5 hits for Academics were attributed to "Access to Research". The hits under Engagement were each attributed to "Student Life", "Community Partnerships" and "Inter-campus Collaboration".

The script is approximately nineteen pages in length, although several pages are dedicated to describing tour guide duties and working conditions, rather than tour material. As a result, on average, operations codes appeared approximately twice per page and Planning & Administration codes approximately once per page. Both Academics and Engagement codes were infrequent. Figure 6 depicts a word cloud of codes appearing in the script, again arranged by size (based on word frequency) and by colour (based on category).
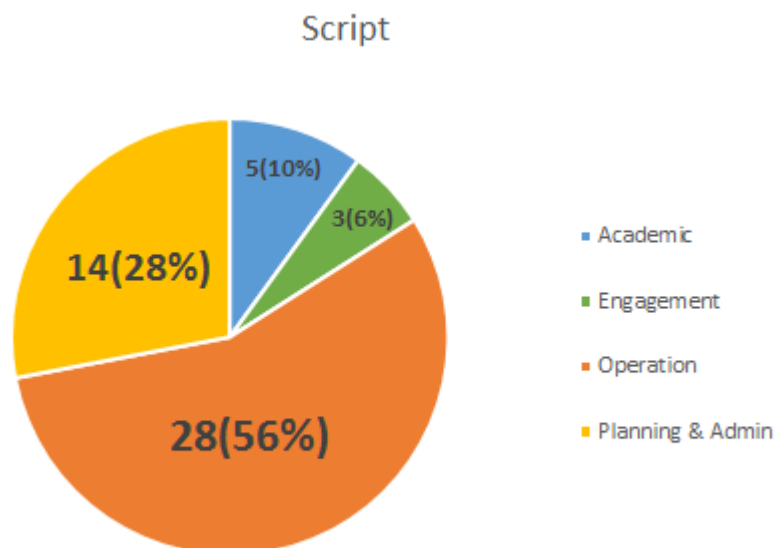
Figure 5: Number (percent) of codes counted from the 2015/16 Dalhousie tour guide script for each of the four main categories used during *a priori* coding

Figure 6: Word cloud generated for campus tour script code results. Academics = blue, Engagement = green, Operations = red, and Planning & Administration = yellow.

5.0 Discussion

The reasoning behind looking at the extent to which sustainability concepts are represented in student recruitment materials stems from acknowledging Dalhousie University as a global leader in sustainability, in reference to AASHE STARS Sustainable Campus Index (AASHE, 2015).

Similarly, Maclean's magazine released this year's analysis of Canadian universities, listing Dalhousie as one of the top schools to attend for environmental programs, which, for the purpose of our study, aligns well with the sustainability concepts measured in our coding (Maclean's, 2016). An analysis of our coding provides a preliminary assessment of how sustainability is portrayed in Dalhousie's recruitment materials, and how that portrayal compares with Dalhousie's current position as a sustainability leader. Our findings suggest that the recruitment materials in question, the Dalhousie Domestic Viewbook 2016 and the script from the 2015/16 Study Campus Tour Guide Manual, do not adequately reflect on-campus sustainability.

With respect to the viewbook, the most frequent code that appeared was "Undergraduate Program" under the subcategory "Curriculum Related to Environment and/or Sustainability". Although the majority of the viewbook contains copious amounts of information on the types of undergraduate programs offered at Dalhousie University, the large frequency that culminated within the viewbook was a result of a compiled list of all undergraduate programs on a single page. The undergraduate programs available were rarely mentioned outside of this list, and were in no way explained any further.

The majority of codes in other categories were mentioned even less frequently. For example, the LEED certifications obtained by Dalhousie University were not mentioned at all in the viewbook. In the tour guide script, the Rowe Building certification was discussed once, but no other mention of LEED buildings was made, and the Mona Campbell building, which houses the College of Sustainability, was not mentioned at all. These are very prestigious certifications that are seen as extremely important in the realm of sustainability. For these achievements and certifications to go unnoticed within campus recruitment materials reflects a failure to address one of Dalhousie's key sustainable initiatives. The design of Dalhousie's buildings was discussed extensively in the tour script, but primarily from a historical perspective, and left out many important details related to how Dalhousie has been working towards a higher level of sustainability through their buildings. Additionally, operations overall were generally underrepresented in both recruitment materials, with very few codes appearing at all, and often when codes did appear, it was only once and not more. Many of Dalhousie's other sustainability initiatives that are prevalent on campus were also excluded, including the Bike Centre and renewable energy initiatives on campus.

One major drawback to using the viewbook as material for analysis is the inclusion of Dalhousie's Truro Agricultural campus in the information presented in the viewbook. The information on the Truro campus was counted in a significant amount of coding, as naturally the agricultural campus would have extensive "green" concepts; however, this becomes an issue as it is not representative of Dalhousie University as a whole and may affect claims about the significance of our results. In contrast, the tour guide script was limited to the Studley campus in Halifax.

Figueredo and Tsarenko (2013) argue that "being green" is not a predecessor of a student's interest and/or participation in sustainability initiatives on campus. Therefore, Dalhousie University's recruitment materials should equally represent all aspects of information presented

to target prospective students, because, although a prospective student may not be applying to a program based on environment or sustainability, they may still be interested to see how Dalhousie University is tackling environmental and sustainable issues prevalent in today's society. There are many studies that surround the concept of promoting sustainable and environmental initiatives to future employees of any given corporation, as researchers have seen an increase in applications following promotion of these initiatives within a corporation's recruitment material. In the case of research completed by Behrend et al. (2009), it was found that any given job pursuit's personal environmental stance had little to no effect on the impact of the environmental messages presented by the corporation. It is fair to assume that this has the potential to be representative of the impacts of recruitment material in any sort of situation, universities included. The promotion of sustainable concepts, or lack thereof, can either help or hinder the reputation of any institution (Ganescu & Dindire, 2014). These types of studies provide support for the findings of our study, suggesting the results may be relevant in further assessing Dalhousie's reputation as a sustainable leader.

6.0 Recommendations and Conclusions

6.1 Contributions of the Study

The intention of this study was to portray the prevalence of sustainability concepts in Dalhousie's student recruitment material and produce results that would reflect how accurately environmental sustainability language, as defined and assessed by STARS, was used as a branding and promotional tool for Dalhousie recruitment materials. As outlined by AASHE (2015), the first three reasons listed by STARS as reasons to participate in the STARS program are:

1. To gain international recognition for your sustainability efforts
2. To generate new ideas
3. To engage your community

These three arguments for participating in the STARS assessment concede to better promotion and branding of an institution as being actively engaged sustainability efforts. However, we recognized that the prestige connoted by participation in the internationally recognized STARS assessment relies on the very promotion of the STARS status, and the inherent sustainability concepts, in order to attract potential students whose values lie in sustainability efforts. Therefore, it was in the interest of this study to deliberately provide recruitment services a comprehensive analysis of the areas of sustainability that Dalhousie accurately revealed to potential students, and which aspects were overlooked. The results of this research study, if taken into consideration, could make significant contributions to the promotion of Dalhousie as a leader in sustainability to future students by perpetuating the presence of sustainability efforts and consciousness within the campus culture, and, through catalytic validity, generate a stronger sustainability trademark for the school.

6.2 Recommendations for Further Action and Continued Research

We recommend that future action be taken to more accurately represent aspects of sustainability, as defined by STARS, which are currently misrepresented, or found to be omitted from the Dalhousie student recruitment materials. For example, our results showed that forty-seven percent of the environmental sustainability codes that we intended to analyse were absent from the resource material. Similarly, the discrepancies among the four categories of codes; Academics, Engagement, Operations, and Planning & Administration were disproportionately represented in the available materials. We anticipated that discrepancies would be found among the four coding categories, and recommend that these inconsistencies remain, but that they are more reflective of each of their presence on the Dalhousie campus.

This study was an exploratory analysis of the presence of environmental sustainability in the Dalhousie recruitment materials. We recommend that the information extrapolated from our environmental sustainability coding be used to determine a benchmark for the revision and production of future recruitment materials. Although this study was limited to specific environmental sustainability codes, it is possible to expand coding to all aspects of the STARS assessment, and continue to improve the accuracy of the portrayal of sustainability in future years. The coding, which was produced to adhere to the STARS criteria, made this research reliable and easily replicable with the fabrication of new recruitment material. We recommend that similar sustainability coding research of recruitment materials continue in order to determine what progresses are being made in accurately portraying Dalhousie's commitment to being a leader in sustainability, and as a means of recognizing the aspects of misrepresentation of Dalhousie's sustainability efforts.

We recommend that in order to facilitate more successful sustainability branding through Dalhousie recruitment material, future coding and analysis of the recruitment material be carried out before the recruitment material is published. Finally, in order to effectively brand sustainability as an integral quality of Dalhousie, we acknowledge that it would be advantageous to have a representative with an understanding of the STARS assessment framework, and general knowledge of Dalhousie's sustainability goals be involved in the decision-making and writing process of Dalhousie recruitment materials.

6.3 Conclusion

This exploratory research study analyzed the prevalence of different environmental sustainability concepts, as outlined by STARS, in Dalhousie student recruitment materials. The analysis of the viewbook and tour script as student recruitment materials involved a mixed methods approach of qualitative and quantitative analysis. Through textual coding of select recruitment materials as standardized by the STARS checklist, a frequency analysis was produced and interpreted as a means of representing the aspects of environmental sustainability that had been coded. The coding in this research project involved a priori content specific coding, and was developed complementary to the STARS checklist and associated criteria for each code.

Similar coding should be carried out as new recruitment material is produced in expand this exploratory research in order to further represent the value that Dalhousie places on its efforts in being a leader of sustainability. In a broader context, this study has laid some of the groundwork to better understand how sustainability may be used as a brand and promotional tool for Dalhousie student recruitment.

Acknowledgements

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Appendices

Appendix A: Dalhousie Domestic Viewbook 2016
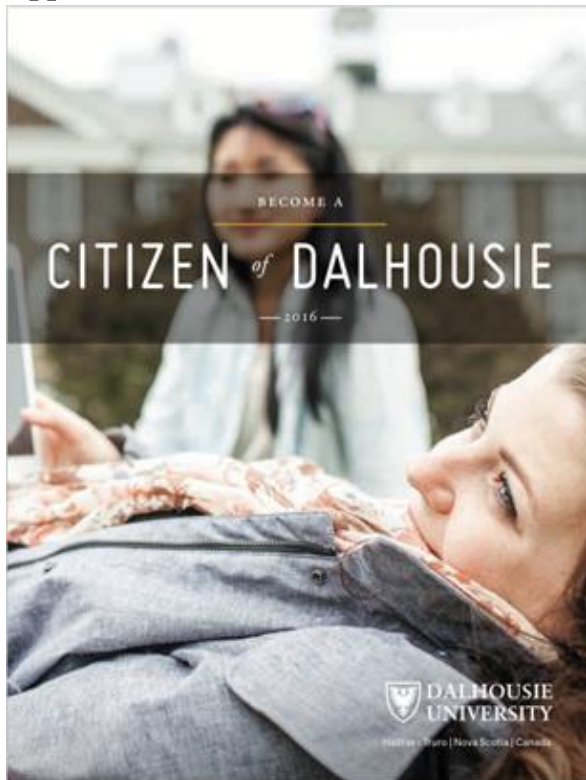
(**Front Cover: Dalhousie Domestic Viewbook 2016**)
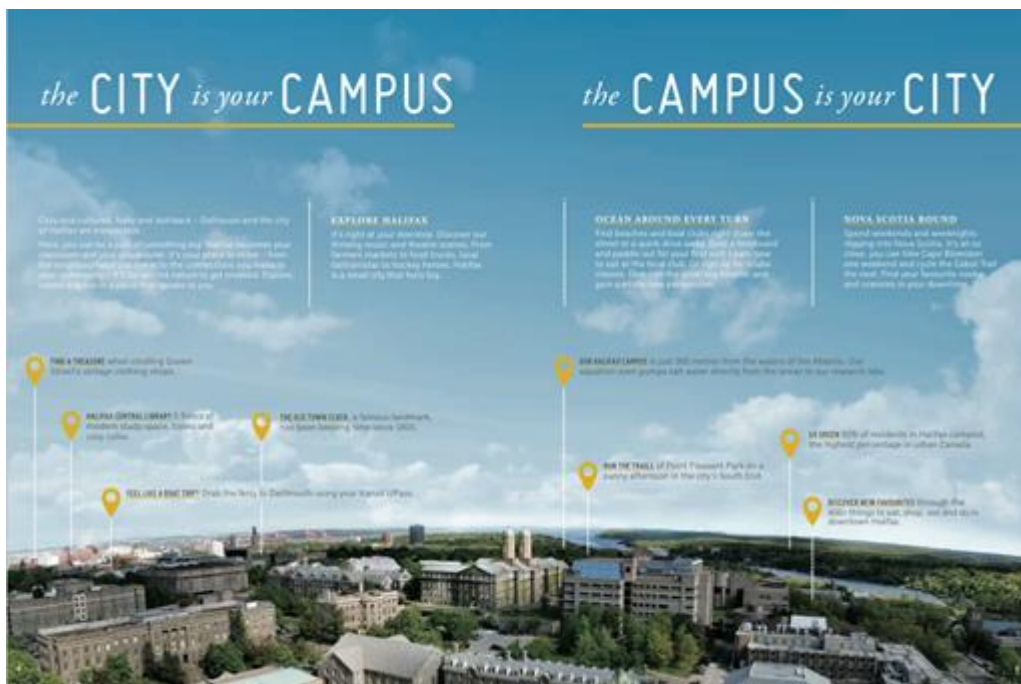
(**SAMPLE: Page 8-9 Dalhousie Domestic Viewbook 2016**)

Link to entire book: https://issuu.com/dalhousieuniversity/docs/dal_domestic_vbk_2015?e=2143093/30245390

Appendix B: 2016 Studley Campus Tour Guide Script

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3 Showing Residence Rooms

3.1 Room Ambassador Program

Sample residence rooms are shown as a part of a standard tour of Dalhousie. These rooms are made available through the Room Ambassador Program. Through this program a select few students are chosen to have their rooms viewed by prospective students. The rooms are chosen based on criteria as outlined by the Campus Tours Coordinator. The rooms rotate based on a monthly schedule, and at any given time, two rooms will be available for viewing.

3.2 Show Room Procedures

The Room Ambassadors expect visitors during the regular tour times, and should always be prepared for your arrival with a tidy and presentable room. The students may or may not be home when you visit, so it is expected that you will knock – wait a few seconds – and then enter with the key you've signed out at the front desk. When getting the key from the front desk, you must simply identify yourself as a tour guide (and be wearing your nametag) and they will trade your Dalcard for the key. It is your responsibility to manage your tour group while they are in the student's room, by ensuring they do not take pictures or look in private places like drawers, etc. If they're home, room ambassadors are encouraged to interact with guests, and share their relevant residence experiences. Guests are also welcome to ask the students questions, but the Room Ambassadors are asked not to show favouritism towards any particular building.

Please be sure to share the following details about residence while on tour:

- Approximately 78% of our rooms on campus are single occupancy
- Students may indicate their preference for a single or double room on their residence application, as well as their preferred noise level (quite, low-key, moderate) and rank building/community choices
- Many buildings house Academic or Themed Clusters, also known as Living Learning Communities. In a Cluster students share academic or interest based commonalities. These communities have Cluster Leaders who work with RAs to provide additional support and activities. Recently a Cluster has been added which does not allow drinking to accommodate the needs of all types of students.
- Room assignments are made on a first come, first served basis as students rank their residence option from most preferred to least preferred
- Residence applications can be submitted once a student has been offered admission and paid their admission deposit
- Residences are generally co-ed by door, although there is an all-female house (Newcombe House) in Shirreff Hall and an all-female floor in O'Brien Hall (4th floor)

- Standard furniture in each room includes a bed, desk, closet or armoir, curtains and chair
- Rooms include cable, internet (wired and wireless) and phone access
- Students will be assigned a mailbox so they can receive letter mail and packages
- Information on what to bring, as well as what not to bring is available online at dal.ca/residence
- Students who submit a complete residence application before June 30th are guaranteed a room
- Residence room assignments are generally sent out in June (depending on when a student has applied – first come/first served)
- Move-in day is normally the Sunday of Labour Day weekend
- Early baggage drop-off is available in the week ahead of move-in day
- There is a 24-hour staffed front desk in each of our largest traditional residences (Risley, Gerard, Howe & Shirreff)
- There is a Residence Life Manager who supports students in each residence, along with a team of Residence Assistants (senior, trained student staff)

You should also include the following information about meal halls and plans:

- We offer buffet style meals (not a declining balance system)
- Students can select a 14 or 19 meal a week plan, or a freedom plan (unlimited meal-hall visits)
- Each meal plan includes "Food Bucks' that can be used at a number of on- and off-campus locations (such Tim Hortons, Subway, My Three Cousins, Pete's To GoGo, Second Cup, Boston Pizza, Pita Pit and about 60 others)
- Students can bump up to a plan that includes more meals at any time, or bump down at the end of each semester if they find they have a plan with too many meals
- Each meal hall has its own chef, and students can eat in any of the meal halls
- There is a dietician who is available to meet with student with specific dietary needs
- Menus are available online and through a mobile app, so that students can check what is being served on campus each day

4 Additional information for a memorable and informative campus tour

It is crucial during campus tours that students are presented with a memorable and unique experience at Dalhousie. This often comes with interesting facts about the university and by utilising your own anecdotes about your time at Dalhousie to help prospective students imagine themselves here. To ensure this, here are a number of additional points that should be mentioned on tour.

4.1 Dalhousie's History and Current Standing

Founded in 1818 by George Ramsay the 9th Earl of Dalhousie, the university was originally known as the "little college by the sea". The university itself is modelled after the University of Edinburgh in Scotland. The original site of the university was where Halifax's City Hall stands today. The university started with just 6 professors, and its first student graduated in 1860. Today Dalhousie University is home to 18,500 students, 1,100 faculty (over 90% of whom have their PhD) and over 1,600 staff. Dalhousie has 89 Rhodes Scholars and counting, is home to 16% international students (from 116 countries) and 56% students from outside of Nova Scotia. Further, Dalhousie has more than 125,000 alumni spanning the globe leading nearly all industries.

4.2 LeMarchant Place

This facility includes new residence space on the top five floors which differs from our traditional dorm-style residence option. The rooms are arranged in suite or pod style – a number of rooms centred around a central kitchenette/living area and washroom with a full kitchen on each floor. Some of the layouts also include two single rooms joined by a shared bathroom in the middle. The lower portion of the building includes a Welcome Center, which is the new home for the Recruitment and Campus Tours Office. There is also a new Health Services clinic (replacing the former offices in Howe Hall), Dalhousie Counselling Services, and the International Centre.

4.3 Risley Hall

Risley Hall is home to nearly 500 students, all living in single rooms with the added bonus of sinks. It is our second newest residence option on campus. The washrooms in Risley are co-ed and this can spark a lot of questions from parents, especially Moms. Explain to families that co-ed washrooms are typical of university dorms today and that the floor to ceiling partitions for both the showers and toilets ensure a great deal of privacy. After leaving Risley, point out the main on-campus bus stop and explain how bus passes are included in fees. This is a good time to show your Dalcard and point out the bus pass sticker. You can also point out the Grad House at this time and explain how it is open to all students.

4.4 Wickwire Field

Dalhousie's F.B Wickwire Memorial Field was originally built on a bed of 22 000 used tires, which provided cushioning for the playing surface, and has since been replaced with sand and rubber infill. The field was renovated in 2007 at a cost of $1.7 million. The old turf was replaced by "Field Turf", which looks, plays and feels like real grass. The field does not have real grass because the growing season in Nova Scotia is so short that it would not be able to stand up to the demands of its users. The field is in use over 3000 hours a year.

4.5 Dalplex

The Dalples opened in 1979 and is famour for its "bubble" field house, and rooftop beach volleyball courts. The field house roof is the only facility of its kind in North America, being held up entirely by air pressure. For those who may be curious, the roof deflated only once, just months after the building opened due to a combination of heavy rain, snow and human error. The building serves as the university's main athletic facility, and houses a 260M running track, weight room, cardio room, Olympic size swimming pool, two basketball courts, volleyball and badminton courts, a golf driving range,fitness classes and a rock climbing wall. It is important to mention that the access to Dalplex is included in fees for full-time students at Dalhousie. There is also opportunity to be involved in sport at both the varsity and intermural level.

4.6 Studley Gym

This facility is one of the oldest buildings on campus, and was completed is 1932 after its predecessor was destroyed by fire. At the time, it housed one of the largest gym floors in Eastern Canada. The building was retired as the university's main athletic facility after the opening of Dalplex. It is still used today for varsity training, intramural sports, Yoga, and Pilates classes. The gym is also home to Dal's Dance Studio.

4.7 The Quad

The Quad gives tour guides the chance to highlight the history of Dalhousie. The university was founded in 1818 and was originally situated in downtown Halifax where City Hall stands today. Lord Dalhousie who helped to found the university (hence it's name) was Scottish and modelled Dalhousie after the University of Edinburgh in Scotland. It was partially established with confiscated funds from pirates who had been plundering ships in the Atlantic. It was impossible to get these bounties back to those they belonged to, so part of it was used to establish our university. The campus moved to the South End of Halifax in the early 1900s and the first building on the Studley Campus, the Chemistry Building, was completed in 1915. This building was damaged during the Halifax Explosion in 1917. The quad area was originally agricultural land and the university created an agreement with the farmers that they could continue to use the quad as a grazing area for their livestock as the university was built. This agreement

has never been removed from Dalhousie's official rules and most people on tour enjoy the idea that we could conceivably have livestock on our quad.

4.8 The University Club

The University Club was designed to be the eventual home of the Law School, but came to first house the Arts Faculty which had grown too large for its facility. The building officially opened in 1922, and was the third building to be built on campus. It was constructed for a total of $100,000. It now houses the faculty club, and is used for university and club events.

4.9 MacDonald Alumni Building

The MacDonald building, completed in 1914, was originally the university's library. The building was remodelled for External and Alumni Relations after an anonymous Million Dollar donation for this purpose. The building also houses University Hall, formerly a reading room and now a stately meeting and special event space.

4.10 The Chemistry Building

Opened in 1912, the Chemistry Building was constructed with Ironstone from nearby Purcell's Cove, and is the oldest on Dalhousie's Studley campus. The Halifax Explosion on December 6th, 1917, heavily damaged the building damaging the majority of windows on the harbour facing side, although the structure itself remained uncompromised. The building was always well known for the majestic ivy that crept over its walls, but the ivy was sadly ripped from the building as a result of Hurricane Juan in 2003. Recently the addition of a Chemical Storage Facility provides state of the art equipment meant to uphold the highest chemical safety and environmental standards.

4.11 Shirreff Hall

Built in 1923, Shirreff Hall is the oldest residence on campus which was girls only up until 2005. A total of 450 students live in this residence and it is co-ed by door, with the exception of Newcombe House (the only all-female wing on campus).

New Eddy and Newcombe house also feature sinks in most of rooms. The residence houses approximately 450 students in both single and double rooms. The cafeteria has recently had complete facelift. The residence itself has played host to several movie filmings, and is also used as a venue for a multitude of special events. Some say that Shirreff is also home to a ghost – Penelope – who is said to roam the 4th floor of Old Eddy House.

After viewing the residence room, you can lead the tour to the meal hall and explain the meal plan options at Dalhousie. All plans are buffet style and all you care to eat. Options include 14 meals a week (best for students that weekend off campus, or prefer light breakfast in their room), 19 meals a week (includes all offered meals per week – only Brunch and Dinner are served on the weekends), or a Freedom Plan (this allows students to go in and out of the meal hall as often as they'd like, and is perfect

for those that like to snack). Also be sure to mention that each of the meal halls has its own chef and a unique menu which students can view ahead online or on an app on their cellphones. Students are welcome to eat in any of our on-campus dining halls, meaning they are not restricted to the meal hall in their building. You should also highlight that we have an on-campus dietician who meets with students who have questions about eating well on-campus, or have specific dietary needs.

4.12 Henry Hicks Arts and Administration Building

Opened in 1951, the Hicks building was the largest construction project the university had ever undertaken. The building was originally referred to only as the Arts and Administration Building, but was renamed after the former President of Dalhousie in 2002. Henry Hicks led the university in its transformation from the "small college by the sea" to a leading national research university. Today the building houses the Registrar's Office, the President's Office, Student Accounts, International Development Studies and Political Science.

4.13 The Life Science Centre

Before entering into the LSC, take a moment to turn back towards the Henry Hicks to view the ivy on the building. It is imported from University of Hidelburgh in Germany. You can also point out the University of King's College and explain that it is a sister university. Students at King's can take classes at Dalhousie and vice versa. The Life Sciences Center was built to be reminiscent of a monastery, and is home to the majority of our Science departments. It features a roof top greenhouse, natural history museum, and the Aquatron marine research facility (tower tank, pool tank, touch tanks and wet lab). In the LSC, tour groups enjoy having the opportunity to explore the touch tanks (this portion of the tour helps to create a memorable tour moment which will help Dalhousie to stand out against other universities). This is also a good time to mention marine research at Dalhousie, and the new Ocean Sciences Building.

4.14 Steele Ocean Sciences Building

Dal opened its new $41.5-million Dalhousie Ocean Sciences Building on June 5, 2013. It features office space, research labs, and a groundbreaking Ballast Water Research facility. The building will be home to Doug Wallace, Canada excellence research chair in Oceans Science, and his team, as well as the Halifax Marine Research Institute, the global consortium Ocean Tracking Network and the Marine Environmental Observation, Prediction and Response NCE Network. It will also house the new Dalhousie Ocean Sciences program.

4.15 Chase Building

The Chase building opened in 1931 and was originally built to house the Public Archives of Nova Scotia. It was the first provincial archives building to be built in Canada, and was said to be constructed with the most state of the art materials, making it "unburnable". After the archives moved to their new location, the building was home to a variety of groups including a dance school, kayak fibreglassers, a theatre

group, and the Nova Scotia Tattoo prop and costume storage. In 1985 the building went through extensive renovations and became home to the Department of Mathematics and Statistics. Just recently a portion of the building was remodelled to include an innovative Math Help Center open to all Dalhousie students.

4.16 Sir James Dunn Building

Funding for the Dunn Building was provided by Lady Dunn through the Sir James Dunn Foundation. Lady Dunn insured that quality was the cornerstone of the project - Ironstone from Purcell's Cove was ornamented with sandstone trim, and spaces were even left in the foundation for creeping vines to fill in. The building would be hailed as the best example of Georgian architecture in the Maritimes, and opened in 1960. It now houses the Department of Physics and Atmospheric Science, as well as first year Engineering. Among its more traditional features, the building also houses a planetarium and Lydar - an atmospheric laser used to detect weather patterns. This technology was used in NASA's recent Phoenix Mission to Mars.

4.17 Howe Hall

The largest of Dal's residences, Howe Hall is home to over 700 students and boasts the largest cafeteria, with the most choice in terms of food. The cafeteria has gone through an extensive renovation and expansion, and will now serve our students even better. Howe Hall opened as the "Men's Residence" in 1961, but has since been converted into a fully co-ed residence. Fountain House was also added to the building in 1999, and was the prototype for Risley Hall.

4.18 Killam Memorial Library

It is important to highlight all of the services available in the library that are available to help students conduct successful study and research. These include Academic Advising, the Writing Centre, the circulation desk, and the Learning Incubator. Be sure to explain that the library is full of great study space with desks around the glass windows and study cubbies around the perimeter of the library. The building is fortress-esque because it was designed during a time of book burnings in the late sixties. It is meant to symbolically protect its assets, which are its 1 million plus printed volumes. The inner atrium was originally open to the elements, but was covered over just a few years after the building opened to allow for more student space.

4.19 Mark A. Hill Accessibility Center

Made possible by Ian and Margaret Hill, the center was named in honour of their son who became a quadriplegic as a result of a car accident when he was 18, and overcame a wealth of barriers to reach his goals in life. The center has been designed to help students overcome obstacles as a result of mobility issues, chronic illness and learning difficulties. It is a vibrant and welcoming space, which provides quiet exam space and offices for counsellors and advisors of The Office of Student Accessibility and Accommodation.

4.20 McCain Building

Prospective students are often interested in the architecture of the McCain Building and how from the courtyard you can see that the departments are separated into house facades. It was designed to be reminiscent of the 27 individual Victorian houses that the Arts and Social Sciences Department once filled as each department is situated within a house façade that is visible from the courtyard. The Department of Economics houses across the street are a great example of how departments were once housed. Also be sure to let students know that the McCain is full of great study space including the cozy fireside lounge. It includes our two largest classrooms on campus, as well as Dalhousie Security.

4.21 Dal Arts Centre

The Arts Center opened in 1971 and was meant to be a place where "ballet and rock could meet". The building was designed to resemble a grand piano from the sky, and is known for its unique look and feel. It houses the Rebecca Cohn Auditorium which is where convocation takes place, among a diverse variety of other events. The Center is also the home to Dal's Music and Theatre programs, and provides students with both practice and performance spaces.

It is also home to Symphony Nova Scotia, and shows from popular artists such as Dallas Green and Serena Ryder. You can also direct their attention to The Schulich School of Law in the Weldon Law Building.

4.22 Weldon Law Building

The Weldon Law Building is the home of Dalhousie's Schulich School of Law. The building itself was opened in 1967 and is named for Richard Chapman Weldon, the first full-time instructor of common law in Canada, and the first dean of Dalhousie's Law School. In August 1985, a lightning strike caused an electrical malfunction, igniting a fire which destroyed the library on the fifth floor. Hundreds of books were lost and many more damaged; however, the fire was called a "mixed tragedy" for the law library because it had been so rundown and overfilled. The fire spurred the construction of a four-storey addition on the north side of the building to house a bright - and improved – library.

4.23 "The Island" on University Avenue

Take this opportunity to mention our other campuses: Carleton and Sexton, as well as out Agricultural Campus in Truro. When explaining Dalhousie's four campuses, be sure to mention that our overall enrollment is 18,500 students spread out across these campuses.

4.24 Goldberg Computer Science Building

After nearly a decade, the face of Dal began to change once again with the construction of the Goldberg Computer Science Building in 1998. The building was named after Tanna Goldberg-Schulich, wife of Billionaire Canadian Philanthropist Seymour Schulich, in honour of a new scholarship fund also bearing

the Schulich name. Opened in 1999, the building was designed to emulate the flow of information in a computer. The building boasts among its more traditional features, two "playgrounds" meant to inspire research and development among faculty and students alike.

4.25 Kenneth Rowe Management Building

The Rowe building opened in 2005 and was named after the founder and CEO of IMP International, a long time supporter of Dalhousie and the Faculty of Management. Following an additional generous gift from the Rowe Family, it is also now home to the Rowe School of Business. This building itself was the first on campus designed using green principles. Everything from the speed the elevators move, to the natural lighting in the atrium of the building, to the way the climate is controlled and monitored keeps the building within LEED Silver Certification.

Invite your group to look in the window (or enter if possible) one of the smaller classrooms in the building. This opens up discussion surrounding class sizes at Dalhousie. It is important to highlight that average classes range from 35-50 students. At the same time, you should explain that many first year and introductory courses can indeed be large (normally 250-300 students). The idea of large classes can be overwhelming for some high school students, so explain that all of these larger classes have mandatory tutorials or labs each week which are capped at 25-30 students. Professors also have office hours set aside each week to meet with students outside the classroom. If a student isn't comfortable asking questions in a large lecture setting, they'll have other chances. In these larger classes professors will always use PowerPoint slides and microphones to ensure that all students can understand the lecture. This is also a great time to mention Black Board Learn, and the many different resource centres on campus which can help students during these large classes.

4.26 Student Union Building

After entering the SUB and pointing out the visible services, it is important to mention the many clubs and societies on campus. There are approximately 330 groups registered with the DSU including the Sailing Club, the Scuba Society, the Robotics Club, the Tea Drinking Society, the Dalhousie Equestrian Society, Dal Dance, Global Brigades, and the Computer Science Society (feel free to use whatever examples you'd like and include any societies or clubs that you have been involved in). It is important to make prospective students aware that they will be able to find their niche during their time at Dalhousie and meet lots of like-minded individuals by getting involved with clubs or societies.

Next you should head downstairs to point out the bookstore. Be sure to mention the 'Books in Rez' program and let them know that the Access Pass they receive at the end of the tour will give them 10% off Dal branded merchandise at the bookstore. Further, students can order all of their bedding through Bed Bath & Beyond online or through the bookstore prior to move-in day. This way, all of the bedding and accessories they need for residence will be waiting for them in their room. Also be sure to point out campus copy for any printing needs, and highlight the Dalhousie Health and Dental Plan which has both domestic and international student coverage. Parents often have a lot of questions about the plan. You

should explain that students can opt-out of the plan online if they already hold sufficient insurance. Detailed information on the plan can be found on the DSU website.

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5 Other Resources

5.1 Student Services

Be sure to at least mention a few of our services on tour:

- Student Accessibility Services
- Student Academic Success Services
- Black Student Centre
- Native Education Counselling Unit
- Multifaith Center
- Tutoring Services
- Writing Center
- Math Help Center
- Career Services
- Counselling Services
- Health Services

5.2 Fun and Interesting Facts

- The first Bachelor of Arts degree was awarded in 1866.
- Women were first admitted to Dalhousie in 1881.
- Frank Darling of Toronto was the architect who designed the original layout and structures.
- Dalhousie amalgamated with Technical University of NS (TUNS) in 1997 – this space is now the Sexton Engineering Campus.
- Before Dalhousie was founded, the Studley Campus land was rented out as cow pasture. From 1910 to 1920 it was legal to tether your cow on campus for a fee. The animal had to be removed by dusk. To our knowledge this bylaw is still in place.
- The ivy you'll find on many of our buildings is imported from the University of Heidelberg in Germany.
- The campus was originally modeled after the University of Edinburgh as "the little college by the sea." The campus is located just 300 meters from the ocean.
- Shirreff Hall, our oldest residence is said to be haunted by 2 ghosts.
- Students from over 110 countries are represented at Dalhousie.
- Dalhousie boasts over 70 international exchange programs sending students to over 60 countries.

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- Dalhousie is Atlantic Canada's leading research university - voted the best university in Atlantic Canada for research by Scientist Magazine.
- The Gazette is the longest running student newspaper in North America.
- Dalhousie's football team is back after a 30 year hiatus (club-level).
- The Globe and Mail named Halifax the "ultimate college town."
- Halifax hosts a myriad of annual festivals including Nocturne, Halifax Pop Explosion, Surf Film Festival, HalCon, Jazz Festival and much more.

5.3 Tour Tips

- It is important not to discuss other universities as a part of a Dalhousie tour. Do not say anything negative about other schools, and avoid directly comparing Dalhousie to other universities. It's important that a student get a feel for each university they're comparing for themselves. You can certainly explain why you chose Dalhousie, and what things attracted you to the Campus.
- If you are going to use acronyms, like the LSC for example, remember to explain what they stand for.
- Sometimes it's difficult when a tour participant asks you a question you don't know the answer to – don't feel bad – it happens to all of us. **Please don't guess the answer**, let them know that it can be answered in the session with an Assistant Registrar, following their tour. If it is a weekend tour, ask them to contact the Tour Coordinator. You are not expected to be familiar with specifics about programs or services, and there can be serious financial and other implications to students and their families if they make their decision based on incorrect information.
- Be sure to keep an eye on your group, as it is inevitable that from time to time participants will wander off. We would like to avoid this as much as possible.
- Be sure to dress for the weather – there is nothing worse than an uncomfortable tour guide!
- Keep within your time limit. It is important that you stay as close to your 90-minute time block as you can. This is especially important when multiple tours are running at the same time, but coming together for the session following the tour. **If keeping within your time limit means cutting a few buildings from your tour, this is within your judgement.**
- Remember that it is very important to chat with your participants, and try to include even the shiest guests. Your primary concern is that your guests are comfortable and enjoying their visit.
- Remember to turn off the ringer on your personal phone – a tour being interrupted by a personal call is unacceptable.

5.4 Tips on Tour Delivery

- Try not to make assumptions. You can't assume that you know something about someone based on previous experiences.

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- Watch what you say. You can never be sure who is listening, so watch what you say while on tour. This is especially true when it comes to jokes – we can all appreciate sarcasm for example, but be careful how you use it. It won't be just your tour participants who might hear you, you could be overheard by staff, faculty, students, administrators. We get several calls and emails each season from passersby who overheard misinformation. This gives the impression that we aren't presenting their department well – rightfully so.
- Do not jaywalk. Use crosswalks whenever possible.
- Especially in large groups, holding the door for everyone will eat up a significant amount of time and consistently put you at the back of the group. It is suggested that you open the door and pass it to the next person so you remain at the front of the group.

5.5 Sticky Situations and Topics to Avoid

- **Living Arrangements:** Parents often ask about off campus housing in the South End. Feel free to talk about your experiences, and if you are comfortable you can even give them an idea of how much you pay in rent, if you live off campus. It is usually a good idea however, to refer to whomever you live with as a "roommate", even if they are more then that.
- **Drinking:** This subject will inevitably come up from time to time. It is important that you NEVER be the one to broach the topic. Many parents do not understand why the university does not more strictly control drinking, especially in our residences. You can tell questioning parents that university sponsored events always have dry options, and that ultimately students coming to university are adults, and are expected to use good judgement.
- **Crime:** This subject is common, especially if something has come up in the news. We try not to comment on current news items. We generally let parents know that we are located in the South End of the city, which is generally known to be an affluent area, which is a fair distance from downtown. Be sure to comment on how you feel safe at school, and mention Dal Security (24/7 professional security patrol) and Tiger patrol (walk home and drive home service).

Campus Tour Guide Training Manual | 2015-16

Questions?

Ask away! Your office is open 8:30 – 4:30, and you can reach the tours coordinator at ctours@dal.ca, and on the tours office phone, (902) 494-3753.

Other office contacts:

Nick Little   (902) 494-3556
Assistant Registrar, Recruitment

Christine Wilson   (902) 494-4282
Assistant Registrar, Recruitment & Special Events

Adam Robertson   (902) 494-4860
Director of Recruitment

Appendix C: Sustainability Coding Checklist
*Based on the existing STARS framework from AASHE

University Sustainability Code Book (based on AASHE STARS)

Category	Subcategory	Code	Total Score - Script	Total Score - Viewbook
Academic	Curriculum related to Environment and/or Sustainability	Academic Courses	0	1
Academic	Curriculum related to Environment and/or Sustainability	Learning Outcomes	0	0
Academic	Curriculum related to Environment and/or Sustainability	Undergraduate Program	0	15
Academic	Curriculum related to Environment and/or Sustainability	Graduate Program	0	0
Academic	Curriculum related to Environment and/or Sustainability	Immersive Experience	0	2
Academic	Curriculum related to Environment and/or Sustainability	Sustainability Literacy Assessment	0	0
Academic	Curriculum related to Environment and/or Sustainability	Incentive for Developing Courses	0	0
Academic	Curriculum related to Environment and/or Sustainability	Campus as a Living Laboratory	0	0
Academic	Research focused on	Academic Research	0	1

	Environment and/or Sustainability			
Academic	Research focused on Environment and/or Sustainability	Support for Research	1	2
Academic	Research focused on Environment and/or Sustainability	Access to Research	4	1
Engagement	Campus Engagement	Student Educators Program	0	0
Engagement	Campus Engagement	Student Orientation	0	0
Engagement	Campus Engagement	Student Life	1	6
Engagement	Campus Engagement	Outreach Materials and Publications	0	0
Engagement	Campus Engagement	Outreach Campaign	0	0
Engagement	Public Engagement	Community Partnerships	1	2
Engagement	Public Engagement	Inter-Campus Collaboration	1	1
Engagement	Public Engagement	Community Service	0	3
Engagement	Public Engagement	Community Stakeholder Engagement	0	0
Engagement	Public Engagement	Participation in Public Policy	0	3
Operations	Air & Climate	Greenhouse Gas Emissions	0	0
Operations	Air & Climate	Outdoor Air Quality	0	1
Operations	Buildings	Building Operations and Maintenance	4	1

Operations	Buildings	Building Design and Construction	8	1
Operations	Buildings	Indoor Air Quality	1	0
Operations	Dining Services	Food and Beverage Purchasing	9	0
Operations	Dining Services	Low Impact Dining	1	3
Operations	Energy	Building Energy Consumption	1	0
Operations	Energy	Clean and Renewable Energy	0	0
Operations	Grounds	Landscape Management	0	0
Operations	Grounds	Biodiversity	0	0
Operations	Purchasing	Electronics Purchasing	0	0
Operations	Purchasing	Cleaning Product Purchasing	0	0
Operations	Purchasing	Office Paper Purchasing	0	0
Operations	Purchasing	Inclusive and Local Purchasing	0	0
Operations	Purchasing	Life Cycle Cost Analysis	0	0
Operations	Purchasing	Guidelines for Business Partners	0	0
Operations	Transportation	Campus Fleet	0	0
Operations	Transportation	Student Commute Modal Split	1	2
Operations	Transportation	Employee Commute Modal Split	0	0
Operations	Transportation	Support for Sustainable	0	1

		Transportation		
Operations	Waste	Waste Minimization	0	2
Operations	Waste	Waste Diversion	1	0
Operations	Waste	Construction and Demolition Waste Diversion	0	0
Operations	Waste	Hazardous Waste Management	1	0
Operations	Water	Waste Use	0	0
Operations	Water	Rainwater Management	1	0
Operations	Water	Wastewater Management	0	0
Planning & Admin	Coordination, Planning & Governance	Sustainability Coordination	1	7
Planning & Admin	Coordination, Planning & Governance	Sustainability Planning	2	7
Planning & Admin	Coordination, Planning & Governance	Governance	0	0
Planning & Admin	Diversity & Affordability	Diversity and Equality Coordination	1	5
Planning & Admin	Diversity & Affordability	Assessing Diversity and Equity	0	2
Planning & Admin	Diversity & Affordability	Support for Underrepresented Groups	3	2
Planning & Admin	Diversity & Affordability	Support for Future Faculty Diversity	0	0
Planning & Admin	Diversity & Affordability	Affordability and Access	3	5
Planning &	Health, Wellbeing &	Wellness Program	1	2

Admin	Work			
Planning & Admin	Health, Wellbeing & Work	Workplace Health and Safety	0	0
Planning & Admin	Investment	Committee on Investor Responsibility	0	0
Planning & Admin	Investment	Sustainable Investment	1	0
Planning & Admin	Investment	Investment Disclosure	2	0
TOTAL	Academic		5	22
TOTAL	Engagement		3	15
TOTAL	Operations		28	11
TOTAL	Planning & Admin		14	30

Appendix D: Communication of Results to Dalhousie Recruitment Team

ENVS 3502: Environmental Problem Solving II – Campus as a Living Lab
Dalhousie University
April 2016

Brandon Randall
Assistant Registrar – Recruitment
Dalhousie University

Dear Recruitment Team,

Please see the attached document summarizing a group project performed by students within
ENVS 3502, instructed by Dr. Tarah Wright and mentored by Ms. Eliza Jackson.

Our findings, regarding the extent to which environmental sustainability concepts are currently
represented in student recruitment materials, are based on an analysis of the *Dalhousie Domestic
Viewbook 2016* and *2015/16 Studley Campus Tour Guide Script*.

If you are interested in further detail regarding our assessment strategy and results, please contact
Dr. Tarah Wright directly at tarah.wright@dal.ca.

We appreciate your cooperation and willingness to provide research materials to aid in the
development of this project.

Sincerely,

Alyson Fullarton
Mariah Gigone
Taylor Milne
Yvonne Ritchie
Adam Sandeson
Scott Smith

Appendix E: Copy of Original Project Proposal

ASSESSING THE MARKETING OF SUSTAINABILITY WITHIN RECRUITEMENT MATERIALS AT DALHOUSIE UNIVERSITY

Alyson Fullarton, Mariah Gigone, Taylor Milne, Yvonne Ritchie, Adam Sandeson , Scott Smith
ENVS/SUST 3502

A generous thank you to Dr. Tarah Wright and Eliza Jackson for their continuous help and support throughout the project, and to the Dalhousie Recruitment Office for providing us with the necessary materials to complete our analysis.

Table of Contents

1.0 Project Definition

In an attempt to embrace sustainability, Dalhousie University has developed interdisciplinary sustainability programs and initiatives within its academic community (Dalhousie University College of Sustainability, 2014). This research is intended to explore the extent to which these campus sustainability initiatives are integrated into student recruitment.

1.1 Objective

The objective of this project is to determine the representation of Dalhousie's sustainable initiatives within the university's student recruitment process. This project will explore the availability of data [EJ1] surrounding Dalhousie's sustainability in their recruitment efforts. Developing and fostering student understanding of sustainable practices is essential to facilitate a new generation of leaders (Wright & Defields, 2012). Dalhousie University pursues sustainable leader status through recognition from Association for the Advancement of Sustainability in Higher Education (AASHE) derived from their Sustainability Tracking Assessment Rating System (STARS) (AASHE, 2015). This project will help to assess the role of sustainability as being an integral part of the recruitment process at Dalhousie.

1.2 Research Question

This research is guided by the question:
> To what extent, informed by the AASHE STARS sustainability criteria, are sustainability concepts represented in the the sustainable initiatives of Dalhousie University marketed in the student recruitment materials process through the domestic view book, select Dalhousie web pages and on-campus tour script for Dalhousie University?

1.3 Scope

The scope for this exploratory research project will be limited to select Dalhousie recruitment materials including the analysis of selective printed recruitment material. We will conduct an investigation informed by principles of the AASHE STARS sustainability criteria. The investigation will include pictorial and textual analyses of recruitment material looking for content related to sustainability and sustainable universities (informed by the Association for the Advancement of Sustainability in Higher Education STARS assessment criteria). ; these resources will be analyzed both qualitatively and quantitatively. The key sources of information to be analyzed include the Dalhousie Domestic View Book 2016, two recruitment-specific Dalhousie web pages, and the script of for the Studley campus recruitment tours. This analysis of the imagery and literature used to market sustainability on campus. Dalhousie to prospective students will reveal the degree to which sustainability isn differences, similarities, strengths and weaknesses in comparison to the aforementioned sustainability criteria, and will assess the extent that sustainable initiatives are integrated into the student recruitment process.

2.0 Background and Rationale

2.1. Sustainability in Business and Marketing

The upsurge in attention towards environmental and social issues has substantially increased pressure on corporations to adopt more sustainable practices (Bergeson, 2006). Many businesses are now motivated to explore means in which they can reduce their ecological footprint without compromising their economic success, since businesses have traditionally had a considerable impact on the environment. Sustainable development, as defined in the Brundtland Report, refers to any development that meets present needs without sacrificing those of future generations, and encompasses environmental, social and economic considerations (World Commission on Environment and Development, 1987; Bridges & Wilhelm, 2008). The act of voluntarily implementing sustainable management practices is referred to as corporate social responsibility (CSR) (Babiak & Trendafilova, 2010; Ganescu & Dindire, 2014). CSR has started to gain traction, as more businesses re-evaluate their role in sustainable development.

Businesses that engage in environmentally and socially responsible practices also aim to improve their reputation (Babiak & Trendafilova, 2010; Ganescu & Dindire, 2014). Adopting sustainable management practices can often enhance the company image and increase economic success, particularly now that sustainable issues have become a global focus (Babiak & Trendafilova, 2010). Sustainable marketing, more commonly referred to as "green marketing", is the use of marketing tools (e.g. advertisements) to promote aspects of company practices that are specific to sustainable development (Bridges & Wilhelm, 2008; Wong et al., 2014; Wymer & Polonsky, 2015). The use of green marketing can have a significant effect on how a company is perceived by its patrons. Behrend et al. (2009) demonstrates that the use of pro-environmental messages on a company's website could increase the overall perception of the company's performance, increasing the likelihood that a prospective employee would apply for a job. Similarly, Yusof et al. (2013) showed that the perceived "green image" of a store could influence a consumer's anticipated value of shopping there, and that shopping value has a direct impact on customer loyalty .

2.2. Sustainable Development at Higher Education Institutions

Universities and colleges likewise play an important role in promoting sustainable development. Higher education institutions (HEIs) are central for education in sustainability and therefore should lead the way in fostering sustainable innovation (Walton & Galea, 2005). In fact, many HEIs in North America have made steps towards widespread integration of environmental and sustainable initiatives on campus. A number of schools now publish annual sustainability reports and participate in initiatives such as the Sustainability Tracking, Assessment, and Rating System (STARS) from the Association for the Advancement of Sustainability in Higher Education (AASHE) (Fonesca et al., 2011). More and more online tools now rank schools based on how environmentally-friendly and sustainably aware they are.

The strategies that apply to sustainable marketing in business may also help to promote sustainable initiatives on university campuses. According to The Princeton Review's College Hopes & Worries Survey Report, at least sixty 60 percent of prospective students surveyed in 2015 felt that how a college compared to others based on its commitment to environmental issues would contribute to their decision to apply or attend (The Princeton Review, 2015). Furthermore, Figueredo & Tsarenko (2013) exemplified that promotion of environment and sustainability programs on campus directly affects students' pro-environmental behaviour, making them more likely to engage in on-campus initiatives. These types of studies suggest that the way in which sustainable initiatives are marketed can influence student engagement, and potentially increase interest in enrolment.

2.3 Rationale

With an increasing value being placed on the importance of corporate social responsibility, Canadian institutions such as Dalhousie University are keen to adopt campus greening initiatives, undergo environmental research and generally be involved in activism geared towards environmental and sustainable initiatives. Through an analysis of Dalhousie's recruitment resources, our research goal is to categorize the effectiveness of Dalhousie University's marketing[TW4] materials that are accessed by a typical prospective student or other relevant stakeholder. Our research will be justified by previous studies that explore the value placed on marketing of sustainability initiatives, an activity commonly occurring within the context of Canadian Universities (Behrend et al., 2009; Lidstone et al., 2015). [TW5] The effective advertisement or conveyer of sustainability activities indicating corporate social responsibility are valuable to the institutions various goals and brand image (Behrend et al., 2009). Further research suggests that even small amounts of information regarding the sustainability initiatives being adopted by an organization can positively affect that organization's reputation, and recruitment results (Behrend et al., 2009).

3.0 Methods

Our project will be driven by a mixed-methods approach, with both qualitative and quantitative aspects. The study design incorporates group textual and pictorial coding of select recruitment materials from Dalhousie, based on the STARS checklist (AASHE, 2015). Resulting data will be interpreted through frequency analysis, and translated into a visual display using Quirkos software. The findings will be used to determine how sustainability initiatives are marketed within recruitment material.

3.1 Study Design

The study will investigate the use of sustainability concepts in as a recruitment materials tool for prospective Dalhousie students using non-probabilistic purposive sampling. Through the assessment of select promotional content available to potential students, we will determine the extent to which Dalhousie's commitment to concepts of sustainability is are communicated through its recruitment materials. This study will assess three materials: the Dalhousie Domestic

View Book 2016, the most recent Dalhousie Studley campus tour script (which is primarily intended as a recruitment method), as well as the Dalhousie prospective students' "Life @ Dal" web page (Appendix D) and the "Sustainability at Dalhousie" webpage[TW11] (Appendix D). We will qualitatively code the textual and pictorial aspects of these materials using the STARS checklist as a framework (AASHE, 2015), because it is a well-established framework for quantifying sustainability in higher education institutions (Lidstone et al., 2015).

3.2 Research Tools

The qualitative research methods of this study involve a textual and pictorial analysis of recruitment materials. Connolly (2014) outlines how universities use both text and images to market to prospective students, and describes how identifying the context of the text and imagery is useful in analyzing its effect on the intended demographic (i.e. prospective students). Through examining what Dalhousie includes in its promotional materials, we can become aware of what it deems to be important or appealing within its programs.

The main focus of our research will involve coding the recruitment resources previously decided upon by the group. We will code the textual and pictorial aspects as a group, using both *a priori* and *a posteriori* coding. The *a priori* coding, defined as developing codes prior to examining the resources, will involve our group developing codes based on the using the AASHE STARS checklist[TW12] to code the materials (Wright, 2016). The textual analysis portion of the analysis will involve refers to all blocks of text within the chosen recruitment materials. , and pictorial analysis will be accomplished using all images present on both the web pages, and the images in the view book. We decided to utilize this form of coding as it allows for consistency throughout the analysis of recruitment resources (Wright, 2016). Following the preliminary coding, we will use a grounded *a posteriori* coding, meaning codes are developed during the analysis process, to allow for new terms that seem to come up or are represented repeatedly in the text to be added to our list of codes (Wright, 2016). By employing *a posteriori* coding, we are allowing for adaptability within our study by incorporating additional terms that appear repeatedly in resources to be added to our list of codes for future reference (Connolly, 2014). This is beneficial not only to our own study, but also any future researchers should they choose to utilize our research as a baseline for their own projects (Connolly, 2014).

The AASHE STARS checklist contains seventy-four codes in total (AASHE, 2015). Therefore each group member will be given a list of twelve or thirteen codes, and will go through the promotional resources chosen by our group, keeping a tally of how many times the code appears. Each individual will repeat the process for their respective codes, and following this process we will go through the codes as a group to ensure that none have been missed. The coding will allow us to determine how Dalhousie addresses each of the various aspects of sustainability (Appendix D) in its recruitment materials. A quantitative analysis of the frequency of each code, developed into a word cloud using Quirkos, will enable us to visualize the data and assess which aspects of sustainability are or are not apparent in the materials.

3.3 Data Analysis

The data extrapolated from this study will help assemble a reflection of sustainability through Dalhousie's recruitment efforts. Our analysis will combine the effects of all of the aforementioned research tools to establish a list of common words, themes, ideas, and images related to sustainability as according to the AASHE STARS checklist. The data will be organized in an Excel file, from which the mode will be calculated, representing the codes that are most apparent. We will then input this data into the Quirkos software.

Quirkos is a qualitative analysis software program that allows for us to input our framework for the codes we created regarding one or more topics chosen by the group, and produces corresponding figures (Quirkos, 2016). We will translate the data into graphs, frequency tables, and a hierarchy tree along with an illustrative word cloud. The word cloud will show, based on the size of the words generated, which codes appeared the most. We will explore the connections between the data by observing how closely the codes are grouped together.

3.4 Delimitations and Limitations

A major limitation will be the restricted time frame and available sample material. Given that data collection and analysis will take place within a two-week period, the scope and material incorporated within the methods will be achievable within this timeframe. Additionally, we will be restricted to the most current resources, content available during the 2015/2016 academic year.

We delimit our study by choosing to analyze resources that are electronic or print, and are readily available. We chose not to interview individuals involved with recruitment due to considerations of time and ethics. Throughout the coding of these materials, their bias and varied interpretation will be acknowledged. These are aspects within our control and are currently addressed in a proactive measure through intended methods. The STARS framework has been selected and will be used for the purpose of this project. However, we anticipate that it will be an effective tool because of its function and its legitimacy gained through similar studies.

4.0 Schedule

Throughout project development, group members will remain in regular contact with each other through weekly meetings, in addition to allocated project development sessions in each lecture. As shown in Figure 1, our group worked collaboratively to develop a schedule to achieve all milestones in advance of due dates to ensure that all group members can discuss and be confident in the quality and content of our final submissions. Appendix A features schedule details in the form of a monthly calendar for the semester, aligning project objectives and deliverable deadlines.
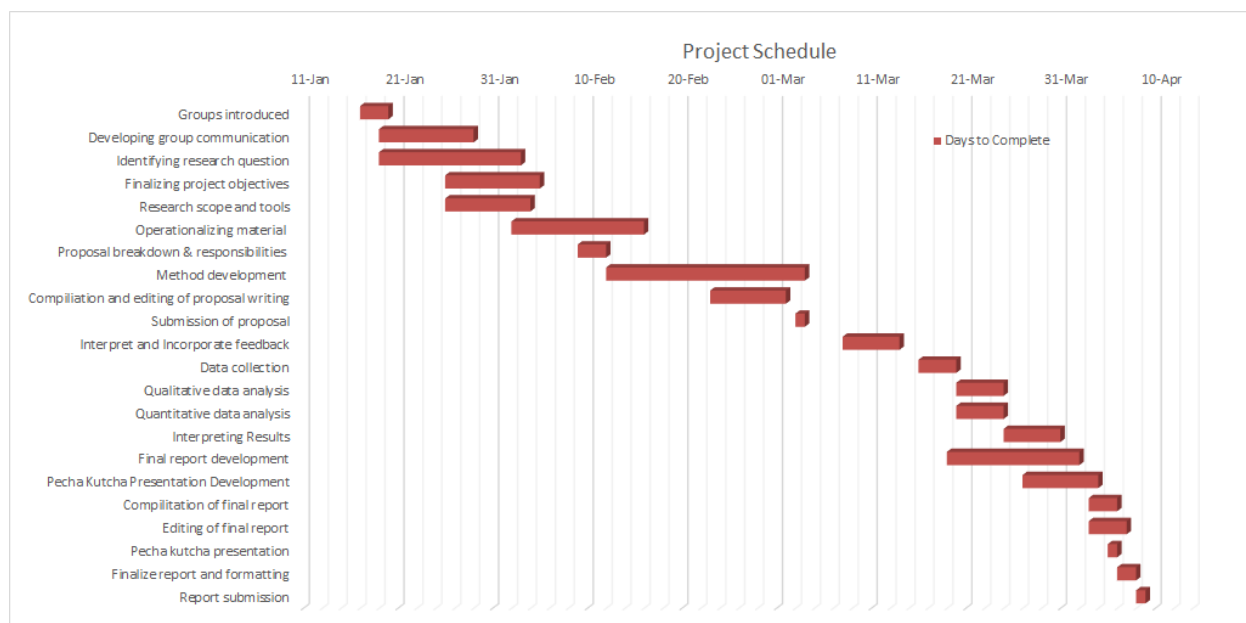
Figure 1: Project Schedule: Gantt chart of schedule for research project to be completed throughout the duration of ENVS/SUST 3502 Winter Semester 2016 starting January 4th, 2016 and ending April 6th, 2016 at Dalhousie University, Halifax, NS .

5.0 Budget

We do not anticipate that there will be any costs associated with this project. The materials we have deemed necessary to our project are freely accessible and analysis tools previously decided upon by the group will be computed through programs that group members already have access to.

6.0 Deliverables and Communication Plan

The aim of this project is to develop a preliminary evaluation of how on-campus sustainability initiatives are promoted during Dalhousie University's student recruitment process. The project will be a first step in assessing how Dalhousie may be perceived by prospective students in terms of its sustainable image. We intend for the project to be exploratory in nature and to provide the recruitment branch of the Dalhousie Registrar's office with a summary of its current position on campus sustainability. The outcomes of this project may also be of interest to Dalhousie students, staff and faculty as a whole. The project has the potential to lead to future research examining the effects of promoting sustainability on student enrolment.

The results of our analysis will be compiled in a written report, to be accessible to all through Dalhousie's Environmental Science department website. The report will also aim to summarize the motives behind our research and to make possible recommendations to Dalhousie's recruitment office which will be provided with a one-page summary of our findings.

Additionally, the project results will be developed into a PowerPoint presentation, to be delivered as part of a Pecha Kucha night at the Grawood campus pub in the Dalhousie Student Union building on April 5th, 2016. The audience will be primarily members of the ENVS/SUST 3502 class, as well as any additional members of the Dalhousie staff, faculty or student body that may wish to attend. Both the report and the presentation will aim to clearly communicate our findings to a general audience, and will hopefully lead to further discussion about how Dalhousie can continue striving to be a leader in sustainability.

Appendices
Appendix A: Calendar

FEBRUARY						
Sunday	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Saturday**
	1	**2** Operationalize material	**3** Operationalize material	**4** Operationalize material	**5** Operationalize material	**6** Operationalize material
7 Operationalize material	**8** Operationalize material	**9** Operationalize material / Allocate responsibilities	**10** Operationalize material / Allocate responsibilities	**11** Operationalize material	**12** Operationalize material / Method development	**13** Operationalize material / Method development
14 Operationalize material / Method development	**15** Operationalize material / Method development	**16** Method development	**17** Method development	**18** Method development	**19** Method development	**20** Method development
21 Method development	**22** Method development	**23** Method development / Compilation of current progress	**24** Method development / Compilation of current progress	**25** Method development / Compilation of current progress	**26** Method development / Compilation of current progress	**27** Method development / Compilation of current progress
28 Method development / Compilation of current progress	**29** Method development / Compilation of current progress					

MARCH

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 Method development; Compilation of current progress	2 Method development	3 Submission of proposal	4	5
6	7	8 Interpret and incorporate feedback	9 Interpret and incorporate feedback	10 Interpret and incorporate feedback	11 Interpret and incorporate feedback	12 Interpret and incorporate feedback
13 Interpret and incorporate feedback	14 Interpret and incorporate feedback	15 Midterm	16 Data collection	17 Data collection	18 Data collection	19 Data collection
20 Data analysis; Final report development	21 Data analysis; Final report development	22 Data analysis; Final report development	23 Data analysis; Final report development	24 Data analysis; Final report development	25 Interpret results; Final report development	26 Interpret results; Final report development
27 Interpret results; Final report development; Pecha Kutcha development	28 Interpret results; Final report development; Pecha Kutcha development	29 Interpret results; Final report development; Pecha Kutcha development	30 Interpret results; Final report development; Pecha Kutcha development	31 Final report development; Pecha Kutcha development		

APRIL

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 Final report development; Pecha Kutcha development	2 Final report development; Pecha Kutcha development
3 Pecha Kutcha development; Compilation of final report; Edit final report	4 Compilation of final report; Edit final report	5 Edit final report; ~~Pecha Kutcha Presentation (Graded)~~	6 Edit final report	7 Finalize report	8 Finalize report; Submit report	9
10	11 Report due date	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Appendix B: Dalhousie Domestic View Book

(Front Cover: Dalhousie Domestic View Book '16)
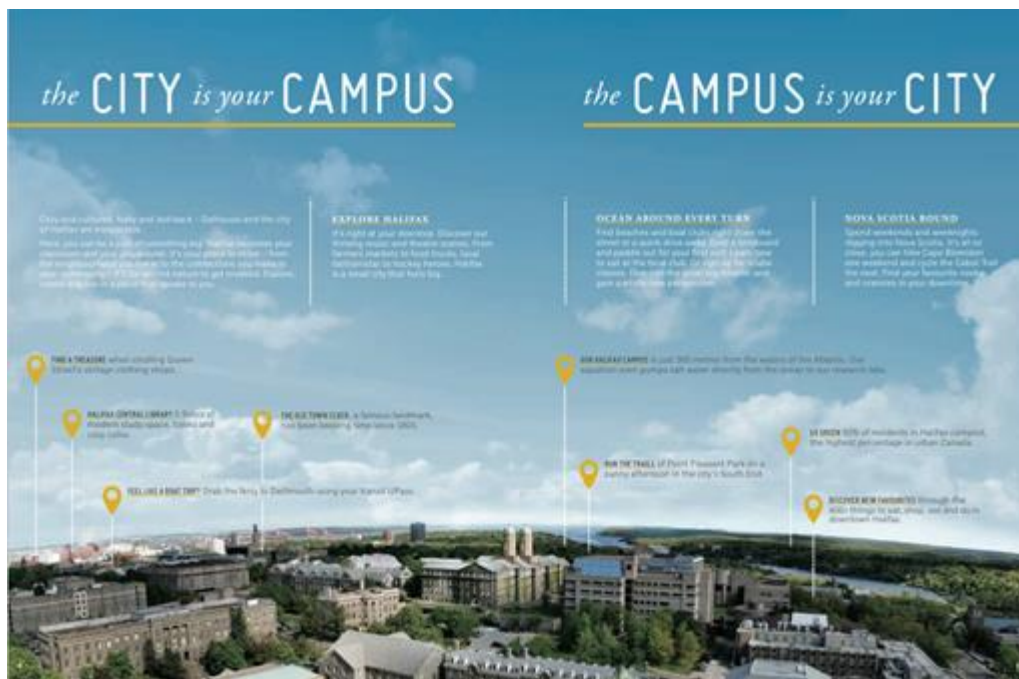
**(SAMPLE: Page 8-9 Dalhousie Domestic View Book '16)**

Link to entire book: https://issuu.com/dalhousieuniversity/docs/dal_domestic_vbk_2015?e=2143093/30245390

Appendix C: AASHE STARS Sustainability Checklist

STARS 2.0 Credit Checklist

	Subcategory		Credit Number and Title	Points Available	Pursuing?		
					Yes	No	N/A
A C A D E M I C S	**Curriculum**	AC 1	Academic Courses	14			■
		AC 2	Learning Outcomes	8			■
		AC 3	Undergraduate Program	3			
		AC 4	Graduate Program	3			
		AC 5	Immersive Experience	2			
		AC 6	Sustainability Literacy Assessment	4			■
		AC 7	Incentive for Developing Courses	2			■
		AC 8	Campus as a Living Laboratory	4			
	Research	AC 9	Academic Research	12			
		AC 10	Support for Research	4			
		AC 11	Access to Research	2			
E N G A G E M E N T	**Campus Engagement**	EN 1	Student Educators Program	4			■
		EN 2	Student Orientation	2			
		EN 3	Student Life	2			■
		EN 4	Outreach Materials and Publications	2			■
		EN 5	Outreach Campaign	4			■
		EN 6	Employee Educators Program	3			■
		EN 7	Employee Orientation	1			■
		EN 8	Staff Professional Development	2			■
	Public Engagement	EN 9	Community Partnerships	3			■
		EN 10	Inter-Campus Collaboration	2			■
		EN 11	Continuing Education	5			■
		EN 12	Community Service	5			■
		EN 13	Community Stakeholder Engagement	2			■
		EN 14	Participation in Public Policy	2			■
		EN 15	Trademark Licensing	2			
		EN 16	Hospital Network	1			
O P E R A T I O N S	**Air & Climate**	OP 1	Greenhouse Gas Emissions	10			■
		OP 2	Outdoor Air Quality	1			
	Buildings	OP 3	Building Operations and Maintenance	4			
		OP 4	Building Design and Construction	3			
		OP 5	Indoor Air Quality	1			■
	Dining Services	OP 6	Food and Beverage Purchasing	4			
		OP 7	Low Impact Dining	3			
	Energy	OP 8	Building Energy Consumption	6			■
		OP 9	Clean and Renewable Energy	4			■

	Subcategory	Credit Number and Title		Points Available	Pursuing?		
					Yes	No	N/A
O P E R A T I O N S	**Grounds**	OP 10	Landscape Management	2			
		OP 11	Biodiversity	1-2			
	Purchasing	OP 12	Electronics Purchasing	1			■
		OP 13	Cleaning Product Purchasing	1			■
		OP 14	Office Paper Purchasing	1			■
		OP 15	Inclusive and Local Purchasing	1			■
		OP 16	Life Cycle Cost Analysis	1			■
		OP 17	Guidelines for Business Partners	1			■
	Transportation	OP 18	Campus Fleet	1			
		OP 19	Student Commute Modal Split	2			
		OP 20	Employee Commute Modal Split	2			■
		OP 21	Support for Sustainable Transportation	2			■
	Waste	OP 22	Waste Minimization	5			■
		OP 23	Waste Diversion	3			■
		OP 24	Construction and Demolition Waste Diversion	1			
		OP 25	Hazardous Waste Management	1			■
	Water	OP 26	Water Use	2-6			■
		OP 27	Rainwater Management	2			■
		OP 28	Wastewater Management	1			■
P L A N N I N G & A D M I N	**Coordination, Planning & Governance**	PA 1	Sustainability Coordination	1			■
		PA 2	Sustainability Planning	4			■
		PA 3	Governance	3			■
	Diversity & Affordability	PA 4	Diversity and Equity Coordination	2			■
		PA 5	Assessing Diversity and Equity	1			■
		PA 6	Support for Underrepresented Groups	2			■
		PA 7	Support for Future Faculty Diversity	1			■
		PA 8	Affordability and Access	4			■
	Health, Wellbeing & Work	PA 9	Employee Compensation	3			■
		PA 10	Assessing Employee Satisfaction	1			■
		PA 11	Wellness Program	1			■
		PA 12	Workplace Health and Safety	2			■
	Investment	PA 13	Committee on Investor Responsibility	2			
		PA 14	Sustainable Investment	4			
		PA 15	Investment Disclosure	1			
I N	**Innovation**	IN 1	Innovation 1	+1			■
		IN 2	Innovation 2	+1			■
		IN 3	Innovation 3	+1			■
		IN 4	Innovation 4	+1			■

Appendix D: Dalhousie Web Page
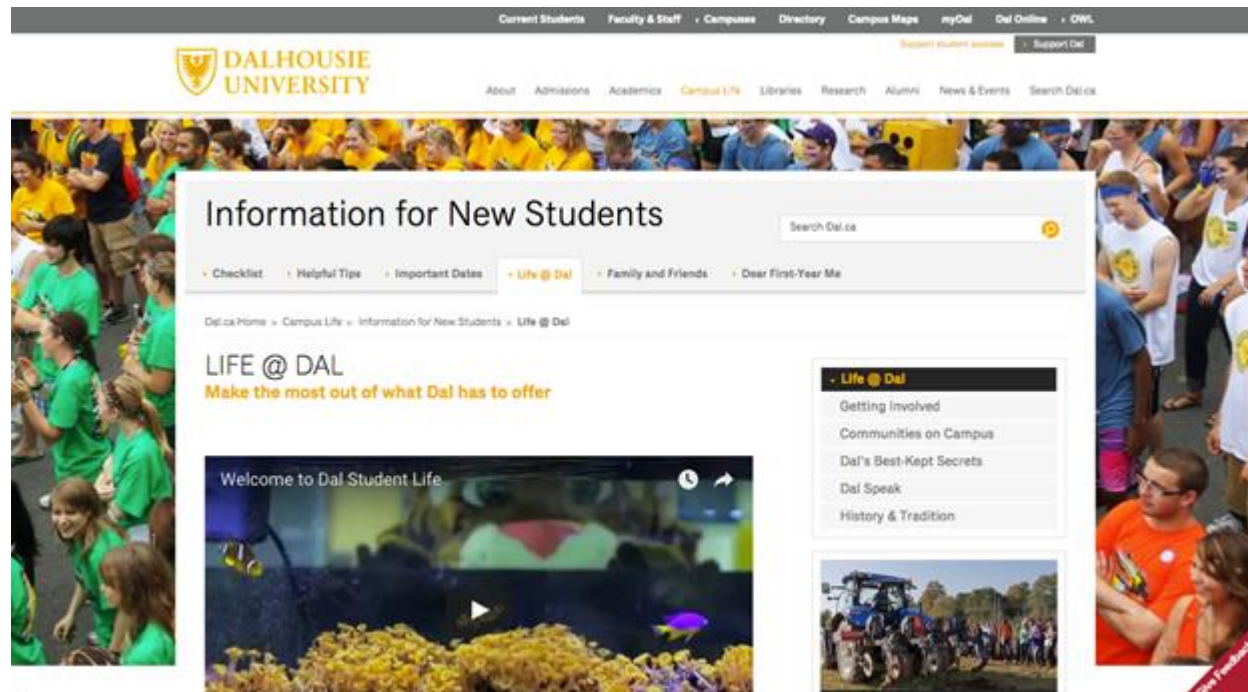
URL: http://www.dal.ca/campus_life/orientation/life-at-dal.html

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