

CHAPTER ONE INTRODUCTION

The purpose of this Handbook is to provide a record of the basic policies, regulations, and guidelines that have to do with academic matters at Dickinson College.

I. History and Purpose of the College¹

A. The Mission of Dickinson College

Dickinson College provides a useful, innovative, and interdisciplinary education in the liberal arts and sciences to prepare students to lead rich and fulfilling lives of engaged global leadership.

Chartered in 1783 at the close of the American Revolution, Dickinson was the first college established in the newly recognized United States. Our founder, Dr. Benjamin Rush, a revolutionary thinker, and signer of the Declaration of Independence, envisioned a new kind of college—one dedicated to useful education in the liberal arts and sciences—as the best guarantor of a meaningful, successful life and the best foundation for democracy. He envisioned this education as a dynamic combination of wisdom inherited from the past and new knowledge generated by discovery and by engagement with the issues of the present.

For more than two centuries, Dickinson has embraced the vision of an ever-evolving education, an education that prepares rising generations for successful, active, informed lives as global leaders, working for the common good. This history remains at the core of our Dickinson identity.

B. The Vision for Dickinson and Its Future

Dickinson will seek new ways to strengthen the individualized, interdisciplinary education it provides while continuing to prepare scholars with intellectual agility, ethical grounding, intercultural understanding, and the skills to work toward a just and sustainable world. The world needs the global leaders Dickinson educates, individuals imbued with a revolutionary spirit that challenges assumptions, seeks new and sustainable solutions, and understands cultural differences. We will tackle the challenges ahead together, as an inclusive, collaborative community committed to shared governance and transparency. Our revolutionary moment is not over.

We will meet the challenges of our age with a Dickinson mindset that is innovative, forward thinking, and civically focused as articulated in these areas:

An Innovative Education

We are committed to continue to provide a rigorous and exceptional education in the liberal arts and sciences that simultaneously draws on the wisdom of the past, strives for new knowledge and dynamically embraces contemporary challenges and future possibilities. That education will stress ethical decision-making and be supported by

¹ This section is an extract from the Strategic Framework and Priorities, as reported to the Board of Trustees. October 2018.

emerging technologies, preparing students with the problem-solving skills they'll need to creatively meet the challenges of this new age.

Cultivating Community

We commit to providing students an unrivaled learning experience in an inclusive and vibrant residential community that reflects our institutional values and aspirations. Dickinson will be a place where all students feel a sense of belonging and pride in their identity as Dickinsonians, regularly interact with individuals different from themselves, and become comfortable with having their assumptions challenged.

Educating Global Citizen Leaders

We commit to civic learning and community engagement as fundamental to the Dickinson experience. We envision a civically engaged campus culture that enriches the connections between the academic program and student life, and intentionally integrates a global mindset, sustainability principles and values, and interdisciplinary and civic learning. We will provide innovative opportunities to ensure that our students understand the complex issues facing society and graduate with the experience of working with others to address the important challenges of our times.

Sustaining our Strength

We commit to responsible stewardship of the colleges and its physical, financial, and human resources.

II. Memberships

A. Accrediting Agencies

- Middle States Association of Colleges and Secondary Schools
- Pennsylvania Department of Education
- University Senate of the United Methodist Church
- The American Chemical Society

B. Professional Organizations

- Association of American Colleges and Universities
- National Association of Independent Colleges and Universities
- Pennsylvania Association of Colleges and Universities

C. Central Pennsylvania Consortium

The Central Pennsylvania Consortium, composed of Dickinson, Franklin and Marshall, and Gettysburg Colleges, was founded in 1967 to provide an opportunity for exchange of educational ideas and information among faculty, administrators, and students in the cooperating institutions. Through joint action, means are found to strengthen and broaden existing programs and to offer a number of worthwhile cooperative programs that could not be undertaken by a single institution.

III. Fairness Statements

A. Employment Discrimination

Dickinson College is an intellectual and social community which values justice, free inquiry, diversity, and equal opportunity. It is a fundamental policy of the College to respect pluralism and to promote civility, and mutual understanding within its community. The College does not discriminate on such bases as race, color, sex, political and religious beliefs, marital status, age, sexual orientation, national and ethnic origins, veteran's status, or disability.

This is in keeping with the Pennsylvania Human Relations Act, Title VII of the Civil Rights Acts of 1964, Title IX of the federal Educational Amendments of 1972, Section 504 of the federal Rehabilitation Act of 1973, and the Americans With Disabilities Act of 1990. Dickinson College provides equal employment opportunity for qualified persons, and promotes the full realization of such equal opportunity through positive, continuing programs in every department. This policy of equal employment opportunity applies to everyone, in every aspect of employment policy and practices, and in all operations of the College where it has employment responsibilities. See the Equal Opportunity Policy statement found in this Handbook, Chapter Eight.

Dickinson College provides for the prompt, fair, and impartial consideration of all complaints of discrimination. The College's Equal Opportunity Policy pertains to any employee or applicant for employment. Examples include, but are not limited to, hiring, promotion, transfer, recruitment advertising, lay-off, rates of pay, or other forms of compensation, training, and selection for training. All employment solicitations or advertisements placed by or on behalf of Dickinson College note that "The College is committed to building a representative and diverse faculty, administrative staff, and student body. We encourage applications from all qualified persons."

B. Harassment

Dickinson College holds that students, faculty, administrators, and staff members have a right to be free of harassment by any other member of the College community. Harassment—physical or mental—is defined as coercion, punishment, or the creation of a hostile, intimidating, or offensive environment. The interpretation of harassment will be based upon a reasonable understanding of mature behavior, a respect for academic freedom as articulated in the 1940 Statement of Principles of the American Association of University Professors, and the College's commitment to constitutional guarantees of freedom of expression.

While all forms of harassment are unacceptable to the College, sexual harassment deserves special note because our appreciation of its particular features has emerged only in recent times. Sexual harassment includes any unwelcome sexual conduct that constitutes a condition of a person's employment or which impedes a person's performance by creating a hostile, intimidating or offensive climate. The sexual harassment of employees or students of the College is forbidden. Faculty, administrators, and others who teach or supervise students should understand the fundamentally asymmetrical nature of their relationships with students. They must not abuse the power inherent in this relationship. Sexual relations—even ostensibly consensual ones—

between College employees and students are prohibited. Such behavior by faculty and other employees is subject to the full range of sanctions available to the College, including dismissal.

Persons who believe they have been subject to harassment may seek redress through normal judicial and administrative proceedings of the College (described in the *Academic Handbook*, the *Student Handbook*, and the *Employee Handbook*).