CHAPTER EIGHT

DOCUMENTS

I. The Response of Dickinson College to Financial Exigency

[Approved by the Board of Trustees on January 26, 1985; the Faculty Meeting approved the "Response" document in November 1983.]

WHEREAS the Board of Trustees is responsible in accord with the Charter and By-Laws of Dickinson College for assuring that the College meet its chartered mandate to provide "for the education of youth in the learned and foreign languages, the useful arts, sciences and literature," being required therefore to exercise appropriate fiduciary judgments and to "set general policies for the College" aimed at securing that end; and

WHEREAS the Faculty of Dickinson College, "acting in accordance with such policies as are set by the Board, shall have power to determine [among other things] requirements for admission... [and] courses of study"; and

WHEREAS preservation of the financial and academic viability of the College requires that the responsibilities of both these bodies be exercised in an orderly, cooperative, and prudential manner, while recognizing that the Board of Trustees ultimately cannot divest itself of the fiduciary authority to act as necessary at its own initiative so as to assure timely preservation of such financial and academic viability;

BE IT THEREFORE RESOLVED that the Board of Trustees, acting in accord with the rights and duties described above, approves the attached document, "The Response of Dickinson College to Financial Exigency."

A. General Statement of Policy

Should a condition of financial exigency or the threat of it ever exist at Dickinson, the College's normal representative system of governance will be the vehicle for dealing with the situation. The Board of Trustees and its standing committees, the President of the College and the administrative officers, the faculty, the standing committees of the College, and the Faculty Meeting shall all participate in a manner consistent with their duties and purviews as defined in the Charter and By-Laws of the College, the By-Laws of the Board of Trustees, and the Academic Handbook.

B. Attempting to Prevent Financial Exigency

1. Data Analysis. The President of the College and the standing committees of the Board and of the College shall review those trends and data under their normal purview that deal with matters of Dickinson's financial health and the situation in higher education generally.

   a. This information is routinely collected and interpreted by the Coordinator for Institutional Data Analysis, the Treasurer's Office, and other appropriate sources. It is shared routinely with campus and Trustee committees and administrative officers, with summary reports to the Faculty Meeting at least annually.

   b. It shall include outside assessments of the College that measure its financial condition in terms of national parameters for similar colleges, such measures being updated yearly. Examples of indicators of institutional health utilized by such assessments:

-admissions ratios

inquiries / applicants
applicants / accepted students
accepted students / enrolled students
actual enrolled number / anticipated enrollment

-student quality data

mean SAT and other test scores and distributions
high school standing percentages

-student/faculty ratios

number of classroom faculty / number of students
number of academics / number of students

-deferred maintenance statistics

condition of facilities
academic and other equipment replacement schedules
library acquisitions rate

-contribution ratios

tuition and fees / E & G expenditures
(E&G = Education and General portion of a budget)
gifts and grants / E & G expenditures
endowment income to budget / E & G expenditures
-expenditure ratios
instruction / E & G expenditures
student services / E & G expenditures
plant operation & maintenance / E & G expenditures
mandatory transfers P & I / E & G expenditures
(P&I = Principal and Interest)

-operating net ratios

net total revenues / total revenues
net E & G revenues / E & G revenues
net auxiliary revenues / auxiliary revenues

-asset and liability ratios

total net liabilities / total net assets
plant liabilities / plant investments
current liabilities / current assets
current liquid assets / unrestricted current fund balance

-working capital ratios

total unrestricted fund balance / E & G expenditures
current liquid assets / E & G expenditures

-plant debt ratios

total current external liabilities / total expenditures
current external plant P & I / total expenditures
current external plant liabilities / plant liabilities

c. Ratings of the College by financial agencies such as Moody's or Dun and Bradstreet shall also be taken as significant indices of Dickinson's financial health.

2. Warning Signs. When these data and their interpretation suggest the possibility of a deterioration in the College's financial situation, the President shall ask the Planning and Budget Committee to respond to this information and to provide advice. The committee may initiate such a request if the President is disinclined to do so.

3. Financial Stringency. Having received advice from these committees and other appropriate sources, the President may indicate formally or informally that the College faces a condition of financial stringency. This is a situation in which resources are decreasing and are putting a strain on the College's ability to function at normal qualitative levels. Reductions are needed for the purpose of avoiding exigency.

4. Remedial Action. Stringency over a period of years may require reductions in academic programming and in the size of the professional staff (administrative, faculty). Curricular reductions would be made by action of the Faculty Meeting, utilizing the normal procedures of departmental consultation and Academic Program Committee resolutions. Personnel reductions would be effected by not filling vacancies or by non-renewal of contracts after due notice. Decisions involving such personnel reductions would be made by the President of the College, utilizing normal procedures for evaluation, recommendation, and review (Handbook Chapters Four and Five).

5. Goal. The goal of these reductions is to return the College to a condition of financial health without serious erosion to the quality, the character, and the diversity of the academic program. Academic support programs, student services, the physical plant, and the ability of the College to attract students and new financial resources should also suffer no serious erosion. Personnel cutbacks should only be initiated in a context where alternative avenues are also being considered, including the possibility of across-the-board salary reductions.

C. The Determination of Financial Exigency

1. Danger. These efforts may not prove effective. These remedies having been utilized to the fullest reasonable extent, a condition of financial exigency may still loom large. This would be a situation in which declining institutional viability requires the development of a plan for significant programmatic reductions and for reductions in professional staff including the termination of appointments. ('Termination' refers to the release of personnel through means other than non-renewal of contract: e.g., the early ending of an unexpired contract in the case of untenured personnel or the release from contract of tenured faculty members.)

2. Raising the Question. Administrative officers and committees of the College involved in the efforts to avoid exigency and aware of the relevant data may arrive at the conclusion that the only remedy now available requires a formal declaration of financial exigency in order to permit the actions described above. The President of the College shall then ask the Planning and Budget Committee to advise formally regarding whether this is the case. Either of these committees may initiate such a formal request if the President is disinclined to do so.

3. Advice. When a formal call has been made by the President to consider a situation that might require declaring financial exigency, the President shall inform the Board of Trustees, appropriate committees of which may meet at this time if they choose. The Faculty Meeting shall also be informed that a formal call has been made. P&B shall meet to consider the matter. The two immediately former chairmen of this committee shall be invited as resource persons without vote. The committee shall consider the full range of available information, including changes in the indices of Dickinson's financial health and reports from various committees and administrative officers, attending to their implications regarding the ability of the College to maintain the quality of its academic program and support services and to retain an effective professional staff. The Planning and Budget committee shall then take a vote to advise the President (i) that in its judgment there is no problem worse than that requiring procedures appropriate to financial stringency, or (ii) that financial exigency should be declared.

   This advice and its rationale shall then be reported by the President to the Faculty Meeting. The Faculty Meeting may, if it chooses, vote to support or not support the committee's recommendation. Unless at least one of these recommending groups or the President propose that financial exigency be declared, the procedures which follow shall not be implemented.

4. Recommendation. Recommendation to the Board of Trustees is the sole prerogative of the President of the College. Having received advice by the procedures outlined above, the President shall make a recommendation to the Board either to declare exigency or not to do so. The President, in making this recommendation to the Board, shall report the full range of agreement or its absence (along with supporting reasons and documents) which was provided by the Planning and Budget Committee and the Faculty Meeting. Members of P&B will be invited to meet with appropriate Trustee committees to discuss this matter prior to the meeting of the full Board, and faculty representatives from the committee will be invited to attend the Board meeting as discussants during its deliberations (until such time as the Board would go into executive session).

5. Declaration. The Board of Trustees alone has the authority to declare a state of financial exigency. The Board may take action contrary to the recommendation of the President of the College, or may act in the absence of a recommendation from the President. It shall always report its decision, along with supporting reasons, to the College community.

D. Overcoming Financial Exigency

1. Finances. Sole authority to convert physical assets and major services into cash rests with the Board of Trustees.

   Development of a conceptual plan for overcoming the declared condition of financial exigency, including if necessary the conversion of assets into cash to meet expenses, shall be carried out by the Finance Committee of the Board in conjunction with the Treasurer of the College and at the request of the President of the College. The Committee on Planning and Budget shall be consulted in developing this conceptual plan. Final recommendation of a conceptual plan to the Board shall be the responsibility of the President of the College. If the plan is approved by the Board of Trustees it will then serve as the financial context for the subsequent decisions of campus committees and the administration.

   The Planning and Budget Committee shall endeavor to identify areas in the regular budget where reductions might be made within existing commitment levels without seriously damaging those commitments. It shall advise the President of the College regarding these and shall identify other areas of potential savings that could be effected through postponement of program and auxiliary services. The Planning and Budget Committee shall endeavor to analyze the crisis from the point of view of existing long range plans and pending proposals. It shall advise on reductions and postponements involved in the large-scale allocation of funds to the sub-areas of the College budget.

2. Curricular Matters. In adjusting the program to meet financial exigency the role of the Academic Program Committee shall be central in policy formulation and recommendation.

   The Academic Program Committee, which constantly reviews the effectiveness and importance of academic programs and departments, shall develop with the Dean of the College a conceptual plan applying the educational purposes and goals of the College to the specific situation of financial exigency. This shall be submitted to the Faculty Meeting for approval. As needed, APC and the Dean shall modify their proposal in the light of Faculty Meeting suggestions until a plan is developed that secures Faculty Meeting approval. If the Faculty Meeting is unable to approve a plan in timely fashion and after a good faith effort by the Dean and APC to effect such, the Dean and APC may proceed without Faculty Meeting approval.

   Based upon this conceptual plan, and taking into account the limitations imposed by the financial conceptual plan, the Academic Program Committee and the Dean shall advise the President of the College and the Faculty Meeting regarding academic quality and essentiality in such areas as course offerings, faculty load, distribution of faculty among departments and programs, and financial commitment to specific departments and programs.

On the basis of the conceptual plan as interpreted above, the Dean of the College shall formulate in consultation with affected departments or areas of study a plan for appropriate reductions in program. Such plans should meet as far as feasible previously stated minimal standards of academic acceptability at Dickinson. This plan will then be reviewed by APC and must be approved by both APC and the Dean. Information on how the conceptual plan is being implemented will be provided to the Faculty Meeting on a regular basis, along with APC-approved resolutions for curricular change as appropriate. Implementing actions may be blocked by majority approval of a resolution to disapprove the action. All curricular resolutions shall require Faculty Meeting approval.

The abolition of a department or program shall require full review by the Academic Program Committee, with members of the department in question having an opportunity to argue their views before the committee. A recommendation by the Academic Program Committee to abolish a department or program, if agreed to by the Dean of the College, shall be reported to the Faculty Meeting for its concurrence. If that concurrence is not given, then the Dean shall undertake a good faith effort to reconcile the differences and secure approval by the Faculty Meeting of a revised recommendation from APC and the Dean. Failing this, then the recommendations of the APC, the Dean of the College, and the Faculty Meeting will be submitted to the President of the College, along with relevant supporting arguments and documents, and the President will make the final decision for or against abolition.

3. Personnel Matters. In making personnel decisions regarding faculty in order to meet the constraints imposed by financial exigency, the advisory role of the Personnel Committees shall be central in policy formulation and specific recommendations for termination or non-renewal of contract. The advice of other committees shall be sought as indicated below. Close cooperation between the Personnel Committees, the administration, and the Educational Policy and Program Committee of the Board is essential.

   A conceptual plan related to the termination of unexpired contracts of tenured and untenured faculty shall be developed by the Faculty Personnel Committee and the Dean of the College consistent with premises stated in Chapter Four of the Academic Handbook. This conceptual plan shall then be reviewed by the Academic Freedom and Tenure Committee.

   The conceptual plan for reductions in the size of the faculty shall seek to avoid decisions on termination of tenured faculty by making adjustments in contractual arrangements and professional responsibilities, consistent with College curricular and financial needs. If financially feasible, the College shall develop specially tailored Early Retirement plans and/or reduced teaching arrangements with continued fringe benefits whether or not such plans already exist. Such plans are subject to approval by the President of the College. Similar plans shall be developed for administrators so that reductions in staff are fairly distributed and reduced responsibilities or early retirement arrangements are developed whenever feasible.

Where the Faculty Personnel Committee and the Dean of the College find it necessary to propose terminating the contracts of tenured members of the faculty, recommendations to do so shall utilize guidelines which adhere to the principles of tenure, and which respect seniority within rank and within departments or programs. If adhering to these principles would result in a drastic distortion of the academic program, the Faculty Personnel Committee and the Dean of the College shall propose a course of action that considers the additional principles of overall diversity in the faculty and the continuation of a reasonable range of courses and services. Such a proposal shall be reviewed by the Academic Freedom and Tenure Committee and by the Academic Program Committee, and the Dean shall undertake a good faith effort to reconcile any differences among the three committees before any recommendations involving termination of contract are made to the President.

Where the non-renewal of contracts of non-tenured faculty is involved, the Personnel Committee and the Dean of the College shall utilize guidelines which protect the overall quality of the academic program and its support services.

The Dean of the College in consultation with the Personnel Committee may make a recommendation to the President of the College to terminate a specific contract in accordance with the conceptual plan. If the President accepts that recommendation, then the procedures described in the Academic Handbook Chapter Four, Section V shall be implemented.

Decisions related to the release of specific administrators will be made by the President of the College in consultation with senior administrative officers and, where appropriate, with relevant college committees. The President of the College will report these actions at a Faculty Meeting and to the Board of Trustees.

NOTE: Officers of the College or Board of Trustees are designated by the current and normal titles for their offices. Title variations or persons serving in a position in a temporary capacity should be understood as also being encompassed by these titles. Similarly, committees are designated by their current names and should be understood as also encompassing any successor entities.

II. Criteria for Assessing the Academic Program

[approved by the Faculty Meeting December 1985]

A. Principles To Assure the Quality of the Curriculum

1. Primacy of the Whole. The needs of the whole curriculum as guided by policies enacted at the Faculty Meeting should take precedence over those of any single academic division, department, discipline, interdisciplinary focus, or group. The baccalaureate degree is primary. Majors are emphases within a coordinated curricular whole, as are distribution requirements and other schemes which help to structure a student's program of study.

2 Primacy of Traditional Disciplines. The disciplines at Dickinson College should include all and only the traditionally understood basic ways of organizing knowledge appropriate to a liberal arts education. This is an affirmation of the foundational importance of the traditional disciplines.

3. Balance Within the Curriculum:

   a. Overall Goal. A proper balance should be maintained between disciplinary and interdisciplinary courses, and between traditional and experimental programs. In addition, an adequate range of instruction in basic skills should be provided. This means that any strategy for curricular development should involve strengthening perceived weaknesses in any of these dimensions so as to achieve an effective balance among the relevant components.

   b. Disciplinary and Interdisciplinary Courses. The College should be committed to fostering a curriculum which grants equal status to disciplinary and interdisciplinary courses, although not equality of number. Both kinds of courses draw from a body of scholarship, the cumulative insights of which give the topic academic depth and richness.

      [i] A 'disciplinary' course is a component in a field of concentrated inquiry which possesses a distinct and central subject matter, a distinct methodology, and a paradigm or language of its own.

      [ii] An 'interdisciplinary' course is a component in a field of integration that focuses on a broader subject matter than a discipline, and synthesizes a number of disciplinary methodologies and paradigms.

   c. Experimental courses. The College should encourage the development of experimental courses and programs, particularly those that have a dimension sensitive to contemporary student and societal concerns, whether disciplinary or inter-disciplinary. These should be seen positively as a mutable curricular element, serving temporarily to refresh and reform the more traditional curriculum.

   d. Basic skills instruction. The College should be committed to providing required instruction for students in fundamental academic skills at levels adequate for successfully completing Dickinson's liberal arts course of study and for functioning effectively as a member of society. Skills in reading, thinking, researching, analyzing, evaluating, speaking, and writing should be taught in all courses. Introductory courses should be taught as supports for the entire curriculum.

4. Levels Within the Curriculum:

   a. Hierarchy of Importance. Of the various ways by which single courses are collected together, some are more important than others.

      [i] Majors are programs of study in academic fields, whether disciplinary or interdisciplinary, which the College sees as deserving more serious and continuous study than non-major programs. Thus the courses minimally required for an effective major should, in conjunction with 'b' below, be given precedence.

      [ii] Courses directly serving the College system of distribution requirements are of equal value to courses comprising the various majors. The minimum courses necessary to support this general education need should, in

conjunction with 'a' above, be given precedence.

[iii] Among the remaining courses offered within the curriculum, those comprising minors and certificates are, where adequately advised, most deserving of support.

b. Course Levels. Courses within a discipline should offer a cumulative experience to the student, and the nature of such an experience should transcend the sum of courses comprising that discipline. To encourage consistency regarding quality in courses at every level within and across disciplines, the following distinctions should hold:

[i] A beginning course should introduce students to the breadth of a subject area and/or it should provide in part a foundation (introduction to the vocabulary, elementary principles, basic formulae, etc.) upon which higher level courses will subsequently build.

[ii] An intermediate course should provide students with the opportunity to focus attention on a particular subcomponent of a subject area. For example, the focus of study might narrow to a time period, a genre, a related set of issues, or a particular methodology. Skills acquired in such a course, however, have broad application within a discipline and possibly beyond it.

[iii] An advanced course, usually numbered at the 300-level, should have one or more intermediate (or beginning) courses as prerequisite. It should encompass the same features as an intermediate course, but should offer a student sustained exposure to the primary literature and/or to the important relevant scholarship. For example, in science courses the student would be reading scientific journals (beyond the textbook) and in literature courses the student would be reading complete works and literary criticism about them.

[iv] A 400-level or 500-level course should normally have one or more 300-level courses as prerequisite. It should designate a focused learning experience involving disciplined individual or group inquiry. A student brings to the course the broad perspective acquired at the beginning level, the variety of skills acquired at the intermediate level, and specific knowledge and concerns developed at the 300-level.

B. Guidelines for Administering the Curriculum

1. Departmental Organization. This structural arrangement is a matter of convenience, grouping together faculty in the same or similar disciplines so as to enhance the opportunity for their interaction and cooperation as teachers and as scholars. It is also a device for faculty to accomplish administrative and governance tasks in as efficient a manner as possible. The importance of a discipline or major or program is not determined by whether it is located in a single department.

2. Expectations for Every Program. Although there are always justifiable exceptions, the following minimal conditions seem to be necessary for the effectiveness of programs.

a. A major program, disciplinary or interdisciplinary, should offer a spectrum of

courses adequate to the range and depth of the field but without indulging in overly repetitive or overly specified offerings. A repertoire of about 15-20 courses is typically sufficient to support a major.

b. At least 1/3rd of the courses taught by the faculty of a department should also be able to contribute to the general education needs of the College-wide distribution system. Alternatively, 1/3rd of the student enrollments in courses taught by members of the department should be at such a level.

c. A faculty of three full-time equivalents is normally necessary to offer an effective disciplinary or interdisciplinary major. Three different faculty perspectives are the minimal protection against an imbalanced presentation of the field.

3. Course Enrollments. The College favors granting the greatest possible student choice in course selection as long as educational quality, defined in the Principles statements above, is not compromised. The following quantitative factors implement this crucial blending of freedom of choice with program quality.

a. The enrollment maxima in a given course should be based primarily on judgments regarding optimal conditions for education in that course and then secondarily on enrollment pressures from students. These judgments will vary from field to field and between upper and lower level offerings.

b. The presence of enrollment maxima means that students will not always have access to courses of their choice. The College should attempt to respond to these expressions of student interest by flexibility in implementing maxima, by helpful advice regarding alternative course/program possibilities, and by temporary reallocations of faculty course assignments.

c. With respect to long-term ups and downs in student enrollment pressures on a particular curricular program, principles of curricular balance take precedence over accommodation to student interest. The College will let course maxima, major prerequisite structures, and grading practices, all of which are based on sound academic policy, regulate student choice. The College rejects solving such problems by placing arbitrary quotas on a program or major.

d. The College is reluctant to alter the distribution of permanent faculty positions merely on the basis of desires and societal enthusiasms which do not necessarily reflect sound education policy. Occasionally such reallocations are appropriate, however, and should be implemented in a timely manner.

e. A student-faculty ratio of less than 15:1 is highly desirable for achieving the quality of education which Dickinson aspires to offer. Changes in total College enrollments need to be translated directly into changes in the number of faculty requisite to ensure that this ratio be maintained. The use of part-time appointments to achieve this goal should be minimal. Full or partial released time to faculty for administrative purposes should be factored out in determining this ratio. The special demands of curricular development and other professional obligations of faculty should also be taken into consideration as appropriate.

4. **Class Attendance Policy for Student Athletes:** The academic purpose of Dickinson is primary. Athletics are an integral part of this primary purpose and must not detract from it. Classes are scheduled Monday-Friday; 8:30-4:30, athletic team practices must be scheduled outside this time period. Occasionally, an intercollegiate event will require team members to leave campus prior to 4:30. It is the responsibility of the student to inform a faculty member at the beginning of the season, as soon as the schedule is known. Permission to miss class is at the discretion of the faculty member. When students have an approved absence, faculty should allow, when possible, for students to make up their work. NOTE: All first-year students are required to attend the first-year seminar class meetings and other meetings coded as mandatory that occur during Orientation. Permission will not be granted to miss any of these mandatory events during Orientation.

   Class Attendance Policy regarding Field Trips: If a field trip must be scheduled outside of the course meeting time, regularly scheduled courses take precedence. Students may request to be excused from the course conflicting with the field trip; permission is at the discretion of the faculty member. When students have an approved absence, faculty should allow, when possible, for students to make up their work.

5. Academic Support Systems. An adequate library, computer system, co-curriculum, and other forms of academic support are necessary to the effectiveness of the curriculum. Judgments regarding changes in the extent or character of these systems must be made only in the wider context of curricular quality.

III. Calendar Guidelines

The faculty approves the following guidelines within which appropriate members of the administration shall prepare the College calendar each year. The calendar thus prepared for a given year shall be presented to the Academic Program and Standards Committee for its approval and reported to the faculty 16 months before the effective date of the calendar. These guidelines are in descending order of importance; if any two should prove incompatible, the earlier one shall take precedence.

1. Each semester shall have 15 weeks of instruction.[1] (NOTE: Federal regulation requires 30 weeks of instruction for an academic year. A week of instruction is defined as any week in which at least one day of regularly scheduled instruction, examinations, or preparation for examinations occurs.)
2. The number of classroom hours shall be equal for each class meeting day of the week. [2]
3. There shall be a minimum of 2 weeks of classes following Thanksgiving break.[3]
4. There shall be a final examination period of six days each semester.

---

[1] Approved at 5 November 2001 Faculty Meeting

[2] Approved at 5 November 2001 Faculty Meeting

[3] Approved at 6 October 2015 Faculty Meeting

5. Final examinations for the semester shall end before Winter break.
6. The beginning of the second semester shall occur about the end of January.
7. There shall be a recess each semester.
8. There shall be a one-day reading period before final examinations each semester.[4]
9. Roll Call shall always occur half-way through the semester on or about the 34th day. In the Fall, Roll Call shall be scheduled to occur after Fall Pause. In the Spring, Roll Call shall be scheduled to occur the Monday after Spring Break.[5]
10. The Withdrawal deadline shall occur at 4:00 p.m. on the last day of classes for the semester.[6]
11. Spring Break shall occur in week #8 of the semester.[7]
12. Add/drop shall occur for the first five (5) class meeting days of each semester.[8]

IV. External Grant Applications Policy

(This applies to institutionally-sponsored grant proposals as well as individual fellowship grant applications)

A. Normal procedures

1. Preparation. Consult with the Director of Corporate and Foundation Relations (C&FR Office in Development) regarding possible funding sources, and Dickinson's current active grants or proposal activity with that source. The College reserves the right to delay your proposal if it might conflict with other institutional proposals or projects in preparation or under review by the funding source.
2. Approvals. A completed draft and/or abstract of your proposal and budget must be submitted, reviewed, and approved by the appropriate persons or groups indicated below. The "External Grants Notification/Clearance Form" and more information on the approval process are available through the Director of Corporate and Foundation Relations, and on the Corporate and Foundation Relations web site.
   a. In the case of institutionally-sponsored proposals, any of those officers listed below may veto College support for the proposal or approve it with specific caveats. In such cases every effort will be made to work with you to remove the obstacles to College approval.
   b. In the case of individual fellowship applications to external sources, senior officers of the College need to be notified of the faculty's scholarly work and research and have an opportunity to learn of its depth and breadth. This

[4] Approved at 6 April 2009 Faculty Meeting

[5] Approved at 5 November 2001 Faculty Meeting

[6] Approved at 5 February 2013 Faculty Meeting

[7] Approved at 5 November 2001 Faculty Meeting

[8] Approved at 5 November 2001 Faculty Meeting

information is highly useful for pre-tenure and tenure reviews, promotions, salary increases, awards, and conferral of named chairs, and assists in the preparation of College and community-wide publicity.

President. Any grant proposal involving over $50,000 of Dickinson matching money; any grant having an all-College purpose.

Provost and Dean of the College, in consultation with the Academic Program and Standards Committee. Any grant proposal for curricular purposes, for individual academic research or study, or for individual fellowships.

Vice President and Treasurer, in consultation with the Planning and Budget Committee. Any grant proposal other than one seeking only salary income for the applicant.

Vice President for Development. Any grant proposal to a foundation, corporate or business entity, or governmental funding source.

Vice President for Campus Operations. Proposals involving construction, renovation or removal of campus facilities.

Vice President for Enrollment, Student Life and College Relations. Grant proposals involving admissions, recruiting, student life, or public relations issues.

3. Documentation. A copy of all grant proposals and award documents must be forwarded to the Corporate and Foundation Relations Office so they may become part of the College's permanent records. Such documents include (but are not limited to):

   a copy of the signed "External Grants Notification/Clearance Form"

   a complete copy of the final proposal (including narrative, budget, appendices and all other submitted materials)

   copies of any additional documents, e.g., award letters, subaward and/or contract documents, cooperative agreements, project implementation or budgetary amendments, pertinent correspondence with foundation or government program officers

   copies of annual and/or final narrative reports, including budget reports.

B. Normal arrangements

1. Principal Investigator/Project Director. Someone is the PI/PD for the grant. Where the length or complexity of the grant warrants it, the PI/PD should receive released time. This can vary from a single course to 2/3rds time for the duration of the grant. Be sure the grant seeks money for the released time, both salary and (if permitted) fringe benefits at prorated amounts. The full-time salaries and fringe for two summer months should also be sought where the grant period permits. All PI/PD salary figures are to be based on that person's regular Dickinson salary.

2. Project Manager. Larger grants may require additional help in the form of an assistant who handles details created by the existence of the grant. This could range from typing to planning meetings to involvement in the substance of the project, and might even involve helping apply for further grants. Thus the position, if needed, could range from a lower-level clerical position to a lower-level professional position. Be realistic about such needs and then be sure to include them in the grant, both salary and fringe benefits. All PM salary figures are to be based on the salary ranges at Dickinson for comparable responsibilities. If the grant is funded, appointment letters for such persons must come from a senior administrative officer.

3. Indirect Cost Recovery. The College's Strategic Plan requires that all grant proposals include maximum feasible provision for the financial relief of existing operations. Many private foundations do not allow the College to bill their grants for (or recover) indirect costs; some external funding sources (governmental) specify the figure or the mode of its determination. Unless such restrictions are indicated, Dickinson has a negotiated overhead formula ("indirect cost recovery rate") that must be used in any application to a federal governmental source. Funds garnered through indirect cost recovery go towards College income as appropriate compensation for the general institutional costs of supporting grant projects. Information on Dickinson's negotiated indirect rate is available from the Director of Corporate and Foundation Relations, Financial Operations, or the Corporate and Foundation Relations web site.

4. Matching/Cost Sharing. Some grants require matching funds from Dickinson. In other cases, it may be thought that the grant can only be implemented if the College provides additional support (this might be thought of as an informal matching requirement). There must be a written agreement by the College guaranteeing the match should the grant be received. For individual academic grants and for curricular ones, a special Grants Matching Fund has been created. Matching requests compete for this finite resource, except where a request for more significant matching money has been made well in advance and has been approved by the College. All grants involving matching/cost sharing must be discussed and approved by the Provost and Dean.

5. Subawards/"subcontracts." The scope of work in some grant projects may require that the Dickinson PI/PD retain non-Dickinson personnel, consultants, vendors, or institutions (those sponsoring a colleague) to participate in and/or complete portions of the project. The PI/PD must acquire from the proposed subcontractor prior to submission of the grant proposal an "Intention to Enter into a Subaward/Subcontract Agreement" document, signed by an authorized institutional representative. When the grant is awarded and before any work may proceed, a "Subaward/Subcontract Agreement" must be negotiated and signed by institutional representatives of both Dickinson (awardee) and the contractor (subawardee). These documents shall be prepared by College representatives in Corporate and Foundation Relations, and Financial Operations, with input from the College's legal counsel.

6. Responsibilities and coordination. A number of campus offices/officials are involved in the grant pre- and post-award process.

The Provost and Dean serves as the College's official organizational representative authorized to submit institutionally-sponsored proposals. The Provost and Dean's signature binds the College to the proposed scope of work and budget, and verifies official information and certifications about institutional policies and practices.

The Office of Corporate and Foundation Relations functions as the College's sponsored research office and may be authorized on a case-by-case basis by the Provost and Dean to submit institutionally-sponsored proposals on his/her behalf.

The Financial Operations office provides information on cost rates, reviews and approves budgets prior to submission, and coordinates financial reports. Financial Operations holds authority to sign grant contracts, subcontracts and cooperative agreements on behalf of the College.

The Principal Investigator/Project Director is responsible for implementation and oversight of all aspects of the project (unless otherwise directed by the Provost and Dean), including the preparation and timely submission of reports as may be required by the funding source.

C. Variances

1. Partial Funding. A grant proposal may be accepted but on the condition that the budget be reduced. Before this reduced grant is accepted, the revised budget and any revisions in personnel, overhead, and matching/cost sharing must be approved by the College.
2. Supplemental Funding. It is possible to ask for additional funds during the implementation period of the grant. Original budgets may prove inadequate or unanticipated changes in the situation may require or invite further funds. These should be applied for by a request to the Provost and Dean, and Vice President and Treasurer, detailing and justifying the additional needs. If funds are available and the request persuasive, support will be provided from the Grants Matching Fund. There is no guarantee that support will be forthcoming; sometimes this may mean that the grant must be terminated.

V. Honesty in Academic Research

A. General Statement

Dickinson College expects its faculty to adhere to the highest ethical and professional standards in the conduct and management of research. Federal law requires the College to maintain uniform policies and procedures for investigating and reporting instances of alleged or apparent misconduct involved in research supported by certain federal agencies such as the National Institutes of Health. This requirement is met by the College's expectation that all persons conducting research will avoid fabrication, falsification, plagiarism or other practices that undermine the integrity of an academic institution. Honest error or differences of opinion in the evaluation or interpretation of research is not misconduct. Any person whose research is supported by funding either from external sources or from the College is responsible for compliance with College policies and with federal regulations where appropriate in the disposition of funds.

B. Procedures to follow should allegations of misconduct be made:

Allegations of fraud or misconduct in research must be reported to the Associate Dean of the College, who shall protect, to the maximum extent possible, the privacy of all affected persons. The Associate Dean will immediately inform the faculty member involved of the specifics of the charge and will then conduct an informal investigation to be completed within two months of its initiation. The Associate Dean will prepare a written report, indicating what evidence was reviewed, summarizing relevant interviews, and setting out the conclusion of the inquiry.

The faculty member against whom the allegation was made shall be provided with a copy of this report and the opportunity to submit comments which will be made part of the record. The report and the response will be submitted to the Dean of the College who, after consultation with the Faculty Personnel Committee, will decide whether or not to proceed to a formal investigation. If that is not warranted, sufficient documentation to permit later assessment of the reasons for this conclusion shall be retained for at least three years.

If a formal investigation is called for, the Dean of the College, within one month of the completion of the informal investigation, shall appoint an ad hoc committee for this purpose, and shall inform the accused faculty member of the committee's membership and its specific charge. The committee will include two faculty members from departments other than that of the individual against whom the allegation has been made and one from that person's department. If it is deemed advisable, one of the non-department members of the ad hoc committee may be an individual with relevant expertise and high professional standing from beyond Dickinson. Neither members of FPC nor members of the Appeals Committee are eligible to serve on this committee; the Dean will sit without vote on the committee.

The ad hoc committee's investigation will be concluded within four months and will normally include examination and assessment of all relevant documentation, including research data, proposals, and correspondence. Whenever possible, interviews shall be conducted with all individuals who may have significant information bearing on the investigation. Summaries of these interviews, certified as accurate by the parties involved, shall be entered into the record and provided to the accused faculty member. The faculty member shall have an opportunity to comment, both orally and in writing, on the committee's tentative findings before it makes its final report.

A formal report of the investigation will be made to the President and to the Faculty Personnel Committee. If the committee finds the allegation of misconduct substantiated, its formal report will include any recommendations regarding actions to be taken. The faculty member involved has the opportunity to respond to the report and the recommendations. If formal action is then taken by the President or by FPC, normal College procedures will be followed.

Throughout the course of these proceedings, the Associate Dean will be responsible for providing appropriate information to the officers of any federal, state or private agency which may be involved in support of the research in question, following the guidelines for such reporting that may be specified by the agency. All efforts will be made to preserve the confidentiality of all proceedings until any report imposed by law and by sound practice must be made. Should the faculty member against whom the allegations were made request it, however, a statement of the results of the investigation will be made public. It is inappropriate for anyone involved in these internal College proceedings to be represented by legal counsel.

Allegations of fraud or misconduct in scholarly research undertaken by administrators will follow the same procedures except that the ad hoc committee undertaking the formal investigation will include one administrator.

VI. Equal Opportunity and Affirmative Action Policy

A. Equal Opportunity

It is the policy of Dickinson College to provide equal employment opportunity to all interested persons on a non-discriminatory basis. All decisions with respect to hiring, promotion, advancement, suspension, and termination will be based upon the foregoing statement and will apply to all facets of the Dickinson community in which the College exercises employment responsibility. This policy of equal opportunity is based on, conforms to the terms of, and does not exceed the requirements of all applicable federal and Commonwealth of Pennsylvania statutes. It applies to all members of the Dickinson community, in every respect of employment policies and practices, and in all physical locations where the College exercises employment responsibility.

Dickinson College will provide for the prompt and impartial consideration of complaints through its Equal Opportunity/ Affirmative Action Grievance Procedures. Copies of these procedures may be obtained from the office of the President of the College, the Personnel Office, and the Affirmative Action Officer.

B. Affirmative Action

1. Definition and Purpose. Consistent with its policies of equal opportunity, Dickinson College has voluntarily adopted an Affirmative Action program designed to increase the representation of women and minorities among its professional and support service staff. Dickinson's Affirmative Action program does not conflict with its commitment to equal opportunity. Affirmative Action is understood as a systematic effort to increase the pool of job candidates by encouraging women and minorities to apply for positions at the College (or, in the case of people already at Dickinson, for promotions and reclassification.) The choice of which candidate to hire, promote, or reassign will continue to be based upon merit and qualifications and will fall upon individuals regardless of race, gender, ethnic background or any other irrelevant consideration.

Dickinson believes that Affirmative Action strengthens the College as a place of learning. It enriches the variety of the academic and residential community, enlivens the character of the conversation among students and teachers and staff, and better prepares students for the realities of the society in which they will spend their professional lives.

2. Goals. The goal of Dickinson's Affirmative Action policy is to increase the representation of women and minorities in various applicant pools up to levels consistent with their numbers in potential applicant populations.

   a. In the case of faculty, the College wants to draw its new appointees from a field of applicants that reflects the presence of women and minorities in the national pool of persons qualified to assume appropriate positions at Dickinson.

   b. Administrators will be drawn to the College from both national and local pools depending upon the character of their position and responsibilities. Applicants for Dickinson positions should mirror the demographic features of the qualified national or local population.

   c. Support staff will be hired from the local population. The College will seek to attract female and minority applicants equiproportional to their representation in the local work force.

3. Hiring Procedures.

   a. Faculty. Routine procedures for conducting searches for faculty are described in the document, "Guidelines for Interviewing Candidates," which is distributed by the Dean of the College to the chairpersons of all search committees. Of special concern to the College's Affirmative Action program are the following:

      [i] A national search is the normal expectation for all full-time appointments of more than one year in duration. Appointments without a national search must be authorized by the Dean of the College on the recommendation of the Faculty Personnel Committee. Temporary, full-time appointments lasting not more than one year may be filled after a local search. Where the press of time does not permit a formal search process, temporary appointments may occasionally be completed without searches. The temporary appointee must be accorded no special advantage in the competition for the permanent position which, again, can be filled only after a national search.

      [ii] The Affirmative Action Officer may consult with search committees and recommend to them strategies for attracting the applications of women and minorities. These strategies could include the following:

         * Advertising in publications designed for target groups (such as Black Issues in Higher Education);

         * Soliciting applications from potential candidates listed in minority faculty registers;

         * Making telephone inquiries to graduate deans and department chairs who might know of appropriate candidates; if women or minority candidates are identified in this fashion, they should be called and encouraged to apply;

* Contacting any women's or minority caucus within the discipline that may steer the search committee toward qualified women and minority candidates;

* Inviting additionally a woman or minority candidate to campus for an interview if none is represented among the 2-3 candidates identified by the search committee for its short list.

[iii] The Affirmative Action Officer will monitor search processes to see that committees give full, equal, and fair attention to the applications of women and minorities. If women or minorities have applied for a position, the Affirmative Action Officer may require explanation for a search committee's decision not to include them in a list of candidates to be invited to campus for interviews.

[iv] All position advertisements must be scrutinized and approved by the Affirmative Action Officer before distribution; these advertisements will note that Dickinson College is an Equal Opportunity/Affirmative Action Employer.

[v] The chairpersons of search committees must keep a record of applications received from women and minorities. If women and minority candidates are dropped from the list of applicants under consideration, the record must show why this was done. At the end of a search process, a statistical summary of the hiring process--including the information on the exclusion of women and minority candidates from consideration--will be submitted to the Affirmative Action Officer on forms supplied to the committee.

b. Administrators

[i] Searches will be undertaken to fill full-time administrative positions in accordance with practices established within each division of the College. The search may be either national or local depending upon the nature of the position to be filled. At the discretion of the President, administrative appointments may be made through the transfer or promotion of a current College employee without a national search.

[ii] As with searches for faculty, the Affirmative Action Officer may consult with search committees and recommend to them strategies for attracting the applications of women and minorities.

[iii] The Affirmative Action Officer will monitor search processes to see that committees give full, equal, and fair attention to the applications of women and minorities. If women and minorities have applied for a position, the Affirmative Action Officer may require explanation for a search committee's decision not to include them in a short list of candidates to be invited to campus for interviews.

[iv] All administrative position announcements will be scrutinized and approved by the Affirmative Action Officer before distribution. These advertisements will note that Dickinson College is an Equal Opportunity/Affirmative Action employer.

[v] The Chairpersons of search committees must keep a record of applications

received from women and minorities. If women and minority candidates are dropped from a list of applicants under consideration, the record must show why this was done. At the end of the search process, a statistical summary of the hiring process--including information on the elimination of women and minority candidates from consideration--will be submitted to the Affirmative Action Officer on forms supplied to the committee.

c. Support Staff.

Procedures for hiring support staff are described in the document "Service Support Employment Procedures" distributed by the Personnel Office to guide departments seeking new employees. Of special concern to the Affirmative Action effort are the following provisions:

[i] The Personnel Office and the department head will share responsibility for developing strategies that attract female and minority applicants. They will ensure that when advertising for traditionally male-dominated positions they explicitly invite females to apply. All advertisements for position openings will note that Dickinson College is an Equal Opportunity/Affirmative Action Employer.

[ii] The Personnel Office will monitor staff support hiring processes to see that full and fair consideration is given female and minority applicants. If female or minority applicants have applied for a position in which these people are significantly under-represented, their exclusion from a short list of final candidates may require explanation.

[iii] A statistical summary of the hiring process will be maintained by the Personnel Office and submitted to the Affirmative Action Officer.

C. College Contractors and Suppliers.

Dickinson will establish procedures to assure that major contractors and suppliers submit written evidence of their own commitment to equal employment practices.

D. Grievance Procedures.

The College has established grievance procedures designed specifically to address complaints of discrimination. Dickinson employees may seek recourse to these procedures without fear of penalty or retaliation. Copies of the procedures are available from the office of the President, the Personnel Office, and the Affirmative Action Officer.

E. Responsibility for Equal Opportunity & Affirmative Action.

The responsibility for assuring the Affirmative Action Plan's implementation rests with the President who delegates day-to-day operations to the Affirmative Action Officer. The Affirmative Action Officer is assisted by an Affirmative Action Committee with members appointed by the President. The Affirmative Action Committee is responsible for disseminating the Affirmative Action Plan, for monitoring its effectiveness, for recommending changes in the plan, and for suggesting to the President methods for improving College employment practices and policies.

The Affirmative Action Officer in cooperation with the Dean of the College shall be responsible for counseling persons who feel they have been subject to discriminatory harassment, and for seeking an informally mediated resolution of the situation. If informal procedures do not resolve the matter, appeal may be made to the Appeals Committee. This procedure applies in cases where the person bringing the charge is a faculty member. Students are to avail themselves of the SGB procedures; administrators, those contained in the *Administrative Handbook*.

F. Dissemination of Policies

Copies of this policy will be distributed to all current employees upon its adoption. New employees will be provided a copy of the policy when hired. Additional copies may be obtained from the office of the President of the College, the Personnel Office, and the Affirmative Action Officer.

Copies of this policy will be posted in locations frequented by College employees. It will also appear in the various handbooks describing conditions of employment for faculty, administrators, and support staff.

VII. Equal Opportunity and Affirmative Action Grievance Procedures

A. Grievance Procedures

1. Purpose of the Procedures.

   To provide a prompt, fair, confidential, and equitable adjudication of disputes involving issues of discrimination based on race, ethnic group, religion, national origin, gender, sexual orientation, age, veteran's status, or non job-related handicap.

2. Who may use these Procedures?

   The procedures may be used by current students and full-time and part-time employees of the College--faculty, administrators, support staff. They may not be used by candidates for admission or those seeking employment.

3. Categories of Grievances not covered.

   The following instances do not fall under the jurisdiction of these procedures:

   a. Faculty complaints in matters of promotion, tenure, review, dismissal. These cases will be heard by the Appeals Committee in accordance with terms described in the Academic Handbook.

   b. Complaints by students against other students. Student grievances against other students are treated according to the terms of the Student Code of Conduct. The only exception to this are those instances of complaints by students against other students acting as Resident Advisors or Senior Resident Advisors; such cases fall under the jurisdiction of the procedures described here.

4. Informal Resolution of Complaints.

   Grievances should be resolved informally between or among the persons involved.

   a. First Step. Students who suspect that they may be victims of discrimination should seek the confidential advice and counsel of persons in the Counseling Center, the Religious Affairs Office, or the Student Health Services office.

b. Second Step. Grievants who believe they have suffered discrimination should seek help from the following College faculty members or administrators. These faculty and administrators will either attempt to resolve the grievance informally or they will refer the grievant to the Affirmative Action Officer if, in their judgment, the Affirmative Action Officer is better positioned to pursue informal settlement or if the matter seems to demand formal proceedings. Grievants should contact these people within 30 days of the incident in question. (The term "day" in these procedures will be understood to mean academic calendar day--not counting weekends, observed holidays, and vacations.)

[i] If the grievance is against a student acting as a Resident Advisor or Senior Resident Advisor, the grievant should meet with the Director of Residential Life or Associate Dean of Educational Services and Student Affairs.

[ii] If the grievance is against a faculty member or academic administrator, the grievant should meet with the accused's department chair or an Associate Dean of the College (one not serving as Affirmative Action Officer).

[iii] If the grievance is against a member of the support staff or the general College administration, the grievant should meet with the accused's supervisor or the Assistant Director of Personnel.

If the matter can be resolved informally at this level to the satisfaction of the grievant, the issue will be considered settled and a brief summary report, which both parties will be asked to sign, will be filed with the Affirmative Action Officer. Should the grievant remain unsatisfied, he/she may within 10 days of the attempted (and unsatisfactory) resolution meet with the Affirmative Action Officer to consider further action.

c. Third Step. In consultation with the grievant, the Affirmative Action Officer will either attempt to resolve the matter informally or will initiate formal proceedings at once. If informal resolution is attempted and succeeds, the matter is settled. If informal resolution fails, the grievant can (within 10 days of the attempted informal resolution) initiate formal proceedings by submitting a written, dated, and signed statement describing the incident(s) and requesting the Affirmative Action Officer to resolve the complaint.

5. Formal Resolution

a. Once a formal grievance has been submitted, the Affirmative Action Officer shall act as Administrative Hearing Officer. The person against whom charges have been filed (the "respondent") may choose to have the case heard either by the Affirmative Action Officer or by the Affirmative Action Grievance Board. The Affirmative Action Officer may refer any case to the Affirmative Action Grievance Board at his/her discretion.

The Affirmative Action Officer shall meet with the respondent, inform him/her that charges have been filed, provide the respondent with a copy of these charges along with the substance of any supplementary allegations or information submitted by the grievant orally or in writing. The Affirmative Action Officer shall explain the two procedural options open to the respondent who within 2 days

will be expected to choose in writing either an Administrative Hearing or an appearance before the Affirmative Action Grievance Board. If the respondent does not select an option, the Affirmative Action Officer will choose.

b. Administrative Hearing Procedures

[i] An Administrative Hearing will not be held sooner than 7 days and not later than 21 days after the respondent has been apprised of the filing of charges.

[ii] If the respondent fails to appear at the scheduled hearing without justifiable reason given to the Affirmative Action Officer 24 hours in advance of the hearing, the case may be heard in that person's absence. If the grievant fails to appear at the hearing without similarly justifiable reason given 24 hours in advance, the case may be dismissed by the Affirmative Action Officer.

[iii] Neither grievant nor respondent may be represented by an attorney or legal counsel. Both persons may be assisted by an advisor of their choice selected from the students, faculty, or staff of the College. The grievant and respondent shall speak for themselves.

[iv] The Affirmative Action Officer will convene the hearing, state the choices (those of the Affirmative Action Officer and/or respondent) that have determined the present method of proceeding, read the formal statement of the grievant, give the grievant the opportunity to elaborate on the charges, afford the opportunity to the respondent to speak to these charges. Both persons will have the right to raise and to respond to questions and to make whatever statements they consider relevant.

[v] Either at the conclusion of the Hearing or within 72 hours thereafter, the Affirmative Action Officer will render a decision which will be conveyed in writing to both persons. This decision will constitute a finding in favor of the grievant if the Affirmative Action Officer concludes that the grievant has been subjected to discrimination. In this case the Affirmative Action Officer will propose a remedy to the senior administrative officer with responsibility for the respondent (in the case of students, the Dean of Educational Services and Student Affairs; in the case of faculty, , and academic administrators, the Dean of the College; in the case of other administrators or staff, the President, the Treasurer, the Dean of Admissions and Enrollment, or the Executive Director of Communications and Development, as appropriate.) If the Affirmative Action Officer is not persuaded that discrimination has occurred, he/she will dismiss the charges against the respondent.

c. Affirmative Action Grievance Board Procedures.

[i] The Affirmative Action Grievance Board shall consist of 3 persons drawn from the membership of the Affirmative Action Committee. The Board will select its own chair. The Affirmative Action Officer will be present as resource person without vote.

[ii] The Grievance Board will not hear a case sooner than 7 days and not later than 21 days following the respondent's notification of the filing of charges.

[iii] If the respondent fails to appear at a scheduled Grievance Board hearing without justifiable reason given to the Affirmative Action Officer 24 hours in advance, the charges may be heard in that person's absence. If the grievant fails to appear without similarly justifiable reason given 24 hours in advance, the charges may be dismissed.

[iv] The grievant will bear the burden of substantiating the grievance and without such substantiation, the respondent will not be obliged to answer charges made. The respondent will be entitled (but not required) to reply to charges made by the grievant. Both persons will have the opportunity to call, examine, and cross-examine witnesses and to introduce relevant evidence or exhibits. Although strict, legal rules of evidence will not apply, the Board chair will exercise discretion in excusing hearsay testimony and irrelevant or undocumented evidence.

[v] Neither person may be represented by an attorney or legal counsel. Both persons may be assisted by an advisor of their choice selected from the students, faculty, or staff of the College. The grievant and respondent shall speak for themselves at the hearing.

[vi] The hearing will not be open to the public. Witnesses will be present only while testifying or while responding to questions.

[vii] Within 3 days of the conclusion of the hearing, the Grievance Board chair will submit to the persons a written finding summarizing the Board's understanding of the facts in the matter and its recommendations. If the majority of the Grievance Board concludes that the grievant has been subjected to discrimination, it will propose a remedy to the senior administrative officer with responsibility for the grievant (in the case of students and student affairs administrators, the Dean of Educational Services and Student Affairs; in the case of faculty, academic administrators, the Dean of the College; in the case of other administrators and staff, the President, the Treasurer, the Dean of Admissions and Enrollment, the Executive Director of Communications and Development, as appropriate). The Grievance Board may recommend any remedy, or series of remedies, appropriate to the circumstances of the case. If the majority of the Grievance Board concludes that the evidence does not support the claim of discrimination, it will dismiss the charges.

d. The College officer to whom the findings of an Administrative Hearing or the Grievance Board are forwarded shall act on the recommendations contained in the finding within 10 days. The officer will report his/her decision to the grievant, the respondent, and the Affirmative Action Officer in writing. The officer may institute any penalty or determine any resolution of the grievance within the authority of his or her position.

e. If a senior officer of the College is a respondent in a case, findings that substantiate a charge of discrimination will be forwarded from the Affirmative Action Officer (in the case of Administrative Hearings) or from the Grievance Board to the President for action. If the President is the respondent, findings will be forwarded for action to the Executive Committee of the Board of Trustees.

6. Appeals.

Within 3 days of the receipt of a finding, the grievant or respondent may make appeal to the President of the College. The President will consider appeals only on the following grounds:

a. that proper procedure was violated in a substantial and prejudicial fashion;

b. that new evidence has emerged;

c. that recommended sanctions are inappropriately excessive or lenient.

The President may ask that formal procedures be repeated and that the grievance be heard again. The decision of the President is final.

No one is precluded from filing a charge or grievance with public agencies or courts after the completion of all available steps described under these procedures.

VIII. Procedures for Student Complaints of Improper Discharge of College Responsibilities by Faculty[9]

A. Preamble

The following procedures govern student complaints of improper discharge of College responsibilities by faculty. These procedures do not apply to grievances in connection with sexual harassment, improper grading, or resolution of charges of academic dishonesty against students, for which the College currently has independent procedures outlined in the Academic Handbook, Student Handbook, College Bulletin, and other documents.

In adopting these procedures, the College affirms that our faculty have the right to profess: to exercise their professional judgment, including expression of their views, in conducting course work; that our students have the right to learn in an environment free of intimidation; and that the primary responsibility for determining standards of professionalism in the academy rests with the faculty as a whole.

Specifically, Dickinson confirms its adoption of the 1940 Statement of Principles on academic freedom and tenure formulated by the Association of American Colleges and the American Association of University Professors [see the Academic Handbook, Chapter 4, II. D.].

B. Procedures

Filing a Complaint. A student wishing to bring a complaint against a faculty member regarding improper discharge of College responsibilities shall do so in writing to the

[9] Approved at 2 May 2005 Faculty Meeting.

Provost/Dean of the College (the "Dean"). A complaint must be submitted no later than roll call of the semester following the alleged violation.

C. Resolving a Complaint

1. Upon receiving a complaint, the Dean shall refer the matter to an Associate Provost who shall investigate the complaint. The Associate Provost shall advise and notify both the student and the faculty member of all allegations presented by providing each of them with a plain, concise, written statement of the allegations and of their respective rights, and also a copy of the original letter of complaint.

2. After reviewing available and relevant materials and talking with the faculty member, the student and any other persons with relevant information, the Associate Provost shall provide a written report to the Dean and Faculty Personnel Committee, with a copy to the faculty member and the complaining student, regarding findings and recommendations. The student making the complaint and the faculty member will have an opportunity to submit a written response to the report to the Faculty Personnel Committee.

3. The Faculty Personnel Committee shall review the report of the Associate Provost and relevant evidence gathered by the Associate Provost on the complaint. The committee may (a) request the Associate Provost to investigate further or (b) itself undertake further investigation. When the committee is satisfied that it has the relevant information, and after the faculty member and student have been offered an opportunity to meet with the committee, it shall recommend to the Dean:

   a. The faculty member is not responsible for the misconduct alleged; all proceedings shall be ended.

   b. The faculty member is responsible for misconduct; the committee shall recommend appropriate steps or sanctions.

4. The Dean shall render a decision on responsibility and on any appropriate steps or sanctions.

5. A letter outlining the outcome of the review and any steps taken or sanctions imposed will be provided to the student and faculty member normally within three (3) working days of the decision. If the faculty member is found responsible, a copy will be placed in the faculty member's personnel file and in an administrative file. The personnel file copy will be removed after the personnel review following the end of sanctions. If a faculty member is absolved of responsibility, a copy of the letter will be placed only in an administrative file.

D. Appeals

1. The student or faculty member may appeal the decision. Notice of the intent to appeal must be submitted to the Dean within one week of being informed of the decision. The appeal must be filed within one week of the date of the statement of intent to appeal. Such appeals shall be in writing and shall be delivered to the Dean. The appeal shall consist of a plain, concise and complete written statement of the grounds for the appeal.

2. The Faculty Appeals Committee will hear the appeals. Appeals may be based only on the following grounds:
   a. Stated procedures were not followed; and/or
   b. New and relevant evidence, not available at the time of the original investigation has arisen; and/or
   c. Alleged violation of academic freedom.
3. The Appeals Committee shall recommend to the Dean one of the following actions:
   a. Reject the appeal if it finds the grounds for appeal unsubstantiated by clear and persuasive evidence or if it finds that any procedural irregularities were minor in nature and would not have altered the outcome of the hearing.
   b. Return the case for a rehearing if new and relevant evidence has arisen or if there were procedural violations determined to have unfairly influenced the decision.
   c. Make a recommendation to the Dean on whether there has been a violation of academic freedom.
4. The Dean shall render a decision and carry out the measures appropriate to address the situation. The decision of the Dean on the Appeals Committee recommendation is final. This decision shall be conveyed in writing by the Dean to the student and faculty member involved, normally within three (3) working days of the decision. If the faculty member is found responsible, a copy will be placed in the faculty member's personnel file and in an administrative file. The personnel file copy will be removed after the personnel review following the end of sanctions. If a faculty member is absolved of responsibility, a copy of the letter will be placed only in an administrative file.

IX. The Aims of Dickinson

B. The Historic Mandate: A Liberal Arts Education

According to the Charter of 1783, Dickinson's purpose is to undertake "the instruction of Youth in the learned languages" and in the "useful arts, Sciences, and Literature" so that "by the virtuous principles and liberal knowledge instilled into the minds of the rising generation" they might be prepared to "succeed the Aged in the important offices of Society." Liberal knowledge, virtuous principles, preparation for important offices: the empowering of young people so that they might be informed, prudent, and active citizens. We were founded to further this end.

We interpret our mandate in terms of the devices on the College's seal:

"The telescope symbolizes learning. Students who graduate from Dickinson have been introduced to the world's intellectual and cultural heritage, have befriended its great minds, learned its methods of problem solving, become acquainted with its artistic and societal achievements, and thereby have acquired a spirit of inquiry and discovery.

"The book of scriptures symbolizes moral commitment and faith. Neither past nor future learning nor past or future leadership roles will be worthy of students unless they have acquired a sense of right and wrong and have a mature commitment to high standards of personal and social justice.

"The liberty cap symbolizes the ideals of political freedom and responsibility. After graduation students will have the duties of citizenship to bear and opportunities for leadership to realize, challenges for which a Dickinson education should be useful preparation."

These symbols are summarized by the College's motto: *pietate et doctrina tuta libertas* -- our liberties are nurtured by morality and learning.

To those who know Dickinson, it should come as no surprise that the long-range institutional planning in which we are engaged has revealed general agreement among the various constituencies of the College regarding these deep historic purposes of our existence as an educational community. Appropriately so, for our founders sought to build an institution that would transcend their experience, that would be useful generation after generation to a free people.

Liberal knowledge. In the broadest sense, Dickinson shares the goals of all institutions of higher education: to preserve, create, and transmit knowledge. Our challenge is to do so in a way that is liberating, that frees the mind from ignorance and unthinking habit, that sets loose the powers of intellectual imagination to creative, interpret, and synthesize. The academic program anchors this educational objective in the formal learning experiences of classroom, library, and laboratory.

But it should do so in ways that lure, cajole, or demand active rather than passive learning. There is widespread agreement on the campus that the curriculum must have breadth, depth, and balance. But these virtues should be affirmed not for their own sake, but for the unsettling encounter they provide with varied perspectives, methods, and values. The curriculum should also combine continuity with innovation. Traditional disciplines should be emphasized, ones that include all of the basic liberal arts areas, but programs of study that boldly combine these disciplines or bring them into creative encounter with one another should be equally important.

Virtuous principles. Dickinson also should remain constant in its concern for the development of the whole student. We recognize that all aspects of the campus community affect learning and that social and physical environments are rarely neutral; they either promote or hinder the attainment of the College's goals. We believe that interactions among students, and with others on or beyond the campus, shape who they are and who they aspire to become, help them develop character and give meaning to the nature and quality of their lives. Unlike facts and skills, such marks of a liberal education can be learned but cannot directly be taught. Thus the quality and effectiveness of the extended learning environment are crucial to the attainment of our educational objectives. Dickinson should provide a campus milieu --intellectual, affective, and organizational-- that fosters the skills, habits of mind, attitudes, and societal commitments that are appropriate to a liberally educated person. Empowerment is an adverb of our activities, the how of what we think or judge or do. It is the excellence Aristotle calls the hallmark of maturity.

Important Offices. Through these experiences in and beyond the classroom, Dickinson students should graduate both capable and motivated to become responsible citizens in the various communities of family, neighborhood, nation, and world to which they belong. Our ideal is that their years as alumni and alumnae will involve them in discovering or creating ways to organize meaningfully the confusing aspects of a given situation, in order better first to appreciate and respect its complexity, then to understand it, and finally to utilize (or to cooperate with) its potencies. They should struggle to develop their own identity: a sense of their worth as persons, of their developmental potentialities, and of their moral limitations. They should behave with a sense of reverence toward the complex of interrelated worlds through which they move, finding some balance between wonder and control in their relationships to history, nature, and their fellow beings. They should learn how to exercise power, whether it be sought or thrust upon them, and to respond to power, whether directed at them or at others, in socially beneficial ways. As our graduates mature, it is our hope that we will have provided them with resources that can assist them in moving to a deeper level of significance where knowledge presses for completion as wisdom, where understanding leads to control but ends in awe and respect, and where individual empowerment turns into responsible action which recognizes the rights of others.

So Dickinson's 1783 mandate, and the seal of the College which represents it, has found continued expression in our educational goals. Our challenge for the future is to live up to that mandate, to translate its general aims into specific purposes, and to pledge our energies and resources to their realization.

C. Current Purposes: The Academic Curriculum

The following principles define the structures within which the Dickinson's academic program has been developed and by which the quality of the educational environment we seek should be defined.

Primacy of the Whole. The baccalaureate degree is a whole, integrated experience. Distribution requirements and majors are designed to contribute to a coordinated curricular whole which forms the foundation of a student's educational development. There are no "flagship" departments. All of the parts of the College must be of high quality for the institution to fulfill its mission successfully.

Primacy of the Traditional Disciplines. The disciplines within the curriculum include the basic liberal arts disciplines; the College itself is the core curriculum.

Balance within the Academic Curriculum. A proper balance is maintained among the basic disciplines, between disciplinary and interdisciplinary courses, and between traditional and experimental programs. A generous range of instruction in basic skills is provided.

Levels within the Academic Curriculum. Courses within a discipline offer a cumulative experience to the student, and the nature of such an experience transcends the sum of courses comprising that discipline.

Academic Support. An excellent library, superb classroom facilities and equipment, ample field opportunities, a state-of-the-art computer system, a strong co-curriculum, and other forms of academic support are necessary to the effectiveness of the academic curriculum.

Academic Personnel. The academic curriculum is taught by liberally educated faculty, who are role models for what they teach. As a community of scholars, they should have: excellent compensation and appropriate professional support; fair peer review procedures; merit increases based on considerations of teaching, scholarship, and service; and collegial structures of governance.

Working within these principles, Dickinson should add to the quality of its academic program in the decade ahead a distinctiveness in three areas of broad contemporary importance:

Education for Global Citizenship. As our world grows smaller and more interdependent, there is an increasing demand for people who can understand societies different from our own and who can function effectively in our dealings with them politically, economically, and culturally. Beyond considerations of trade and competition lie a whole series of other intercultural challenges which will confront Dickinson graduates of the future. Their daily lives, as well as their careers, will be greatly affected by the ever-shrinking global village. As part of their preparation for life and work in an increasingly international setting, students at Dickinson should acquire the skills, knowledge, and attitudes they will need to function effectively and responsibly.

The successes of our international programs to date provide a solid foundation on which to build. With careful development, Dickinson can move from its current position of prominence to a position of preeminence in the areas of international studies and foreign languages and cultures. Our task in international education is threefold. First, we need to consolidate the substantial programmatic enhancements we have already introduced. Second, we need to maintain their vitality by exploring further ways to improve our programming. Finally, we need to use lessons learned in the international education effort to enhance other aspects of the curriculum.

Science Education. Science is not only a method for understanding the natural order and a body of the resulting knowledge. It is also a method for predicting and controlling the operations of that natural order. The transformative explosion of technological invention in this century has made it as debilitating to be ignorant of science as to be ignorant of other cultures. Our nation increasingly needs scientists who are both experts in their field and at the same time responsibly alert to the societal and individual implications of what they do. We need, just as much, non-scientists who know how to ask the right questions of the experts, who can make informed political and economic decisions regarding matters both public and private for which scientific and technological knowledge is crucial. As part of their preparation for active involvement in high-technology civilization, students at Dickinson should acquire the relevant scientific skills, knowledge, and attitudes.

Dickinson offers a solid and varied curriculum in the natural and mathematical sciences. But we need to teach that curriculum in a way that is more personal, interactive, and experiential. Our immediate focus should be to redesign our introductory courses so that they emphasize active inquiry rather than passive information transfer, so that students will be empowered by the guiding concepts and experimental strategies of effective scientific inquiry rather than merely memorizing formulae and learning unrelated facts. For advanced students, a greater emphasis should be placed on original research, both regular-year independent projects and summer research collaboration with faculty. This sort of inquiry-oriented transformation of the curriculum from the introductory level through the senior year can place Dickinson among the nation's leaders in science education.

Education in basic intellectual skills. Increasingly we live in an information society. The actual production of material goods is less important to us than accessing and sharing the ideas and information, both quantitative and qualitative, which determine that production or coordinating the services it makes possible. Our world needs people able to think clearly and critically, then to communicate their insights or hypotheses or proposals accurately, intelligibly, relevantly, and elegantly. Dickinson students should practice in all their courses the arts of listening, analyzing, assessing, speaking, and writing so that they can become articulate adults in an interdependent world.

Dickinson's Freshman Seminar program emphasizes the general skills and mental habits crucial for effective learning. We need to extend the systematic practice of these skills into all facets of the curriculum, including opportunities especially at the senior level for integrating knowledge, methods, and values learned in various courses. The liberal education of our students should include their ability to articulate and defend a point of view grounded in more than mere subjective preference. The faculty's active acceptance of these general education responsibilities should be one of Dickinson's salient features.

All three of these curricular initiatives have the following in common. They are enhancements to existing commitments, not efforts to create new kinds of programs. They are seminar-based activities, featuring forms of interactive learning that permit adequate occasions for students both in and out of class to work through ideas on their own and in dialogue with others. The aim of all these programs is to develop students' abilities to think for themselves, to become their own educators. Dickinson aspires to prepare students for a world the foundations of which are increasingly intercultural, technological, and informational, but whose meaning and direction will always remain a challenge to comprehend.