

HAMPSHIRE COLLEGE

first year tutorial
field guide

FOR ADVISORS

fall 2014 & spring 2015



Table of Contents

- Timeline for First-Year Advising
- Division I Overview
- Cumulative Skills
- Distribution Requirements
- Applying Advanced Credit/Advanced Standing
- Division I Portfolio/Evaluating Division I Portfolio
- CEL-1 Process for Tutorial Faculty
- Inviting Conversation about the Common Reading
- Student Life Partner Program
- Standards for Academic Progress

ADDITIONAL MATERIALS

Appendix I:

Questions asked in the Distribution Requirements

Appendix II:

CEL-1 FAQ for Faculty

Appendix III:

Rubrics for Cumulative Skills

Appendix IV:

Academic Dishonesty and Plagiarism Policy

Appendix V:

A letter from Joel Dansky: an overview of Disability Services

Appendix VI:

A Guide to New Student Orientation, from New Student Programs

Appendix VII:

Tips for Tutorial Instructors by Tutorial Instructors

Appendix VIII:

Advice on Advising (and Being Advised)

Timeline for Division I Completion

September 2014

First advising meeting, Tuesday September 2

Your first tutorial meeting AND your first advising meeting with your students.

Add/Drop Period Ends

The last day for students to add or drop classes with is Tuesday, September 16. Remind them that they must attend every meeting of every course they are hoping to take; absences during this period are still counted as absences!

Advising Day is Thursday September 18. Schedule appointments with your first-year students on or around this day to check in with them about how their courses are going, questions and concerns they might have, connecting them with resources if necessary, and continue the CEL-1 discussion. Recommend that they attend the skills-based workshops that are presented by New Student Programs and CASA.

★Use the early alert system! ★

Do you have students who don't do the reading or turn in the assignments, are perpetually late, seem distracted, seem depressed, complain about their housing, or seem to not to be fitting in either academically or socially? Let CASA know with the **early alert system** on the Hub.

October 2014

Student mid-term self-evaluations are due **October 8**; your mid-term evaluations are due **October 15**. It is critical that you do these on time so that we can immediately reach out to any students who are struggling! Please do an eval for all your first year students, even if they are ok.

The end of October is a good time to reach out to your advisees to plan for advising day. Do you want to convene them as a group? Meet individually? Both? Remind them to sign up!

November 2014

Advising day is **Wednesday November 5**. Meet with your first-year advisees on or around this day to discuss their progress so far, their plans for Jan term, and their spring 2014 course choices before pre-registration begins. Make sure they are on track for distributions and cumulative skills. **November 10** is the first day of preregistration for spring 2014, and the Five College course request period. **November 16** is the last day for students to withdraw from a course – remind them that they need both yours and the professor's signature.

December 2014

Let your advisees know that you intend to meet with them during progress review week - before they leave campus! - to discuss their progress with the CEL-1, their cumulative skills, their Jan term plans, and their plans for spring. If you have any second semester Division I students, they should wrap up Div I now.

Jan Term

There are no academic courses offered during Jan term, but some of the activities might provide CEL-1 hours.

February 2015

Advising day is Thursday February 12. Begin talking to your advisees about ideas for Division II. Make sure they are fulfilling their distribution requirements and addressing the cumulative skills. Remind them to complete and reflect upon their CEL-activity or activities. Remind your advisees to attend New Student Services skills workshops and Division II planning workshops run by CASA.

March 2015

Student mid-term self-evaluations are due **Wednesday March 4**; your mid-term evaluations are due **March 11**. It is critical that you do these on time so that we can immediately reach out to any students who are struggling! Advising week is March 30 – April 3.

April 2015

April 1 is advising day, and preregistration for the fall begins April 6. Remind your students that they need to make an appointment with you during Progress Review Week, May 4-8. They will need to put together their Division I portfolios and write the retrospective essay. Remind your students to complete the online passing procedures, including filling out the Division II Intent Form. Talk to your students before preregistration about their course choices for the fall.

May 2015

Meet with your advisees during progress review week. Those advisees who have completed all their Division I requirements will be expected to pass now. Those who still have some requirements left to complete should still put together portfolios-in-progress and meet with you. **May 11 is the deadline for course completion summaries.**

June 2015

As soon as evaluations are posted on June 15th, you will be able to pass your advisees. Complete the online passing process. You will see that the guidelines for Division I evaluations suggest that they be quite brief and structured around cumulative skills comments and any recommendations for the student as they move into Division II. Feel free to consult the model evaluations available on the evaluation page for some example and in this document.

September 2015

The deadline to pass Division I for Fall 2014 Entrants will be in mid-September. Please ensure that all your advisees who have completed their Division I requirements pass by this date. Advisees who still have requirements to complete in the fall 2015 semester should be in frequent contact with you and with CASA.

Division I Overview

To pass Division I, students successfully complete a total of seven courses by the end of their first two semesters, including four distribution courses and three electives. A minimum of forty hours participating in a Campus Engaged Learning activity (or activities) (CEL-1) is also required. Students must complete a Division I Portfolio by the beginning of their third semester at Hampshire, which must include their first-year retrospective, evaluations from their four distribution courses and three electives, documentation of and reflection on the CEL-1, and evidence of progress and/or proficiency in quantitative reasoning, independent work, writing and research, and multiple cultural perspectives. **Advanced standing credits can only be applied to passing Division I after the seven courses have been completed.**

Distribution requirements can only be filled by taking *designated* 100 or 200 level courses at Hampshire College. The only exception is language courses at the other four colleges can be counted as a Culture, Humanities, and Language (CHL) course.

Students must successfully complete a minimum of three academic courses each semester in order to stay in good academic standing. This is regardless of any advanced standing credits they have. Co-curricular courses, such as OPRA and EPEC courses, do not count.

To pass Division I, students must

- ✓ Successfully complete four distribution courses (see below)
- ✓ Successfully complete of three electives (can include five-college courses with a grade of C or above)
- ✓ Progress satisfactorily in the cumulative skills
- ✓ Successfully complete the CEL-1 (forty hours) and have them verified
- ✓ Successfully complete the Division I Portfolio and attend a final meeting

Students are responsible for the following; please remind them to:

- Check their Hampshire email regularly
- Verify on TheHub that they are signed up for the correct courses, and be sure to actively drop a course they are no longer attending or it will remain on their schedule. Instructors cannot drop students from the roster.
- Consider the importance of regular advising meetings
- Pay attention to add/drop and preregistration periods
- Think about the relationship between their different interests and goals, remain open to things they are learning in different courses and contexts during their first year
- Save all their written work and projects for the Division I portfolio

OPRA and EPEC courses may not count toward the distribution area courses or elective requirements but may be used as a CEL-1 with the approval of the advisor. Students must receive an evaluation for the OPRA course in order to receive CEL-1 hours.

Cumulative Skills

Students will be evaluated on their progress in four cumulative skills during their first year and throughout their career at Hampshire College. Comments from course evaluations and by the advisor will be collected on the Advisor's Page, which will be accessible to the student, Division I advisor, potential Division II members and any future advisors. The four cumulative skills are:

Independent Work

Multiple Cultural Perspectives

Quantitative Reasoning

Writing and Research

Evaluation criteria (rubrics) were developed by various subgroups of faculty to provide instructors and students with a common language and orientation. We encourage faculty to use these rubrics in their classes, share them with students, and use the suggested language to evaluate students in courses. We strongly encourage faculty to state clearly in their syllabi which cumulative skills will be addressed in their course and how students can demonstrate and improve their skills. See Appendix III for the rubrics.

Applying Advanced Work- Advanced Standing Status

First-year students who present official AP exam scores of 4 or higher, IB scores of 5 or higher from Higher Level coursework, and/or transferrable college credit may use this work in place of up to three elective courses in Division I. Additionally, a fourth AP, IB, or college course may be included as part of the Division II portfolio. This policy applies to United Kingdom "A" Level General Certificate Examination grades of A or B. Certain other examinations, such as the French Baccalaureate, German Abitur, and the Swiss Matura may also be recognized. All first-year students are required to complete their tutorials, all distribution requirements, and the CEL-1.

First-year students who present Advanced Placement program (AP) scores of 3, 4, or 5 or International Baccalaureate (IB) scores of 5, 6, or 7 on Higher Level exams may use non-distribution 200-level courses to fulfill the Division I distribution requirement in the relevant distribution areas. AP or IB placement must be recorded by Central Records before it can be used for Division I. Without AP or IB scores, students must take a 100-level or designated 200-level course. Please contact Laura (x5370/lmelbin@hampshire.edu) in CASA for further details.

Students must be enrolled in, and successfully complete, a minimum of three academic courses each semester in order to stay in good academic standing. This is independent of any advanced standing credits they have. Students who complete fewer than three courses in either semester are at risk for probation and/or academic withdrawal.

Distribution Requirements

Students choose four courses from among five areas of study to meet their distribution requirements. Appendix I provides a list of questions that each area of study asks. If a course is cross designated (ADM and PCSJ, for example) it can only count for one distribution area. Please note that students must take all the courses for their distribution requirements at Hampshire, with the exception of the CHL requirement. Language courses in any of the other four schools can count as a CHL.

Arts, Design and Media (ADM)

Courses meeting distribution in this area explore creativity and works of the imagination, the broader context of artistic practices, the roles and responsibilities of makers and audiences, and students' development of their own original artistic voices. Areas of study include, but are not limited to: Acting, directing and theatrical production; analog and digital music; analog and digital media arts; architecture; art education; book arts; dance and choreography; drawing, painting, and sculpture; fiction, poetry, and creative non-fiction writing; film, video, and photo; graphic design; photography installation and performance art.

Culture, Humanities and Languages (CHL)

Courses meeting distribution in this area examine and interpret the texts and the artifacts (created works, performances, rituals) through which humans, both historically and currently, have sought to make meaning of their experience and expressed their feelings, beliefs and values. Areas of study include, but are not limited to: Art history; comparative literature; cultural studies; foreign language(s); literary analysis and criticism; mythology; philosophy; the analysis of popular culture, religious studies; and semiotics.

Mind Brain and Information (MBI)

Courses meeting the MBI distribution are devoted to the study of the mind and brain, individual and social behavior, language and communication, and computers and digital technologies. Areas of study include, but are not limited to: Animal behavior; anthropology; cognitive psychology; computer science; education; linguistics; mathematics; statistics; neuroscience; philosophy of mind.

Physical and Biological Sciences (PBS)

Courses meeting distribution in this area concern the exploration of physical and biological phenomena. Courses are designed to empower students to effect positive change through analysis, hypothesis-testing, problem-solving, theory-building, exploration, representation and experimentation, as they learn to use scientific theories and methods to observe, investigate, understand, describe and predict physical and biological phenomena. Areas of study include, but are not limited to: Anthropology; astronomy; chemistry; engineering; environmental sciences; health sciences; mathematics; physics.

Power, Community, and Social Justice (PCSJ)

Courses meeting distribution in this area examine the social and political dimensions of a broad range of human activities, including how the ways that events, periods, societies or groups are described and understood, can affect communities and individuals. Areas of study include, but are not limited to: Anthropology; economics; history; legal studies; philosophy; politics; sociology; social, cultural, or counseling psychology.

Division I Portfolio

During the second semester of Division I, students are responsible for preparing a Division I portfolio that includes seven completed course evaluations, representative samples of work, documentation of the CEL-1, and a retrospective essay that reflects on their studies in Division I, and evidence of progress and/or proficiency in quantitative reasoning, independent work, writing and research, and multiple cultural perspectives. After receiving evaluations for second semester work, and in consideration of the Division I portfolio, the advisor will determine if the student has satisfied all the requirements, and if so, will pass the student's Division I. Once Division I is complete, the advisor will prepare an online Division I evaluation.

Since the purpose of the first year experience is to prepare the student for advanced work in the concentration (and ultimately for independent work in Division III) students are expected to demonstrate sufficient progress with respect to the cumulative skills during their first-year studies. Students must also attend a final meeting with their advisor.

Evaluating the Division I Portfolio

We offer you here a sample evaluation as a model. CASA recommends a length of 1200-1500 characters (the recommended length of course evaluations) and very summative. You could choose to organize the evaluation around cumulative skills progress with help from the rubrics but it is really up to you how to do it.

X struggled through Division I, but with time and effort, successfully completed the requirements. For X's CEL-1 requirement, X joined the Red Scare Ultimate Frisbee team, and wrote a thoughtful reflection on team sports and community building. In writing and research, X is challenged by and should continue to work on such skills as identifying and correctly citing productive sources, focusing a topic and developing original arguments, and stringent revision on the paragraph and sentence level. Independent work was also challenging for X, who can formulate good project ideas but has trouble breaking down needed tasks and meeting deadlines. X performed better when given more structure in the process, along with assistance on time management. X has demonstrated sustained and respectful engagement with multiple cultural perspectives. Quantitative skills were more difficult, but X has made progress through an introductory physics course. Overall, X's professors praise X's enthusiasm and creativity, and given X's intention to pursue more advanced work in anthropology and creative writing, recommend continued work on time management and with the writing center.

The point is to be diagnostic and concise; no need to be very descriptive and detailed.

CEL-1 Requirement

The Campus Engaged Learning (CEL-1) requirement asks first-year students to explore, create and collaborate in new ways outside of the classroom, within the dynamic community of Hampshire College. Students must carry out one or more CEL-1 activities, totaling at least 40 hours. All activities must have a sponsor, and involve collaborative work/learning within the campus community, systemic documentation and written reflection. Please see the CEL-1 website and the FAQs for more specific information.

At the beginning of the first semester, tutorial advisors should discuss the CEL-1 requirement in their tutorial class and individually in meetings with advisees. While making sure that students understand the process of searching and signing up for CEL-1 activities is key, it is also important to convey the underlining intentions behind the new requirement (i.e. valuing learning outside the classroom, encouraging collaboration, helping to connect to the Hampshire community, and enabling new students to contribute their skills and talents and/or explore new avenues of interest).

As advisors, you can help students with the search process, remind them where to find information (<http://CEL1.hampshire.edu>) and how to proceed if they cannot find an existing activity that suits them. It is important to encourage advisees to talk with potential sponsors and visit the activities they might be interested in before deciding to pursue one or more.

When advisees decide upon an activity, remind them that they must complete the online registration process. You will be notified each time an advisee registers for an activity. While you cannot prevent students from doing a particular CEL-1 activity, you can give your input or raise concerns when needed. Talk to your advisees about the skills they hope to acquire or bring to their chosen activities and (to the extent possible) help them design a plan for documentation of their work. These kinds of discussions should also take place between first-year students and the sponsors of CEL-1 activities.

Advisors may see how students are progressing by visiting TheHUB advising page. Each month you will receive an updated list of your advisees and their CEL-1 status (which activities and number of hours they've registered for, whether their completion of an activity has been verified, etc.) As tutorial advisors you should be able and willing to consult with students about their CEL-1 activities as they are happening if you have questions or things are not going as planned. You can do this individually or take some time out of class to have these conversations. Such meetings are also a good time to discuss the writing of their reflections on their activities (utilizing the prompt questions on the CEL-1 website). These reflections should be done for each activity and will eventually be incorporated into their end-of-year Division I retrospective essays.

At the end of each activity, all participants must complete an online verification form, which the CEL-1 sponsor must also endorse. This marks the completion of an activity, and the hours completed count toward the completion of the requirement. Once the student has accumulated enough hours to meet the requirement, and after all Division I requirements have been met, you will verify the student's completion of Division I on TheHUB. While the requirement asks all first-year students to complete 40 hours, advisors have the discretion to approve slight variations from this number if you feel the spirit of the requirement has been met and that the student has reflected seriously on the work.

At the end of Division I, tutorial advisors will review the single retrospective essay that incorporates reflection on the CEL-1, and the cumulative learning goals. Advisors will examine and discuss all of the documentation that appears in each student's portfolio, and write about the CEL-1 in the Division I final evaluation.

Inviting Conversation about the Common Reading

Before the conversation begins:

- Map a pathway through the discussion. This might involve generating sample questions yourself; identifying passages that you find interesting/troubling/provocative/important; planning specific discussion activities or icebreakers to get people talking.
- Good conversation often occurs in “stages.” Participants may need to talk about personal, gut responses before they’re able to make insightful comments about characters, themes, or the writer’s skills. But try not to get mired in one particular stage. It’s not helpful to spend 45 minutes hearing what everyone hated or loved about the book. But it can be useful to identify moments that were really tough to read or really joyful and then talk about why those moments are important! What do they say about our values as readers? Our beliefs as human beings? Our experiences as people born or not born in the United States? And so on.

Once the group meets:

- Preview what’s going to happen in the session; let your participants know what they can expect or what you hope will happen during the conversation.
- Ask genuine questions—ones you really can’t answer. People can spot a canned question a mile away.
- Ask open-ended questions—ones that can’t be answered with a simple “yes” or “no.” (See some sample questions in the reading guide.)
- Invite personal reflection and personal and cultural connections:
 - If you were going to describe this book to friends at another college, what would you say?
 - How did the book help you see the country differently?
 - What surprised you as a reader?
 - What was the most difficult to read? Why?
 - Is this a hopeful book? Why or why not?
- Think about narrative as a writer’s attempt to communicate with readers. Try to encourage your participants to think about what the author is trying to say, to whom, and for what purpose?
- Who is the audience?
- Give participants time to think about the questions. Don’t fear “dead air”—a few minutes of silence can be a good opportunity to reflect and formulate ideas.
- Consider time to write briefly and informally about the book at the start of the discussion. You might bring note cards or scratch paper and pencils to your session for this purpose. People often feel less intimidated when they’ve had a chance to formulate their thoughts in writing.

When it’s time to end the discussion:

- Give your participants a chance to look ahead to their future at Hampshire. Ask them to reflect on how reading this book might change their outlook, approach, behavior, and thinking in the coming weeks and months.
- Allow participants to reflect on what was valuable about the discussion; allow them to talk about what wasn’t valuable, too.
- See if you can make connections to the classroom experiences that will soon take place.
- Let them know you appreciate their willingness to talk to one another and to you about this book.

Student Life Partner Program

To help further the connection between your work in and out of the classroom, and the support services offered in Student Life, each tutorial faculty member has been designated a Student Life Dean as a contact person. Your partner will be specifically available to support you, answer questions, and provide help and guidance as needed. Student Life staff possess a wealth of knowledge and experience that can support you in your work.

When might you contact your Student Life Partner?

- When you are concerned about a student's wellbeing.
- When you notice a student is not coming to class or is becoming increasingly withdrawn.
- When you hear a concern from students about the environment in their residence.
- Whenever there is a question about the out-of-the-classroom experience that you are unfamiliar with.

GUIDELINES FOR ACADEMIC PROGRESS

Good Academic Standing

Hampshire is committed to the principles of individualized education, in which each student receives the benefits of close collaboration with faculty, individually designed programs of study, and interdisciplinary work. In order to graduate, students must satisfy the requirements at each divisional level. Considering the number of factors that enter into the determination of academic progress and the particular needs of the individual student, the student and academic advisor work together throughout the academic year on the design of a rigorous and appropriate course of study to move the student toward graduation. This course of study comprises course work, independent projects, fieldwork, and other learning activities.

To maintain good academic standing, students must satisfactorily complete all required educational activities. Students who do not complete seven courses, and/or the CEL-1 requirement, by the end of the second term will be placed on academic contract, and will be expected to address the deficiencies to return to good standing in the subsequent term. Students must complete at least six courses by the end of the first year to be eligible to return to Hampshire for their third semester, and must complete at least three courses in each of the first two semesters, or will be subject to academic withdrawal.

For Division II students, good standing will be determined at the end of each semester by the advisor (usually the committee chair). Students must meet with their advisors prior to the end of each term so that determination of progress can be made. The College considers students at the Division II level to be in good academic standing if they complete at least three committee-approved courses/evaluated learning activities each semester with an evaluation or grade of C or better. Faculty committees will be asked to comment on the progress of Division III students by the end of the first semester of Division III.

During and at the end of the semester, CASA contacts the instructors of students who are on academic contract and requests that they provide feedback on the students' performance. Timely information on students' academic progress enables CASA to assist them in better achieving their academic goals for the semester. At the end of a contract semester, CASA will determine if the student has satisfied the conditions of the contract and can return to good standing the following semester. Students who fail to maintain good academic standing are subject to withdrawal from the

College and/or loss of financial aid eligibility. As an alternative to withdrawal, students who have fallen behind may be placed on an academic probation contract worked out by the Center for Academic Support and Advising (CASA) in consultation with the advisor. At the discretion of the advisor and CASA, a student may be placed on required leave status in order to complete academic work before returning to full enrollment.

Satisfactory Academic Progress and Financial Aid

The College, in accordance with regulations concerning financial aid, has instituted guidelines for Satisfactory Academic Progress (SAP). The requirements have three different components: a quantitative measure, a qualitative measure, and a limit on length of time to graduation. Because Hampshire College does not use the traditional grade point average (GPA) as a method of evaluation, the College will examine the ratio of successfully completed courses to total courses. To meet the quantitative standard a student must successfully complete at least 67% of all courses attempted, **including** incompletes, in-progress, and withdrawn (W) courses. To meet the qualitative standard, the ratio of successfully completed courses to total courses, **excluding** incomplete, in-progress, or withdrawn courses, must be at least 1:2 or 50% (i.e. for every two courses attempted, one must be successfully completed). Finally, Hampshire College has determined that a student may not take longer than 10 full-time semesters to complete the degree requirements.

Hampshire College will measure Satisfactory Academic Progress standards at the end of the spring semester each academic year. Students who are not meeting the Satisfactory Academic Progress standards described above are not eligible for federal financial aid until an approved Satisfactory Academic Progress plan is developed in consultation with CASA. As long as the student is making progress toward meeting the minimum standards, the student can continue to receive federal financial aid one semester at a time. A new Satisfactory Academic Progress plan will be required each semester until the standards have been met. If the student does not make progress toward meeting the standards they will lose eligibility for financial aid until all three standards (quantitative, qualitative, and the limit on the length of time to graduation) are met.

APPENDIX I

The Questions Asked in the Distribution Courses

In any Arts, Design, and Media (ADM) course, students will ask some of the following questions:

How can making art change how we think about ourselves? What does art tell us about culture, power, meanings and ideas, politics and faith? What is the relationship between form and content, medium, meaning, and function? How do artists find the right form for expressing their vision? How do different arts -- dance and choreography, music, poetry, fiction, drawing, painting, sculpture, film, video, photography, digital art, design, architecture, theatre and all hybrid and emerging forms of art -- treat light, shadow, weight, movement, gesture, stillness, sound, silence, bodies, voices, rhythms, spaces, objects and time? How do audiences shape the performance, sharing and exhibiting of art? What is the nature of the creative process? How can we embrace the solitary aspects of creativity as well as collaboration's exciting potential? What is the relationship between conceptualization and improvisation? What new possibilities do emergent technologies hold for the arts today? How can tradition and newness do battle or work together in the art we make? How can what we learn from making art be applied to other fields like education, history, philosophy, science, religious studies, and social change? How can the arts explore and reveal untold or unwritten histories and experiences? How can analyzing, evaluating, and reflecting on art shape our ways of being, thinking, seeing, making, and envisioning the future? How does art document, produce and transform culture? How does art change the world?

In any Culture, Humanities, and Languages (CHL) course, students will ask some of the following questions:

What does it mean to be a human being in the 21st century? How have people now and in the past thought about the purpose and meaning of life? What are the forms and limits of human knowledge, experience, memory, and belief? What is the nature of the self and how is it related to the values of society and the natural world? How have the various dimensions of human difference -- such as class, gender, religion, race, or ethnicity -- shaped ideas about identity and privilege, now and in the past? How do collective and individual identities change through time and space? How does language define and shape our experience, and what kinds of languages have people used to achieve or express their personal, political, and artistic aspirations? How can learning other languages and encountering literature and art in their original language transform our sense of self? What is a good life or a just society? What is the religious impulse and how has it been expressed throughout the world? How does mythology reflect, organize, or shape human social life? How does understanding the practices and history of an art form enable our understanding of actual and potential future societies? What makes a work of art -- a poem, novel, painting, performance, or film -- significant, moving, transformative, or beautiful? How can we critically articulate our responses to the many kinds of texts we encounter? How can deep study of the humanities, of cultural traditions, and of languages enrich our lives, help us to understand other people, and contribute to the betterment of the world around us?

In any Mind, Brain, and Information (MBI) course, students will ask some of the following questions:

How do our experiences shape our brain and how does our brain shape experience? What is memory? How do narratives about past events reflect meaning for these experiences? What biological processes underlie the emotions, and do people from other cultures have the same emotions I do? Do people who speak different languages think differently? What is the best way to teach math and reading to kids? How do learning and "instinct" affect the behavior of animals? What can we discover by studying birdsong, squirrel whistles, dog barking and the bleats of sheep? Can computers tell us anything about the nature of evolution? How are sex, gender, and sexual orientation shaped by the interaction of the brain and social environment? How do children's developing minds and brains affect how they interact in and with the world? Are religion and morality purely cultural inventions or did evolution somehow wire them into the human brain? What is consciousness and how can a brain produce it? What are the possible biological bases for psychopathology? How do new technologies and media affect human reception and processing of information -- and the nature

of knowledge itself? What can computational models teach us about biological and cultural systems? How can computers help us to tell stories and to make new kinds of art? How can technology be used to improve education? Do new technologies and forms of knowledge challenge or even blur the boundaries between human, animal, and machine?

In any Physical and Biological Sciences (PBS) course, students will ask some of the following questions:

How do diseases spread and what are their effects on populations? What do hormones do for us? How can the human immune system be studied? How do toxic waste, urbanization and pollution affect bio-diversity, water resources, and human health? What can the study of artifacts and biological remains tell us about previous populations' diets and lifestyles? What can compost teach us? How do chemical structures shape the world we see and live in? What is a living organism? What is a species, and how does speciation occur? What recurring patterns and rules can we observe in the natural world? What can geology tell us about our environment? What can astronomy tell us about the earth's history and future? How can theoretical physics transform our understanding of ourselves, of human possibility, and the worlds we live in? What alternative energy-sources are sustainable and feasible? How does energy use structure communities and politics? What can the study of fermentation tell us about the nature of life and time? How do we observe and measure phenomena? What is a meaningful comparison? What qualitative, quantitative or descriptive modes can be used to represent what we learn? How can we correctly identify cause and effect? How can past observations be used to make predictions? How are scientific advances politicized? How does scientific knowledge interact with popular culture? How can work in science influence our approaches to other fields, like education, history, religious studies, literature, anthropology, psychology and the arts? How can scientists make the world a better place?

In any Power, Community, and Social Justice (PCSJ) course, students will ask some of the following questions:

How have human communities thought about ethics, citizenship, and the nation? How does the movement of people, goods, and ideas across and within national borders shape global and local identities? How can we learn to listen to others and honor points of view and experiences that differ from our own? How can we make certain that everyone in a community feels welcome and respected? How can we historicize and reexamine common cultural categories -- child, adult, sister, brother, parent, homosexual, revolutionary, criminal, immigrant, 'other,' researcher and expert -- in order to reimagine and shape the future? How do systems of inequality and privilege come about and persist? What is law and how do legal systems structure human relationships, politics and commerce? How does access to resources or lack of it inform political action? How do contemporary environmental conditions affect different economic, social, and cultural groups? How do wars come about? Under what circumstances do racial categories emerge, and what impact have they had on human history, institutions, and experiences? How do racial categories intersect with other culturally constructed identities like gender, sexuality, and class? How are communities defined, by whom, and why, and how do they change over time? How do communities and individuals survive and respond to long histories of violence? What are the psychological and spiritual effects of violence, difference, and marginalization? How historically and in the present, have people come together in tolerance and understanding?

APPENDIX II

FAQ for Tutorial Faculty: The CEL-1

What is the Campus Engaged Learning Activity (CEL-1)?

The Campus Engaged Learning Activity (CEL-1) is a new Division I requirement that asks students to engage in collaborative work/projects/learning outside of the traditional classroom. CEL-1 activities thus take place on campus and/or enhance campus life. With an emphasis on mindful participation, documentation and reflection, CEL-1 activities should provoke observations about the meaning of community and the relationship between students' course-work and their other pursuits.

How is the CEL-1 different from the Community Engaged Learning Activity (CEL-2)?

The C in CEL-1 stands for '*Campus*,' and is the *Division I* requirement. The C in CEL-2 stands for '*Community*' and is the *Division II* requirement. For more info: www.hampshire.edu/academics/2564.htm

Must all first-year students complete the CEL-1 requirement?

Yes. The CEL-1 is a graduation requirement. Students who have not carried out 40 hours of CEL-1 activities, and/or who have not satisfactorily recorded and reflected on their work cannot proceed to Division II.

Who can sponsor a CEL-1 activity?

Hampshire faculty, staff and Division II and III students can, and are encouraged, to sponsor CEL-1 activities. They must upload their activity information on the CEL-1 website and it will automatically be added to the database.

Does each CEL-1 activity need to be 40 hours? Can students do more than one CEL-1 activity?

There is no time requirement for *individual* CEL-1 activities. Division I students must complete a minimum of 40 hours of CEL-1, and they can do this by completing one or more CEL-1 activities. Students must register for each CEL-1 activity they want to do and need to keep track of their hours.

Where can students and advisors find out about existing CEL-1 activities?

The website <http://CEL1.hampshire.edu> provides a beginning list of existing opportunities, including membership in recognized student groups, EPEC and OPRA courses, and co-curricular Lemelson Center activities. The website is constantly updated, and sponsors of CEL-1 activities may add activities anytime throughout the year. Activities may be sponsored by Division II and III students, faculty or staff.

What happens if students report that they can't find a CEL-1 activity that interests them?

First year students are welcome to create their own activities, or engage with projects that are not yet on the CEL-1 website, however they must identify an appropriate sponsor who can add the activity to the site, and they must complete the online process of Registration, Verification & Reflection for each activity they wish to count toward the CEL-1 requirement. Advisors should engage their students in conversation about programs, events, groups and gatherings on campus that they might like to build a CEL-1 opportunity from.

What is the registration process?

Students must fill out a registration form for *each* CEL-1 activity at <http://CEL1.hampshire.edu>. If they are counting an OPRA or Lemelson course toward their CEL-1, they must register for these the as a course through TheHUB *and* then do a separate CEL-1 registration on the CEL-1 website. Advisors will be notified through email when an advisee registers for a CEL-1 activity. Advisors may also see advisees' CEL-1 activities on TheHub Advising Page. The sponsor of the CEL-1 activity must approve the student's participation by signing off on the online registration form.

At the time of registration, first-year students are asked the following prompt questions:

- Explain what you've done so far for this CEL-1 Activity. Have you attended any meetings or spoken with your sponsor about the CEL-1?
- What skills/experiences do you think you will acquire? What skills/experiences do you bring to this activity?
- How will this activity/project challenge you or what effect might it have on our shared learning community?
- How do you expect to document your work and keep track of your hours and progress as you go along?

What is the verification process?

At the end of each activity, students are automatically prompted to fill out a brief verification form on the CEL-1 website, reporting a summary of the work, and the approximate number of hours, completed. This is automatically sent to sponsors to review and approve. At this time, students should also continue or begin their reflection on the CEL-1 activity, while it is still a fresh experience.

How are students reminded of the CEL-1 processes?

Throughout the year students will receive various kinds of information and notifications about the Campus Engaged Learning requirement. They are introduced to the requirement and guidelines during orientation through CASA's materials, and through the CEL-1 pamphlets. Advisors should discuss the CEL-1 requirement in one of the first tutorial meetings. Each time a student registers for an activity, they automatically receive an initial welcome to that activity, reminding them of the following steps to the requirement. Two weeks before the specified end date of the activity, students and sponsors are automatically notified to start the verification process. By the end of the activity, students and sponsors should be finalizing the online process. Students will also receive newsletters, updates, reminders and information about events relevant to CEL-1 and the Division I program. Remind students to check their email inboxes and campus mailboxes and stay connected with CEL-1, CASA and New Student Programs staff!

What if a student completes a CEL-1 activity but has not completed the online registration and verification process?

Though it is better to avoid this scenario, students may need to *retroactively* add a CEL-1 activity to the website and/or register for the activity. In order for activities to count toward CEL-1, they must be added to the CEL-1 site! Students must find an appropriate sponsor to add the activity to the site, and then must register for and verify the completion of the activity, with sponsor approval of each step. Waiting until the end of the year to complete the CEL-1 process is not advised—Please encourage students to complete these processes during the year!

What if I don't approve of the activities some of my advisees are choosing?

There is no formal means by which an advisor can prevent a student from doing a CEL-1 that has a sponsor and for which all forms have been submitted. When a student registers for a CEL-1, advisors will receive notification, and will have the option to "request more information," which will notify the student that the advisor has further questions or concerns. This should prompt a conversation between the advisor and the student. Advisors might urge the student to do something else, or ask the student to describe in further detail how the activity will challenge them.

So what is an advisor's role regarding the CEL-1?

Advise students to start thinking about and exploring CEL-1 early! There are many ways to complete the requirement. Students should also *systematically document and reflect critically on* the CEL-1 activities they carry out. Students must provide a written discussion of their CEL-1 activity or activities in their Division I portfolio. Here, advisors *can* intervene if they are not satisfied that the student has been appropriately thoughtful and serious about the CEL-1. For example, advisors can require that a student revise the written discussion, provide more documentation, or that the student undertake an additional CEL-1 activity early in the third semester, before the second Division I pass date.

What resources are available for helping students document and reflect on their CEL-1 activities?

Advisors will be an important resource! Encourage your students to be creative; push them to think about their experience and perceptions of 'community.' If you feel unsure of your ability to advise students regarding the CEL-1, be aware that workshops on documentation and reflection will be held throughout the year, and that the CEL-1 website's "reflection worksheet" provides prompt questions to help students think about their engagement:

- What knowledge did you gain while learning with and from others?
- In what ways did your CEL-1 help you to engage/shape/contribute to the campus community and/or influence your sense of community, belonging and mutual responsibility?
- How did the CEL-1 activity intersect with or depart from what you are learning in courses and what new questions did it raise?
- How might the CEL-1 influence your future academic work and civic engagement?
- What challenges did you face and how were these addressed?
- If you were to improve your CEL-1 experience what would you change? If you had an opportunity to design a new CEL-1 for incoming students what would you propose?

What can I do to make sure my advisees are informed about the CEL-1?

Advisors are strongly encouraged to discuss the CEL-1 in their tutorial course, and to check in periodically with the whole class about how students are approaching the requirement. *Some students will fulfill the CEL-1 in the spring.* But advisors play a crucial role – they can let students know about the CEL-1, ask for updates regularly, and, at the end of the first semester, encourage students who have not yet started CEL-1 activities to look out for CEL-1 opportunities during Jan Term or very early in the spring semester.

**Advisors should attend the monthly tutorial faculty meetings organized by CASA for important information and support!*

Can students take an eighth course *instead* of doing the CEL-1?

No. Students can take eight courses but all students must also complete a CEL-1 activity. In some cases, CEL-1 activities can be associated with a course, or even completed under the practical umbrella of a course. However, in this case either (1) the instructor must list the CEL-1 option/proposed CEL-1 activity on the website so that students can register for the activity or (2) any student tailoring a course to their CEL-1 needs must submit a registration form, convincingly explaining why they have chosen this route. Students and advisors must decide *together* whether the course-related CEL-1 requires 40 hours *in addition to* expected/required course-work, in which case the student can get credit for the CEL-1 *as well as* the course, or if the CEL-1 will be carried out within the framework of a course's regular requirements – in which case the student takes the course *as a CEL-1* and *does not* get course credit.

For more FAQ, refer to the website: <http://CEL1.hampshire.edu>
If additional questions come to mind, contact: CEL1@hampshire.edu

APPENDIX III

Independent Work Cumulative Skill Rubric

Evaluation Criteria	Student needs intervention	Student is developing progress/proficiency	Student demonstrates progress/proficiency
Proposal	Student seems unable to formulate a project idea.	Student has good ideas but they would benefit from input from either faculty or a student mentor.	The student came up with a good question or project idea, either within the context of a course, or outside a course.
Timetable	Student was unable to make most deadlines.	Student was able to make some of the deadlines.	Student was able to steer the project through appropriate deadlines.
Revision	Student was unable to engage critique or to make revisions.	Student was able to engage some critique but had difficulty turning it into project changes.	Student engaged critique and was able to respond with at least one careful revision or new version.
Ability to sustain	Student was only able to make a start on a project.	Student made a sustained effort for part of the project.	Student was able to sustain a focused effort and complete the project.
Self-evaluation	Student's self-evaluation shows no evidence of an ability to reflect critically on one's own work.	Student's self-evaluation shows the beginnings of an ability to reflect critically on one's own work.	Student's self-evaluation shows an ability to reflect critically on one's own work.

Multiple Cultural Perspectives Cumulative Skill Rubric

Evaluation Criteria	Student needs intervention	Student is developing progress/proficiency	Student demonstrates progress/proficiency
Cultural self-awareness	Shows minimal or no awareness of own cultural rules and biases (even those shared with own cultural group(s))	Asks deeper questions about other cultures and seeks out answers to these questions.	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/ his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)
Knowledge of cultural worldview frameworks	Demonstrates little surface understanding of the complexity of elements important to members of another culture in relation to its history, political economy, values, style of communication, beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, political economy, values, style of communication beliefs and practices.	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, political economy, values, style of communication beliefs and practices.
Empathy	Analyses the experiences of others only through one's own personal worldviews.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Interprets intercultural experience from the perspectives of one's own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.
Curiosity	Demonstrates minimal interest in learning about other cultures	Asks questions about other cultures, and seeks out answers to these questions.	Asks complex questions about other cultures, Seeks out and articulates answers to these questions that reflect multiple cultural perspectives.

Quantitative Cumulative Skill Rubric

Evaluation Criteria	Student needs intervention	Student is developing progress/proficiency	Student demonstrates progress/proficiency
Numeracy	Calculations contain errors. Solution method is inappropriate or does not follow a logical sequence. Cannot use different methods of calculation and scale.	Calculations are typically accurate. Solution method is sometimes inappropriate. Has difficulty adapting different methods of calculation and scale.	Consistently calculates accurately, including use of advanced methods of numeric analysis or representation. Solution method is appropriate and follows a logical sequence. Works comfortably with multiple methods of calculation and scale.
Representation	Cannot identify a point or a trend on a graph, table, or diagram. Cannot develop a graph, table or diagram to summarize information.	Accurately identifies a point on a graph, table, or diagram but has difficulty distinguishing trends. Places data on a graph, table or diagram but with some errors.	Accurately uses a graph, table or diagram to solve problems or predict change. Incorporates a variety of representational forms appropriately into research and written work.
Application	Demonstrates major misconceptions or poor interpretation of quantitative information. Cannot support an argument with quantitative evidence or justification. Has difficulty using quantitative information in construction, production or design.	Demonstrates some understanding of relevant concepts without significant errors. Uses evidence and justification, but sometimes inappropriately to support arguments and analyses. Uses some quantitative information in construction, production or design.	Critically analyzes reported quantitative information and can identify limitations or bias. Strategy or explanation is fully supported, justified and represented by quantitative reasoning and evidence. Uses quantitative information successfully as a tool in construction, production or design.

Writing and Research Cumulative Skill Rubric

Evaluation Criteria	Student needs intervention	Student is developing progress/proficiency	Student demonstrates progress/proficiency
Comprehension of material	Confusion over assignment and/or source material; unfamiliarity with conventions of discourse	Awareness of main points but missing details or more complex connections	Insight into arguments; understanding of material
Argument	Feelings, impressions, summary description or simple assertion	Mix of opinion and argument/evidence without a clear point of view	Clear, supported claims leading to a point of view; important terms and concepts are defined
Organization	Confused or arbitrary order	Structure of inconsistent quality; choppy transitions; sometimes imitates order of source material	Parts of the paper progress logically to form a whole argument
Paragraph coherence	Paragraph contains multiple points in random order	Sentences address a single topic but appear in arbitrary order	Paragraph develops a controlling idea
Use of evidence	Spare, misinterpreted details without apparent connection to larger points	Basic supporting evidence but without sufficient detail	Persuasive, sufficient, representative, and relevant evidence
Clarity and coherence of expression	Vague constructions; Improper word usage	Sentence construction is simple and repetitious, includes some inflated diction, colloquial language and/or imprecise expression	Clear sentences; precise word usage and appropriate tone
Grammar & Mechanics	Ungrammatical constructions and punctuation errors; faulty sentence structure	Acceptable sentence structure; infrequent grammar errors	Mastery of mechanics of writing and style

Academic Integrity and Ethics of Scholarship

Students and Faculty at Hampshire College are part of a broader community of scholars and artists, a community in which ideas, hypotheses, new concepts and images, and carefully established facts are the currency. None of us, faculty or student, is able to survive without borrowing from the work of others. Just as we expect to have our work recognized in the footnotes of those who borrowed from us, so must we carefully recognize those from whom we borrow. Brief guidelines are presented in the next couple of pages for the proper acknowledgment of sources upon which we draw for course assignments, papers, examinations, oral presentations, artistic productions, and so on. We acknowledge the work of others not only in gratitude to them, but also to provide our readers with the opportunity to consult our sources if they want to review the evidence, consider other interpretations, or determine the basis for the cited passage. In the evaluation of scholarly work, the writer's creativity in locating appropriate sources and using them well can be assessed only if those sources are identified. The failure to acknowledge one's sources is more than a failure to be properly socialized into a community of scholars. Scholars who fail to note sources are at best ignorant and at worst dishonest. Unacknowledged borrowing from the work of others in any medium is academically dishonest and a fundamental repudiation of the deepest values of the academic community. Students and faculty are members of this community and bound by these values, whether they are on our campus, taking courses at another of the Five Colleges, on an internship, or studying abroad. Academic dishonesty refers to plagiarism, falsification of data, and any other cases of violations of the ethics of scholarship.

Plagiarism

Plagiarism (from the Latin for kidnapper) is the presentation of another's work as one's own. The term plagiarism covers everything from *inadvertently* passing off as one's own the work of another because of ignorance, time constraints, or careless note-taking, to *deliberately* hiring a ghost writer to produce an examination or course paper. This range of possibilities is spelled out in more detail in the following list of examples.

Cheating

Cheating is the unfair or dishonest acquisition or use of information in order to gain an advantage. This includes but is not limited to unauthorized use of information from another person's paper, quiz, or exam; buying/borrowing, or selling/loaning quizzes, exams, or papers; unauthorized use of opened textbooks, notes, or other devices during a quiz or exam. It is the responsibility of each student to consult with faculty about the study aids and materials that are permissible.

False Citation

Material should not be attributed to a source from which that material was not obtained. That is, one must not pass off primary sources as if they had been consulted when in fact, the material in the oral presentation or written work is based upon a secondary source. All primary and secondary source material must be properly identified and cited.

Poor Documentation

As scholarly writers, we are expected to acknowledge our indebtedness for ideas, phrases, sentences, data, computer code, charts, diagrams, figures, images, and longer verbatim quotations by citing our sources. Sources can include, but are not limited to, course readings, lectures, websites, interviews, and other students' work. The necessity to cite sources extends to both published and unpublished work. Writers prepare for the necessity of proper source citation by taking careful notes on exact wording and spelling, page numbers, and source identification, including any material found on the Internet. It is particularly important to present verbatim quotations exactly as they are in the original sources, including any errors. Paraphrases require documentation, and they must be a true restatement of the original rather than simply a rearrangement of the words in the sources. There are a number of methods of documentation. The form of the reference list or bibliography or

footnote style may vary by discipline. There are a number of style manuals that describe the documentation rules for various academic disciplines. Some are in the reference collection at the library; many are online.

Unacknowledged Use of Work Produced by Others

Presenting papers or sections of papers (including any material found on websites) bought, borrowed, or stolen from others as one's own is the most blatant form of plagiarism. Plagiarism can also extend to buying, borrowing, or stealing data, images, or computer code and presenting it as one's own. There is no acceptable excuse for this behavior, including ignorance.

Unacknowledged Multiple Authors or Collaboration

The notion that intellectual work is and should be a lonely and fiercely independent enterprise is sometimes overemphasized. At Hampshire College, students are encouraged to collaborate on work for courses, work for Division II, and even Division III "independent projects." For example, students are encouraged to have better spellers look at their work if that is necessary, and faculty members show drafts of their work or discuss their ideas with colleagues. In almost any book or article, writers in footnotes and references lists recognize their indebtedness to colleagues who have criticized their work. Students, too, should acknowledge the assistance of their collaborators. In joint examinations or class projects, the contributions of each member of the group should be made clear and every member of the group should have an understanding of the whole project. All collaborators should be clearly acknowledged and cited on each individual's work. Students should consult with their faculty about the expectations and limitations about collaboration specific to each course.

Unacknowledged Multiple Submission

Students are expected to generate original work in response to each assignment, unless the faculty member setting the assignment has expressly stated otherwise. Using the same paper or assignment, or portions thereof, for several purposes without prior approval (for example, submission of a paper to several classes or publication in several scholarly journals) is generally considered to be unacceptable.

False Data

Data fabricated or altered in a laboratory experiment or field project is an instance of academic fraud. Though it is not plagiarism per se, falsification of data is a clear violation of the ethics of scholarship.

A repudiation of plagiarism in all its forms is shared by all academic disciplines. However, there is some variation between disciplines regarding the methods and norms for acknowledging and citing sources within that discipline. These are best discussed with the faculty in the context of specific courses or projects. Ignorance of expectations around proper citations of sources and collaborations is not an excuse.

Academic Dishonesty: Procedures for Dealing with Violations

Academic dishonesty (plagiarism, fabrication, or falsification of data) is a breach of the ethics of scholarship and a violation of one of the central norms of an academic community. Because reports of academic dishonesty are most likely to arise from work done in a course or for a divisional project, a member of the college faculty usually brings forward the report. When such a report is brought forward, the procedure is as follows:

1. The faculty member will inform the student and the School Dean that a violation of academic honesty may have occurred. The School Dean will inform the Dean of Advising of the violation. The faculty member will provide all documentation to the Dean of Advising, who will meet with both the student and faculty member, and recommend a course of action. If the Dean of Advising determines that it is more likely than not that academic dishonesty has occurred and determines that it is a first offense, the Dean of Advising will:
 - a. Write a letter of warning to the student, to remain in the student's academic file;

- b. In consultation with the faculty member and the School Dean, determine academic consequences that may include but are not limited to submitting a revised or new assignment; no evaluation given for the course regardless of add/drop/withdrawal deadlines or, in the case of Division III work, a decision to set aside the project in question and require the student to do an alternative project on a different topic with a different committee (unless the committee concerned agrees to continue working with the student).

Academic integrity lies at the core of our work and unacknowledged borrowing from the work of others in any medium is a fundamental repudiation of the deepest values of the academic community. Therefore, in cases of egregious violation, the Dean of Advising may also refer the case to the Dean of Students office for disciplinary action, as outlined below.

Referral of the case to the Dean of Students office for disciplinary action

Second or multiple offenses concerning plagiarism or other violations of the ethics of scholarship (as well as egregious first offenses) will be referred by the Dean of Advising to the Dean of Students office for disciplinary action. Among the disciplinary sanctions available are probation, suspension, and expulsion from the College.

Appeals

The student has the right to appeal the finding of academic dishonesty and/or disciplinary sanction to the Vice President of Academic Affairs and Dean of Faculty. Findings may be appealed only on procedural grounds.

Process for Appeal

Appeals of procedure and appeals of sanction(s) by the student must be submitted in writing to the Vice President for Academic Affairs within seven (7) days after written notification of the finding and/or sanction is sent to the student. Appeals must state the specific rationale for a procedural appeal and/or the grounds for an appeal of the sanction.

In all cases of an appeal, the Vice President of Academic Affairs shall review the appeal and the pertinent facts relative to the appeal, determine if further investigation is warranted, and render a decision. The Vice President of Academic Affairs will endeavor to render a decision within 21 days after an appeal has been submitted but may take additional time to consider the appeal when such time is deemed necessary. The Vice President's decision is final.

Record of cases of academic dishonesty: All cases of academic dishonesty should be reported in writing to the Dean of Advising. A confidential record of all cases of plagiarism will be maintained by the Center for Academic Support and Advising (CASA) to aid in determining appropriate action.

Academic Dishonesty at another institution

Should a charge of academic dishonesty be brought against a Hampshire College student at another institution (i.e. Five Colleges, study abroad institution, internships or other external academic institutions) the policies and procedures of the host institution will apply.

Acknowledgement of sources:

The student handbooks of Amherst, Mount Holyoke, and Smith Colleges, Princeton, Yale, and Montclair State Universities, and the San Francisco Art Institute, were employed extensively as source material in drafting the above statement on academic integrity and ethics of scholarship.

**Dear Faculty Member,**

The Disabilities Services Office (located in the Lemelson Building, X5423) works with students who voluntarily disclose that they have a disability and request accommodations to ensure equal access, as guaranteed under federal and state laws, principally the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (amended 2008). Disability-related information is considered confidential and is not shared without the consent of the student. Determination of accommodations or services is decided on a case-by-case basis after an interview with the student and a review of the documentation by the disabilities services coordinator. Documentation is the report written by a qualified specialist (e.g., physician, psychologist, psychiatrist, audiologist, etc.) that describes the disability or condition and offers recommendations for accommodations and strategies. Faculty or staff may be consulted regarding provision of accommodations.

Students who have been approved for academic accommodations are given a letter from the Disabilities Services Coordinator certifying eligibility for accommodations and indicating which accommodations have been approved. They are encouraged to identify themselves to instructors and to use the letter as the basis for a discussion of how to best provide equal access/ accommodations in the context of your course. Some students present the letter and explain their limitations simply to raise your awareness of their struggles and do not ask for specific accommodations. It is explained to students that faculty cannot be expected to provide accommodations retroactively or accommodations that they have not been made aware of in a timely manner. The Disabilities Services Coordinator is available to consult with you or jointly with you and the student regarding accommodations.

At Hampshire about 4-5% of our entering students volunteer documentation identifying a disability. Many students with learning disabilities are attracted to Hampshire because of our educational approach—individually designed curricula, discussion-based classes, written evaluations rather than letter grades, mentoring relationships with faculty. However, Hampshire’s attractive features can present new challenges. Students with language-based disabilities are frequently daunted by the emphasis on writing research papers. The flexibility of our approach, especially regarding deadlines, often tests students’ skills in self-organization and time management. The opportunity and necessity to negotiate one’s independent educational path can be stressful for individuals with limited social skills. As for all students and especially for students with disabilities, building on strengths and recognizing weaknesses is most productive. The most successful students with disabilities demonstrate an awareness of their disability, the willingness to take advantage of available supports, and a strong capacity for self-advocacy.

The **Faculty Disabilities Handbook**, a detailed guide to working with students with disabilities at Hampshire can be found on the college website under “Advising Guide for Faculty” on the CASA intranet page.

Typical accommodations or services available through Disabilities Services:

- Disabilities Services will arrange for sign language interpreters for deaf students.
- Disabilities Services hires work/study students to share notes with a student who has a learning or attentional disability that affects concentration. Faculty are often asked to announce the need for a volunteer for this task, while maintaining the affected student's confidentiality.
- A student's medical condition or other disability may affect attendance and/or ability to meet deadlines for completion of assignments. Disabilities Services recognizes that setting attendance requirements and deadlines is the prerogative of the instructor and can vary in importance depending on the nature of the course and its curriculum. A disability does not absolve the student from meeting the academic requirements of the course. The accommodation often asks the instructor to take the disability into consideration and offer reasonable alternative methods for the student to complete the course and receive an evaluation.
- A course scheduled to meet in a space inaccessible to students with limited mobility may be relocated to afford that student equal access.
- Due to a learning disability or visual impairment, students need print texts in digital format compatible with computer-based read aloud software. Disabilities Services will request your reading list in advance so that the texts can be prepared for use with a screen reader.

In addition, the Disabilities Services Office offers individual or group support to students experiencing difficulties with organization, planning, time management, meeting deadlines, etc. This is open to all students and not considered a disability-based service.

Please remember, reasonable accommodation is not intended to compromise academic standards but to ensure equal access. Students with disabilities must meet the same admissions and graduation requirements as all other students. Faculty members, whether in the role of adviser, instructor, or committee member, are encouraged to participate in discussions and/or ask questions about the accommodations process.

We all know that every day faculty are challenged to be creative in meeting the needs of all students. Good teaching practices - such as using a multi-sensory approach in presentations, supplementing class discussions with handouts, clearly organizing and presenting course, class, and divisional objectives, and being readily available for student conferences - optimize learning for all students. For students with disabilities, they are essential.

If you have questions or concerns, please do not hesitate to contact: me at X5423 or jdansky@hampshire.edu.

Sincerely,
Joel Dansky
Disabilities Services Coordinator

APPENDIX IV

A Guide to New Student Orientation

Prepared for the faculty by the office of new student programs

What is the philosophy behind Hampshire's orientation program?

We aim to create opportunities and offer experiences that are directly informed by the educational philosophy and practices of the college, through which students will engage their passions, challenge their beliefs, and continue to grow intellectually, socially, and emotionally.

Goals and Methods

The primary goal for new students is that they feel supported by and connected to the people and resources in the Hampshire community. Specifically, the program:

- ❖ lays the groundwork for continued learning, exploration, and social networking throughout the first year
- ❖ promotes engagement with the many different values in our community
- ❖ establishes and cares for students' basic needs
- ❖ provides accurate and relevant information about life at Hampshire College inside and outside of the classroom
- ❖ explores what it means to "live together well" in a community
- ❖ begins difficult and important conversations that arise from living and working together in diverse communities
- ❖ offers opportunities for new students to connect with each other and build friendships
- ❖ provides students with time to process and reflect, and to share their fears and anxieties in a supportive environment

Program

The orientation program is composed of several key components. Students are organized into orientation groups based on their academic tutorials, or in groups of transfer students for transfers. Though group activities do not relate to the tutorial topics directly, the continuity of the groups throughout the fall semester for first year students allows new relationships to continue to develop and to support the work of the tutorials. Students also have the opportunity to meet, as a group, with their advisor during the common reading discussion. This gives students their first sense of academic life at Hampshire, and provides an important opportunity for the group to meet with their professor.

Program activities encourage students to begin engaging with intellectual life and the campus community. Orientation uses these opportunities to encourage dialogue between students and to familiarize them with the breadth of resources and support that are available. In addition, activities designed by the orientation leaders support these goals through small-group interactions.

Orientation groups are lead by pairs of orientation leaders, returning students who have been selected through a rigorous and highly competitive hiring process. This year we have a strong staff of 62 orientation leaders, of whom more than 1/3 are returning (meaning that they have been orientation leaders one or two times before). All leaders participate in four days of training—one in the spring and three in the late summer—to prepare them for their work.

Content

By the end of orientation, students have participated in discussions and activities such as:

- Understanding the academic program and Div. I (transfer students participate in a special transfer-based academic orientation)
- Drugs and alcohol (making good choices, identifying limits, knowing resources, interrupting behaviors as a bystander)
- Civility, discourse, and rights and responsibilities of community membership
- Academic and non-academic resources, centers, and programs
- Layers of identity, and engaging in conversations about identities and difference at Hampshire (and beyond)
- Learning about life in the Valley, the Five Colleges, and social life in the Amherst area

We believe that orientation is only the beginning; therefore our office works to support new students throughout their first-year experience. For more information, visit our website at <http://www.hampshire.edu/newtohamp>.

August 2014

Jessica M. Ortiz, director of new student programs

APPENDIX VII

Tips for Tutorial Instructors by Tutorial Instructors

The following are tips from previous tutorial instructors, written by them (hence the “I” that appears in some of the comments) for future tutorial instructors.

How to help students that are struggling academically:

- Send them to the Writing Center
- Refer them to CASA and to Joel Dansky
- Advertise New Student Programs skills workshops and encourage specific students to attend

How to help students who have nonacademic challenges:

- Refer them to Joel Dansky in Disability Services
- Refer them to Health Services
- Refer them to CASA

How to help your students explore a variety of academic areas during Division I:

- Encourage them to take distribution requirements seriously and take courses in all five areas
- Help with 2nd semester course selection
- Encourage them to meet faculty that match their interests early on and to take courses offered by those faculty
- Get to know their interests!
- Introduce specific faculty members whose fields and studies could inspire students
- Post Five College events (lectures, concerts, etc.) on the Moodle course website
- Encourage them to take risks and explore areas that may not be of interest
- Encourage them to take Five College courses
- Frame it in terms of 'stretching' their current interests in new directions to gain new perspectives that might shed light on their interests. You really need to connect it to their interests. What does not work is saying things like 'well, you need a science/art/etc. class, how about X.'

How to help your students reflect on their progress in the cumulative skills:

- Ask them to look at their course work, self-evaluations, and course evaluations before writing their progress on cumulative skills
- At the end of the fall semester ask them to write a reflective essay. This is helpful when they write their Division I retrospective essay
- Use the portfolio review as a time to look back over their development since they've arrived
- Talk about the portfolio individually and reconvene as a class (for dinner) late in the Spring semester
- Produce a postcard sized check list and re-send to them just as classes are ending
- During Division I meetings start by asking what they're most proud of during their first year. This often brings up skills that they had worked really hard on and felt good about and opened the conversation up to other things that didn't go so well. Also ask how good they're feeling about moving into Division II with their current skills and what they think they'll need/want to focus on in Division II
- Ask them to address it in their retrospective

How to help your students figure out what they want to do for Division II:

- Suggest they think about faculty they've particularly liked and start by thinking about Division II that way rather than by subject matter
- Suggest they fantasize about where they might be five years after they graduate and then think about what makes sense to concentrate on to get there
- Ask them which classes they've really liked and try to figure out what really made those classes work for them. Usually this helps to figure out not just topic areas of interest but the perspectives that work best for them. Analogies could be made to all sorts of disciplines: Are they a "doer" in terms of research, activism, etc. or a "thinker" in terms of analysis, philosophy, etc.

How to help students identify and talk with faculty members that might advise their Division II:

- Invite colleagues to class
- Have students contact (email, sign up for office hours) faculty members before pre-registration
- Encourage them to be in the faculty members' courses, if possible, during the next semester
- Suggest they listen to their friends and use faculty biographies
- Try to figure out their general topic areas and direct them to faculty. Use Faculty Finder to find folks that might not have immediately come to mind

Effective strategies, exercises, and assignments in the tutorial classroom:

- Research assignment in which students had to use the library, which began with a three-hour intro to the library. Great support from the librarians
- Ask advisees to write a self-evaluation covering academic and personal growth, and progress in cumulative skills at the end of the fall semester. Also asked them to refine their time management skills and academic priorities. For those who were struggling, asked them to take a writing course during Jan Term or seek help during the semester.
- Have students keep a reflective journal (not analytical) connecting their own experiences to what we were learning. Have them pass it in a few times so you can read and write back to them- a really personal conversation that helps you get to know them and also helps them make the learning connect to their lives. Ask them about what they're learning, what it means to them, and how they might use it.
- For the purpose of community building, have students upload all their writing assignments into a shared Google doc. Students were encouraged (required) to read each others' papers and to revise their papers accordingly. This worked well, except in one case: the student was too insecure about her writing and asked to submit her work independently, which I let her do.
- During the very first meeting (and related to the summer reading), have them handwrite a letter to you about their first day at Hampshire. Don't read them until the end of the semester and then talk to your advisees about the letters in general terms at that time. Most forget all about writing them. Slip the letters into their Division I portfolios when you return them.
- Have some group meetings when there are large bits of info that everyone needs and then meet one on one at various points to make sure individuals are on track. Typically it works well to have the large group meetings at the beginning of the semester and the one on ones at the second advising day. In the one-on-one I looked at their betahub history with them and also their CEL-1 so they knew where they were.

- Our tutorial was organized around a campus improvement project. We continued working on a project in the Spring- we built a tiny shed for the Forest Garden. Later we had a picnic there- my students brought some other Division I students along, and I invited some older students too. I find that physically doing something together is a great way of connecting.

Tools and Resources for First-year Students:

- Writing Center
- Division I road map
- Disability Services
- Health Services
- New Student Services skills workshops

APPENDIX VIII

Advice on Advising and Being Advised at Hampshire

This report, compiled by Carol Trosset, former director of institutional research, was based on insights drawn from several separate survey and interview studies with both Hampshire students and faculty. It is organized according to different dimensions of the advising relationship, and includes both student and faculty points of view. Both students and faculty should read both perspectives in order to understand how to fulfill their own roles in the most effective way.

Helping the student develop a program of study and choose classes

The effectiveness of the advisor in helping the student with his or her academic program is the most important component of student satisfaction with advising. Two patterns emerge: (a) while nearly all faculty and students consider these discussions important, large numbers of students have not had them, and (b) while many faculty describe successful advising as working with students who already have a well-formed interest, many students say they need help in formulating that interest and learning how to pursue it.

Things students find helpful:

Advisor and student look through the course catalog together, searching for interesting courses

Advisor helps the student clarify their interests and figure out how to pursue them

Advisor understands what the student is trying to do, sees what the student needs, and helps the student find it

Advisor helps turn the student's passion into a meaningful way of learning

Advisor gives the student a broader point of view, suggests how other subjects might relate to that area of interest

Advisor refers students to other faculty members who work in the student's area of interest

Things students find difficult:

When the advisor says "do whatever you want," instead of providing guidance, or signs off on the student's potential classes without discussion, opinions, or appearing to care what the student takes

When the advisor doesn't really try to understand what the student wants to do

When the advisor talks students into things the student doesn't want to do

When the advisor, despite answering all the questions that occurred to the student, fails to push the student to think beyond what the student is already doing

Things faculty find helpful:

Student is enthusiastic, and has ideas and goals about what the student wants to do

Student has many courses the student wants to take

Student wants help shaping a program

Student respects both disciplinary knowledge and faculty expertise

Things faculty find difficult:

Keeping track of the details of each student's unique and complex story

Student wants to “learn only what the student loves” – to restrict study to a very narrow topic, is uninterested in other ideas and doesn’t want to acquire an appropriate background for the desired topic

Student is directionless or disconnected, avoids responsibility, unresponsive to advisor’s attempts to engage/support

Student says there are no classes that look interesting

Student wants to be told what to take or what to be interested in

Student has vague or unrealistic goals for why to take a particular course

Logistics of Navigating Hampshire

Things students find difficult:

Advisor doesn’t seem to understand requirements and is not a reliable source of information

Advisor doesn’t know how to get answers to student’s questions, or promises to look for answers but doesn’t follow up

Advisor seems uninterested in the college system and its requirements, giving a general impression of “disinterest in the institution”

Advisor doesn’t realize that students don’t understand lots of things, or that disagreements between CASA and the advisor can lead to problems and delays for the student

Things faculty find difficult:

Information from different sources can be inconsistent, and/or things change frequently and without warning.

Keeping track of Division I requirements, which leaves insufficient time for substantive conversations

When students don’t know much about the academic requirements

Some students are misinformed and think that Hampshire has no requirements at all, misperceiving “alternative education” as the lack of all structure or limits

When the student doesn’t really want solutions, but rather reassurance that not succeeding is okay, saying things like “I just can’t get my act together” or “Professor X hates me,” and clearly wanting to be told that this is okay and not the student’s fault.

When the student plays different faculty members against each other

Things students find helpful:

Student has read all the orientation information, asks lots of questions, and does all the recommended follow-up. This process is very complex but successful.

Advisor is a helpful adult figure who knows how the system works and explains it clearly, saying “This is what you need to do, and we can help.”

Advisor has the right forms on hand (like for independent study), with explicit instructions for how to file them

If the advisor doesn’t know the answer, says “let’s call advising and find out,” or finds out and gets back to the student promptly

Monitoring the student’s academic progress

Monitoring academic progress can simply mean making sure the student has fulfilled curricular requirements and filed divisional proposals, but it can also mean making sure the student is learning effectively, becoming a good writer, developing good study skills, etc. Being familiar with a student’s academic background can simply focus on identifying their areas of interest, or it can include

noticing, for example, weak quantitative skills and encouraging the student to build stronger skills in that area.

Things students find difficult:

When, despite having great conversations, the advisor does not seem invested in or supportive of the student making academic progress
Summer and post-graduate plans

Things students find helpful:

Advisor shows an interest in the student's progress in all classes
Advisor challenges the student, within the context of the student's goals
Advisor and student develop a plan for what the student will do next, and then the advisor follows up, asking whether the student did this and how it went.
Raising the issue of planning for Division III while the student is still in Division I
Advisor shows an interest in the student's plans for the future, providing substantial information and discussion in response to the student's questions
Exploring how Hampshire can help with a student's 5-year goals
Working together to map out a student's future in detail, "even though it feels like an un-Hampshire conversation"

Availability

Hampshire students and faculty surveyed are unanimous in believing it is important that an advisor be accessible to advisees who need help. How much time is enough? Hampshire students meet with their advisors more often, and for more time, than students at many other institutions. However, both students and advisors at Hampshire often report (in surveys and anecdotally) that they do not have enough time to meet. This leads students to feel they do not get enough attention, while advisors become frustrated when students do not respect time limits.

Things students find difficult:

The advisor is inaccessible without major effort on the part of the student.
The advisor misses meetings.
The advisor allows only 10-15 minutes for a meeting.

Things faculty find difficult:

The student doesn't recognize that there are necessary time limits on meetings, and/or doesn't respond to cues indicating that a meeting needs to end.

Things students find helpful:

The advisor seems happy to spend time to discuss whatever the student finds important.
The advisor emphasizes that advisees should come talk anytime they need anything.

Who Should Take the Initiative

There is confusion and disagreement about who holds responsibility for initiating contact. Faculty often feel it should be the student's responsibility, while many students are disappointed that the faculty don't reach out or invite contact. First-year students who met regularly with their advisor while enrolled in the tutorial class sometimes report feeling like the advisor "vanished" during spring semester. Division III students sometimes report thinking that they should figure out difficult things for themselves before seeing their advisors, while at the same time the advisors report a tendency to assume that if a Division III student doesn't come to them it means that all is going well.

It appears that, depending on the student, either too much or too little attention can be bad. Some students want to be warned away from potential danger while others interpret this as being babied. Advisors report difficulty in finding the right balance between being tolerant/flexible and cracking down on bad behavior. It seems very important for the student and the advisor to agree on and understand what is involved in both roles.

Non-academic Issues and Challenges

Many students like it when the advisor encourages the student's involvement in extra-curricular activities, and most faculty consider this an appropriate dimension of advising. A more contentious issue has to do with perceptions of a "personal" dimension to the advising relationship. About a third of students, and a quarter of the faculty, feel it is appropriate for students to seek the advisor's help with personal problems. However, many faculty are uncomfortable when this happens and feel it is an inappropriate use of the advising relationship. Many faculty also feel that they do not have the necessary expertise to assist with this sort of problem.

Creating a Positive Atmosphere

Things students find difficult:

- When the advisor doesn't pay attention during meetings
- When the advisor doesn't directly answer the student's questions
- When the advisor makes the student feel stupid for having asked a question
- When the advisor is visibly uninterested in advising (sometimes explicitly stating this)
- Cookie-cutter meetings where the advisor asks only basic standard questions, doesn't reach out and chat at all

Things faculty find difficult:

- When the student is rude (often in email messages) and doesn't make the advisor feel respected as a person.

Things students find helpful:

- Advisor sees students not just as part of the job but as people who the advisor will help guide through college
- Advisor is honest, authentic, and a good listener
- Advisor truly seems to have the student's best interests at heart

This First Year Tutorial Field Guide has been prepared for you by the Center for Academic Support and Advising (CASA). Visit us in the Lemelson Building or call 413.559.5498

This document, along with many other helpful materials, is available on the CASA website: www.hampshire.edu/casa

Contact Laura Melbin, assistant dean of advising, at extension 5370 or email lmelbin@hampshire.edu with any first-year related questions or concerns.

