

Hampshire College

2017 Self-Study

Presented to:

New England Association of Schools and Colleges Commission on Institutions of Higher Education August 30, 2017

HAMPSHIRE COLLEGE SELF-STUDY TABLE OF CONTENTS

Institutional Characteristics Form	iii
Table of CIHE Actions, Items of Special Attention, or Concerns	xi
Introduction	xiii
Institutional Overview	xvi
Data First Form: General Information	
Standard 1: MISSION AND PURPOSES	1
Data First Form: 1.1	
Standard 2: PLANNING AND EVALUATION	5
Planning	5
Evaluation	
Data First Form: 2.1	
Standard 3: ORGANIZATION AND GOVERNANCE	14
Governing Board	
Internal Governance	
Data First Forms: 3.1 - 3.2	
Standard 4: THE ACADEMIC PROGRAM	21
Assuring Academic Quality	21
Undergraduate Degree Programs	30
General Education	30
The Major or Concentration	33
Graduate Degree Programs (not applicable)	36
Integrity in the Award of Academic Credit	
Data First Forms: 4.1 - 4.5	
Standard 5: STUDENTS	39
Admissions	39
Student Services and Co-Curricular Experiences	
Data First Forms: 5.1 - 5.4	

Standard 6: TEACHING, LEARNING, AND SCHOLARSHIP	54
Faculty and Academic Staff	54
Teaching and Learning	60
Data First Forms: 6.1 - 6.5	
Standard 7: INSTITUTIONAL RESOURCES	. 67
Human Resources	67
Financial Resources	70
Information, Physical, and Technological Resources	82
Standard 8: EDUCATIONAL EFFECTIVENESS	. 87
Data First Forms: 8.1 - 8.4	
Standard 9: INTEGRITY, TRANSPARENCY, AND PUBLIC DISCLOSURE	98
Integrity	98
Transparency	98
Public Disclosure	. 98
Data First Forms: 9.1 - 9.3	
HAMPSHIRE COLLEGE ACRONYMS	101
APPENDICES	
Affirmation of Compliance with Federal Requirements of Title IV	
E-Series Forms: "Making Assessment More Explicit": Option E1: parts A & B	
Most Recent Audited Financial Statements: Hampshire College Financial Report, 2015–2016	
Auditor's Management Letter (not applicable)	
List of Supporting Documents in the Digital Workroom	

Institutional Characteristics Form Revised September 2009

This form is to be completed and placed at the beginning of the self-study report:

Date	Augu	ist 30, 2017			
1.	Corpora	ate name of institution: The Trus	stees	of Hampsh	ire College
2.	Date in	stitution was chartered or authorize	ed:	December	1, 1965
3.	Date in	stitution enrolled first students in d	egre	e programs:	1970
4.	Date in	stitution awarded first degrees:	197	1 (Fellows P	rogram)
5.	Type of	f control:			
	<u>Public</u>		Priv	<u>rate</u>	
	☐ Sta	ate		Independe	nt, not-for-profit
	Cit	ty		Religious	Group
	Ot	her		(Name of	Church)
	(Specif	ÿ)		Proprietary	y
				Other: (Sp	pecify)
(D 1 .	a		.: 4 4	
6.	•			•	vide a program of education beyond
	_	_		_	Hampshire College is authorized by the
	Commo	onwealth of Massachusetts to gran	it the	Bachelor o	of Arts degree.
7.	Levelo	of postsecondary offering (check all	l that	annly)	
<i>,</i> .		Less than one year of work	ı ınaı	прріу)	First professional degree
		•			
		At least one but less than two year	rs		Master's and/or work beyond the first professional degree
		Diploma or certificate programs of at least two but less than four year			Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)
		Associate degree granting program of at least two years	n		A doctor of philosophy or equivalent degree
	\boxtimes	Four- or five-year baccalaureate			Other doctoral programs
		degree granting program			Other (Specify)

Ty_{J}	pe of undergraduate progran	ns (check all that ap	ply)		
	Occupational training a crafts/clerical level (ce or diploma)			Liberal arts and gene	eral
	Occupational training a or semi-professional le (degree)			Teacher preparatory	SEE NOTE*
	Two-year programs de			Professional	
	full transfer to a baccal degree	aureate		Other	
*N	OTE: Hampshire students the Five College Cons		sure th	rough Mount Holyoke	College as part of
The	e calendar system at the inst	tution is:			
	Semester Qu	ıarter 🗌 Trii	nester	Other	
Wł a)	hat constitutes the credit hou Undergraduate N	r load for a full-tim	•	· /	ch semester?
b)	Graduate N/	A credit hours			
c)	Professional N/	A credit hours			
	academic courses a s	ivision I and II stude emester which may final year, full-time ducational activities	ents are includ e enrolli	or the fall and spring to e expected to completo e independent study o ment is comprised of o	e a minimum of three or teaching
		XX 1 1 1		C 1 .	
	ull-time student headcount	Undergraduat 1,305	e	Graduate N/A	Total 1,305
F	an anne student neadeodin	1,303			1,303
	art-time student headcount	0		N/A	0

12. List all programs accredited by a nationally recognized, specialized accrediting agency.

Program	Agency	Accredited since	Last Reviewed	Next Review
N/A	N/A	N/A	N/A	N/A

13. Off-campus Locations. List all instructional locations other than the main campus. For each site, indicate whether the location offers full-degree programs or 50% or more of one or more degree programs. Record the full-time equivalent enrollment (FTE) for the most recent year. Add more rows as needed.

	Full degree	50%-99%	FTE
A. In-state Locations	N/A	N/A	N/A
B. Out-of-state Locations	N/A	N/A	N/A

14. <u>International Locations</u>: For each overseas instructional location, indicate the name of the program, the location, and the headcount of students enrolled for the most recent year. An overseas instructional location is defined as "any overseas location of an institution, other than the main campus, at which the institution matriculates students to whom it offers any portion of a degree program or offers on-site instruction or instructional support for students enrolled in a predominantly or totally on-line program." **Do not include study abroad locations**.

Name of program(s)	Location	Headcount
N/A	N/A	N/A

15. Degrees and certificates offered 50% or more electronically: For each degree or Title IV-eligible certificate, indicate the level (certificate, associate's, baccalaureate, master's, professional, doctoral), the percentage of credits that may be completed on-line, and the FTE of matriculated students for the most recent year. Enter more rows as needed.

Name of program	Degree level	% on-line	FTE
N/A	N/A	N/A	N/A

16. <u>Instruction offered through contractual relationships</u>: For each contractual relationship through which instruction is offered for a Title IV-eligible degree or certificate, indicate the name of the contractor, the location of instruction, the program name, and degree or certificate, and the number of credits that may be completed through the contractual relationship. Enter more rows as needed.

Name of contractor	Location	Name of program	Degree or certificate	# of credits
Alejo Carpentier Foundation	Havana, Cuba	Hampshire in Havana	N/A	N/A
Anhui Academy of Social Science, Anhui Agricultural University	Hefei China	China Program	N/A	N/A
Consortium for Innovative Environments in Learning	Rochester, New York	CIEL Program	N/A	N/A
Freie Universitaet, Humboldt Universitaet, Universitat der Kunste	Berlin, Germany	Berlin Program	N/A	N/A
Goldsmiths, University of London	London, England	England Program	N/A	N/A
Institute of Central American Development Studies	Costa Rica	Central America Program	N/A	N/A
Leibniz University	Hannover, Germany	International Student Exchange Program	N/A	N/A
Marine Biological Laboratory	Woods Hole, Massachusetts	Semester in Environmental Science	N/A	N/A
Mexico Solidarity Network	Chicago, Illinois	Mexico Program	N/A	N/A
Palacky University	Olomouc, Czech Republic	Czech Republic Program	N/A	N/A
Sciences Po Paris	Paris, France	France Program	N/A	N/A
University of Edinburgh	Edinburgh, Scotland	Scotland Program	N/A	N/A

17. List by name and title the chief administrative officers of the institution. (Use the table on the following page.)

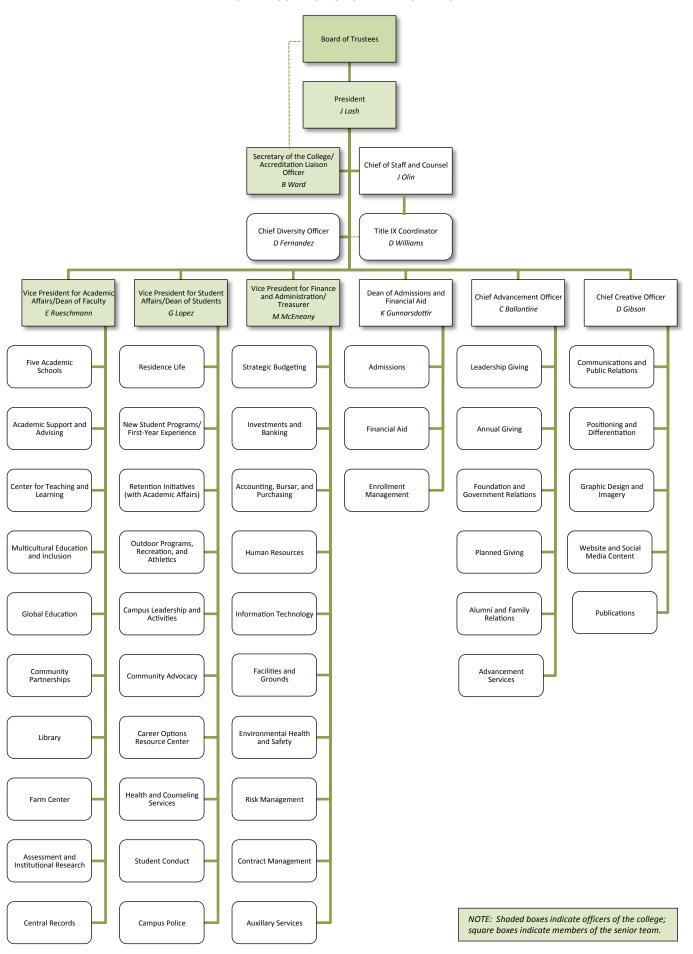
CHIEF INSTITUTIONAL OFFICERS

Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees	Gaye Hill	Chair, Board of Trustees	2013
President/CEO	Jonathan Lash	President	2011
Executive Vice President	N/A		
Chief Academic Officer	Eva Rueschmann	Vice President for Academic Affairs and Dean of Faculty	2012
Deans of Schools and Colleges (insert rows as needed)	Jane Couperus	Dean, School of Cognitive Science	2015
	Sue Darlington	Dean, School of Critical Social Inquiry	2017
	Sura Levine	Dean, School of Humanities, Arts, and Cultural Studies	2016
	John Slepian	Dean, School for Interdisciplinary Arts	2015
	Steven Roof	Dean, School of Natural Science	2015
Chief Financial Officer	Mary McEneany	Vice President for Finance and Administration and Treasurer	2015
Chief Student Services Officer	Gloria Lopez	Vice President for Student Affairs and Dean of Students (interim)	2017
Planning	Planning is conducted by the head administrator for the relevant area in consultation with the president and vice presidents.		
Institutional Research	Edmund Melia	Director of Institutional Research	2017
Assessment	Laura Wenk	Dean of Curriculum and Assessment	2012
Development	Clay Ballantine	Chief Advancement Officer	2007

Library	Jennifer Gunther King	Director of the Library and Knowledge Commons	2012
Chief Information Officer	David Gibson	Chief Creative Officer	2015
Continuing Education	N/A		
Grants/Research	Marjorie Hutter	Director of Foundation and Government Relations	2012
Admissions	Kristina Moss Gunnarsdottir	Dean of Admissions and Financial Aid (interim)	2017
Registrar	Rachael Graham	Director of Central Records	2017
Financial Aid	Jennifer Lawton	Director of Financial Aid	2010
Public Relations	John Courtmanche	Media Relations and Editorial Director	2015
Alumni Association	Melissa Mills-Dick	Director of Alumni and Family Relations	2014
Other	Diana Sutton-Fernandez	Chief Diversity Officer	2013
	Joanna Olin	Chief of Staff and Counsel	2015
_	Beth Ione Ward	Secretary of the College	2009

- 18. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:
 - a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;
 - b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;
 - c) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, IT, auxiliary enterprises, and other units assigned to this area;
 - d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.

HAMPSHIRE COLLEGE ORGANIZATIONAL CHART



- 19. Record briefly the central elements in the history of the institution:
 - **1958** *The New College Plan: A Proposal for a Major Departure in Higher Education* prepared for the presidents of Amherst, Mount Holyoke, and Smith Colleges and the University of Massachusetts.
 - 1965 Hampshire College incorporated; Franklin Patterson named first president.
 - **1966** *The Making of a College: A New Departure in Higher Education* written by Franklin Patterson and Charles Longsworth as the roadmap for Hampshire College.
 - **1970** Hampshire's first students arrived.
 - **1971** Charles Longsworth named second president; first student trustee and faculty trustee elected to the Board by their constituencies; first students graduated (via the Fellows Program).
 - **1974** First accreditation by CIHE/NEASC; first full class of students graduated.
 - **1977** Adele Simmons named third president.
 - 1984 First alumni trustee elected to the Board by the alumni body.
 - **1989** Gregory S. Prince named fourth president.
 - 2005 Ralph J. Hexter named fifth president.
 - 2007 First staff trustee elected to the Board by staff members.
 - 2008 An alum served as Board chair for the first time.
 - 2010 Marlene Gerber Fried named interim president.
 - **2011** Jonathan Lash named sixth president.
 - **2015** Hampshire celebrated the 50th anniversary of its incorporation.
 - **2017** Jonathan Lash announced his intention to retire effective June 2018; search committee convened by the Board of Trustees to identify Hampshire's seventh president (process underway).

TABLE OF CIHE ACTIONS, ITEMS OF SPECIAL ATTENTION, OR CONCERNS

monitoring reports, or the like. To ensure that the Institution, the Visiting Team, and the Commission can readily identify all of its concerns in the Attention, or Concerns, stemming from the Fifth Year Interim Report, substantive change reports, focused evaluations, progress reports, special The Commission may request an institution address, in its self-study prepared in advance of the Comprehensive visit, Actions, Items of Special self-study, please review CIHE letters received since the last self-study and include a table outlining each concern.

Date of	Summary of CIHE Actions, Items of	Detailed Actions, Items of Special	CIHE Standards	Self-Study
CIHE	Special Attention, or Concerns	Attention, or Concerns	Cited in Letter	Page
Letter				Number(s)
11/3/2014	continuing to develop a comprehensive, integrated, data-based, and sustainable strategic plan consistent with the institution's culture and values	Hampshire's strategic plan was accepted by CIHE in its letter dated 6/23/2015. We continue to monitor and evaluate the College's progress relative to the priorities	STANDARD 2* (re: strategic planning and evaluation)	pp. 5-13
		established in the plan. In turn, those strategic priorities are closely aligned with	STANDARD 1 (re: mission)	pp. 1-4
		Hampshire's mission, culture, and values.	INSTITUTIONAL	pp. xvi-xxii
			(re: culture and	
			values)	
11/3/2014	providing sufficient resources to ensure an evidence-based and reflective process of	The College created the position of Dean of Curriculum and Assessment and established	STANDARD 8 (re: assessment)	pp. 87-97
	assessment and to complete the review of	the Center for Teaching and Learning – both	STANDARD 6	pp. 64-65
	the Division II curriculum	have proven invaluable for evidence-based	(re: financial	
		assessment. Long-term financial	Sustainability)	90 03 05
		The review of the Division II curriculum is	(re: Division II	
		now part of a larger research program and	review)	
		is ongoing.		

11/3/2014	institutionalizing a system of annual	Annual faculty reviews are a work in	STANDARD 6	p. 55
	faculty reviews	progress. Having faculty meet one-on-one	(re: annual reports)	
		with their school deans is logistically	STANDARD 6	p. 60
		prohibitive. We developed an annual report	(re: pilot study)	
		form for all faculty to complete and are		
		working to increase compliance. We plan to		
		link faculty mentoring and review to a pilot		
		study now being developed.		
11/3/2014	diversifying its revenue sources, with	The event services and summer programs	STANDARD 7	pp. 75-76, 80
	particular emphasis on achieving its	offices, under Finance and Administration,	(re: diversifying	
	fundraising goals	have both increased and diversified the	revenues)	
		sources of the College's revenue. Under	STANDARD 7	pp. 74, 79-80
		President Lash's leadership, philanthropic	(re: fundraising)	
		support for Hampshire has increased from		
		~\$6 to ~\$10 million per year.		

The Commission's letter did not cite specific standards for the above items. Since the new standards became effective 7/1/2016, we have instead listed the current standards that pertain. *NOTE:

INTRODUCTION

Hampshire College's decennial self-study and reaccreditation review process provides a valuable opportunity for the College community to reflect upon all that Hampshire has accomplished as a mission-driven institution; to assess progress and continue improvements in areas previously identified by NEASC/CIHE as warranting attention; and to look forward to the advances and challenges we foresee in the decade to come. That the College has recently embarked on a presidential search [INSTITUTIONAL OVERVIEW] makes this self-study especially timely: both processes ask Hampshire's varied constituencies to engage in a broad-based affirmation of the College's core mission, values, and priorities.

Following Hampshire's 2012 five-year progress report and subsequent 2014 two-year progress report, the Commission recommended (in its letter dated November 3, 2014) that our next self-study include an update on four specific areas: (1) development of a comprehensive and sustainable strategic plan consistent with the institution's culture and values; (2) provision of resources to ensure an evidence-based and reflective process of assessment; (3) institution of a system of annual faculty reviews; and (4) diversification of revenue sources. This document speaks to Hampshire's progress in each of these areas [discussed in STANDARDS 2, 8, 6, and 7 respectively]. We appreciate the opportunity afforded by the self-study to fully evaluate the College's institutional standing and aspirations vis-à-vis the nine Standards for Accreditation set out by CIHE.

In addition, three overarching themes are woven throughout this self-study: the distinctiveness of Hampshire's academic program and admissions strategy; pressing issues of campus climate, culture, and retention; and the financial sustainability of the College in relation to our mission-driven enrollment strategy. These themes are deeply intertwined and are at the heart of our work moving forward. We look forward to the reflections of the visiting review team and the Commission.

In May 2015, President Jonathan Lash charged Aaron Berman, professor of history and former dean of faculty, and Beth Ward, secretary of the College and accreditation liaison officer, with serving as co-chairs of Hampshire's 2017 reaccreditation effort. The College's last (2007) comprehensive review had been perceived by many on campus, and especially by faculty, as onerous and intrusive, due partly to a lack of understanding about what accreditation is intended to accomplish and partly to a process that was less than transparent. The interim (2012) five-year report was approached in a significantly more collaborative manner, but there were still pockets of discontent. Co-Chairs Berman and Ward were committed to changing the paradigm for

this 2017 effort and established the following principles to guide the work of writing the self-study and preparing for the review team's visit:

- That the process be approached as an opportunity to articulate, celebrate, and more broadly convey Hampshire's distinctive role as a leader in higher education.
- That the process be broadly inclusive and representative.
- That both the process and the outcome mirror what we expect of our students' work: critical inquiry, depth of thought, nuance, and honesty.
- That the entire endeavor be an opportunity to educate the campus about the history, purposes, and value of accreditation and the procedures of the Commission.

We are very pleased that, in large measure, the college community has been open to and involved in this process.

At the beginning of the fall semester, Co-Chairs Berman and Ward convened a NEASC/CIHE Reaccreditation Steering Committee composed of the vice president for academic affairs and dean of faculty (VPAA/DoF), the vice president for student affairs and dean of students (VPSA/DoS), the vice president for finance and administration and treasurer (VPFA/T), the associate vice president for academic affairs, the dean of enrollment and retention, the dean of curriculum and assessment (DCA), the senior associate dean of advising, and the director of institutional research (IR). The Steering Committee established goals and a timeline, designed the approach to the self-study and site visit, organized working groups for each Standard, and met regularly to address concerns and monitor progress.

In October 2015, the co-chairs briefed the faculty on the reaccreditation process and in November did the same for the Board of Trustees. On February 1-2, 2016, Dr. Patricia O'Brien, senior vice president of the Commission, visited Hampshire to present at the faculty meeting and meet with deans, senior administrators, and members of the Steering Committee. We also invited colleagues at Amherst, Mount Holyoke, and Smith Colleges and the University of Massachusetts Amherst (all of which have comprehensive reviews scheduled for fall 2017 or fall 2018), together with the director of Five Colleges, Inc., to join us in a Five College Consortium session.

During spring 2016, the first iteration of the Data First forms was completed. Concurrently, the working groups for each Standard – in total involving over 60 members of the Hampshire community – read previous reports and the Commission's responses, considered the newly revised Standards for Accreditation, compiled relevant data and documentation, and organized information according to the "description,"

"appraisal," and "projection" format required for the self-study. In the interest of maximizing participation while minimizing workload pressures, we asked each working group to brainstorm ideas and content pertinent to its Standard and compile bulleted lists accordingly, i.e., to focus on content rather than prose. To facilitate this process we established a password-protected website so that everyone could access information, upload materials, and share documents electronically.

Throughout the summer and early fall 2016, Co-Chair Ward composed and refined the first draft of the self-study, which was then disseminated to the Steering Committee for review and revision. In November, a preliminary draft of the "Institutional Overview," "Mission and Purposes," "Planning and Evaluation," and "Organization and Governance" sections was provided to Hampshire's Board so that the trustees could get a flavor of how we have approached the reaccreditation process. Since January 2017, a small writing group – Co-Chairs Ward and Berman, DCA Laura Wenk, Senior Associate Dean of Advising Anne Downes, and Director of IR Edmund Melia – has met weekly to review and critique drafts, identify areas needing substantiation, test our assertions against the data, seek out necessary expertise, and ascertain next steps. Throughout, we have consulted regularly with VPAA/DoF Eva Rueschmann and President Lash. We have also kept the campus informed by means of occasional community updates.

In early June 2017, once we had a complete draft of the self-study narrative in hand, we shared it with Dr. Carol Anderson, vice president of the Commission, and members of the College's Board of Trustees. The response was very positive. Both Dr. Anderson and more than a third of the trustees offered reflections, observations, and suggestions to refine the document. We revised the draft accordingly and, for a ten-day period at the beginning of July, posted an announcement on the "Daily Digest" with a .pdf of the document attached to solicit feedback from faculty, staff, and students. We heard from many that they had read the draft (website analytics indicate 123 unique hits), and approximately 20 community members submitted detailed written comments. Their suggestions further strengthened the narrative as we worked to finalize the text herein.

The process of analyzing Hampshire's current practices and procedures, identifying strengths and challenges, compiling data to support our appraisals, and projecting the work of the College moving forward is invaluable. Writing the self-study has been an important vehicle for articulating goals and areas of growth. We look forward to our discussions with Olin College of Engineering President Richard Miller and members of the comprehensive review team who will visit Hampshire in October 2017, and we are confident that the accreditation report from NEASC/CIHE will be instructive to our senior leadership team under the direction of our next president.

INSTITUTIONAL OVERVIEW

Hampshire College's opening in 1970 was the culmination of years of planning by academic visionaries who came together at the behest of the presidents of Amherst, Mount Holyoke, and Smith Colleges and the University of Massachusetts to create "a new departure in higher education."1.2 They were motivated by a number of factors, both practical and philosophical: the population of college-age students was rapidly increasing and the resources of each campus were stretched thin; moreover, shifts in the American cultural landscape indicated that new organizational structures and collaborative modes of teaching and learning were ripe for exploration. They also recognized that large-scale pedagogical and administrative experimentation would not be successful within the context of their existing institutions. Their incisive analyses and creative insights led to an entirely new educational model, embodied in Hampshire College: student-driven courses of study predicated on interdisciplinarity, multiple cultural perspectives, and experiential and community-based learning; narrative evaluations instead of grades; and capstone projects for all graduates. These principles continue to be at the heart of the College's intellectual life and work, and have significantly influenced other liberal arts institutions as well.

Hampshire's founding precepts – to question and critique received knowledge, to discover or create new knowledge, to share knowledge in the public sphere, to apply knowledge to practical problems, to use knowledge as an inspiration for social and political action – are embedded in the College's motto: *Non Satis Scire*, "To Know Is Not Enough." A commitment to social justice infuses Hampshire's culture, and intellectual courage, creative exploration, and passionate engagement typify our students. Two-thirds of alums earn an advanced degree within ten years of graduating and Hampshire ranks in the top 1% of colleges nationwide in the percentage who earn doctorates.³ Our graduates are artists of international stature, scientists at the cutting edge of research, educators who have made their mark as scholars and mentors, and entrepreneurs, inventors, and advocates in every domain. Three have won MacArthur "Genius" Fellowships, awarded to "talented individuals who have shown extraordinary

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¹ Barber, C.L., Donald Sheehan, Stuart M. Stoke & Shannon McCune, *The New College Plan: A Proposal for a Major Departure in Higher Education*. Amherst, MA: Paper prepared at the request of the presidents of the four sponsoring institutions, 1958 (reprinted 1965).

² Patterson, Franklin & Charles R. Longsworth, *The Making of a College: A New Departure in Higher Education*. Cambridge, MA: The MIT Press, 1966 (1975 edition).

³ NSF et al., "Survey of Earned Doctorates," 2/29/2016. http://www.nsf.gov/statistics/srvydoctorates

originality and dedication in their creative pursuits and a marked capacity for self-direction" – qualities that define the Hampshire enterprise.⁴

Hampshire's pedagogy and curricular structure are intended to encourage students to ask questions for which the answers are not yet known and to create fields of inquiry that have not yet been explored. This is an extraordinary approach to undergraduate education that is increasingly supported by research on effective teaching practices and modes of learning.⁵ The academic program [STANDARD 4] is organized according to five interdisciplinary schools: Cognitive Science (CS); Critical Social Inquiry (CSI); Humanities, Arts, and Cultural Studies (HACU); Interdisciplinary Arts (IA); and Natural Science (NS).⁶ Each school has its own frame and focus; consequently, faculty in the same general discipline may be found in different schools, depending on their scholarly pursuits. For example, philosophers teach in CS (philosophy of the mind, philosophy of education), CSI (ethics, human rights, social and political philosophy), and HACU (aesthetics, metaphysics, feminist philosophy).

In turn, a number of cross-school programs take interdisciplinarity even further, into the realm of what might be called "transdisciplinarity." These programs enable students and faculty from across the College to explore new and emerging areas of study that involve novel combinations of disciplines and new academic collaborations. Among them are Arts and Social Action; Critical Studies of Childhood, Youth, and Learning (CYL); Culture, Brain, and Development (CBD); Environmental Studies and Sustainability; and Ethics and the Common Good (ECG).

Hampshire students qualify for the bachelor of arts degree by completing three divisions of progressively more self-directed study [STANDARD 4]. Briefly: Division I, the first-year experience, involves the exploration of academic subjects across the curriculum, including the kinds of questions and methods used in different disciplines; Division II is a two-year period of in-depth study into one's individualized (and often interdisciplinary) area of concentration; and Division III is a robust, year-long capstone project dedicated to the creation of knowledge. Professors provide students with narrative evaluations of their coursework and students also receive an overarching evaluation upon the completion of each division.

⁴ https://www.macfound.org/programs/fellows; recipients are Aaron Lansky, founder of the Yiddish Book Center (1989); Naomi Wallace, playwright (1999); and Peter Cole, poet and translator (2007).

⁵ See, e.g., Kuhlthau, Carol C., Leslie K. Maniotes & Ann K. Caspari, *Guided Inquiry: Learning in the* 21st *Century.* Santa Barbara, CA: Libraries Unlimited, 2015 (second edition).

⁶ A table of Hampshire College acronyms is provided at the end of the self-study narrative.

Hampshire College together with Amherst College, Mount Holyoke College, Smith College, and the University of Massachusetts Amherst comprise Five Colleges, Inc., one of the oldest and most successful consortia in higher education.⁷ The collaborative efforts in the 1950s and '60s to envision what would ultimately become Hampshire also resulted in the creation of Five Colleges as a formal entity, and Hampshire's success was predicated in no small part on the interchange among the schools. As expressed in the "Cooperation with the Sponsoring Institutions" section of *The New College Plan*:

It will be a great advantage that New College can use some of the teaching resources of the four sponsoring institutions. When a subject which is missing from the New College course offering engages a student's serious interest, and cannot well be studied as an independent project, it will usually be available to him [*sic*] at one of the cooperating colleges.... It will be unnecessary to support disciplines which are included when a college is conceived as a single, isolated entity.⁸

Today, students at all five colleges enjoy an integrated library system, open course registration, a free inter-campus bus service, and a multitude of cross-institutional academic offerings including the opportunity to pursue a Five College Certificate in one of 17 areas of study [STANDARD 4]. The presidents of the Five Colleges meet regularly, as do the chief academic officers, chief financial officers, admissions officers, and grants officers. Five College professorships and cross-institution faculty seminars help sustain multiple points of connection.

Students' intellectual, social, personal, political, and recreational lives are directly and intentionally interwoven in myriad ways at Hampshire, both within and outside of the formal academic program [STANDARDS 5, 6]. Incoming students may participate in "living and learning communities" (LLCs): theme-based housing environments overseen by faculty and staff mentors in which students delve into a constellation of related ideas and perspectives in a sustained social context (among the most recent academic year's offerings were the Community Engagement for Social Change LLC; the Body, Brain, and Culture LLC; and Farm! The Edible LLC). Outdoor Programs, Recreation, and Athletics (OPRA) offers physical learning experiences for students at all levels – from rock climbing to team sports to martial arts to yoga – focusing on the intersection of physical and psychological well-being, community-building, and wellness. The Campus Leadership and Activities (CLA) office mentors students in creating clubs and groups, planning programs, and forging affinity groups.

Hampshire's pedagogy and curriculum call upon our community to embrace societal challenges in all their complexity, and this is an imperative we welcome. Hampshire's

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⁷ http://www.fivecolleges.edu

⁸ The New College Plan, p. 11.

longest standing social justice program, Civil Liberties and Public Policy (CLPP), exemplifies the principle of transforming theory into practice by intertwining education and activism. Academic courses (which may be applied toward the Five College Certificate in Reproductive Rights, Health, and Justice) explore topics such as the biological and cultural components of reproduction from an evolutionary and cross-cultural perspective and past and current debates over the role of religion and science in public policy, specifically in the areas of reproductive rights, health, and justice. Concurrently, CLPP trains and supports activists to advocate for and secure reproductive and sexual rights.

Like many college campuses around the country, our community has been engaged in painful debates about racism and sexual assault. What is different, however, is that confronting difficult and controversial issues is central to Hampshire's mission "to foster a lifelong passion for learning, inquiry, and ethical citizenship that inspires students to contribute to knowledge, justice, and positive change in the world" [STANDARD 1]. In his 2013 convocation address, President Lash called upon Hampshire "to open a discussion that moves us from passive to active anti-racism, and helps us to fulfill our commitments as a learning community." Inquiry and activism are part of our institutional "DNA."

Spring 2016 was a period of turmoil at Hampshire, coming to a head near the end of April. The problems, nuances, and stressors regarding sexual assault and racism that our students surfaced are profoundly important, and as a community we are working to address them directly and assertively. However, at the same time we saw an alarming erosion of civil discourse, respect, and compassion, particularly between and among students. Amidst Hampshire's ethos of questioning conventions and creatively pushing boundaries, hostility and fear were unintentionally allowed to fester as well.

This campus climate strained our ability to function as a community of inquiry, and Hampshire suffered reputational and financial damage as a result [STANDARDS 5, 7]. The most immediate consequence was that retention declined across all classes, resulting in a shortfall of 67 students in fall 2016. Some of this attrition was due to medical or academic withdrawals, but approximately 30 students withdrew voluntarily. Most were thriving academically but told us that they had experienced an atmosphere of hostility that sometimes caused them to feel fearful. In addition, after a year in which inquiries, visits, and high-quality applications all went up significantly, our yield declined precipitously at the end of the spring. Many applicants who had indicated Hampshire

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⁹ Lash, Jonathan: Convocation address, Hampshire College, 9/3/2013. https://www.hampshire.edu/news/2013/09/04/president-lashs-convocation-speech

was their first choice informed us they had decided to not matriculate because they were no longer confident the College would offer a conducive environment in which to study, learn, and grow. As of the annual October 1 census day, the fall 2016 enrollment was 1,321 students, rather than the 1,388 we had projected.

There is repair work to be done and it is well under way: this is an opportunity for each of us individually, and for the campus collectively, to re-engage with and reaffirm Hampshire's mission and values. President Lash convened three advisory councils¹0 responsible for conducting comprehensive reviews of campus concerns, evaluating administrative systems and responses, assessing programmatic resources and gaps, and recommending changes and improvements. In addition to their individual mandates, the councils are charged with constructively validating and supporting student concerns; emphasizing the qualities of intellectual rigor and emotional empathy as prerequisites for learning; fostering tolerance for constructive discomfort in exploring differences in culture and experience; providing faculty with toolkits and peer support for dealing with contentious issues; and building greater community in the residential life setting. The advisory councils are:

- Hampshire's Commitment to Anti-Racism, co-chaired by Kristen Luschen, dean of multicultural education and inclusion, and Diana Sutton-Fernández, chief diversity officer (CDO)
- Sexual Misconduct and Campus Safety, co-chaired by Zena Clift, associate dean of advising, and Shannon Da Silva, student life coordinator and Title IX deputy coordinator for students
- Speaking Across Resilient Communities (SPARC), co-chaired by Christopher Tinson, associate professor of Africana studies and history, and Javiera Benavente, director of the ECG Project

The first two councils are oriented toward specific areas of concern that were raised during the spring, while the third is bringing focus to the nature of Hampshire's campus climate writ large. As described by its co-chairs, SPARC

... will survey, examine, and embrace a vibrant campus community engaged in dialogue across a range of issue areas and socio-political concerns. We will make recommendations for enhancing effective communication strategies between and throughout classrooms and campus life. Our goal is to utilize the experiences and expertise of the entire campus community to reinvigorate and re-energize students', faculty, and staff persons' passion for engaged debate and principled inquiry.¹¹

¹⁰ http://action.hampshire.edu

 $^{^{11}\,}https://www.hampshire.edu/presidents-office/advisory-council-on-speaking-across-resilient-communities-sparc$

An important part of the story of spring 2016, and one that is instructive about Hampshire's culture overall, reflects the remarkable commitment of the College's Board of Trustees. Schools with small endowments rely heavily on revenues from tuition, room, and board, and our operating budget, which had been balanced, suffered a \$2.6 million shortfall due to the severe drop in enrollment after the April unrest. A *New York Times* article published that summer¹² described how numerous colleges and universities have seen a decline in philanthropic support from alumni following protests and political activism on their campuses – but notably, the opposite is true at Hampshire. At their own initiative, members of our Board, the majority of whom are alums, stepped forward with an infusion of special contributions equaling \$1.3 million to help ameliorate the financial damage, explicitly asserting their confidence in the College's mission and strategic direction and also expressing their commitment to and support for informed activism. Additionally, Gaye Hill, chair of the Board (and parent of an alum) provided funding specifically for the efforts and outcomes of the three advisory councils.

In fall 2016 the campus experienced another major disruption, which again had an adverse impact on admissions and retention [STANDARD 5]. This time the flashpoint was the U.S. flag and its meanings – long a topic of debate, and much more so in the wake of the November presidential election. In an effort to focus our community's energy on the many troubling incidents of intolerance that came to the fore on a national level, rather than on the symbolism of the flag *per se*, we decided temporarily to not raise the flag. Despite this being an entirely legal action by a private institution, groups outside of the College took offense. Demonstrations by veterans' organizations and others impeded traffic to and from campus. Fox News and conservative bloggers relentlessly fueled public anger with inflammatory rhetoric and misinformation. In short order, almost every office was inundated with hateful and threatening emails and phone calls from around the country. With campus safety of paramount concern, we were compelled to raise the flag – a sobering lesson in how quickly dissent can be quashed, even in a democracy. Notably, within the Hampshire community, opinions about the U.S. flag spanned the continuum, as one would expect in a pluralistic setting.¹³

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and the bases for these associations were complex and wide-ranging. This finding confounds any assumption of unanimity of opinion at Hampshire, and will be a useful tool moving forward in helping us all recognize and appreciate that this is a campus with great diversity of thought.

¹² New York Times, "College Students Protest, Alumni's Fondness Fades and Checks Shrink," 8/4/2016.

¹³ The Board of Trustees recommended that the College provide a forum for anyone who wished to offer individual statements about the flag as a means of documenting and honoring all perspectives. An anonymous survey of students, faculty, and staff yielded over 850 responses – a return rate of almost 50%. A significant proportion of each constituency had positive and negative associations with the flag,

The campus has responded to these disruptions with renewed commitment to our shared enterprise, together fostering a climate of integrity, compassion, and honesty. A more open-hearted tone is palpable: there have been many impassioned discussions, and with a few exceptions the exchanges between and among faculty, students, and staff have been respectful, appreciative of difference, and characterized by concern for those in our community who are most vulnerable. In those instances where there is contention or disrespect, we have addressed them directly and provided resources to encourage and support facilitated conversations. We will continue to foster such values-based dialogue. SPARC Co-Chairs Tinson and Benavente have just published an article, "Toward a Democratic Speech Environment," in the Association of American Colleges and University's most recent issue of *Diversity & Democracy*, which will be an invaluable touchstone for our conversations moving forward.

Finally, a significant development for Hampshire is that, in February 2017, President Lash announced his plans to retire effective June 2018. He had intended to stay at Hampshire for a full ten years, until 2020, but a health crisis in spring 2016 caused him to reevaluate, and he ultimately made the decision to step down two years ahead of schedule. His leadership has been – and continues to be – a time of growth for the College: record fundraising, with an emphasis on increasing resources for financial aid; the construction of the first new building on campus in several decades; extensive improvements to dormitories, classrooms, labs, and other facilities; commitments to sustainability that will make Hampshire the first residential college in the nation to be 100% solar powered; and, most of all, a revitalized focus on Hampshire's mission, vision, and purpose as an institution of higher education. President Lash's many contributions have positioned us very well in our search for Hampshire's next president, a process that is now actively under way.¹⁵

We are optimistic about Hampshire College's future and institutional capacity moving forward. The work ahead is fully aligned with the values and the priorities set out in our strategic plan, including a number of projects that demonstrate the inseparability of social justice from the College's long-term viability and sustainability. In this respect, also, we believe that Hampshire stands at the leading edge of American higher education. This reaccreditation self-study will articulate Hampshire College's vision and plans for the next ten years and set the stage as Hampshire enters its sixth decade of academic innovation and transformation.

¹⁴ Tinson, Christopher M. & Javiera Benavente, "Toward a Democratic Speech Environment." In AAC&U's *Diversity & Democracy*, Spring/Summer 2017, Vol. 20, No. 2/3. http://www.aacu.org/diversitydemocracy/2017/spring-summer/tinson

¹⁵ https://www.hampshire.edu/offices/presidential-search

DATA FIRST FORMS GENERAL INFORMATION

Institution Name:	The Trustees of Hampshire College		
OPE ID:	? 00446100		
		Annua	al Audit
	?	Certified:	Qualified
Financial Results for Year Ending:	6/30/16	Yes/No	Unqualified
Most Recent Year	2016	Yes	Unqualified
1 Year Prior	2015	Yes	Unqualified
2 Years Prior	2014	Yes	Unqualified
Fiscal Year Ends on:	06/30	(month/day)	
Budget / Plans			
Current Year	2017		
Next Year	2018		
Contact Person:	? Michael Ford		
Title:	Director of Strategic Budgeting and Analysis and		
	Controller		
Telephone No:	(413) 559-5408		
E-mail address	miford@hampshire.edu		

Standard 1: MISSION AND PURPOSES

DESCRIPTION

During the 2013-2014 academic year, Hampshire College engaged in a comprehensive, community-wide strategic planning process [STANDARD 2]. This effort included writing a new mission statement and developing a shared explication of institutional vision, succinctly expressing the College's priorities and providing the basis for evaluating educational impact [STANDARD 8]. As adopted by the Board of Trustees in May 2014:

The mission of Hampshire College is to foster a lifelong passion for learning, inquiry, and ethical citizenship that inspires students to contribute to knowledge, justice, and positive change in the world and, by doing so, to transform higher education.

Hampshire's mission, with its complementary dimensions of educating for change and changing education, is an engaged, evolving statement of purpose and action. It has the benefit of being both assertively forward-looking and firmly grounded in the vision articulated by the College's founders over 50 years ago:

We have said that Hampshire College is to be a laboratory for experimenting with the ways the private liberal arts college can be a more effective intellectual and moral force in a changing culture. This role implies a redefinition of liberal education and depends upon an organized vision which can guide the process of redefinition.

The central task of liberal education at Hampshire College is to help young men and women learn to live their adult lives, fully and well, in a society of intense change, immense opportunity, and great hazards.¹⁶

Hampshire's purpose – to provide a rigorous undergraduate education that utilizes innovative pedagogies and prepares students and alums to enact positive change in the world – has remained the same, even as the context has evolved far beyond what the founders envisioned. What allows this constancy and flexibility to seamlessly coexist is Hampshire's learner-centered framework: keeping the focus on the learner requires that professors be able to adapt and expand their scope of teaching as the points of inquiry change, and that students learn to probe deeply in anticipation of a future where much is unknown and even unimagined.

APPRAISAL

The mission statement above encapsulates Hampshire's structure, practices, and outcomes. Our divisional system engages students in self-directed learning that builds

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¹⁶ The Making of a College, p. 44.

to an independent project in which they are personally invested and through which they make a singular contribution. Fostering involvement in social issues is a key element of Hampshire's pedagogy. Starting in their first year, students participate in the life of the College outside the classroom through the campus engaged learning (CEL-1) requirement, and then in the broader community in their second and third years through the community engagement and learning (CEL-2) requirement. Staff working within and across student life services and the academic program develop programming that leads to discussions of the common good and ethical engagement. In recent interviews with Division III students and those who are one year out of college, respondents consistently stated that they learned a great deal at Hampshire about diversity and culture, their own positionality, and the need to consider multiple cultural perspectives in their work.

The College's pedagogy will be explored in subsequent sections [STANDARDS 4, 6], but in the context of the institutional mission we recount here two emblematic examples of the educational experience at Hampshire. The first illustrates the sophisticated level of independent work and interdisciplinary thinking in which students engage:

Alanah Swindle is a second-year Division II student who developed an independent study for spring semester 2017 focusing on the obsession with hair in Britain and the United States in the second half of the nineteenth century. During this period, it was commonplace to wear a piece of jewelry woven from a loved one's hair as a memento or token of remembrance. In the course of her research, Ms. Swindle discovered that this practice changed over time: the makers of hair jewelry began to substitute hair derived from Africa or Japan because they found its texture easier to weave. What had been a personal expression evolved into the marketing and fetishizing of the hair of Africans in particular, one of the many ways in which the Victorian Era commodified the African body.

In conducting this research, Ms. Swindle integrated economics, art history, literature, cultural studies, and critical race theory. She consulted literary texts, works of art, and women's magazines of the period, including advertisements for jewelers. She read widely in such divergent fields as colonial history, practices of cultural exploitation, the rise of the department store, fashion trends in Victorian Britain, emerging markets and marketing trends, and art history. Her work also held important personal resonance since Ms. Swindle is a multiracial woman of color.

Ms. Swindle compiled an extensive bibliography out of her research. She has also been working to create a census for locating examples of woven hair jewelry in Western Massachusetts and, in the process, has studied the provenances of hair jewelry at Historic Northampton and the Antiquarian Society in Worcester. She plans to earn a master's degree in library and information science in order to become an archivist.

This student came to her subject matter through a course in her first semester at Hampshire entitled "Sex, Science, and the Victorian Body," co-taught by faculty in CSI and HACU. In learning about the painters of the Pre-Raphaelite Brotherhood, she was struck by the importance of hair in their representations of women, which led her to the question of hair jewelry. In order to explore this topic in depth, she asked Professor of Art History Sura Levine to supervise an independent study. Professor Levine, a specialist in nineteenth and twentieth century European and American art, learned alongside her student, and reports that "this has forever changed how I would teach the art, consumerism, empire, and other topics of this period." Their work demonstrates the synergy and mutual learning that emerge from student-faculty collaborations.

The second example demonstrates how Hampshire's mission is enacted in our practices for creating and offering courses, our dissemination of pedagogical practices, and even our decisions about the physical plant. The setting in this case is the R.W. Kern Center, which opened its doors in May 2016. We are proud that this building welcomes all who visit with a clear statement of our institutional values: Hampshire's learner-centered pedagogy, innovative curriculum, and commitment to sustainability are visible and infused throughout. Built to become one of only a dozen buildings worldwide certified under the most rigorous green-building standard, the Living Building Challenge (LBC), the Kern Center must operate using net-zero energy, water, and waste; be constructed with materials from local and regional sources unless they are not otherwise available; and avoid using toxic materials in any aspect of the process.

Four faculty members in NS were inspired to use the Kern Center as a teaching laboratory even before it was built. During the 2015-2016 academic year they offered a program of "integrated sciences tutorials" to study the scientific principles underpinning the LBC. The three classes, one taught by Assistant Professor of Mathematics Sarah Hews, one taught by Associate Professor of Microbiology Jason Tor, and one co-taught by Associate Professor of Hydrology Christina Cianfrani and Assistant Professor of Ecosystem Ecology Seeta Sistla, met individually and together to develop interdisciplinary projects, share expertise, and form a collaborative science learning community. All students were required to read and analyze primary literature, complete problem sets, and work together on projects. To help students deepen the process of investigation and inquiry, the faculty members subsequently created a second-semester course, a joint class in which students completed both independent and collaborative projects centered on the Kern Center. They learned valuable skills in self-directed and shared research, project design, grant writing, presentation, and science writing.

In June 2016, six of these students – Aldyn Markle, Joe McGlynn, Karen Panke, Matt Raymond, Claire Shillington, and Abbi Wilson – entered the American Ecological Engineering Society's annual student design challenge. Eight teams of students from

around the country were tasked with designing a storm-water runoff filtration system that would effectively mitigate urban runoff pollutants. Hampshire's team took first prize – despite the fact that all other participants in the competition were graduate students. Not only was Hampshire's the sole undergraduate team, but five of the six students had just completed their first year of college.

None of these professors previously envisioned offering courses such as those they developed for the integrated sciences tutorials, but they had the impetus to proceed knowing that Hampshire values responsiveness to student interest and nimbleness in the curriculum. For the faculty, it was a stimulating and creative experience that will inform future teaching and research. For the students, it was an unparalleled opportunity to formulate cutting-edge questions and actively contribute to the creation of knowledge with the guidance of faculty who model collaborative research and continual inclusion of new data in their teaching. Likewise, this example demonstrates one way in which our mission of changing education is enacted: scholars attending the American Ecological Engineering Society's annual meeting witnessed the efficacy of Hampshire's pedagogy through the student design challenge, and as a result may bring new ideas to bear in their own teaching and learning environments.

Importantly, these examples are but two cases in point. Every semester faculty members guide students' independent work in emerging fields, create innovative interdisciplinary courses (often inspired by the questions and work of their students), develop courses in response to new research findings or world events, and involve students in authentic research or production. The structure of the course catalogue allows faculty to develop new courses without having to go through a complex or lengthy approval process, precisely so that we can remain agile in addressing student and faculty interest. This principle, also, embodies Hampshire's mission and purposes.

PROJECTION

- ➤ We will continue to use Hampshire's mission statement to inform our decisions, priorities, and focus, including as a metric for determining where to put resources; how to structure the curriculum; how to engage faculty, students, and staff; and how to respond to difficult situations when they arise.
- ➤ We will continue to reflect on and adjust our mission as the world in which we find ourselves and the needs of our students change.
- ➤ We will use our mission and purposes as a guidepost in recruiting and identifying Hampshire's next president.

Standard 1: Mission and Purposes

Attach a copy of the current mission statement

NOTE: Hampshire College's mission statement is provided below.

		Date
		Approved by
		the
		Governing
Document	Website location	Board
Institutional Mission Statement	https://www.hampshire.edu/discover-hampshire/mission-and-	05/2014
	vision	

				Print
	Mission Statement published		Website location	Publication
?	Institutional Mission Statement	?	https://www.hampshire.edu/discover-hampshire/mission-and-	n/a
			vision	

			Print
	Related statements	Website location	Publication
?	Vision Statement	Phttps://www.hampshire.edu/discover-hampshire/mission-and-vision	n/a

Please enter any explanatory notes in the box below

MISSION STATEMENT: The mission of Hampshire College is to foster a lifelong passion for learning, inquiry, and ethical citizenship that inspires students to contribute to knowledge, justice, and positive change in the world and, by doing so, to transforms higher education.

Standard 2: PLANNING AND EVALUATION

Planning

DESCRIPTION

Strategic planning historically has been difficult for Hampshire. One might imagine that, as a college predicated on innovation and experimentation, our faculty, staff, and students would embrace strategic planning as a means of creating the future and charting new directions. However, members of the Hampshire community are also fiercely individualistic, and this spirit is infused in the College's pedagogy [STANDARD 4] and reinforced by governance structures in which the notion of representation is not easily accepted [STANDARD 3]. Over the years Hampshire has engaged in a number of broadly participatory strategic planning efforts that have brought forward bold and exciting initiatives, and many of these have advanced the College. However, the campus has always struggled to move away from the practice of generating a "laundry list" of ideas and toward making strategic decisions in which some proposed projects will not advance. Not surprisingly, one outcome of NEASC/CIHE's 2007 comprehensive reaccreditation review was the recommendation that Hampshire develop and implement an integrated, data-driven, and sustainable strategic plan.

In August 2013, Hampshire's Board of Trustees determined that the time was right to initiate a comprehensive strategic planning process. The effort was led by a Strategic Planning Steering Committee (SPSC) comprised of three faculty members, three staff members, and three students. Throughout the process, the College worked closely with consultants Keeling & Associates (K&A),¹⁷ whose mission is to "improve outcomes in higher education by creating change for learning." A major consideration throughout was balancing the imperatives of collaboration and expansiveness with the need to ultimately determine a hierarchy of priorities. At the outset, President Lash asked all members of the community to suspend parochial interests and focus on what would be best for Hampshire as an educational institution, both for the present and into the future. As a campus, we held ourselves to that standard to a remarkable degree.

The SPSC and K&A spent the 2013-2014 academic year engaging members of the extended Hampshire community in a broad-based, inclusive strategic planning process. They conducted an on-line survey that resulted in 850 responses and 6,700 narrative comments; hosted 146 campus meetings; collected ideas and questions from more than 1,300 faculty, staff, and students; conducted focus groups with alumni and parents; and

¹⁷ http://www.keelingassociates.com

reviewed documents and integrated material from the College's earlier 2011 strategic planning effort. An exhaustive cataloguing and analysis of all these materials became the basis of the final strategic plan, consisting of the College's new mission statement [STANDARD 1], vision statement, and strategic priorities and objectives.

APPRAISAL

The SPSC distilled the community's feedback into five overarching foci, as follows:

- Strategic Priority A Academic Program: Hampshire will offer a distinctive academic program that emboldens students and faculty to be adaptive learners and innovators who interrogate our world and create multiple paths of discovery and original inquiry.
- Strategic Priority B Admissions and Retention: Hampshire will attract, welcome, support, and graduate a diverse group of students who thirst for meaningful education, want authentic assessment beyond grades, seek to pose compelling questions, and want to collaborate with faculty and peers.
- Strategic Priority C Healthy Campus: Hampshire will cultivate a healthy campus community and enrich the student experience so that all students may thrive; feel a sense of belonging; have access to facilities and resources that are critical to their personal growth, wellness, and development; and have opportunities for collaboration and community building.
- Strategic Priority D Market Differentiation and Dissemination: Hampshire will influence higher education by articulating the educational transformations we have accomplished and developing and disseminating current and future innovations in teaching and learning including sharing distinctive faculty, student, and staff work in and across disciplines to inspire and guide new directions in the field.
- <u>Strategic Priority E Diversity and Inclusion</u>: Hampshire will promote diversity and inclusive excellence at all levels of the College to enrich our campus community and advance our intellectual and creative endeavors.

Hampshire's trustees were engaged partners throughout the strategic planning process and enthusiastically approved the plan at the May 2014 Board meeting. Immediately thereafter, President Lash charged an Implementation Planning Group (IPG) with making the plan actionable. The IPG was co-chaired by Professor Marlene Gerber Fried, a senior faculty member who previously served the College as interim president, and Joanna Olin, chief of staff. Members included the strategic priority leaders, key administrators, two faculty members, two staff members, and two students. The IPG adhered to an ambitious 16-week timetable for completing the implementation plan, using the following criteria to evaluate the many potential projects:

Relevance: Does it support the plan's strategic priorities?

- Offers a distinctive academic program
- Attracts, welcomes, supports, and graduates students
- Cultivates a healthy campus and enriches the student experience
- Influences higher education by articulating transformations and innovations
- Promotes diversity and inclusive excellence

Impact: Would it make a significant difference?

- Early win probability of execution within a year
- Potential to clarify and improve Hampshire's reputation and visibility
- Potential to enhance distinctiveness and/or innovation
- Potential to support improvements in the academic program
- Ability to improve the student experience and retention
- Likely synergies with other projects
- Potential to enhance institutional sustainability

Risk: Would it increase or reduce our vulnerability?

- Probability of successful execution
- Potential to reduce existing institutional risks
- Potential political cost (internal or external)
- Potential level of disruption of normal activities

Execution: Can we get it done?

- Amount of labor required
- Amount of time required
- Amount of focus and intensity required
- Likelihood of attracting gifts or grants
- Measurability of progress and success

Utilizing these criteria, by the end of summer 2014 the IPG had successfully winnowed the list from 187 to 34 proposals, representing five to ten implementable projects per strategic priority. The IPG's work included developing timelines, estimating costs, suggesting assignments of accountability, and proposing methods and metrics of assessment and evaluation for each project.

PROJECTION

- ➤ Once Hampshire's new president is in place and has been able to assess the extant strategic plan, we will embark on strategic planning for the future.
- One of the most important and successful dimensions of the effort described above was its inclusiveness, and we will draw from this experience as a model for future strategic planning.

Evaluation

DESCRIPTION

"Educating for Change and Changing Education: Strategic Plan 2014-2019" is an expansive document with integrated and ongoing planning and evaluative functions. Hampshire's previous strategic plans suffered from a lack of systematic evaluation: the size, scope, and divergent parameters of many different projects can be daunting to track and assess. In contrast, specific initiatives with measurable objectives were incorporated from the outset into this effort.

Having one designated leader for each of the five strategic priorities identified during our strategic planning process has been an important mechanism for sustaining the campus's involvement in implementing the plan, sharing information, and evaluating the outcomes. The strategic priorities and their corresponding objectives are reviewed every six months and modified as needed, with regular progress reports provided to the Board of Trustees and made available to the campus community. A discussion about the strategic plan is part of the Board meeting agenda on a twice-yearly basis. We are holding ourselves accountable for implementing the plan's objectives and for measuring and reporting results – we consider that fact, in and of itself, to be a significant marker of a successful planning effort.

Appraisal

The evaluation protocol for the strategic plan is multi-layered. The biannual progress reports list each of the 34 objectives under its appropriate strategic priority, assigning color codes for their current status: green for "on track," purple for "has significant challenge," or orange for "not started." The objectives are also coded according to their financial requirements: "\$" for costs ranging from one dollar to \$999,000; "\$\$" for costs of \$1 million to \$4.9 million; and "\$\$\$" for costs of \$5 million and up. Each objective includes a narrative evaluation covering key advances made since the previous report, a "what's next" section, and a discussion of challenges. By incorporating a qualitative assessment of each strategic objective's implementation process and progress, these reports have served a valuable iterative function for informing next steps.

Prompted by his upcoming retirement, President Lash suggested that we reconfigure our May 2017 strategic plan report to provide a more expansive perspective. The objectives in this new report are again color-coded, but this time to indicate whether they can be evaluated as "successful" (green), "successful/some aspects on hold" (purple), "on hold" (orange), or "deferred" (red), with accompanying notes offering nuance and reflection on possible next directions, areas of strength, roadblocks, and ongoing needs. These findings are summarized below. We begin with an overview of

progress provided by the strategic priority leader, followed by the specific status of each subsidiary objective, listed according to level of completion.

Strategic Priority A – Academic Program:

Overall assessment

We are working toward greater integration, clarity, and efficacy in the organization of the academic program [STANDARDS 4, 6] so that students can pursue their passions and paths of inquiry with minimal impediments. The Educational Policy Committee (EPC) has been developing proposals to make the curriculum easier to navigate, assist students with faculty committee formation, rearticulate the purposes of each curricular component, and clarify and streamline the academic requirements. The Workload Task Force (WTF) has changed the way divisional committees are formed to better balance the distribution of faculty and ensure that all students have a full committee by the contract filing deadline. We have successfully piloted group and cohort advising, both to address faculty workload and encourage peer mentorship. The Center for Teaching and Learning (CTL) has been developing new models for faculty mentoring across the generations in recognition that all faculty, from newly hired to long-serving professors, require opportunities to improve their professional skills and build networks of collaboration. Finally, a \$1.2 million grant from the Andrew W. Mellon Foundation has allowed us to rapidly advance our ideas for reconfiguring academic support services into a "Knowledge Commons" in the Harold F. Johnson Library [STANDARD 6]. A restructured model for staffing and responsibilities among the librarians and six alumni fellows will assist in building a peer mentoring system in the areas of writing, speaking, quantitative and qualitative reasoning, faculty development, media literacy, and student success.

Assessment of each objective

Evaluated as "successful":

- Revitalize and improve the functionality of Hampshire's student-directed, inquiry-driven educational structure.
- Develop and implement new group advising models to create student cohorts.
- Create the workload conditions and support for faculty to do their best teaching and pursue their innovative research.
- Build the "Library Learning Commons 3.0" and repurpose adjacent spaces.
- Build up and support academic services such as the Quantitative Resource Center, Writing Center, transformative speaking, English language support, and disability and learning support services that are vital to skill-building and advanced project work.
- Support and sustain existing vital programs and explore and build new programmatic directions in sustainability, entrepreneurship, leadership/ethical engagement, and creativity/innovation.

Evaluated as "successful/some aspects on hold":

- Enhance technological capabilities and infrastructure for teaching and learning.
- Modernize or upgrade teaching, learning, and office spaces.
- Strengthen, recognize, and evaluate advising as valued category of faculty work. Evaluated as "on hold":
- Develop a Center for Community Engagement that facilitates collaborations among offices (CYL, CBD, CLPP, ECG, CPSC, CORC, etc.) and makes student work outside of the classroom more visible and easier to negotiate.

<u>Strategic Priority B – Admissions and Retention:</u>

Overall assessment

The focus of this strategic planning priority is on attracting, supporting, and retaining students who will thrive at Hampshire [STANDARD 5]. In alignment with the College's pedagogy, mission, values, and strategic goals, we moved from being SAT/ACT-score optional to not accepting SAT/ACT scores at all; we had found that the tests have no predictive value for ascertaining which students will thrive at Hampshire and it is already documented that they are biased against students from underrepresented communities. We have shifted our emphasis in reviewing applications to prioritize evidence of a student's growth mindset, capacity for critical reflection and empathy, areas of interest and the context of those interests, and academic trajectory. As a result, we have made clear progress in increasing diversity. Additionally, we have been steadily improving financial support, increasing the percentage of need met from 86% in 2014 to 93% in 2016 to a projected 95% in 2017. We have reduced the use of merit aid and added more need-based aid, and have still increased overall yield. We are in the early stages of developing a more comprehensive first-year experience with the goal of improving retention.

Assessment of each objective

Evaluated as "successful":

- Better align our financial aid strategy with our mission grounded in positive social change (incrementally increase need-based aid and decrease merit aid).
- Continue to research/refine applicant rating criteria to identify likely "thrivers."
- Increase emphasis on counselor/prospect relationships, interview opportunities, and using telephone/Skype to drive visits, applications, and deposits.
- Engage high school guidance community and independent counselors through regular, targeted outreach.
- Continue to lead and disrupt national conversations around admissions. As with the decision to go test-blind, continue to use internal inquiry and research to contribute to and drive the national discourse on college admission and access.
- Capitalize on alumni outcomes (data and profiles) to clearly define Hampshire's unique value proposition.

Strategic Priority C – Healthy Campus:

Overall assessment

Student life priorities are centered on health and wellness [STANDARD 5]. We have implemented the first phase of the smoke-free campus policy, which provides for limited designated smoking areas. We received grants to fund recovery support programs and promote student health, wellness, and resilience. To reinforce the interconnection of mind and body we developed a major capital proposal for a "Knowledge and Wellness Commons" to integrate the library's Knowledge Commons programming with resources and facilities for student wellness (this concept is contingent on receiving significant philanthropic support).

Assessment of each objective

Evaluated as "successful":

- Launch the "healthy campus initiative" to promote a smoke-free campus, formalize the student EMT program, and increase recovery support services.
- Achieve the next phase of the healthy food transition by making bold progress on comprehensive sustainable food operations and dining service upgrades.

Evaluated as "successful/some aspects on hold":

- Relocate health and counseling services to the center of campus.
- Renovate the Robert Crown Center into a new Wellness Commons to co-locate wellness and health services (per Section A).

Evaluated as "deferred":

- Build a mission-driven student residence hall/residence complex and develop comprehensive plans to identify and address the needs of residence facilities.
- Build a new student center that is LBC or LEED certified.

Strategic Priority D – Market Differentiation and Dissemination:

Overall assessment

Through a journalistic, documentary approach to communications, we are reflecting Hampshire much more authentically and thoroughly to our constituents and the outside world [STANDARD 9]. By capturing and disseminating the ever-evolving work of our students, faculty, and academic and administrative leadership – the questions that drive their inquiry, perspectives, and analyses – we are revealing the process and power of Hampshire's educational model. We have focused our efforts in five areas: (1) Targeted messaging: We developed Hampshire's first messaging platform in years to define our value proposition, of the institution itself and for prospective students, parents, guidance counselors, donors, and volunteers. (2) Admissions marketing: We redesigned communications so that Hampshire presents a unified brand and differentiates itself at every audience "touch point." We hear from students and parents that "no other admissions materials look like Hampshire's"; they tell admissions staff that they see Hampshire as being different

and articulate why; and they have a more accurate understanding of Hampshire when they arrive for tours and spend more time exploring the campus. (3) Advancement communications: We applied the same new marketing and communications approaches to engaging and cultivating prospective donors and volunteers. (4) Media relations: We established important connections with top editors and writers at influential publications to ensure they know Hampshire as a rigorous, experimenting institution. In six months we attracted more positive attention, measured in concentration and depth of impact, than ever in our history. (5) Reputation management: We developed a protocol to support Hampshire through periods of disruption and potentially negative publicity, including digital and social media strategies, media content (talking points, briefs), and procedures (when and how to engage, communications hierarchy, etc.).

Assessment of each objective

Evaluated as "successful":

- Launch a marketing campaign and hire chief creative officer to create strategy.
- Re-design Hampshire's website.

Evaluated as "on hold":

 Create an award program to recognize alums or others who make a difference in the world, emulate Hampshire's core values, or provide exceptional service to Hampshire and the broader community.

Evaluated as "deferred":

Launch a lecture series on current topics relevant to Hampshire's values.

Strategic Priority E – Diversity and Inclusion:

Overall assessment

Our efforts under this strategic priority extend across all operations [STANDARDS 1-9] and rely heavily on the hard work, good will, and creativity of many members of the Hampshire community. The Advisory Council on Hampshire's Commitment to Anti-Racism convened by President Lash, while not envisioned in the strategic plan, has proven to be an indispensable vehicle for focusing our efforts on active anti-racism in particular. Areas of emphasis have been to create diversity action plans; bolster diversity in staff recruitment, hiring, and retention, bringing the same rigor used in faculty searches; explicitly utilize diversity criteria in evaluating employee performance; facilitate conversations about race and other domains of diversity in conjunction with SPARC; and offer expansive diversity and inclusion programming.

Assessment of each objective

Evaluated as "successful":

- Develop diversity action plans in all divisions and schools within the College.
- Embed our commitment to diversity and inclusion in employee goals and performance reviews.

- Enhance diversity, inclusion, and leadership programming.
- Create an emergency fund to facilitate helping students in crises maintain their academic focus.
- Develop a "target of opportunity hiring" policy and positions for faculty and administration.
- Review and revise recruitment, search, hiring, and promotion policies.
 Evaluated as "successful/some aspects on hold":
- Establish competitive wages and benefits with enhanced recruitment options. Evaluated as "on hold":
- Create an Institute for Race and Ethnic Studies.

Of the 34 objectives under the five strategic priorities, we have assessed 22 as successful and six as generally successful but with some aspects on hold. Three of the objectives are entirely on hold and an additional three have been deferred. We are particularly pleased with the outcomes in admissions and retention (Strategic Priority B), the academic program (Strategic Priority A), and diversity and inclusion (Strategic Priority E). Market differentiation and dissemination (Strategic Priority D) has been very successful in setting a new standard for conveying the qualities that make Hampshire's educational program so important and distinctive, although cost constraints have impinged on continuing progress. Work toward a healthy campus (Strategic Priority C) has been most difficult to achieve: many of the identified objectives in this category require a financial investment on a large scale.

By definition a published strategic plan is static, whereas in implementation a strategic plan must be dynamic and responsive to changing circumstances. As this plan nears completion, it will be worthwhile to consider how closely the document and its implementation were aligned. For example, many faculty and staff are presently involved in an effort to better coordinate the academic program with Student Affairs. Their efforts are resulting in an integrated first-year experience to help students transition into college, and dovetail with broad-based efforts more generally to improve campus climate [STANDARDS 4, 5, 6]. We did not anticipate these specific initiatives in the strategic plan but they are fundamental to our work.

Projection

- ➤ In light of President Lash's decision to retire in June 2018, we will recalibrate the strategic plan to determine which priorities to emphasize during the coming year.
- ➤ We have been in the silent phase of a fundraising campaign and were preparing to launch the public phase. Instead, we will continue our current fundraising trajectory with a focus on soliciting special gifts, completing fundraising priorities that are under way, and positioning our next president for future strategic planning.

Standard 2: Planning and Evaluation

	Year approved by governing	Effective	
PLANNING	board	Dates	Website location
Strategic Plans	Doard	Dates	website ideation
Immediately prior Strategic Plan	2011	2011-2013	
• •			n/a
Current Strategic Plan	2014	2014-present	https://www.hampshire.edu/presidents-office/strategic-plan
Next Strategic Plan	TBD	TBD	n/a
	Year	Effective	
	completed	Dates	Website location
Other institution-wide plans*		•	-
Master plan			
•			The original plan for Hampshire's unique academic structure is described in the College's founding documents. The
Academic plan	2014		strategic plan (see above) reflects current planning.
Financial plan	2017		http://www.hampshire.edu/finance-admin/financial
Technology plan	2017		http://www.hampshire.edu/IT/technology
Enrollment plan	In progress	2017-18	In print only (copy in the workroom)
Development plan	•		
Plans for major units (e.g., departme	nts, library)*		
?			
EVALUATION			Website location
Academic program review			
Program review system (colleges and	departments).		?
System last updated:	,		2003
Program review schedule (e.g., every	5 years)		Every 10 Years
			<i>'</i>
Sample program review reports (unit	/program)*	٦ .	
Self-studies for the five schools			In print only (copy in workroom, standard 4)
System to review other functions and	units		
Program review schedule (every X ye			Conducted regularly as needed
website location of schedule)			
,			
Sample program review reports (unit	/program)*	_	
		1	
Other significant institutional studie	9		
(Name/web location)*	.		Date
(1 talle) web location)		1	Dail
		1	
*Insert additional rows, as appropriat	Δ	_	
moert additional rows, as appropriat	c.		

Please enter any explanatory notes in the box below

Hampshire's next strategic plan will be determined by our next president in consultation with the Board of Trustees.

Standard 3: ORGANIZATION AND GOVERNANCE

Governing Board

DESCRIPTION

Hampshire's credo of educating for change and changing education guides the work of the Board of Trustees as a governing body, just as it sets the institutional direction overall. Trustees see themselves, first and foremost, as guardians of Hampshire's integrity: mission constancy, educational quality, and fiscal stability.

In accordance with the Bylaws,¹⁸ the Board consists of between 12 and 31 trustees, of whom five are elected by specific constituencies. At any given time there are a faculty trustee, a student trustee, a staff trustee, and two alumni trustees, as well as a non-voting student alternate who subsequently becomes the voting student trustee. Effective July 1, 2017, the Board will be comprised of 29 trustees: 34% people of color, 45% women, 69% alums, 24% parents (current and past), and 17% constituent-elected. In addition, for the first time, two of the trustees are James Baldwin Scholars [STANDARD 5]. In contrast, in 2009-2010, 17% of trustees were people of color and 35% were women. Building and sustaining the diversity of the Board is an ongoing commitment in full alignment with our institutional emphasis on diversity and inclusion.

Hampshire's commitment to shared governance dates to the institution's earliest days. The College opened its doors to students in 1970 and the first student and faculty trustees began serving in 1971. In 2007, the Board instituted the position of staff trustee, one of the first (if not the first) institutions of higher education to have a staff member serve on its governing body. This came in response to a series of meetings between trustees and members of the staff, who effectively made the case that they were not being recognized as full members of the Hampshire community and had important perspectives and skills to contribute to College governance. After due deliberation the Board voted to create this position, amending the Bylaws accordingly. While many institutions have campus representatives on their governing bodies in a non-voting capacity, faculty, student, and staff trustees at Hampshire have full voting rights and responsibilities (as is true for all trustees, they must recuse themselves if there is a vote on which they have a vested interest). Similarly, students, faculty, and staff serve on most Board committees. The College's election guidelines, published on the website, are explicit about the requirements of service:

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¹⁸ Most Board of Trustees materials, including the Bylaws and the additional materials referenced herein, are publicly available on Hampshire's website: https://www.hampshire.edu/offices/board-of-trustees

Faculty, student, and staff trustees and Board committee members are elected by their respective constituencies. Each person brings an invaluable voice, perspective, and lived experience to the work of the Board of Trustees; however, it is important to recognize that in no case does an elected member 'represent' her or his constituency. Everyone associated with the Board is expected to maintain a focus on the best interests of the institution as a whole, rather than the concerns of a particular group.

Trustees and non-trustee members of Board committees also sign codes of conduct affirming their commitments to the College and the work of the Board.

Much of the Board's work occurs within the framework of its standing committees: Academic Affairs; Advancement; Audit and Compliance; Buildings, Grounds, and Environmental Sustainability; Enrollment; Finance; Investment; Student Life; and Trusteeship and Governance. The Executive Committee consists of the Board chair, the president, and the nine committee chairs. In addition, *ad hoc* committees are convened as circumstances require, such as the recently charged Presidential Search Committee.

APPRAISAL

Trusteeship for Hampshire College is far more than a titular commitment. Board meetings occur four times per year, ¹⁹ and for each meeting trustees are on campus from Thursday morning through Saturday noon. Board committees meet anywhere from four to ten times per year. The Executive Committee, which sets the agenda for Board proceedings and manages any time-sensitive business between meetings, has a two-day planning retreat each summer. Recruitment efforts for new trustees explicitly prioritize the skills, characteristics, and capacities that will bolster implementation of our strategic plan, and orientation programs feature discussions about the principles of shared governance, both within higher education and at Hampshire specifically.

Members of the Executive Committee collaboratively develop Board meeting agendas, focusing on strategic and generative issues combined with fiduciary oversight. One constant is the trustees' commitment to having Board meetings align with themes occurring on campus, doing so in a spirit of self-reflection and critical inquiry. After President Lash called upon Hampshire's community to dedicate ourselves to being an actively anti-racist institution, the Board undertook its own diversity training. The November 2016 presidential election and subsequent campus disruption led to a deep and nuanced conversation among trustees about the U.S. flag. The trustees have asked to receive the same sexual misconduct/active bystander training that will be mandated for the campus at large as one of the recommendations made by the President's Advisory Council on Sexual Misconduct and Assault [INSTITUTIONAL OVERVIEW].

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 $^{^{\}rm 19}$ In fiscal year 2018-2019, we will experiment with three meetings per year.

Hampshire's trustees particularly value opportunities to interact meaningfully with students, faculty, and staff. Every Board meeting agenda includes events involving the campus community. Some examples: presentations by students in the ECG Project and the Curatorial Practice Institute; dinner meetings where faculty members discuss their current work, ideas, and observations in a conversational setting; a gathering to welcome the new director of multicultural and international student services and celebrate the beginning of a new year at the Lebrón-Wiggins-Pran Cultural Center (at few other institutions would trustees be found joining students in dancing the Limbo); meetings with the Decolonize Media Collective, a student group advocating divestment from private prisons; and campus barbeques. Board Chair Hill often writes to the community after meetings, outlining the topics discussed and reporting on votes and actions; these memoranda are archived on the Board website.

Clearly community engagement is a principle that is valued at every level at Hampshire, and the College derives great benefit from our trustees' passion, commitment, resourcefulness, and guidance. At the same time, the degree of participation we foster requires commensurate attention to appropriate administrative and governance boundaries. Chair Hill and President Lash are both attuned to this dynamic and encourage candid communication between trustees and administrators whenever concerns arise.

PROJECTION

- ➤ The primary focus of the Board's work in the coming two years will be the selection, hiring, orientation, and integration of Hampshire's next president.
- ➤ Building and maintaining the diversity of the Board of Trustees will continue to be a guiding priority.

Internal Governance

DESCRIPTION

Hampshire's governance is built on the principle of broad-based inclusion. We have a highly engaged community, we encourage consensus-building, and we value informed activism. This is both a strength and a challenge, however: that same inclusivity can result in cumbersome systems and unwieldy expectations for participation. In particular, the concept of representation does not always sit easily with Hampshire community members.

As part of its comprehensive accreditation review in 2007, NEASC encouraged Hampshire to review and improve internal governance policies and structures. In the

College's five-year interim report (2012) we described a number of steps taken in accordance with that guidance: charging a campus Governance Task Force (GTF) to review all governance documents and committees; clarifying and strengthening the role of the VPAA/DoF in faculty reappointments and promotions; streamlining governance within the academic schools; creating the DCA position; building stronger faculty leadership through the Executive Committee of the Faculty (ECF); reviewing and updating the Faculty Handbook; and instituting a Budget and Priorities Committee (B&P) with faculty, staff, and student members.

President Lash is Hampshire's chief executive officer, and was hired and is evaluated by the Board of Trustees. His Senior Team, which consists of the VPAA/DoF, VPSA/DoS, VPFA/T, dean of enrollment and retention, chief creative officer, chief advancement officer, chief of staff and counsel, and secretary of the College, is responsible for institutional decision-making. This includes ensuring that there is clarity about the scope of the issue and the distribution of responsibility, determining accountability, and ascertaining where the decision ultimately resides. The Senior Team meets regularly with the deans of the five academic schools, the dean for academic support, the dean of multicultural education and inclusion, and the CDO. Together they are the "Monday Group." Its role is primarily consultative, providing a forum in which to share information, test ideas, seek advice, and gain valuable perspectives on the implications of decisions under consideration.

President Lash also meets frequently with the academic schools, various offices, and groups of faculty, staff, and students to seek guidance and share plans. Broad-based, inter-constituent communication is a cherished principle at Hampshire, and the administration upholds a deep commitment to transparency and dialogue. Every major decision, unless it involves a confidential personnel matter or is extraordinarily timesensitive, is discussed with faculty, staff, and students.

Faculty governance is overseen by VPAA/DoF Rueschmann who, as Hampshire's chief academic officer, holds responsibility for the College's academic integrity [STANDARDS 4, 6]. She reports to President Lash and is acting president in his absence. The primary vehicle for faculty governance is the Faculty Meeting, which is convened monthly during the academic year. All regularly contracted faculty members and faculty associates are voting members. The ECF, which includes one professor from each of the five academic schools, is responsible for developing the faculty meeting agenda in consultation with the president and the VPAA/DoF and for moderating the proceedings. The Faculty Meeting typically includes briefings on enrollment, retention, budgetary trends, and institutional concerns and initiatives.

As a governing body, the Faculty Meeting is the locus of decision-making about academic programs, the Faculty Handbook, the academic calendar, and so on. The EPC is a deliberative committee that reports to the Faculty Meeting, working in concert with the DCA to ensure that discussions and proposals about curricular changes are predicated on assessment and evaluation. Finally, the five school deans are responsible for the academic programs in their schools as well as school-specific personnel matters, conducted by means of curriculum committees, review and promotional committees, policy committees, and faculty search committees. The school deans and other academic administrators meet weekly at the Dean's Table, chaired by the VPAA/DoF.

Staff governance relies on the Staff Advisory Council (SAC), which provides a staff perspective on institutional decisions, offers advice and feedback on issues important to staff, and advocates for ways to improve communication. SAC has eight members (two co-chairs and six elected representatives from the major administrative areas) as well as a note-taker and the staff trustee who are non-voting. Senior Team members are invited to attend all-staff meetings at the invitation of SAC in order to provide informational briefings, address concerns, and answer questions. NEASC Steering Committee Co-Chair Ward attended the all-staff meeting in May 2017 to discuss the ten-year reaccreditation process and upcoming site visit.

Student government presents a unique set of challenges at Hampshire. One of the recommendations of the GTF was to create a formal and structured student government association and, in 2012, at the time of our interim report to NEASC, we were optimistic about this prospect. A coalition of students and young alums researched forms of student government in practice at colleges across the country, consulted widely on campus to gather student concerns and aspirations pertaining to governance, and evaluated various student government models vis-à-vis the Hampshire context. Ultimately, they recommended dissolution of the Community Council and proposed instead a town-meeting style of governing to be known as the Hampshire Student Union (HSU). After that promising start, however, subsequent cohorts of students have not embraced the HSU.

APPRAISAL

With regard to faculty governance, a question moving forward is how to ensure that a body such as EPC functions optimally. EPC can deliberate but not legislate, while the Faculty Meeting can legislate but not deliberate. This creates an inherent tension because there are times when the Faculty Meeting does not simply act upon the EPC's recommendations but instead wants to restart (and directly engage in) the deliberation process. Consequently, some of the questions we need to address are: Once charged by the faculty to address a specific academic issue, when is a full faculty vote necessary

and when is the EPC empowered to make decisions about how to proceed after due faculty consultation? How can the EPC best navigate the sharing of consistent information within and across the academic schools, when the faculty members representing their schools in EPC may have varying levels of facility with the subject matter? Given that the process of considering an issue, understanding how the issue fits into larger trends in higher education, evaluating Hampshire's approach, and making recommendations for procedural or policy changes tends to be both labor- and time-intensive, what structural changes might be necessary to enable continuity across a consistent cohort of committee members?

In terms of student government, the implementation of a viable and functional model continues to be a work in progress. After the HSU proved unsustainable, in the fall of 2016, advised by the assistant dean of students, a group of students began meeting to re-think and explore ideas about how a new structure of student government could function. In spring 2017 the students hosted a series of planning meetings to build consensus and work toward formalizing a process for implementing a future student government. They have since issued a survey to generate opinions from across the student body and to ascertain whether the structure should be a representative or direct democracy model. There is a palpable energy from younger students to move forward, but it remains to be seen how broad a coalition they will succeed in building. In the meantime, one of the functions of student government is to facilitate student elections to various campus committees. The HSU students originally intended to ratify a new governance model and conduct elections in spring 2017, but this is now slated for the fall. (Note: elections for the student trustee and student trustee alternate are conducted separately, under the auspices of the secretary of the College.)

Difficulties with student government notwithstanding, student *governance* infuses the Hampshire culture [STANDARD 5]. Students are full partners in all major decisions at the College, and are empowered with a level of judgment and authority rarely seen in other institutions. This is true even when sensitive information is being discussed or strict confidentiality must be maintained. And, with rare exceptions, they take this responsibility very seriously. Students carefully research the issues under consideration; are respectful but fearless, serious, and creative in their analyses; ask nuanced and sometimes difficult questions; and always contribute greatly to the outcome. In addition to trusteeship and Board committee service, students are voting members in each of the five academic schools, are members of search committees for all faculty positions and many staff and administrative positions, and, remarkably, even serve as voting members of the College Committee on Faculty Reappointment and Promotion (CCFRAP). Three students, including the student trustee, serve on the Presidential Search Committee. Additionally, all special initiatives in all areas of operation, from

spearheading the strategic planning process to working with architects to design the R.W. Kern Center to evaluating food service providers, require – and benefit from – student involvement.

Another recommendation made by the GTF was the formation of a Tri-Council, with representation by faculty, staff, and students, to coordinate cross-campus communication and decision-making. That initiative did not gain traction despite several attempts by the president to solicit participation, and there has been no ground-up effort to revitalize the concept. We take this to mean that other mechanisms are fulfilling this function satisfactorily, at least at the present time.

Effective communication is paramount, particularly in an institution that so highly values inclusivity and the broad distribution of responsibility. As we continue to evaluate and refine our mechanisms for internal governance, we look forward to the contributions of SPARC [Institutional Overview]. SPARC is not intended to be a governing body – and precisely for this reason, it may offer insights into improved governance across the College's various constituencies. In convening this advisory council, President Lash asked of the co-chairs only that their focus be to facilitate constructive dialogue between and among disparate voices on campus. Any parameters informing SPARC's work are those it defines for itself; its composition and areas of focus are organic. SPARC is already helping our community learn the tools we need to better address difficult issues forthrightly, with insight, honesty, integrity, and respect. These are the tools of good governance as well.

PROJECTION

- ➤ The faculty will discuss the structure of EPC vis-à-vis the Faculty Meeting and consider alternative structures that will enable more continuity between deliberation, legislation, and implementation.
- ➤ Moving forward, we plan to explore mechanisms to make EPC more effective, perhaps by lengthening member terms, providing training for members, and/or offering stipends for summer work.
- ➤ Every effort will be made to support the nascent student government and ensure its effective implementation and functioning.

Standard 3: Organization and Governance (Board and Internal Governance)

Please attach to this form:

1) A copy of the institution's organization chart(s).

NOTE: Hampshire College's organizational chart is attached and included in the Institutional Characteristics Form

2) A copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.

NOTE: Hampshire College's Certificate of Incorporation is attached

If there is a "sponsoring entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution.

Name of the sponsoring entity

Website location of documentation of relationship

n/a

n/a

Governing Board

By-laws

Board members' names and affiliations

https://www.hampshire.edu/offices/members-of-theboard-of-trustees

Website location

https://www.hampshire.edu/offices/hampshire-college-

Board committees * Academic Affairs

?	
	Advancement
	Audit and Compliance
	Buildings, Grounds, and Environmental Sustainability
	Enrollment
	Executive
	Finance
	Investment

Website location or document name for meeting minutes

https://www.hampshire.edu/offices/committees-of-theboard-of-trustees

https://www.hampshire.edu/offices/committees-of-the-board-of-trustees

https://www.hampshire.edu/offices/committees-of-theboard-of-trustees

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https://www.hampshire.edu/offices/committees-of-theboard-of-trustees

Student Life

Trusteeship and Governance

Major institutional faculty committees or governance groups*

Academic Freedom and Procedures Committee
Appeals Hearing Board
College Committee on Faculty Reappointments/Promotions
Educational Policy Committee
Executive Committee of the Faculty
Faculty Compensation Committee
Deans Council
Faculty Meeting
School Meetings

Website location or document name for meeting minutes

Faculty Handbook Chapter 7

Deans Meeting Minutes (Dean of Faculty Office)

hampshire.edu/dof/faculty-meetings

School Administrator (Each school office maintains)

Major institutional student committees or governance groups*

Hampshire Student Union	
FundCom	

Website location or document name for meeting minutes

https://hampedia.org/wiki/Hampshire_Student_Union

https://hampshire.collegiatelink.net/organization/fundc

Other major institutional committees or governance groups*

Presidential Search Committee	

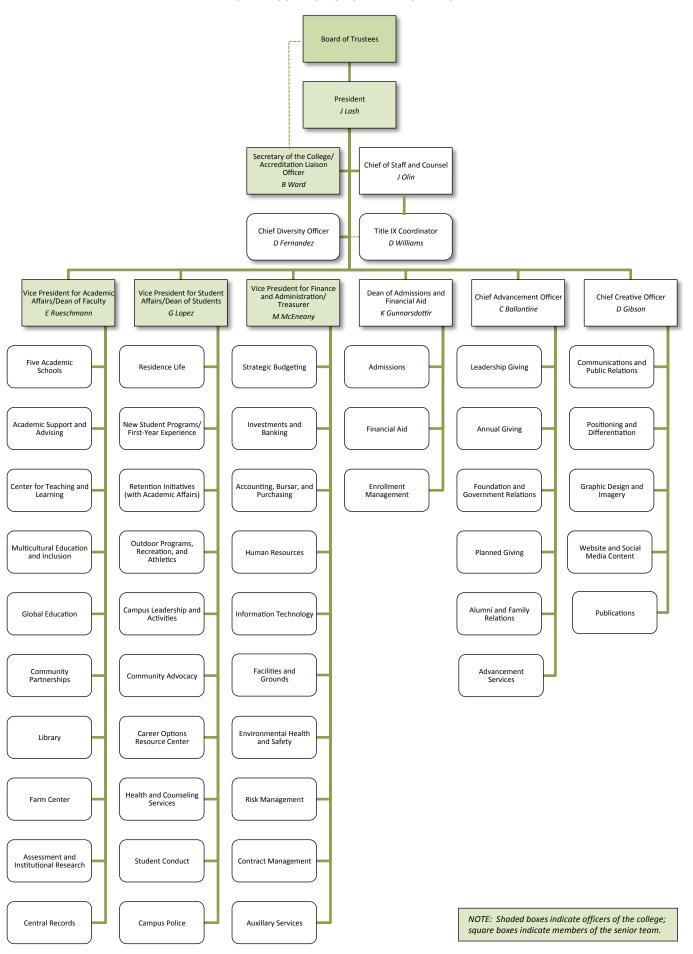
Website location or document name for meeting minutes

https://www.hampshire.edu/offices/presidential-search

Please enter any explanatory notes in the box below

All Board of Trustee committee minutes are included in the Board Books.

HAMPSHIRE COLLEGE ORGANIZATIONAL CHART



The Commonwealth of Massachusetts



Be it Known That whereas

Harold F. Johnson
Winthrop S. Dakin
Charles W. Cole

Richard G. Gettell
John W.Lederle
Calvin H. Plimpton

Thomas C. Mendenhall

have associated themselves with the intention of forming a corporation under the name of

The Trustees of Hampshire College

and have complied with the provisions of the Statutes of the Commonwealth in such case made and provided, as appears from the Articles of Organization of said corporation, duly approved by the State Secretary and recorded in this office:

Now, therefore, I, KEVIN H. WHITE, Secretary of The Commonwealth of Massachusetts, Do Herehy Certify that said

Harold F. Johnson Winthrop S. Dakin Charles W. Cole

Richard G. Gettell
John W. Lederle
Calvin H. Plimpton

Thomas C. Mendenhall

The Trustees of Hampshire College

with the powers, rights and privileges, and subject to the limitations, duties and restrictions, which by law appertain thereto.

Secretary of the Commonwealth

Beputy Secretary

Form C.D. 401: 10M-2-65-939666

Standard 3: Organization and Governance (Locations and Modalities)

Enrollment*

Campuses, Branches and Locations Currently in Operation (See definitions in comment boxes)

(Since the state of the state o		Date			Current
_	Location (City, State/Country)	Initiated	2 years prior	1 year prior	year
?			(AY 13-14)	(AY 14-15)	(AY 15-16)
Main campus	Amherst, Massachusetts/USA	12/1/1965	1,524	1,498	1,461
Other principal campuses	n/a				
Pranch campuses (US)	n/a				
Other instructional locations (US)	n/a				
Pranch campuses (overseas)	n/a				
Other instructional locations	n/a				
(overseas)					
	Number of programs	Date First Initiated	2 years prior	1 year prior	Current year
Distance Learning Programs			(FY2)	(FY 2)	(FY 2)
Programs 50-99% on-line	n/a				
Programs 100% on-line	n/a				
Correspondence Education	n/a				
	n/a				
Low-Residency Programs	11/ α				
Competency-based Programs	n/a				
Competency-based Programs Dual Enrollment Programs					
Competency-based Programs	n/a				

^{*}Enter the annual unduplicated headcount for each of the years specified below.

Please enter any explanatory notes in the box below

Data from IPEDS 12-month enrollment.

(Insert additional rows as appropriate.)

Standard 4: THE ACADEMIC PROGRAM

Assuring Academic Quality

DESCRIPTION

At its essence, a Hampshire education requires that a student articulate a constellation of compelling questions, propose and negotiate a course of study with faculty advisors, engage in an iterative intellectual process, and ultimately produce substantial scholarly and/or artistic work. In turn, faculty members actively engage in the subject matter proposed by the student, supervise the student's work, provide ongoing guidance, mentorship, and critique by means of committee meetings and written evaluations, and hold the student accountable to standards of intellectual honesty and academic rigor.

After almost 50 years, Hampshire College's academic program remains at the leading edge of progressive undergraduate education, defined by several core elements and distinctive characteristics that comprise the College's pedagogy of providing students with ownership over their own education. Hampshire is dedicated to all students' intellectual development and personal growth by integrating active, critical, reflective, and intellectual perspectives into their lives as a whole.

Hampshire's motto, Non Satis Scire, clearly articulates that students are expected to go beyond the passive acquisition of received knowledge to develop new knowledge and forms of engaging with the world through inquiry, critique, and informed action, on campus and in their wider communities. From their first semester, students at Hampshire carve out a path to transform themselves into independent thinkers and doers, reading primary literature, considering multiple cultural perspectives, solving problems, engaging with communities, and working toward integrating different ways of knowing. A developmental approach to learning that includes fostering independence, resilience, critical thinking, reflection, collaboration, and creativity results in students who each complete a major independent-study project during their final year. This project, which can take many unique forms across the sciences, arts, humanities, and social inquiry, grows out of foundational knowledge and skillsbuilding acquired during the first year (Division I), and develops through two years of personalized concentration studies (Division II). The concentration is often built around complex questions and topics and requires engagement with methodologies and approaches from multiple disciplines.

The other central and indispensable features of the Hampshire educational program are rigorous and constructive narrative evaluations instead of grades; intensive mentoring

by faculty advisors; measurement of student progress toward graduation through a portfolio system that evaluates intellectual skills and the complexity of thinking rather than the accumulation of credit hours; and a flexible curriculum that meets the needs of students and faculty in their pursuit of scholarly work that is relevant, engages with current topics, and is future-oriented.

In order to support this interdisciplinary, personalized, inquiry-driven path for students, the College is organized and administered via five interdisciplinary schools:

- School of Cognitive Science: CS focuses on the study of mind, brain, behavior, and intelligent technologies. It integrates ideas and methods from fields as diverse as animal behavior, anthropology, child development, computer science, digital multimedia, education, evolutionary biology, linguistics, neuroscience, philosophy, and psychology. Hampshire's undergraduate program in cognitive science was the first of its kind in the nation.
- School of Critical Social Inquiry: CSI explores the processes of continually changing social and cultural formations and their implications for people's lives. It utilizes a range of approaches, perspectives, and methods of inquiry, among them Africana studies, anthropology, Asian studies, economics, education, history, law, philosophy, politics, psychology, and sociology. A particular emphasis for CSI is working toward an understanding of race in the United States and non-western histories, politics, social structures, and cultures.
- School of Humanities, Arts, and Cultural Studies: HACU encompasses numerous fields, including American studies, architecture, art history, cultural theory, dance, environmental design, film/photography/video, history, literature, media studies, music, painting, philosophy, religious studies, and studio arts. HACU emphasizes fluency in multiple languages of expression, bringing them to bear on a critical examination of various aspects of the human experience.
- School for Interdisciplinary Arts: IA takes an integrated, multidimensional approach to the arts and art-making. It is organized around three core principles: interdisciplinarity between and among the fine and liberal arts, arts and technology, and arts and social action. Areas of teaching include applied design and innovation, arts education, children's theatre, creative writing and literary arts, drama, entrepreneurship, sculpture, studio arts, and theatre.
- School of Natural Science: NS emphasizes rigorous scientific inquiry and approaches scientific questions and processes within the context of global issues. Collaboration and original research occur in all the scientific fields, including agricultural studies, anthropology and archaeology, astronomy, biological and life sciences, chemistry, environmental sciences and sustainability, genetics, geology, health sciences, marine ecology, mathematics, and physics.

Hampshire's spaces for learning are equally interdisciplinary. One of the most innovative and widely used is the Hampshire College farm, founded in 1978. One of the first agricultural programs to be established within the context of a liberal arts college, the farm supports teaching and research opportunities for faculty and students; serves as a model for land stewardship and ecological agricultural practices; and provides a living laboratory for enacting Hampshire's values, particularly in the areas of sustainability, social justice, community-building, and experiential education. Faculty from all five schools regularly teach courses involving the farm, be it a course on animal behavior and cognition, nutritional challenges in "food desert" communities, environmental human rights, or pastoral writing. The farm also supports a robust community supported agriculture (CSA) program with vegetable and meat shares, and supplies fresh produce, meat, and eggs to the dining commons.

In addition to students taking courses and working with faculty in the five interdisciplinary schools, Hampshire's relationship with Five Colleges, Inc., which includes Amherst, Mount Holyoke, and Smith Colleges and the University of Massachusetts Amherst, benefits our curriculum in many ways. Hampshire faculty are members of four Five College academic departments (Architecture, astronomy, dance, and film studies) and contribute to the 17 Five College certificates that students across all the schools can pursue. There are seven Five College faculty members (faculty shared across institutions) whose home campus is Hampshire College. Moreover, the Consortium provides an indispensable social and intellectual milieu for colleagues across the Five Colleges, enriching us all in distinctive ways.

The expectation that students would take courses at the other four institutions in order to pursue their individualized programs of study was built into the Hampshire College plan. Our students take advantage of a huge array of courses available to them through the Five College interchange. For example, in the 2015-2016 academic year, over 90% of graduating students had taken at least one Five College course during their Hampshire careers, with six courses over four years being the average. We exported 986 more course registrations than we imported (export = 1,527; import = 541). If calculated according to the average Hampshire class size of 16 students, that is equivalent to 62 courses or about 15 full-time faculty equivalents. This was a typical level of usage; clearly, Hampshire depends heavily on the interchange.

Another important relationship is the Consortium for Innovative Environments in Learning (CIEL),²⁰ established in 2001 by seven founding partners: Alverno College, Arizona International College, Evergreen State College, Fairhaven College at Western

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²⁰ http://cielearn.org

Washington University, Hampshire College (as fiscal sponsor), New College of the University of South Florida, and Pitzer College. CIEL's purpose is three-fold: mutual support among consortium members; institutional sharing of best practices in areas such as team teaching, collaborative research, assessment, and leveraging resources; and national leadership for continued innovation in student learning. Students and faculty may also participate in exchange programs among the campuses.

Hampshire students qualify for the bachelor of arts degree by completing three divisions of progressively more self-directed study. Students must fulfill a set of rigorous academic expectations in traversing the three divisions; these requirements are detailed below under "General Education" and "The Major or Concentration." In Division I, the student's tutorial instructor is the academic advisor. Students create Division II and III committees as they progress into each successive division, most often comprised of a chair and member, although sometimes faculty serve as co-chairs and/or are joined by a third faculty or staff member. The chair of the Division II or III committee serves as the student's advisor. Committees change as student interests shift, narrow, or broaden, enabling the committees to best advise students about courses and other educational experiences to pursue. Across the divisions, student work and educational experiences are facilitated by a number of resources on campus, such as the Global Education Office (GEO), which supports students in integrating international sensibilities into their academic program in ways that expand their understanding of other cultures and perspectives and promote ethical citizenship at the global level.

Our academic program includes all of the high-impact practices defined by the Association of American Colleges and Universities and other innovators. Due to the individualized nature of student work at Hampshire, only a portion of our students pursue all of the high-impact practices, but at least five are built into our divisional system: (1) all students take a first-year seminar, the tutorial, with the added benefit of its being taught by their academic advisor; (2) shared experiences begin at orientation with the exploration of a common reading, joint activities, discussion groups, and convocation; (3) our diversity practices are built into two requirements, that students begin and deepen their understanding of diversity through the multiple cultural perspectives requirements in both Divisions I and II; (4) all students engage in community-based learning through their CEL-2 requirement in Division II (some students complete this requirement on campus); and (5) 100% of our students complete a capstone project that is larger in scope than at most colleges.

APPRAISAL

Hampshire's primary vehicle for academic oversight of the educational program is the Faculty Meeting, members of which vote on all matters of educational policy.

Recommendations for policy decisions are formulated and presented to the Faculty Meeting by the EPC, a deliberative body that includes faculty from each of the five academic schools, students, and staff members; or the Faculty Meeting may charge EPC with reviewing and revising specific policies [STANDARD 3]. EPC also monitors and occasionally reviews specific curricular elements, such as the compendium of cumulative skills. Assessment indicators and data from IR [STANDARD 8] greatly inform EPC's work, and the DCA is a core participant in this committee.

The implementation of academic policy is overseen by the VPAA/DoF, who meets on a weekly basis with school deans and other academic administrators at the Dean's Table. There is a great deal of interplay between the schools and EPC via its faculty participants, so that policy implementation issues at the curricular level are regularly brought forward as needed. The school deans then work with their faculty to ensure consistent practices and standards for academic quality across the College. In addition, ad hoc task forces may be convened to address specific policy or implementation issues, such as considering how to apply Division I requirements to new students who enter Hampshire with advanced standing. At the curricular level, Hampshire's five academic schools each have regularly scheduled school meetings throughout the year, attended by affiliated faculty, students, and administrators, during which course offerings, ideas for program improvement, and policy considerations are discussed. The schools also hold occasional retreats to discuss and plan the next year's academic program, drawing on assessment data for the current year.

A key mechanism for evaluating and improving on the quality of the academic offerings in each school is external evaluations. Every ten years, in anticipation of the College's NEASC/CIHE reaccreditation process, each of the five schools prepares a selfstudy and compiles supporting documentation for review by a team of peers from other institutions. The format of the team's visit typically includes meetings with faculty members; sitting in on classes and/or student presentations; open discussions with students; tours of the facilities; and briefings with the president, VPAA/DoF, DCA, and dean of multicultural education and inclusion. Both the self-studies and the review team visits are excellent tools for prompting discussions within the schools about program quality and effectiveness. The most recent cycle of school reviews took place in March 2014 (CS, CSI, and NS), March 2015 (IA), and November 2015 (HACU). Each school dean is then responsible for developing a plan of action in response to the recommendations made by the external teams. In this cycle, across the schools, the external reviews noted shortages in staffing, space, and technological support that affect faculty and student work. These are issues that are addressed in our strategic plan, and the deans are working in their schools to make incremental changes where possible.

Hampshire's academic program is enormously flexible and supports student individualization and increased capacity for independent work, and the process by which students bring together faculty from various disciplines to serve on their Division II and III committees is an integral feature of Hampshire's learner-focused academic program. It would be rare for students in a traditional undergraduate program to not only have the opportunity to design their programs of study but also to choose the faculty mentors who will guide them throughout their studies. At Hampshire it is the norm.

Transdisciplinary work is a hallmark of a Hampshire education. A Division II student who is studying diverse applications of the principles of sustainability might bring together a physicist and a studio artist, an environmental economist and a poet, or a microbiologist and a human rights scholar. A student studying therapeutic applications of the arts in addressing trauma might work with a dancer and psychologist, an arts education specialist and a creative writer, or a physiologist and musician. Similarly, a Division III student who seeks to create a decision-making tool for patients with a particular disease might bring together a game developer with a public health expert or a healthcare economist with an animator. A student considering how artists' depictions of laborers reflect or transcend the political or moral values of their time might form a committee with an art historian and a labor economist, a curatorial specialist and a philosopher, or a Renaissance scholar and a historian of social movements.

Having the opportunity to take advantage of faculty guidance and expertise by means of a mentoring relationship significantly deepens the learning experience for students. The bringing together of faculty from various disciplines also serves to continuously inform and reinvigorate the curriculum. Faculty members from disparate fields suggest concepts, materials, and methodologies students might otherwise not have access to, and often become co-learners in exploring the student's specific focus of study. We cannot overstate the process and relational benefits of the committee structure on students' work and on their sense of themselves as scholars and artists. Additionally, bringing together faculty from different areas of study has the systemic benefit of diversifying course offerings and strengthening the academic program as a whole. Faculty who encourage students to explore ideas in distinctive ways sometimes join in shared research to generate new knowledge and understandings. The experience of working together for the first time as members of students' divisional committees may form the basis for faculty generating joint grant proposals, developing new co-taught courses, or producing scholarship based on mutual interest in new areas of study.

We are committed to these characteristics of our program and to the qualities they engender in students. At the same time, we have incorporated specific requirements to

ensure that all students engage with certain ideas or experiences. However, these are not built into the divisional system in a seamless way. For example, in Division I, students must take courses in four out of five distribution areas – the construct of four out of five was selected to increase student choice – but, by designing this structure, we have not been able to build a distribution that also necessarily engages students in the full scope of abilities and understandings we value. To that end, we crafted four cumulative skills, but they also do not entirely map onto our distribution areas. This means there are two lists of requirements, one "hard" (the distribution courses one must take) and one "soft" (the kinds of thinking and skills one must demonstrate in a portfolio) that are not orthogonal. (See "General Education," below, for details on the distribution requirements and cumulative skills.)

The result is that students often report that going through the divisional system is confusing and entails substantial bureaucracy. Faculty members report having to spend a great deal of their advising time working with students on logistics instead of talking with them about their questions and ideas. In an institution that values individualized study while also trying to prepare students for an extremely robust and challenging capstone project, we have been grappling with ways to balance choice with ensuring that students build competence.

When students enter Hampshire, they must become conversant with a radically different academic system, including learning how to gauge progress without traditional testing or grades. They must become comfortable communicating extensively with faculty, both at the course level and in the advising setting. They also must navigate a campus culture that is likely very different from their communities of origin. As both a matter of retention and a means of contributing to a positive campus climate, we recognize that we must more seamlessly bring the academic and student life programs together, especially in the students' first year. These two offices have begun meeting on a regular basis to articulate concerns and values and develop new approaches to shared programming. For example, 11 out of 29 tutorials offered in fall 2017 will follow a hybrid model, as described in "General Education," below. We also have implemented a "wellness challenge" as a way for students to satisfy the CEL-1 requirement [See also STANDARD 5].

Transitions between divisions can be challenging as well. Two problems have been especially prominent: students faced difficulty in filing their Division II contracts or Division III proposals (almost always, 20-25% of the student cohort failed to file by the deadline), and faculty workload was not evenly distributed. In terms of the former, we assume that some portion of the difficulty was anxiety about the process, as it required students to introduce themselves to faculty, ask them to serve on divisional committees,

and initiate new relationships and sets of expectations. Additionally, there was no real consequence for missing the filing deadline. With regard to workload, faculty in popular areas of study or those with the reputation for being especially good mentors were disproportionately asked to serve on committees [STANDARD 6]. To address both issues we have developed new practices for divisional committee formation. Students now have a concrete deadline by which they must request a committee, which they do by filing a shorter and easier form and identifying three to five faculty members who could serve on their Division II or III committee. Faculty members can see vacancies, assess fit, and respond accordingly. All students are informed of their committee assignments on the same day. This new system has dramatically improved filing rates, with perhaps only five students who do not have a full committee by the filing deadline (in which case the school deans ensure that appropriate faculty are assigned).

Notably, in this process, we have not asked students to rank their choices of committee members. If students were to indicate their preferences, faculty might feel compelled to say yes to students for whom they were the first choice despite having an already heavy load. Conversely, if faculty declined, student satisfaction or morale might be affected. This strategy appears to be successful with regard to students: in interviews of 50 students conducted through the Hampshire Impact Study [STANDARD 8], they reported being generally happy with the composition of their committees. Faculty, however, have mixed reactions: many are pleased but others report dissatisfaction with either the issue of student choice or the effort associated with resolving committee assignments.

For individual students, the caliber of learning is documented by means of narrative evaluations, which faculty members write for each course or learning activity. The process leading up to the evaluation is iterative: professors and divisional committees review materials and provide critical feedback, in some cases asking students to revise and improve their work before it is considered complete. The narrative evaluations for each course or learning activity then become part of the student's cumulative academic record. The intention is to support the student in learning the pertinent skills and subject matter, rather than simply providing a letter grade (although Hampshire students do earn grades when they enroll in courses at other Five College institutions). Of course, writing student evaluations is an extremely labor-intensive process for faculty members, with significant workload implications [STANDARD 6].

An unusual dimension of narrative evaluations is that individual faculty appraisals of student work become part of the official academic record. Students' portfolios include papers written for classes, and faculty members routinely read each other's comments on those papers. When faculty advisors write Division I and II evaluations, for example, they are looking across the evaluations of student work and considering many

dimensions in synthesizing the comments of their colleagues. Taken together with course evaluations, the divisional evaluations provide a record of the student's academic trajectory. They describe students' growth over time, their challenges and areas for improvement, and their highest level of achievement at a particular point in the Hampshire academic program. This structure creates a powerful framework for supporting academic quality on two levels: the student knows that the work submitted for evaluation demonstrates increasing competence with the material, and the professor knows that peers will be considering the value of the written comments. Faculty members thereby learn from one another what makes for valuable feedback, both for the students and for other faculty who will later work with these students.

The role of academic advising cannot be underestimated in terms of the impact on assuring academic quality. The Center for Academic Support and Advising (CASA), under the direction of the dean for academic support, works closely with students and faculty advisors to ensure consistency and integrity in how academic standards are understood and implemented [STANDARD 6].

Finally, we ask students to evaluate every course and write letters to faculty files for reappointment and promotion. We value feedback from students, which goes directly to individual faculty members and is shared with their deans, and also, at intervals for reappointment, with schools and CCFRAP.

In sum, we have progressively improved the effectiveness of checks on academic quality at the course level where students and faculty are evaluated, at the programmatic level in EPC, and at the institutional level where we look across our practices for improvement. Like most colleges, we have questions about how best to assess teaching, with course evaluation forms subject to bias and questions about students' understanding of their task and its importance. We have noted variations in written evaluations, and we have recently completed an assessment that led to the creation of a guide for faculty on writing narrative evaluations [STANDARD 8].

PROJECTION

As an institution founded to experiment with new modes of educating, Hampshire is continuously and iteratively engaged in innovation, assessment, improvement, and further innovation. The divisional system, as the heart of our pedagogy, is the nexus of our ongoing commitment to program refinement. At present, the faculty is working to clarify the purposes of each aspect of our divisional system and to make the progression through the divisions, from Divisions I into II in particular, smoother for students [STANDARD 6]. This revised system ought to remove barriers to student progress while also clarifying, for faculty and students alike, clear

purposes for the components of the divisional system. That is, students ought to know what we want them to accomplish and how it will prepare them for the next challenge. By building a system that asks students to demonstrate how they have met our goals – and their own – we may be able to forego a listing of individual requirements that does not feel authentic.

- ➤ We must continue to evaluate our committee request process, paying careful attention to student satisfaction with the process while also keeping an eye on faculty workload.
- ➤ We will continue to discuss, both at the Deans Table and in the CTL, the best practices in teaching evaluation. And we will continue to do professional development with faculty on writing narrative evaluations.

Undergraduate Degree Programs

Hampshire College offers one degree: the bachelor of arts. In order to graduate, all students must fulfill a rigorous set of academic standards, but each student's individual scholarly path varies remarkably, both in focus and trajectory. With the support and guidance of faculty mentors, students are expected to be the entrepreneurs of their own education and design their own program of study. In essence, there are as many "majors" as there are students.

General Education

DESCRIPTION

<u>Division I – Exploration and Working Across the Disciplines</u>: Hampshire's first-year experience turns the traditional college program on its head, avoiding large survey courses and engaging students from the outset in small group work with faculty mentors. This approach exposes them to a wide range of critical, scientific, and creative approaches and helps them develop the skills and abilities required for advanced study. Division I requires that students:

- Complete seven courses and/or evaluated experiences, four of which must fulfill a different distribution chosen from among five broad areas and three of which are electives.
- Complete 40 hours of a collaborative CEL-1 activity.
- Demonstrate engagement in four cumulative skills in a portfolio that includes a reflective essay on the first year.

Hampshire accomplishes general education through the Division I distribution requirement, which exposes students to ways of posing questions and engaging in disciplinary methodologies for research and analysis across broad areas of knowledge. The distribution asks students to examine distinct disciplinary methods. Since some of our courses use interdisciplinary approaches, students begin to appreciate the multifaceted dimensions of academic subject matter as well.

The five broad areas of study for fulfillment of the distribution requirement are: arts, design, and media (ADM); culture, humanities, and languages (CHL); mind, brain, and information (MBI); physical and biological sciences (PBS); and power, community, and social justice (PCSJ).²¹ In the past, distribution was determined by school, but many faculty were dissatisfied with the lack of conceptual coherence that resulted. In our current system there are some distributions that map very closely onto school structures (e.g., PBS is almost entirely offered by NS; MBI is offered almost entirely by CS; and CHL is predominately offered by HACU) while others cross school lines to varying degrees (CSI and IA both offer courses that pertain to the PCSJ distribution requirement, for example). The four requisite cumulative skills are writing and research, quantitative reasoning, independent project work, and multiple cultural perspectives, and are associated with courses as determined by individual professors.

As a core element of Division I, each student participates in a first-year tutorial, a small-scale academic seminar that also provides continuing orientation to the College. Since students' tutorial professors serve as their advisors during the first year, the tutorials incorporate dimensions of academic advising and support the work of successfully guiding students through the transition to Division II (although this varies somewhat across faculty members). Some recent tutorial courses include "Philosophy and Science of Emotions," "A Complex Relationship: The History of the American Relationship with the Middle East," "What is form? Literature, Art, Philosophy, and Culture," "From Dramatic Play to Creative Drama," and "Hormones, Brain, and Behavior." We have begun to experiment with a hybrid model: tutorials that incorporate substantial extended orientation modules into the academic first-year seminar structure, thereby combining academic content, experiential out-of-classroom learning, and introductory workshops about campus resources.

APPRAISAL

The Division I distribution requirement does a good job of getting students to take courses across the Hampshire curriculum. In a student-by-student analysis of 100 randomly selected fall 2013 entrants, 40% were found to have taken classes in all five

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²¹ https://www.hampshire.edu/casa/distribution-requirements

distribution areas, despite being required to do so in only four. Students report that they appreciate the distribution requirement: in the 2015 Student Satisfaction Survey, 70% of students reported that the requirement helped them find academic direction and 65% reported that as a result of the requirement they studied something interesting that they might not have otherwise pursued.

It is an open question whether the purpose of our distribution is simply to get students to explore – which has its own intrinsic benefit in a liberal arts context – or whether the distribution courses ought to also have other purposes, such as introducing the methodologies associated with our defined areas of study. This is an issue that EPC has been grappling with over the past year. The initial plan for the College tied distribution to "modes of inquiry," a concept that has been retained in some of the academic schools (most notably, NS) but has been dropped in others. Moreover, since individual faculty members determine which distribution areas to assign to their 100-level courses, we cannot be assured of a common perspective, pedagogy, or methodology. This is a current discussion among the faculty in an attempt to determine the degree to which we find this a positive or negative factor.

There is at least anecdotal evidence that faculty find the requirements for Division I onerous to explain. This reality informed the development of a strategic initiative to simplify, clarify, and reinvigorate the divisional system overall [STANDARD 2]. The criteria for completing four out of the five distribution areas and gaining proficiency in the four cumulative skills are particularly complicated, because they overlap but do not actually dovetail as a coherent system of requirements. For instance, a faculty member cannot pass a student who has not completed the distribution requirements, but can pass a student who has not demonstrated engagement with the cumulative skills, because students exhibit proficiency for cumulative skills within their portfolios. We do not have a mechanism to independently validate students' progress toward the cumulative skills at the point of passing Division I, while we do verify completion of the distribution requirements before allowing a student to transition to Division II.

PROJECTION

- ➤ EPC will likely recommend that distribution areas stay the same but that their names be changed to more meaningful descriptors. The length of the current names has led them to be known by acronyms or other shorthand, such as PBS being called simply "Sciences." Regardless of the names, we must clarify the purpose of the distribution requirement and better describe the distribution areas.
- ➤ We will continue to develop an integrated first-year experience and to tie this to improved academic and student life initiatives that support a positive campus climate throughout a student's career at Hampshire.

The Major or Concentration

DESCRIPTION

At Hampshire, we speak about Division II as the "concentration," but in considering the point at which students develop in-depth mastery, we must include both Division II and Division III in this section. It is across these two divisions that students acquire sufficient breadth and depth to graduate with proficiency in their concentrations, which are generally interdisciplinary in nature.

Division II – Concentration: Division II is a two-year experience during which students establish and complete a course of study that constitutes their individual concentration, focusing intensively on the areas of study that will ultimately inform their Division III work. Students convene Division II committees (now utilizing the process described in "Assuring Academic Quality," above) consisting of two faculty members to provide ongoing guidance and constructive criticism about their self-designed courses of study and the rigor of their intellectual explorations. Each student writes a contract that sets out questions for exploration, outlines a sequence of courses designed to support that inquiry, and establishes personal learning goals. Importantly, this is a negotiated process designed to support the development of expertise in the contracted area of study and demonstrate the growth of appropriate intellectual and artistic skills. At the Division II level, students routinely engage in international study, internships, independent research, and community-based learning programs. In fulfillment of Division II requirements, students must:

- Demonstrate continued growth in cumulative skills-building and proficiency in the skills specific to the Division II concentration, such as analytic thinking, clarity in writing, research methods, and artistic technique. To do so, students must craft and complete a concentration consisting of four semesters of work (the absolute minimum number of evaluated experiences is 12).
- Incorporate the multiple cultural perspectives requirement into the questions guiding Division II, including an exploration of non-western perspectives, the roles of race and racism in American society, and/or the dynamics of knowledge, power, and privilege.
- Fulfill the CEL-2 requirement by devoting at least 40 hours to addressing an identified community need. The focus of CEL-2 is on contributing to the greater community, which students do by volunteering with a community partner, working on an internship, serving as a mentor, etc., followed by writing a reflective essay on the meaning of the experience. (In some cases the CEL-2 is completed by means of approved on-campus service.)

Compile and present a portfolio consisting of papers written for courses or independent projects, fieldwork or internship evaluations, artistic creations, and other evidence that the terms of the Division II contract have been met. The portfolio both documents outcomes and highlights the processes of learning, charting a student's intellectual and creative growth over time. As a matter of practice, many students write a retrospective essay of the Division II experience for inclusion in the portfolio, although doing so is not currently a degree requirement. The completed portfolio signifies readiness for Division III. Because Division II is not simply an accumulation of courses but rather is an academic experience, transfer students must complete a minimum of one semester at the Division II level and prepare a portfolio of work before advancing to Division III.

<u>Division III – Applying and Creating Knowledge</u>: In the fourth year, students undertake an intensive, independent research and/or creative experience during which they are expected to make a contribution to their chosen areas of inquiry utilizing sophisticated and complex questions, concepts, and skills in the process of completing an original scholarly or artistic work. As with Division II, students work with Division III committees whose faculty members challenge them to demonstrate their ability to conceptualize and execute a substantial project, as well as to think and work with a creative sensibility and at a highly nuanced and professional level. The Division III contract includes a description of the purpose and substantive nature of the project; the approach, techniques, and methods to be applied; the resources and facilities to be employed; and the form the final project will take. The contract serves as an iterative planning and evaluative tool, with faculty providing review, critique, and guidance throughout. To successfully complete Division III, students must:

- Craft and complete the comprehensive Division III project.
- Complete two advanced educational activities, i.e., courses at the 300-level or above, teaching assistantships, or internships (only one internship may be undertaken in fulfillment of Division III).

Each and every Hampshire student must successfully complete a Division III project in order to graduate. Doing so signifies that a student has fulfilled the requirements for graduation and is "Division Free." Many students produce Division III work that is comparable to the quality of a master's-level thesis, while others complete Division III with work that their committees find sufficient to graduate with a bachelor of arts degree. It is the nature of an institution with a universal capstone project requirement that there will be greater variation in the quality of student work at the Division III level than would be true in an institution where the capstone experience is available only to honors students.

APPRAISAL

During the school reviews completed in 2014 and 2015, we engaged faculty from each school in an assessment of the Division II and Division III programs. In the most general sense, faculty agree that a strong Division II has ample breadth to support students' understanding of their concentration from multiple perspectives, yet sufficient depth in at least one area so that students develop the ability to craft a strong Division III project. In the most successful Division IIs, students learn field-specific methodologies, demonstrate strong writing skills and formal reasoning, and are able to manage an independent project. Faculty are aware that not all Division IIs succeed equally in each of these aspects. In order to increase the number of students who complete strong Division II portfolios optimally equipping them for Division III, faculty in NS and CS developed guidelines for advising students in developing their Division II contracts. These guidelines have been shared with faculty through discussion in the Faculty Meeting and by being made available on the CTL website.²²

We observed that the guidelines for best practice asked students not only to describe their concentration and lay out the questions that will guide their work but also to articulate their personal goals for learning. Explicating the goals in this way allowed for conversations about, and negotiation of, appropriate learning goals and how to meet them. These customized goals could then be used in the evaluation of a student's Division II upon completion of the course of study. The three parts of the Division II articulated in the guidelines – overview, goals, and plan – were consistently held by faculty, and so were added to the Division II contract through the work of EPC as approved by the faculty at-large during the 2013-2014 academic year. However, despite the promotion of divisional guidelines and the adoption of new contract language, the practice of using these documents is still highly variable across the faculty.

Our overall analysis of Division II included the written Division II evaluations as well [STANDARD 8]. Here, it is important to note that just as there was remarkable agreement across the schools about what made for a good Division II, the same was true for our formulation of what made for a good Division II evaluation. Faculty members' work as committee members in various configurations over time has a tendency to bring faculty values and views on student work into alignment.

For Division III, as part of the external reviews of Hampshire's five schools, we extended the work we have done with other colleges through a five-year project funded by the Teagle Foundation entitled "Assessing the Senior Thesis to Improve Teaching and Learning." One of the outcomes of the Teagle project was the development of a

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²² http://sites.hampshire.edu/ctl

shared "senior thesis" rubric. In 2013, a group of Hampshire faculty members from three of the five interdisciplinary schools scored a set of Division III papers. This process led to two insights crucial to the use of rubrics at Hampshire. The first pertains to the great variation in the types of Division IIIs we expect to be produced: the rubric is useful for written theses, but not for films, works of art, or the numerous creative Division III projects that use multiple media and methods of representations. Second, the rubric focuses on the product and not the process of learning, yet the latter is a significant element of what faculty value and address in their Division III evaluations. Therefore, the faculty working group wrote and proposed a new rubric, also available on the CTL website, that includes indices of process. In general, faculty mentors consider this rubric to be useful primarily for supporting conversations with students about what most matters in a Division III project.

PROJECTION

- ➤ We will revisit the guidelines developed for Division II and the criteria for different types of Division IIIs by means of discussions in each school, as part of new faculty orientation, and through other CTL programming. These discussions affect faculty members' abilities to articulate clear expectations to students about their work and to write substantive narrative evaluations.
- ➤ We will revisit the Division III rubric when we do our next round of direct assessment of students' Division III work [STANDARD 8].

Graduate Degree Programs (not applicable)

Integrity in the Award of Academic Credit

DESCRIPTION

Hampshire College's curriculum is not credit-driven in the conventional sense. However, we find the construct of the credit hour to be a useful tool. We utilize federal credit regulations as a check on our own practices in assuring that our courses and independent learning activities meet the higher education standards. The other institutions in the Five College Consortium offer a valuable point of comparison in this regard. We have clear policies and practices that help students and faculty understand what constitutes robust scholarship, and we regularly examine random student files to verify that the quantity and quality of work expected for the bachelor's degree is effectively demonstrated.

Hampshire's five schools and the school deans play an essential role in determining the array of curricular offerings. Each of the schools ascertains the courses it will offer based

on a consideration of important questions and concepts in their fields, student need, and the availability of classes in the Five Colleges. The deans then review the course list as a whole to identify possible areas of overlap, ensure there are sufficient seats for students needing to fulfill distribution and cumulative skills requirements, and reorganize meeting times so that students are able to develop a full schedule of courses. Students may also select from a broad range of Five College courses appropriate to their individualized programs of study. All courses are published in a database that is searchable by semester, both through our own internal system, "TheHub," and also via the Five College course-search platform. Students cannot see future semesters, but they can readily view current and past semesters. All Hampshire course descriptions include expectations for work to be done outside the class sessions.

APPRAISAL

In response to the increasing emphasis on federal credit regulations, Hampshire has convened a task force, with members drawn from CASA, Central Records, and Financial Aid, which is charged with documenting the College's practices and formally evaluating our institutional compliance. In consultation with the academic deans, we have established parameters for equating academic courses, independent studies, semester-long field studies, and Division III projects, translating them into credit hours for student work both in and out of the classroom. Guidance about what constitutes the equivalent of a full academic course is now routinely included in registration forms and other information for students and faculty. For example, we have defined dance technique courses as "half-courses," clarifying their role in student academic portfolios and degree requirements, while courses that focus on the history and theory of dance are considered full credit courses.

The guidelines enable us to better assess the work an individual student has completed during both course-based and self-designed field studies, thereby improving the process by which CASA, Central Records, and Financial Aid determine a student's satisfactory academic progress. We also have a number of checks in place to ensure that course content upholds the standards of integrity in the academic program. First, faculty members present their courses in their schools as the curriculum is set. Second, they share syllabi during the reappointment and promotion process. Third and perhaps most important, the committee structure of our divisional system requires that faculty members routinely read student papers and review academic work that students have produced in other classes. This affords faculty members across the schools regular insights into the types of assignments given, the caliber of student work produced, and the quality of academic guidance that students receive in different courses.

First-year and transfer students applying to Hampshire submit transcripts, which are initially recorded by the Admissions Office as part of the admissions file. The transcripts then undergo a comprehensive review by central records and CASA staff for applicability to the academic program. Hampshire has clear guidelines for how advanced placement and college course work may provide advanced standing to first-year entrants. Additionally, these offices and the Financial Aid Office work closely together to provide transfer entrants a realistic assessment of the time they might expect to spend pursuing their degrees. All transfers are expected to spend a minimum of three full semesters at Hampshire. The College has a small number of transfer agreements with community colleges to facilitate the transfer process.

Hampshire's school-based approach to curriculum development works well given the needs of programs of various sizes to develop courses. The deans' oversight of this decentralized system ensures that the overall college perspective is carefully represented and that students are provided sufficient opportunities to enhance their divisional portfolios. In many academic settings, students can map out a multi-year sequence of specific courses they must take in fulfillment of the requirements of a major. This is neither desirable at Hampshire (as we expect students' questions and goals to change in response to their learning) nor possible, because the course catalogue is published only a semester in advance. Instead, students describe in their divisional contracts the types of courses they want to pursue, which their faculty committees then use to help them find appropriate classes at Hampshire or in the Five Colleges. It is our experience that students are usually able to find the courses they need to fulfill their independent concentrations. The few programs at Hampshire that do require course sequences plan them in advance and make that known to current students.

PROJECTION

- Moving forward, we expect that the guidelines based on credit regulations will provide a solid foundation for evaluating work that students complete outside of the classroom. EPC is currently proposing a mechanism that uses the established principles for determining credit equivalencies for students and faculty to record and evaluate experiences, such as the robust internships students may currently include in their Division II portfolios or Division III advanced educational activities.
- ➤ Policies for students with advanced standing have been in place for several years. We need to determine the effectiveness of these policies in providing options for accelerating student timelines to graduation.

Standard 4: The Academic Program (Summary - Degree-Seeking Enrollment and Degrees)

Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Associate	Bachelor	Master	Clinical doctorates (e.g., Pharm.D., DPT, DNP)		M.D., J.D., DDS	Ph.D.	Total Degree- Seeking
Main Campus FT		1,305						1,305
Main Campus PT								0
Other Principal Campus FT								0
Other Principal Campus PT								0
Branch campuses FT								0
Branch campuses PT								0
Other Locations FT								0
Other Locations PT								0
Overseas Locations FT								0
Overseas Locations FT								0
Distance education FT								0
Distance education PT								0
Correspondence FT								0
Correspondence PT								0
Low-Residency FT								0
Low-Residency PT								0
Unduplicated Headcount								
Total	0	1,305	0	0	0	0	0	1,305
Total FTE		1,305.00						1,305.00
Enter FTE definition:		1 degree-						
		seeking						
		student=1.0						
Degrees Awarded, Most		342						342
Recent Year								

Notes:

- 1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
- 2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
- 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taus	ht ir	n the fa	, report an anal-	ogous term's	s enrollment as	of its	Census Date.
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Please enter any explanatory notes in the box below	
Data from CDS (section B)	

Standard 4: The Academic Program (Summary - Non-degree seeking Enrollment and Awards)

Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non- Matriculated Students	Visiting Students	Total Non- degree- Seeking	Total degree- seeking (from previous page)	Grand total
Main Campus FT		9	7	16	1,305	1,321
Main Campus PT				0	0	0
Other Principal Campus FT				0	0	0
Other Principal Campus PT				0	0	0
Branch campuses FT				0	0	0
Branch campuses PT				0	0	0
Other Locations FT				0	0	0
Other Locations PT				0	0	0
Overseas Locations FT				0	0	0
Overseas Locations FT				0	0	0
Distance education FT				0	0	0
Distance education PT				0	0	0
Correspondence FT				0	0	0
Correspondence PT				0	0	0
Low-Residency FT				0	0	0
Low-Residency PT				0	0	0
Unduplicated Headcount	0	9	7	16	1,305	1,321
Total						
Total FTE		9.00	7.00	16.00	1,305.00	1,321.00
Enter FTE definition:		1 ND				
		student=1.0 FTE				
Certificates Awarded, Most					<u> </u>	
Recent Year						

Notes:

- 1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
- 2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
- 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.
- * For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below		

Standard 4: The Academic Program (Headcount by UNDERGRADUATE Major)

	Number of	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
For Fall Term, as of Census Date	credits*	(Fall 2013)	(Fall 2014)	(Fall 2015)	(Fall 2016)	(Fall 2017)
Certificate (add more rows as needed)						
Total		0	0	0	0	(
associate (add more rows as needed)						
?						
TT 1 1 1						
Undeclared		0	0	0	0	
Total	1	0	0	0	0	(
Saccalaureate (add more rows as need	•			1.00		
Degree Seeking Students	n/a			1,396	1,305	1,347
Non-Degree Students	n/a	24	18	14	16	16
Undeclared						
	Total	1,492	1,376	1,410	1,321	1,363
Total Undergraduate		1,492	1,376	1,410	1,321	1,363

^{*} Enter here the number of credits students must complete in order to earn the credential (e.g., 69 credits in an A.S. in Nursing)

Please enter any explanatory notes in the box below

Data: IPEDS Fall Enrollment Survey. Hampshire College does not have any majors or assign of	redits.
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Standard 4: The Academic Program (Headcount by GRADUATE Major)

	Number	3 Years	2 Years	1 Year	Current	Next Year
	of	Prior	Prior	Prior	Year	Forward (goal
	credits*	(Fall 2)				
aster's (add more rows a	as needed)					
n/a						
Total		0	0	0	0	
ctorate (add more rows	as needed)					
n/a						
Total		0	0	0	0	
st Professional (add mo	ore rows as needed)					
n/a						
Total		0	0	0	0	
her; specify (add more r	rows as needed)					
n/a						
Total		0	0	0	0	
Total Graduate		0	0	0	0	
		· ·	V	0	· ·	

Please enter any explanatory notes in the box below

Hampshire College does not have any graduate degree programs/students.

Standard 4: The Academic Program (Credit Hours Generated and Information Literacy)

Credit Hours Generated By Department or Comparable Academic Unit

	Prior	Prior	Prior	Year	Forward (goal)
	(AY 13-14)	(AY 14-15)	(AY 15-16)	(AY 16-17)	(AY 17-18)
Indergraduate (add more rows as needed)			-		
Cognitive Science (CS)	4,788	4,300	4,432	4,036	4,157
Critical Social Inquiry (CSI)	6,392	5,960	6,988	6,124	6,308
Humanities, Arts, and Cultural Studies	8,252	8,216	7,680	7,428	7,651
(HACU)	1 5 6 0	5,076	4.029	4.600	1 720
Interdisciplinary Arts (IA) Natural Science (NS)	4,568 4,104	4,056	4,928 3,448	4,600 3,464	4,738 3,568
I vatural ocience (140)	7,107	7,000	3,110	3,101	3,500
Total Graduate (add more rows as needed)	28,104	27,608	27,476	25,652	26,422
n/a					
Total	0	0	0	0	(
nformation Literacy Sessions					
Main campus Sessions embedded in a class					
	102	90	0.4	100	100
Free-standing sessions Branch/other locations	103	90	94	100	100
,					
Sessions embedded in a class					
Free-standing sessions					
Online sessions	https://www.ha				

Please enter any explanatory notes in the box below

Hampshire does not utilize a credit system, but for reporting purposes here we have assigned each course enrollment 4 credits in order to calculate/approximate the total credit hours generated.

Standard 5: STUDENTS

Admissions

DESCRIPTION

Given Hampshire's unique pedagogy and highly individualized, ever evolving academic program, it is difficult to capture the special alchemy that typifies our student body. Even the College's founding documents do not describe in any detail the kind of student for whom a Hampshire education was intended. In 2013, during a planning discussion [STANDARD 2] with the senior team about admissions trends, President Lash was prompted to ask: What qualities are evident in students who do especially well at Hampshire, and what about Hampshire most resonates with them? This question was the seed of a study conducted by the College's IR office in December 2013 and January 2014 entitled "Hampshire Thrivers vs. Strugglers: Research on Student Experiences and Characteristics and How They Associate with Success at Hampshire." The Thrivers Study was part of a larger and ongoing research initiative called the Hampshire Learning Project (HLP), which is spearheaded by the DCA [STANDARD 8].

To begin to answer President Lash's question, faculty members were asked to identify students whom they considered to be academically "thriving." We chose this particular descriptor because, as an educational environment that does not utilize conventional measures of student success (grades, honors, etc.), we needed a concept that would convey a holistic sensibility of student growth and learning. Forty-eight students were interviewed to discern what attracted them to Hampshire, how they heard about Hampshire, what compelled them to choose Hampshire over other colleges, and what their campus visits were like, as well as to determine if they had any common patterns of involvement, behaviors, skills, or habits in high school that were serving them particularly well in college. The second phase of the study involved a comparative reading of these students' admissions files with the files of 40 students identified by CASA as "struggling," in order to determine if there were common and predictive indicators for whether a student would thrive or struggle at Hampshire. Distinctive characteristics for each group of students quickly became apparent. To test their findings, the researchers next read a sampling of 20 admissions files for students they did not know, using the same characteristics as criteria. In all but one case, the researchers' predictions for how these students would fare in their academic work at Hampshire were accurate.

The study demonstrated that the applicants most likely to thrive at Hampshire are passionate about learning but resist being told what to learn. They are motivated by

curiosity, questions, and ideas, but are not interested in grades. They are independent minded. Among their qualities:

- They value authenticity in their relationships with faculty and peers, and in terms of the assessment of their work
- They have a clear work ethic and growth-oriented mindset
- They are passionate about learning and are intellectually courageous in what they choose to pursue
- They are empathetic and compassionate, and share an interest in building communities of shared purpose
- They show themselves to be self-aware and mature
- They have a range of interests and are able to see the connections among them
- They have the capacity to reflect on their work productively and to learn from their failures and struggles

In sum, "[t]hese are highly motivated and engaged students and in return for their hard work and high level of responsibility they want the license to construct an authentic program of study that is not based on what they view to be arbitrary or outdated conceptions of what constitutes a major or even a college education. They seek personal growth and self-actualization more than any credential."²³

Based on the Thrivers Study, and as a significant element of the strategic plan [STANDARD 2], Hampshire implemented an explicitly mission-driven admissions strategy that emphasizes the identification, recruitment, enrollment, and support of students who have the potential to thrive at Hampshire. This was accompanied by a number of policy changes. First, the College began to shift financial aid away from nonneed based awards, enabling us to meet a greater percentage of demonstrated financial need for applicants with high need and also award genuine merit aid as appropriate. Second, in June 2014 Hampshire stopped accepting even the optional submission of SAT and ACT scores (standardized tests have never been required by Admissions, but previously they would be considered if provided). Our research demonstrated that these tests had no impact on predicting a student's success at Hampshire; moreover, this was an ethical stance because these measures have been shown to be biased against low-income students and students of color. Third, we added supplemental essay questions to the common application so that applicants can more fully share their own narratives and convey their authentic selves, thereby enabling admissions officers to better see the potential in the "whole" student. In so doing, we made the application process more rigorous and writing-intensive. Finally, the College resolved to not admit

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²³ "Hampshire Thrivers vs. Strugglers: Research on Student Experiences and Characteristics and How They Associate with Success at Hampshire," prepared by the Office of Institutional Research, 1/28/2014.

students who we believe do not have the potential to succeed. This last commitment would seem self-evident, but for a college as tuition-dependent as Hampshire, financial considerations have on occasion overridden the admissions imperative.

These principles and related strategies are articulated in detail in an essay entitled "Reclaiming the Mission of College Admissions," just published in *Inside Higher Ed*, ²⁴ by Meredith Twombly, formerly Hampshire's dean of enrollment and retention and now an independent advisor to the College. Much of the credit for conceptualizing and implementing Hampshire's strategy goes to Ms. Twombly, who has maintained an unwavering commitment to aligning Hampshire's admissions practices with our institutional mission. She recently needed to leave her position due to family exigencies, and recommended that Kristina Moss Gunnarsdottir be named interim dean of admissions and financial aid. Dean Gunnarsdottir, who earned her degree from Hampshire in 2012, has a deep affinity for this work having led admissions tours and information sessions as a student, focused her Division III studies on admissions strategies, and been employed as associate director of admissions after graduation. Retention responsibilities have been transferred to Rachel Rubinstein, dean for academic support, and Gloria Lopez, VPSS/DoS, thus facilitating greater interface between the academic program and student life ["Student Services and Co-Curricular Experiences," below, and STANDARDS 2, 4].

One demonstration of Hampshire's commitment to providing an educational environment for students with the potential to thrive, regardless of financial means, is the Baldwin Scholars program, which has been a major fundraising focus over the years. Established in 1992 in honor of writer, poet, and social critic James Baldwin, who taught at Hampshire in the early 1980s, the program provides a transitional – and often transformational – year for students of color who show the initiative and promise to engage in higher education but who, due to economic and social constraints, have not had the opportunity to adequately prepare for college. Baldwin Scholars receive a one-year scholarship that fully meets the cost of tuition, fees, books, supplies, housing, and meals. During that year they undertake a modified course schedule coupled with close academic support and intensive advising. After successful completion, Baldwin Scholars may apply for regular admission to Hampshire or another institution. The academic work they have already completed is applied toward the requirements for a Hampshire degree. Eight to ten Baldwin Scholars enroll at Hampshire each year, of whom approximately 79% matriculate as full-time students.

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²⁴ Twombly, Meredith, "Reclaiming the Mission of College Admissions." In *Inside Higher Ed*, Admissions Insider newsletter, 8/21/2017. https://www.insidehighered.com/admissions/views/2017/08/21/essay-revising-admissions-policies-align-mission

Hampshire enrolls approximately 70 transfer students each year (they enter in both the fall and spring semesters). As part of the standard admissions process, staff members in central records, in consultation with the academic deans, evaluate applicants' transcripts for credit toward Division I requirements. Transfer courses not applied to Division I are eligible for inclusion in the Division II concentration upon approval of the student's Division II faculty committee. Based on the initial transcript review, Hampshire provides an estimated time to graduation to accepted transfer students.

APPRAISAL

Preliminary results of Hampshire's mission-driven admissions strategy are promising. In 2014-2015, yield was 27% in comparison to the previous year's yield of 19%. The diversity of the incoming class increased from 21% to 31% domestic students of color; the percentage of first-generation college students attending Hampshire rose from 12% to 18%; and retention of first-year students rose from 78% to 81%. In 2015-2016, the second year of implementing this strategy, the incoming class was again more racially diverse (30% domestic students of color) and again included more students who are the first in their family to attend college (22%).

In response to the increasing number of first-generation college students attending Hampshire, the FIRST Network,²⁵ based in the Admissions Office, was established to promote awareness and offer support (including mentoring and academic, social, and career guidance) from the moment these students choose Hampshire to the moment they become Hampshire alumni. The Network is comprised of faculty and staff who are committed to supporting the holistic wellbeing of this cohort by identifying barriers, working to remove challenges and impediments, fostering a sense of belonging in community, and otherwise working to help them maximize their potential.

As noted previously [INSTITUTIONAL OVERVIEW], the social disruption on campus in spring 2016 negatively influenced enrollment for the 2016-2017 academic year. Likewise, the public hostility to which the College was subjected in the wake of the flag controversy in fall 2016 had an adverse impact on applications for 2017-2018. All early-decision indicators had been on a steady upward trajectory until the second half of November. At that point we were ahead by 15% on early-action applicants, but as of the January 15, 2017 admissions deadline the number of prospective first-year students applying to Hampshire was 6% lower than the prior year. By the May 1 deadline, 370 had paid deposits to secure a place in the entering class, whereas we had been aspiring to enroll 390 students. Based on this reduction, we now anticipate that our discount rate will hold steady at 55%, rather than decreasing by 2% as we had originally planned.

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 $^{{}^{25}\,\}underline{https://www.hampshire.edu/dof/first-network}$

We are working hard to constructively address issues of campus climate (see "Student Services and Co-Curricular Experiences," below), but because of their correlation to enrollment trends we cannot yet assert unequivocally the success of Hampshire's mission-driven admissions strategy. Even so, we are very pleased with the quality and composition of the incoming class, which tells us that the principles we are pursuing in seeking students who will thrive at Hampshire are the right ones. The academic strength of students who have made deposits (as determined by admissions counselors when reviewing applications) is notably higher, and diversity continues to increase. The incoming class is projected to be 35% domestic students of color. Despite our challenges we have lowered the amount spent per student on merit aid from over \$12,000 in 2013 to approximately \$8,000 in 2016, and we are now meeting 95% of demonstrated financial need, up from 86%. We have increased the admission-to-enrollment yield from 19% to 28% in 2015, to 24% in 2016, and to 26% in 2017. We are committed to staying the course, pending rigorous evaluation to inform how we proceed [STANDARD 8].

In endorsing this strategic direction, Hampshire's trustees consciously embraced a degree of financial risk knowing that, at least for the first several years, the shift in admissions practices would result in a smaller student body and a greater proportion of students with financial need. During the strategic planning process [STANDARD 2], President Lash discussed the enrollment plan and its budget implications in a series of meetings with faculty and staff. The community expressed strong support – including, significantly, an almost universal willingness to operate under even more constrained budgets than usual [STANDARD 7]. It was a powerful statement about the commitment of Hampshire's employees, at every level, to the mission of the College.

Financial aid is among Hampshire's highest commitments, and fundraising for scholarships is a key part of the strategic plan [STANDARD 2]. Many private liberal arts colleges rely primarily on designated endowment income to support financial aid. Hampshire's endowment, in contrast, is still quite modest [STANDARD 7], and while there is an ever-increasing pool of endowed scholarships available, the great majority of Hampshire's financial aid is drawn from the operating budget, accomplished primarily through discounting. In other words, the College actively chooses to prioritize supporting students as a key budgetary – and ethical – function. 91% of our students receive some form of financial assistance and 63% receive need-based Hampshire grants. In 2015, the average federal loan debt for a Hampshire student was \$23,042, compared to the national average of approximately \$29,000.

PROJECTION

➤ We will continue to evaluate enrollment and financial aid trends, making appropriate adjustments to maintain our mission-driven admissions strategy.

Student Services and Co-Curricular Experiences

DESCRIPTION

In the decade since Hampshire's last comprehensive reaccreditation review, and with increasing emphasis, we have been devoting attention to three core challenges in student life: community-building, health and wellness, and student governance. Student governance was discussed previously in this self-study [STANDARD 3]; the community-building and health and wellness dimensions of student life are highlighted here. Both are deeply intertwined with issues of campus climate writ large.

As an administrative division, Student Affairs encompasses the following operations:

- Residence life
- New student programs (which jointly reports to Academic Affairs)
- Student conduct, rights, and responsibilities
- Community advocacy, including the Cultural Center, multicultural and international student services, queer services, women's services, survivor support, spiritual life, and wellness programming
- CLA, which supports students who are forming groups, planning programs and events, engaging in student governance, or working on other student-driven initiatives
- Campus police (a shared contractual resource with Mount Holyoke and Smith Colleges)
- OPRA
- Career options resource center (CORC)
- Health and counseling services

Over the past four years, our former VPSA/DoS successfully spearheaded an effort to professionalize this essential sector of the College. An unintended consequence, however, was to somewhat disconnect Student Affairs from Academic Affairs, which has made it more difficult to identify, navigate, and resolve student issues in a coherent and integrated manner. The bifurcation has been a liability especially during disruptions on campus [Institutional Overview], impinging on our ability to respond to crises quickly, consistently, and with shared purpose.

This is a missed opportunity that we are committed to remedying. Within Student Affairs, there are many creative ways in which the staff has successfully fostered a sensibility of community among students. These efforts have been especially successful in the residences, at the Cultural Center, and in other affinity settings. Attention to health and wellness has been a priority as well. Moving forward, it is crucial that

Student Affairs and Academic Affairs work together to fully integrate the academic perspective into student life programming and *vice versa*.

Effective June 15, 2017, President Lash named Gloria Lopez as interim VPSA/DoS for a two-year term (he did not want to permanently fill the position, out of the conviction that his successor should choose the next incumbent). Vice President Lopez brings a wealth of experience and insight to Hampshire, and we look forward to working with her as a genuine partner on many of the initiatives described herein. It will be especially important for her to rebuild and bolster Student Affairs' relationship with Academic Affairs and Admissions.

Students do not necessarily distinguish between their academic endeavors and other aspects of their lived experience on campus – nor should they. Ideally, there is significant overlap and fluidity, with work in the classroom intersecting with services and resources such as those listed above. Likewise, faculty and staff across the College do their best work when they are able to consider and understand students' experience as a whole.

In a college that prizes interdisciplinarity as a central tenet of the curriculum, it is at best contrarian to insist on a clean line separating student life from the academic program. Structurally, there are innumerable points of connection. For instance, all students must complete a 40-hour minimum CEL-1 as one of the specified elements of the Division I curriculum [STANDARD 4]. With the approval of the faculty advisor, a student may meet this academic requirement by residing in one of the living and learning communities in residential life; participating in team athletics or an OPRA course (e.g., martial arts, outdoor experiential education, and other fitness education classes); being part of a student organization; or engaging in another campus-focused community activity. Upon completion of CEL-1, the student must document the experience and write a reflection on the learning gained from the experience. Likewise, while many students meet the CEL-2 requirement through internships and other off-campus activities, a significant number do so on-campus: they may serve on college-wide committees with faculty and staff, as voting members of one of the interdisciplinary schools, or in student leadership positions. Some of Hampshire's co-curricular offerings, such as OPRA courses or the metalwork and fabrication courses available through the College's design center, actually become part of the student's academic record. When students participate in substantive learning activities organized by offices in both Academic Affairs and Student Affairs, they may arrange, with the permission of their Division II committees, to include them in the transcript.

According to the annual Student Satisfaction Survey, students' satisfaction with the academic program is routinely high at Hampshire, averaging 89% over the past five academic years. However, isolation is a chronic problem, and satisfaction with community living dipped sharply in the wake of the upheavals discussed previously [INSTITUTIONAL OVERVIEW]. Those indicators are now on the upswing, with room for significant and continuing improvement. Specifically, in the 2014-2015 academic year, 54% of students "agreed" or "strongly agreed" with the statement, "I have often felt lonely here." That percentage increased to 61% in 2015-2016, then slightly decreased to 59% in 2016-2017, the year we just completed. Similarly, in 2014-2015, 70% of students agreed or strongly agreed that "There is a strong sense of community at Hampshire," a percentage that declined to 55% in 2015-2016 and rose to 60% in 2016-2017. Concurrence with the statement that "People treat each other respectfully here" went from 77% to 56% to 64%. And from a starting point of 61% responding affirmatively that "Hampshire is a healthy campus" in 2014-2015, the percentage plummeted to 36% last year and is now at 42%. Initiatives under way to address questions of community connectedness and campus climate are discussed in the "Appraisal" section below.

As is true for colleges and universities across the country, Hampshire has seen a marked increase in the demand for mental health and substance abuse services in the past decade. In 2008-2009, 22% of the student body utilized the Counseling Service; by 2016-2017, that percentage had increased to 33%. Urgent appointments in fall 2016 were 150% higher than in the previous fall (the increased demand on counseling staff time has been ameliorated somewhat by smaller enrollment overall). Like all areas of the College, the Counseling Service has had to contend with budget cuts: in 2015-2016, funding for the consulting psychiatrist was cut; and this year, upon the departure of a senior psychologist, the position was changed to that of a social work clinician. A resulting secondary staffing loss is that the Counseling Service used to serve as a training site for two unpaid psychology interns who brought additional counseling resources to bear. With only one full-time psychologist now on staff, those positions had to be eliminated since it was no longer possible to provide the mandated number of supervision hours in fulfillment of the interns' degree and licensure requirements.

A creative and important resource for coordinated response to student issues is the Behavioral Assessment Team (BAT). BAT brings together professionals from Health and Counseling Services, Academic Affairs, CASA, and Student Affairs offices (residential life; student conduct, rights, and responsibilities; and campus police) to confidentially evaluate cases where a student's academic performance, behavior, or social interactions are cause for concern. If a student is contending with severe emotional distress, mental illness, or substance abuse, those struggles almost inevitably manifest in classwork or social interactions, but one sphere may not know about

difficulties in the other. Or a student may be doing well academically, giving no hint to professors about a pending disciplinary action. BAT is a forum that enables cross-institutional consultation and develops strategies to support students' safety and wellbeing, be it by active intervention or simply vigilance.

Similarly, substance abuse is an ongoing concern at Hampshire. A relatively new development in this region is the rise in and preponderance of opiate abuse. Interstate 91, which runs from New Haven, Connecticut, through Massachusetts and to the Canadian border, is known as the "heroin highway" – heroin and other opiates are readily accessible and the heroin in circulation is extremely potent. As a community we have aggressively publicized intervention resources, including the Counseling Service's expertise in substance abuse identification and referral, and have made the opioid blocker Narcan (naloxone) available at Health and Counseling Services for anyone who wishes access, either for themselves or others.

The Wellness Center is a separate entity from but collaborates closely with Health and Counseling Services. Staffed by students who are supervised by a professional director, the Wellness Center promotes physical, mental, and emotional health and wellbeing, with a focus on prevention and harm reduction. In 2015, the Wellness Center was tasked with moving Hampshire toward becoming a smoke-free campus, an effort that began by convening a task force of student, faculty, and staff smokers and non-smokers. After much deliberation, the task force determined that a staged approach would be optimal, and as of September 2016 the campus has a very limited number of designated smoking areas. The focus this past year has been on making sure smokers are aware of those locations; over the next two years we will emphasize intervention and then enforcement, while at the same time gradually reducing the number of places where smoking is permitted. Our stated goal is to become entirely smoke-free by 2019.

Related to issues of both community and wellness are increased needs around student conduct. Key to the conduct process is the Community Review Board (CRB), a body composed of faculty, staff, and students that hears and adjudicates complaints ranging from destruction of property to allegations of sexual assault or egregious plagiarism. Members of the CRB undergo a rigorous training process facilitated by the director of student conduct, rights, and responsibilities. The director, in partnership with Central Records and CASA, updates the College's online Student Handbook²⁶ each year. The Handbook details Hampshire's policies and expectations for academic progress and academic integrity and for the norms of community living, and explicates procedures for managing violations and instituting appropriate remediation and sanctions.

²⁶ https://handbook.hampshire.edu

Over the past decade, sexual assaults on college campuses have received greater media coverage than ever before, bringing much-deserved attention to a national scourge. Hampshire has had its share of incidents although, unlike numerous other institutions, the College has not been the subject of a formal Title IX complaint. The U.S. Department of Education's Office of Civil Rights (OCR) investigates campuses against which a formal claim of sexual misconduct or assault is made, and also reviews campuses for the adequacy of their processes and procedures. Hampshire is in the latter category, and since 2011 we have been aggressively examining our processes around Title IX compliance and submitting documentation to OCR. We have asked for immediate feedback should OCR identify any areas of weakness, but after three separate rounds of review have received no recommendations. In the meantime, we have significantly increased training for faculty and staff, as well as for new students during orientation. In 2013 we added one staff position, the Title IX deputy coordinator for students, and this summer will add another, the director of survivor supports, who will provide confidential support for survivors and oversee the College's prevention efforts. For the past year the President's Advisory Council on Sexual Misconduct and Campus Safety [Institutional Overview] has been meticulously assessing community education, prevention, policies, and procedures around sexual misconduct, relationship violence, and stalking, and has submitted its report and recommendations to President Lash. One outcome will be mandatory training for faculty and staff; the Board of Trustees has asked to receive this training as well.

APPRAISAL

The question of community is not new to Hampshire; indeed, it is a paradox woven into the fabric of the College. On the one hand, students are expected to be members of an intentional and interdependent community. On the other, they are required to design and implement a profoundly individualized curriculum. Even the campus residence halls – structures that by definition should help students learn to live in community – were built primarily with single rooms and few common spaces.

Student Satisfaction Survey data document students' feelings of isolation and their need for social supports. Consequently, our efforts to build community among students and encourage their engagement in shared experiences now begin even before they arrive on campus. The Admissions Office maintains regular contact during the spring and summer months with applicants who have signaled their intention to matriculate, sending email updates and offering accepted student visit days, campus overnight visits, an on-line forum, and other mechanisms to facilitate communication and connection. In 2009, the Office of New Student Programs was created to facilitate students' transition into college; the director reports jointly to the dean for academic

support and the VPSA/DoS. The office itself is in the R.W. Kern Center, thereby colocating it with the Admissions and Financial Aid Offices and a popular café.

Upon arrival at Hampshire, all students are placed in orientation groups based on tutorial assignments [STANDARD 4]. During the almost week-long orientation program, they take part in activities ranging from faculty-led discussion groups about a common reading to exercises in shared creative expression, from an introduction to campus groups and student-run initiatives to meetings about how to navigate the divisional system, and from workshops on consent and sexual misconduct to anti-racism trainings. The students then stay in the same groups for the duration of the first semester tutorial, so that together they are engaged in a constellation of joint activities and begin to build a community of peers. Throughout the year, Student Affairs staff offer a variety of programming intended to bolster students' sense of community: free tickets to concerts and movies, fieldtrips to museums in the region, bus transportation and passes for nighttime skiing in the nearby Berkshires, and more.

We know from our Student Satisfaction Survey data as well as from the Hampshire Impact Study that students who live in intentional housing communities (e.g., identity-based housing, first-year only halls) experience higher satisfaction at Hampshire and that these communities ease the transition of the first year. The LLCs are especially effective: up to 70 entering students each year may be selected to reside in a community of inquiry focused on a particular interest area (the most recent options include the Body, Brain, and Culture LLC; the Community Engagement for Social Change LLC; the Environmental Justice and Sustainability LLC; Farm! The Edible LLC; the Looking/ Reading/Writing LLC; and the Wellness LLC). Some of these are formally aligned with academic programs, and all are supported by faculty, staff, and/or student leaders. As part of their commitment to a LLC, students engage in two-hour biweekly meetings for the first semester and a variety of shared activities throughout the year.

The LLCs have proven to be extremely popular, and student demand outpaces availability. Moving forward, we are exploring the possibilities for expanding this program. In the meantime, starting in fall 2016, five faculty members began experimenting with a complementary model, dubbed Teaching and Learning Communities (TLCs). In the TLCs, the academic activities of the tutorial are supplemented by extended orientation activities that take place outside the classroom. Indicators from the TLC pilot initiative are positive, so this is an area for expansion [STANDARD 6]. In fall 2017 we have 11 faculty members (more than double the first year's volunteers) who have committed to designing their tutorials as TLCs.

A significant initiative is the First Year Forward program, which was developed jointly by Admissions and CASA in 2015. Students who were admitted to Hampshire conditionally – i.e., they showed promise but there were red flags about their potential academic performance – were required to participate in a series of workshops on topics such as time management, goal-setting and reflection, and accessing academic resources such as the library. To our surprise, the group of 35 or so students who participated in the pilot First Year Forward program had a higher first- to second-year retention rate than did those who were not part of the program, despite potentially greater challenges to academic success. The reason, we believe, was the social affinity and shared experience the students gained by participating in the workshops. The program has now expanded to include first-semester students identified by faculty advisors as struggling at the mid-point of the first semester, as well as first-year students on probation in the second semester. While we have not seen the dramatic retention rates of the first cohort duplicated in succeeding cohorts, First Year Forward participants regularly indicate greater satisfaction with campus resources and with Hampshire in general than do non-participants. We are also experimenting with small-group and individualized coaching sessions rather than large workshops, facilitated jointly by the director of the Office of Accessibility Resources and Services (OARS), the associate dean of first year advising, the student success fellow in the Knowledge Commons [STANDARD 6], and the director of New Student Programs.

The College's Retention Committee, which involves staff from Admissions, CASA, OARS, IR, New Student Programs, residential life, and OPRA, has spearheaded a number of initiatives focusing on new students and retention. For example, the Committee developed a "wellness wheel" specific to Hampshire and will pilot a "wellness challenge" for first-year students. To complete the challenge, students engage in programming focused on seven core dimensions of campus life – academic, career, community, emotional, financial, physical, and spiritual – all intended to address the struggles with isolation and emotional health that our students report.

The culmination of the above efforts is the commitment on the part of Academic Affairs, Admissions, and Student Affairs to collaborate in designing a coordinated First Year Experience. Most of the pieces are already in place: we have a robust orientation program with which students report high levels of satisfaction, high impact first-year tutorials, strong advising, a common reading program, LLCs and other intentional residential communities, and well-regarded peer mentoring programs. However, these pieces occur in different areas of the College and do not always communicate or coordinate with one another. The wellness wheel, for instance, could be the foundation of a strong, comprehensive co-curriculum required as part of the First Year Experience. We are forming a steering committee that will review and assess our current practices,

integrate first-year programming into an intentional and mission-driven whole, and serve as an idea-generating body for new approaches.

Facilitating students' entry into the first year of college is clearly important, but another turning point we must find ways to address holistically is the transition from first to second year. This is likely more difficult at Hampshire than at other colleges because students are expected to navigate a pedagogical shift to a self-designed program of study at the same time as they are moving from dorm rooms into mods (on-campus apartments), a change in the living and social environment that requires learning to negotiate with mod-mates around such things as shopping, cooking, cleaning, and considerate use of common spaces. Through some of the research being done to evaluate our educational effectiveness at the Division II level [STANDARD 8], we are learning how significant this transition is academically – but broader student life programming to alleviate isolation and foster community is necessary as well. After reading a draft of this self-study, Division III student Grant Holub-Moorman wrote:

Efforts to build community focus heavily on first year students. The drop-off in support and funding after leaving the dorms made second-year slump very real for me and many of my friends. Moving into the mods (Greenwich in particular) is a tough transition. Solitude is the norm in Div II living spaces. It is quite clear there is a lack of attention directed towards upperclassmen [sic] and transfer students' need for community.... The lack of open mass gathering spaces prevents discussion and understanding (we're still waiting for our student union).²⁷

As described in the INSTITUTIONAL OVERVIEW, we have experienced several episodes of toxicity where students' disagreements with each other became *ad hominem* attacks that were cruel, harmful, and divisive. Moreover, and perhaps more concerning, many students report experiencing campus culture overall as politically restrictive and judgmental. In past years, the majority of students withdrawing from the College indicated that financial constraints were the primary reason for leaving. Now, an unwelcoming campus climate is the most frequently cited cause. A full 96% of students who responded to the 2017 Student Satisfaction Survey agreed or strongly agreed with the statement, "Exposure to ideas that differ from my own is an essential part of my college education," and 89% agreed or strongly agreed that "Contact with individuals whose backgrounds differ from my own is an essential part of my college education." However, only 68% agreed or strongly agreed that "Being open to diverse perspectives is one of Hampshire's strengths." Anecdotally, we hear repeatedly that students quickly become reluctant to engage in difficult discussions for fear of saying the wrong thing or sparking rebuke or public shaming. This is a complex and multivalent challenge to the

²⁷ Grant Holub-Moorman, personal email communication to Beth Ward, 7/27/2017.

entire campus, and especially to Student Affairs and Academic Affairs, to work together in common cause.

While daunting, this call to action is also invigorating. President Lash has identified the improvement of campus climate as his highest priority, and increasing numbers of faculty are eager to help break down boundaries and develop new connections between the academic experience and student life. Faculty have always been concerned for their students' intellectual, emotional, and social wellbeing, and have striven to develop better tools as advisors and teachers. At this juncture, however, the approach must be total, radical, and sweeping. For at least two years, the Retention Committee and various other committees and groups (including EPC, First Year Forward, the Knowledge Commons, and BAT) have been exploring student needs and how to support them in various contexts. Now we need to come together and be creative in imagining a broad-based solution.

Certainly, an important part of the solution is better communication. At present there are significant gaps in understanding between Student Affairs and other offices on campus, due both to a lack of a shared language in addressing concerns about student mental health, substance abuse, Title IX, and misconduct cases and a reluctance to disclose information. The VPSA/DoS bears the primary responsibility for educating the campus (and especially the faculty, academic deans, and administrators) about the complexity of the issues encountered in Student Affairs, including best practices and, more broadly, the philosophical principles that undergird decisions and actions. Crosscampus education and information sharing are essential charges for the interim VPSA/DoS moving forward. Much more can be accomplished, without violating FERPA and other individual privacy concerns.

Shared programming is also vital, and a number of important initiatives are under way. The new donor-funded ECG Project, which includes an endowed professorship, offers academic courses in applied ethics and also supports workshops on the relational leadership model, i.e., utilizing storytelling, deep listening, and embodied practices to teach the tools of building connections and bridging differences. The three advisory councils – on Hampshire's Commitment to Anti-Racism, Sexual Misconduct and Campus Safety, and SPARC – are making a palpable difference in fostering a campus climate of inclusion, reciprocity, interdependence, and equity, both through their individual efforts and by means of joint initiatives. They recently received a "Bringing Theory to Practice" campus dialogue grant from the American Association of Colleges and Universities to support the development of a "changemaker toolkit" to help students learn skills such as organizing and coalition-building. Many offices on campus jointly sponsored a week-long "Culture of Radical Engagement" residency program

centered on the questions: How can we create an inclusive, empathic, interdependent, and relational culture on campus? How do we prepare to confront the complex challenges in our community and our world with humanizing values? These efforts all support the ethos of transformative action that is at the heart of Hampshire's pedagogy.

PROJECTION

- ➤ Student Affairs and Academic Affairs will need to work collaboratively and in an integrated fashion to rewrite the first-year curriculum. It is incumbent on us to connect the varied pieces of the first-year experience so that support for student development is at its core. This will surely be an unwieldy process, requiring as it does a broad coalition across two divisions and encompassing classroom learning, residential life, and student activities. It may require the adoption of different practices in the classroom. Similarly, we may need to reimagine new-student orientation, the structure of residential life, first-year tutorials, and first-year advising. EPC has already begun the process of reconsidering first-year academic requirements (community-engaged learning, distribution areas, the multiple cultural perspectives requirement), and that work must be acknowledged and carefully integrated.
- ➤ Our immediate priority is bolstering the first-year experience, but attending to the transition from Division I to Division II is also necessary. This is an important shift for students, both academically and socially, and is an area where our retention efforts and student satisfaction overall would benefit from targeted programming.
- ➤ Because Student Affairs is experiencing a leadership transition, it is an especially important time to build alliances and foster cooperation, with support at the highest administrative levels. The VPAA/DoF, dean for academic support, dean of admissions and financial aid, and other leaders on campus are looking forward to encouraging and supporting the VPSA/DoS, positioning both the interim and permanent incumbents for success.
- ➤ Information sharing across Student Affairs and Academic Affairs will be a much higher priority. The VPSA/DoS should take advantage of time at every Faculty Meeting to give updates on developments and concerns in student life and address faculty questions. A possible approach is that the VPSA/DoS, together with the staff responsible for key areas such as residential life, student conduct, mental health services, etc., have a standing meeting with the academic deans where the agenda is devoted entirely to the student experience and emerging concerns.

Standard 5: Students

(Admissions, Fall Term)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

	3 Years	2 Years	1 Year	Current	Goal
	Prior	Prior	Prior	Year	(specify year)
	(Fall 2013)	(Fall 2014)	(Fall 2015)	(Fall 2016)	(Fall 2017)
Freshmen - Undergraduate		=.T			
Completed Applications		2,671	2,071	2,347	2,244
Applications Accepted		1,780	1,450	1,511	1,400
Applicants Enrolled		336	374	331	390
% Accepted of Applied	70.4%	66.6%	70.0%	64.4%	62.4%
% Enrolled of Accepted	19.7%	18.9%	25.8%	21.9%	27.9%
Percent Change Year over Year					
Completed Applications	n/a	-5.5%	-22.5%	13.3%	-4.4%
Applications Accepted	n/a	-10.6%	-18.5%	4.2%	-7.3%
Applicants Enrolled	n/a	-14.5%	11.3%	-11.5%	17.8%
Average of statistical indicator of aptitude					
of enrollees: (define below)	2				
Transfers - Undergraduate					
Completed Applications	243	219	271	211	17
Applications Accepted	174	142	176	142	11
Applications Enrolled	74	47	48	56	5.
% Accepted of Applied	71.6%	64.8%	64.9%	67.3%	64.7%
% Enrolled of Accepted	42.5%	33.1%	27.3%	39.4%	50.0%
Master's Degree					
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied			-	-	
% Enrolled of Accepted	_	_	_	_	
First Professional Degree	n/a				
Completed Applications	11/ 4				
Applications Accepted					
Applications Enrolled					
% Accepted of Applied					
% Enrolled of Accepted	-	-	-	-	
Doctoral Degree	n/a	-	-	-	
	11/ a				
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	
% Enrolled of Accepted	-	-	-	-	
Please enter any explanatory notes in the box bel	low				
Data from CDS					

Standard 5: Students (Enrollment, Fall Term)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

?

Credit-Seeking Students Only - Including Continuing Education

		3 Years	2 Years	1 Year	Current	Goal
		Prior	Prior	Prior	Year	(specify year)
UNDERGR	ADIIATE	(Fall 2013)	(Fall 2014)	(Fall 2015)	(Fall 2016)	(Fall 2017)
First Year		528	469	486	472	485
riist iear	_	320	409	460	472	463
	Total Headcount	528	469	486	472	485
		528.00	469.00	486.00	472.00	485.00
Second Year	Full-Time Headcount	328.00	305	303	280	288
become rear	Part-Time Headcount	307	303	303	200	200
	Total Headcount	307	305	303	280	288
	Total FTE	307.00	305.00	303.00	280.00	288.00
Third Year	Full-Time Headcount	306	304	303	280	287
	Part-Time Headcount					
	Total Headcount	306	304	303	280	287
	Total FTE	306.00	304.00	303.00	280.00	287.00
Fourth Year	Full-Time Headcount	327	280	304	273	271
	Part-Time Headcount					
	Total Headcount	327	280	304	273	271
	Total FTE	327.00	280.00	304.00	273.00	271.00
Unclassified	Full-Time Headcount	24	18	14	16	16
	Part-Time Headcount					
	Total Headcount	24	18	14	16	16
	Total FTE	24.00	18.00	14.00	16.00	16.00
Total Underg	raduate Students					
	Full-Time Headcount	1,492	1,376	1,410	1,321	1,347
	Part-Time Headcount	0	0	0	0	0
	Total Headcount	1,492	1,376	1,410	1,321	1,347
	Total FTE	1,492.00	1,376.00	1,410.00	1,321.00	1,347.00
	FTE Undergraduate	n a	-7.8%	2.5%	-6.3%	2.0%
GRADUATI		n/a				
	Total Headcount	0	0	0	0	0
0	FTE Graduate	-	-	-	-	-
GRAND TOTAL		4 .0=	4	4	4.004	4.6
Grand Total I		1,492		1,410	1,321	1,347
Grand Total I		1,492.00	1,376.00	1,410.00	1,321.00	1,347.00
% Change	Grand Total FTE	n/a	-7.8%	2.5%	-6.3%	2.0%

Please enter any explanatory notes in the box below

First Year=Div 1 Second Year=1/2 of Div 2 Third Year=1/2 of Div 2 Fourth Year=Div 3. Hampshire does not have part-time students.

Standard 5: Students (Financial Aid, Debt, Developmental Courses)

\$8,766

\$1,897

\$5,206

\$1,663

\$26,749

\$2,534

\$1,268

\$1,266

\$247 \$26,749

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

? Where does the institution describe the students it seeks to serve? https://www.hampshire.edu/discover-hampshire/mission-and-vision

? Three-year Cohort Default Rate

Three-year Loan repayment rate (from College Scorecard)

(FY 2014)	(FY 2015)	(FY 2016)
2.5	3.2	1.2

\$9,523

\$1,860

\$6,077

\$1,586

\$27,106

\$27,106

\$2,262

\$1,178

\$1,084

\$233

\$0

3 Years	2 Years	Most	Current	Goal
Prior	Prior	Recently	Year	(specify
		Completed		year)
		Year		
(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)

? Student Financial Aid

Total Federal Aid

Grants

Loans

Work Study

Total State Aid

Total Institutional Aid

Grants

Loans

Total Private Aid

Grants

Loans

3 Years	2 Years	Most	Current	Goal
Prior	Prior	Recently	Year	(specify
		Completed		year)
		Year		
(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)
	<u> </u>			<u> </u>

\$10,352

\$2,100

\$6,374

\$1,878

\$30,060

\$30,060

\$2,549

\$1,510

\$1,039

\$250

\$0

\$10,400

\$2,100

\$6,400

\$1,900

\$30,700

\$30,700

\$2,650

\$1,600

\$1,050

n/a

n/a

n/a

\$250

\$10,400

\$2,100

\$6,400

\$1,900

\$34,500

\$34,500

\$2,650

\$1,600

\$1,050

n/a

n/a

n/a

\$250

\$0

Student Debt

Percent of students graduating with debt (include all students who graduated in this calculation)

Undergraduates

Graduates

First professional students

65% 57% calc june 2016 n/a n/a n/a n/a n/a n/a

For students with debt:

Average amount of debt for students leaving the institution with a degree

Undergraduates

Graduates

First professional students

\$23,042 \$24,074 \$19,706 n/a n/a n/a n/a n/a n/a n/a n/a n/a

Average amount of debt for students leaving the in-

Undergraduates

Graduate Students

First professional students

1	stitution without a degree								
	\$7,810	\$8,787	\$8,008	n/a	n/a				
	n/a	n/a	n/a	n/a	n/a				
	n/a	n/a	n/a	n/a	n/a				

Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)

English as a Second/Other Language

English (reading, writing, communication skills)

Math

Other

n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a

Please enter any explanatory notes in the box below

Hampshire does not actively participate in the College Scorecard system. What is currently published is 70%, although we do not know which year that number represents.

Standard 5: Students (Student Diversity)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

For each type of diversity important to your institution (e.g., gender, race/ethnicity, first generation status, Pell eligibility), provide information on student admissions and enrollment below. Use current year data.

Undergraduate Admissions information	Completed	Applicants	Applicants		
	Applications	Accepted	Enrolled		
Category of Students (e.g., male/female);			420		
Male	823	498	129		
Female	1,524	1,013	202		
Non-Resident Aliens	336	120	21		
Hispanic/Latino	317	182	36		
American Indian or Alaska Native	5	1	0		
Asian	108	78	9		
Black or African American	235	88	27		
Native Hawaiian or other Pacific Islander	0	0	0		
White	1,134	894	207		
Two or more Races	112	79	17		
Race and Ethnicity Unknown	100	69	14		
Graduate Admissions information	Completed	Applicants	Applicants		
	Applications	Accepted	Enrolled		
Category of Students (e.g., male/female);	add more rows a	as needed			
n/a					
Undergraduate Enrollment information	Full-time	Part-time	Total	FTE	Headcou
	Students	Students	Headcount		Goal
					(Fall 2017
Category of Students (e.g., male/female);	add more rows a	as needed			
Male	500	0	500	500.00	n
Female	821	0	821	821.00	r
Non-Resident Aliens	72	0	72	72.00	ſ
Hispanic/Latino	138	0	138	138.00	r
1	130				1
American Indian or Alaska Native	2				1
American Indian or Alaska Native	2	0	2	2.00	
Asian	2 32 74	0	2 32	2.00 32.00	1
Asian Black or African American	2 32 74	0 0	2 32 74	2.00 32.00 74.00	1
Asian Black or African American Native Hawaiian or other Pacific Islander	74	0 0	2 32 74 1	2.00 32.00 74.00 1.00	1 1
Asian Black or African American Native Hawaiian or other Pacific Islander White	74 1 860	0 0 0	2 32 74 1 860	2.00 32.00 74.00 1.00 860.00	1 1 1
Asian Black or African American Native Hawaiian or other Pacific Islander White Two or more Races	74 1 860 93	0 0 0 0	2 32 74 1 860 93	2.00 32.00 74.00 1.00 860.00 93.00	1 1 1 1
Asian Black or African American Native Hawaiian or other Pacific Islander White Two or more Races Race and Ethnicity Unknown	74 1 860 93 49	0 0 0 0 0 0	2 32 74 1 860 93 49	2.00 32.00 74.00 1.00 860.00 93.00 49.00	1 1 1 1 1
Asian Black or African American Native Hawaiian or other Pacific Islander White Two or more Races	74 1 860 93 49 Full-time	0 0 0 0 0 0 0 Part-time	2 32 74 1 860 93 49 Total	2.00 32.00 74.00 1.00 860.00 93.00	1 1 1 1 1 1 Headcou
Asian Black or African American Native Hawaiian or other Pacific Islander White Two or more Races Race and Ethnicity Unknown	74 1 860 93 49	0 0 0 0 0 0	2 32 74 1 860 93 49	2.00 32.00 74.00 1.00 860.00 93.00 49.00	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
Asian Black or African American Native Hawaiian or other Pacific Islander White Two or more Races Race and Ethnicity Unknown Graduate Enrollment information	74 1 860 93 49 Full-time Students	0 0 0 0 0 0 0 Part-time Students	2 32 74 1 860 93 49 Total	2.00 32.00 74.00 1.00 860.00 93.00 49.00	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
Asian Black or African American Native Hawaiian or other Pacific Islander White Two or more Races Race and Ethnicity Unknown Graduate Enrollment information Category of Students (e.g., male/female);	74 1 860 93 49 Full-time Students	0 0 0 0 0 0 0 Part-time Students	2 32 74 1 860 93 49 Total Headcount	2.00 32.00 74.00 1.00 860.00 93.00 49.00	1 1 1 1 1 1 1 1 1 1 Headcou
Asian Black or African American Native Hawaiian or other Pacific Islander White Two or more Races Race and Ethnicity Unknown Graduate Enrollment information	74 1 860 93 49 Full-time Students	0 0 0 0 0 0 0 Part-time Students	2 32 74 1 860 93 49 Total	2.00 32.00 74.00 1.00 860.00 93.00 49.00	1 1 1 1 1 1 Headcou

Please enter any explanatory notes in the box below

We do not set enrollment goals based upon gender or race/ethnicity at Hampshire College.

Standard 6: TEACHING, LEARNING, AND SCHOLARSHIP

In STANDARD 4, we discussed the structure of Hampshire College's academic program. Here, in STANDARD 6, the focus is on how that structure shapes our experiences of teaching and learning.

Faculty and Academic Staff

DESCRIPTION

Teaching is foundational to Hampshire's mission. Students apply to Hampshire for the innovative, leading-edge learning opportunities available to them, and faculty members take positions and stay here out of a deep commitment to the College's educational values. As is evident from the description of our academic program [STANDARD 4], teaching takes place in the classroom and out, through mentorship of students beginning with Division I and as they develop their individualized programs of study in Divisions II and III. The faculty and academic staff who thrive at Hampshire take evident joy and pride in sparking student interest, supporting them in scholarship and art, and collaborating with them intellectually and programmatically. In every respect, the College's current success and potential for the future depends on educators who embody Hampshire's mission to "foster a lifelong passion for learning, inquiry, and ethical citizenship."

The general terms of employment and responsibilities for faculty are conveyed through the Employee Handbook and Faculty Handbook. Individual contract letters state the duration of the appointment. We have worked to add transparency to our practices on special hiring by developing a dual career hiring policy and an opportunity hire policy, both of which were approved by the academic deans in the spring 2016 semester.

Hampshire College is an equal opportunity employer and we strive to attract and maintain a diverse faculty and staff. Between 2004 and 2014, the percentage of people of color (excluding international faculty) in regular faculty lines increased from 19% to 26%, representing a steady improvement over the ten-year period. 55% of faculty identify as women. Hampshire does not collect demographic data specific to academic staff; information about the staff as a whole is provided in STANDARD 7. Regardless of how successful we are, we must remain vigilant and proactive in fostering diversity.

Hampshire has directed particular attention over the last three years to clarifying and reinforcing equitable and inclusive hiring practices at the initial stages of every search and ensuring that there is a clear and intentional plan for diversity recruitment and

outreach. This work aligns with the strategic plan [STANDARD 2], which contains specific priorities for improving employment policies and procedures to attract more faculty and staff from historically underrepresented communities and to support Hampshire's commitment to being an anti-racist community. For some years, faculty search committees have been required to submit a plan for outreach and recruitment that is reviewed and approved by the CDO. Recently, the CDO, the dean of multicultural education and inclusion, working with Academic Affairs staff, created a "Guide to Searches for Deans and Search Committees." The College has begun to train search committee chairs by means of an introduction to the College's search guidelines, workshops, and discussions with the CDO on the importance of understanding and working against implicit biases in hiring. Moving forward, we will work to revive the Affirmative Action Committee and develop and implement implicit bias workshops and trainings on a broader scale.

Hampshire does not have a traditional tenure system. (The original intention was that faculty members would only be at Hampshire for the first few years of their careers, then take jobs elsewhere and disseminate Hampshire's pedagogy in the process. However, the realities of the academic job market prevented that from ever occurring.) Instead, faculty members are appointed to three-, four-, and ten-year contracts based on comprehensive files they assemble for review by their colleagues, the school dean, and CCFRAP. Faculty members standing for second or subsequent ten-year contracts are not required to present extensive files unless cause is found. Reappointment and promotion files reflect faculty members' fulfillment of the College's criteria for teaching, scholarship/art, and community service, particularly as reflected in the curriculum vitae, the reappointment statement, and a small representative collection of documents illustrating the character of the individual's work. Course evaluations from the last three years are included in the file as well. Faculty must also provide the names of three to six colleagues who can speak about their teaching, advising, and/or scholarly performance; and the names of up to ten current students and up to ten Hampshire graduates who can reflect on their performance as teachers and advisors. The procedures for reappointment and promotion, as well as other expectations of Hampshire's faculty, are detailed in the Faculty Handbook.

Faculty members are systematically evaluated on their performance by means of student course evaluations completed each semester. They also submit annual reports detailing their publications, exhibitions, performances, and presentations during the academic year as well as recognition or awards. The report is meant to be the basis of an annual conversation between individual faculty members and their school deans, although the practice is uneven across the College and the larger schools have difficulty scheduling so many one-on-one reviews.

The categories of faculty at Hampshire College, as defined in the Faculty Handbook, include full- and part-time regular faculty, visiting faculty, faculty associates, adjuncts, instructors, interns, and faculty *emeriti*. Regular faculty are hired, reviewed, reappointed, and promoted in accordance with the criteria set forth in the Handbook. For 2016-2017, the most recent academic year, there were 111 regular faculty, 95 (86%) full-time and 16 (14%) part-time. Of the 111, 106 (95%) have terminal degrees: 80 PhDs; 22 MFAs; one JD; one masters in educational technology; one masters in architecture; and one masters in industrial design. Regular faculty are distributed across the five academic schools as follows: 15 in CS, 26 in CSI, 39 in HACU, 13 in IA, and 18 in NS. In addition, we have 24 visiting faculty, 12 faculty associates, 21 adjuncts, and six non-faculty interns who are currently part of the instructional budget.

In 2014, the College created the position of faculty associate to explicitly acknowledge academic staff who have both instructional and programmatic/administrative responsibilities. Faculty associates are part of the writing program, studio arts, the entrepreneurship program, photography and film, and design and innovation for social change. They receive the same professional development funds and are eligible for the same internal grant opportunities as regular faculty. Visitors are hired to replace faculty members who are on sabbaticals or leaves, or to fill in for those who have undertaken administrative positions, e.g., a three-year visiting appointment to carry the teaching load of a faculty member who has become a school dean. To the best of our financial ability, Hampshire rejects the trend of relying on adjunct faculty as a cost-containment measure, although we do utilize adjunct courses to fill curricular gaps due to sabbaticals and leaves, and also to replace faculty who are teaching tutorial courses. Over the last ten years the range of adjuncts has been between 12 and 23 per year.

Hampshire's librarians are core partners in the enterprise of educating Hampshire's students. All hold a master of library science degree with most holding secondary academic degrees, and they regularly publish and/or present at professional conferences and participate in ongoing professional development. Each librarian is affiliated with one or two of the five academic schools and covers an interdisciplinary specialty area: access and arts; critical social inquiry and digital pedagogy; humanities and film; interdisciplinary science; and systems and discovery. They provide instruction in library research to students in most of the first-year tutorials, support research instruction tailored to the established learning objectives at each divisional level, offer workshops for students in living and learning communities, provide customized support to Baldwin Scholars and international and transfer students, and work individually with Division III students. Hampshire's librarians also participate in academic planning, sit on key academic policy committees, and regularly partner with the CTL. All of these are high-impact practices in alignment with the "Framework for

Information Literacy for Higher Education" promulgated by the Association of College and Research Libraries.²⁸

Another category of academic staff is interns: alums who hold time-limited, one- or two-year appointments. Six alumni interns currently provide support to various academic programs on campus – dance, film/photography/video, humanities, music, studio arts, and writing – and in the process gain direct experience as educators. Four Knowledge Commons alumni fellows (see "Teaching and Learning," below) support students in the areas of library research, study skills and time management, instructional technology and digital tools, and media and production.

Although students interact with and learn from faculty and academic staff, only faculty on long-term visiting and regular contracts can serve as academic advisors. In addition, there are a number of offices and programs that are part of Academic Affairs and advise students on their out-of-classroom learning, including Community Partnerships for Social Change (CPSC), CBD, CYL, ECG, GEO, and others. Staff from these offices meet regularly under the aegis of Academic Affairs and with the DCA to communicate and coordinate efforts.

APPRAISAL

We find that there is general satisfaction with the hiring process. However, one concern we hear from time to time is that candidates are excited by the intellectual community at Hampshire but do not appreciate how demanding the expectations for teaching and advising will actually be. The time commitment can be overwhelming and intrude on opportunities for independent scholarly and artistic work. To ensure that we hire faculty members who will be happy teaching and mentoring our undergraduates, we need to achieve better alignment between what they anticipate and the realities of what their work will be. It is incumbent on us to strengthen their orientation to the College, provide them with sustained mentoring, and support them in balancing teaching, scholarship, and governance as well as work/life balance.

Hampshire's pedagogy and curriculum are continuously evolving – "academic program development by successive approximations," 29 as characterized in the founding documents – and this particular moment in the College's development is pivotal with regard to hiring faculty. Hampshire is in a period of generational

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²⁸ Association of College and Research Libraries: Guidelines, Standards, and Frameworks, "Framework for Information Literacy for Higher Education," adopted by the ACRL Board on January 11, 2016. http://www.ala.org/acrl/standards/ilframework

²⁹ The Making of a College, p. 66.

transition: a number of our founding faculty members have retired and more retirements are on the horizon. This affords us the opportunity to reflect on how the academic program has changed over time and to imagine the faculty of the future, particularly germane given that professors hired today will likely be teaching twenty or more years hence.

Accordingly, in 2015, VPAA/DoF Rueschmann introduced a new model for hiring faculty. Rather than simply operating under a "replacement" sensibility to fill vacant faculty lines with the same position in the same school, this initiative is shifting the paradigm, bringing a strategic focus and a two-year planning arc to faculty hiring decisions. Requests for all new faculty hires now are considered within the context of the academic program as a whole, and schools and programs are required to submit proposals for faculty positions that address the following:

- Intellectual rationale for the position
- Curricular needs to be met
- Evidence of student demand
- Connections to other parts of the academic program and to the Five Colleges
- Anticipated needs and resources to make the position successful
- Short- and long-term consequences of not filling the position
- How the position will support institutional diversity initiatives

We note that, with the advent of the strategic faculty hiring plan, attention to diversity is now an explicit part of envisioning new faculty positions, well before applicant pools are developed or finalists selected. When a proposal for a new position is put forward, it must include an articulation of how it will strengthen Hampshire's institutional commitment to being an actively anti-racist, diverse, equitable, and inclusive campus.

All proposals are posted on-line for review and comment by faculty members and faculty associates. The school deans solicit priorities from their faculty after which they, together with the dean of multicultural education and inclusion, evaluate the relative merits of the proposals and make a recommendation to the VPAA/DoF. The decision about which position(s) to advance rests ultimately with the VPAA/DoF. During the 2015-2016 academic year, 24 proposals for faculty positions were submitted, all with thoughtful and well-constructed rationales. The deans reached consensus to move forward on six positions: African American literature; diasporic youth culture and ethnic studies; film/video (alternative narratives); Native studies and environmental justice; plant biology; and U.S. foreign policy and empire studies. The Board voted its approval for these positions in May 2016, and hires for all but the film/video position were successfully completed during the academic year. In May 2017, the trustees reauthorized that search and approved four additional positions: the Jonathan Lash

chair in environmental education and sustainability (donor-endowed); media arts and sciences; poetry writing; and physics.

Initially, and not surprisingly, there was substantial consternation in reaction to the strategic hiring initiative. Members of the five schools were concerned that they might lose positions or that their intellectual foci might be diffused. However, over time and with support from the senior administration, these reservations seem to have abated. It was especially important for faculty to see, over the course of a full cycle, that the process of analyzing needs and imagining new possibilities would actually bolster thriving programs and allow us to build on what is in place.

Although the Faculty Handbook language for reappointment and promotion is clear, the expectations and practices of file building and review across the five academic schools are not always consistent. This can lead to confusion among faculty as they talk with colleagues across campus, and to some difficulties in CCFRAP in knowing how to interpret differences in files. The school deans have begun to discuss their practices with the aims of bringing the schools into greater alignment. The differences, particularly with regard to mid-contract review, ought to be a relatively easy problem to solve. We have already begun reviewing school mid-contract and reappointment materials for consistency, working with the deans to create a uniform process and evaluating how differences in the composition of school membership may affect recommendations for reappointment and promotion.

Some of Hampshire's reappointment and promotion practices are more time-consuming than necessary. Our senior academic leadership position is a strong one, and the VPAA/DoF's opinion on matters of the academic program is highly regarded. The VPAA/DoF sits in on CCFRAP deliberations each January and makes independent recommendations to the president on all reappointment and promotion cases via a comprehensive letter analyzing candidates' strengths. However, there is no compelling reason for this last step unless the recommendations of CCFRAP and the school are in conflict, and further judgment is needed. January, when the campus is relatively quiet, is a time when the VPAA/DoF would otherwise be working to move academic initiatives forward.

We are endeavoring to clarify the meaning of "scholarship" with regard to reappointment and promotion. The faculty committee charged with revising the Faculty Handbook in 2014 argued that the definition for scholarship should be sufficiently broad to encompass work from an array of disciplines. However, early-career faculty indicate that they find the criteria too vague. We need to ascertain whether the language itself is the issue, or whether faculty need more conversations and guidance over the

course of their contracts to allay anxiety about the reappointment process. One mechanism for the latter would be the annual review with the school dean, but this expectation is proving to be unwieldy. We have discussed piloting a peer mentoring process as another format for providing evaluative feedback, but with faculty already feeling that their workloads are too high, we have not yet gained purchase on this approach.

PROJECTION

- ➤ We will continue to prioritize and expand our practices in recruiting, hiring, and retaining a diverse faculty and staff. In fall 2017, the school deans will revisit the faculty interview process and discuss how to emphasize the preeminence of teaching and advising when introducing Hampshire to candidates.
- ➤ We will continue to work with the deans to bring reappointment and promotion practices into alignment across the schools. We will continue to offer faculty workshops on building files for reappointment and promotion, and we will work with the chair of CCFRAP to determine whether to clarify the overall criteria for reappointment and promotion, particularly with regard to "scholarship," or to continue emphasizing and building mentorship opportunities.
- ➤ The co-directors of CTL will collaborate with school deans to expand mentoring practices and clarify expectations for faculty performance, with a focus on providing early-career faculty with mentoring around teaching, scholarship, and governance. We will seek faculty volunteers to participate in a pilot for peer review of annual reports and goal setting.
- ➤ We will explore amending the Faculty Handbook so that the VPAA/DoF is required to write an independent opinion on reappointment or promotion only in cases where there is disagreement in judgment between the school and CCFRAP.

Teaching and Learning

DESCRIPTION

Teaching and learning are uniquely intertwined at Hampshire as a result of our student-centric pedagogical approach [STANDARDS 1, 4, 5]. Using the Common Data Set methodology, our student-to-faculty ratio is 10.4:1, compared to 10.3:1 at peer institutions. However, these numbers do not convey the extent of student-faculty interaction at Hampshire. Here, workload is not only the ratio based on teaching and advising, but a crucial internal consideration of the capacity of faculty to support students through the divisional system. In this sense, it can be said that there is a faculty-to-student ratio as well: two faculty members work with every one student as committee chair and member at the Division II and III levels [STANDARD 4]. In fact, the

reality of faculty workload is deeply affected by the numbers of divisional committees on which one serves. Another factor is that some committee responsibilities are very time-consuming (such as chairing a Division III), while others require less time (e.g., being a Division II committee member).

Because Hampshire is such a labor-intensive institution, it is a particular challenge when some faculty members carry disproportionate committee responsibilities. Often, these same professors have higher course enrollments as well. Because divisional committees are created out of student interest, it is inevitable that the distribution of committee work will vary somewhat – as at any liberal arts institution, some Hampshire faculty members teach in particularly high- or low-interest areas. For the faculty, then, there are a number of factors that affect workload in a given year. For students, the process of committee formation can be daunting and is made more complex by the way workload and sabbatical schedules might play into a faculty member's availability.

One of the most important resources for teaching and learning at Hampshire is the CTL, which encourages and supports faculty members' development in all aspects of their professional lives throughout their careers. The CTL is co-directed by the DCA and the dean of multicultural education and inclusion, and focuses on innovation in and the integration of scholarship, teaching, and learning. Among its offerings are new faculty orientations, workshops of various types on a range of topics, mentoring programs, individual faculty support, on-site resources for faculty publications, and an annual celebration of engaged teaching. The CTL also provides a host of on-line resources about teaching, advising, and scholarship.³⁰

CASA deans are part of the two-day orientation for new faculty each August. They support and inform academic advising through training workshops (primarily for Division I and transfer students), have recently begun to offer Division III workshops for new faculty in the fall and spring, and provide ongoing consultation to help guide faculty and students through the requirements across the academic program. Staff and faculty in CORC and CASA jointly advise students on Fulbright opportunities. In 2015, Hampshire was recognized as a top Fulbright producer in the Fulbright U.S. Student Program, through which recent graduates teach and lead research overseas. In 2017, Hampshire was named a top producer of Fulbright Scholars, one of 11 bachelor's institutions to receive the designation.³¹

61

³⁰ http://sites.hampshire.edu/ctl

³¹ https://eca.state.gov/fulbright

Another resource that facilitates both teaching and learning is the College's Grants Office, which provides invaluable assistance to faculty in securing funding for research and creative work. The staff also offers advice and training for students interested in grant proposals. Unfortunately, the grants officer who was assigned to support individual faculty in their grant-seeking (and who worked closely with CTL) recently left Hampshire for another institution. The position will not be refilled, and the other two grants officers will integrate those responsibilities into their portfolios.

Faculty members receive a very small amount of faculty development funding each year: \$400. They also receive \$500 in conference support, or \$600 if they are presenting their work (faculty development and conference funds can be combined). Every three years a faculty member is eligible to receive \$1,000 for conference attendance. Additionally, the College has a pool of endowed funds for faculty research, with an annual income of approximately \$100,000; these funds are available competitively through an application process. For student projects, each of the five schools has some endowed funds that are awarded based on a competitive application process.

One hindrance to teaching and learning at Hampshire has been that, while there are numerous academic support services, they are decentralized and diffuse. They are housed in many different locations and are perceived as independent services, rather than as an interconnected network. Hampshire is in a time of consolidation and growth of our academic supports through the creation of the "Knowledge Commons," an integrated hub of content, tools, and academic support services located in the Harold F. Johnson Library, at the heart of the campus. This initiative is changing the way academic staff work with students and is supporting faculty and staff together in creating an ever stronger academic program.

The Knowledge Commons concept was first supported with a \$65,000 planning grant from the Andrew W. Mellon Foundation, followed by a \$1.2 million implementation grant in 2015. During the two-year planning process, a 15-member steering committee, chaired by Library Director Jennifer Gunter King and consisting of faculty, staff, and students, developed a comprehensive inventory of the academic support services offered across the College, including by the library, information technology (IT), the Writing Center, the Quantitative Resource Center, the Transformative Speaking Program, CTL, and CASA. The steering committee evaluated the many points of intersection and conducted extensive interviews and focus groups, ultimately identifying the following programmatic priorities:

³² http://sites.hampshire.edu/knowledgecommons

- Bring together academic support services from offices across campus to reside alongside the research librarians and instructional technology resources.
- Create new workspaces that are open, collaborative, flexible, and rich in technological tools.
- Strengthen and expand "maker space" labs.
- Enhance Hampshire's student peer mentoring program by introducing a strong training component, extending it across the curriculum, and significantly expanding student involvement.

Our initial efforts to bring resources together made it clear that this was a direction worth pursuing. For example, the Writing Center is located on the periphery of campus, and in 2014 the Center's alumni interns began offering walk-in consultations at the library as well. Student utilization jumped from approximately 20 consultations per semester to 606, with 185 students seeking assistance in fall 2016. Centrality and visibility were driving forces behind this increase. The Knowledge Commons will enable students to access aggregated and allied academic services that include research, media, instructional technology, writing, speaking, advising, and quantitative skills, all within the library. It will enhance faculty development opportunities as well.

APPRAISAL

Workload inequities emerged as one of the most pressing faculty concerns in both the external school reviews and strategic planning, with discrepancies having a deleterious impact both on faculty morale and on students' ability to find committees. To address this problem, VPAA/DoF Rueschmann charged the WTF with (1) imagining a campuswide application system for Division II and III that would help distribute workload and ensure timely filing on the part of students; (2) developing suggested ranges for numbers of divisional committees on which faculty serve; and (3) examining course enrollment caps. The WTF is chaired by the director of Central Records with members from each of the five schools, and its deliberations have illuminated both workload and student transitions from division to division.

Beginning with a pilot for Division II students in the fall of 2014, the WTF implemented a campus-wide process for committee assignments, drawing from an applications process already in use by faculty in high-demand areas such as creative writing and film/photo/video. In the past, individual students contacted faculty directly with requests to serve on their committees. This process occurred over a period of some weeks and did not always allow faculty members to assess the best fit with regard to subject area and student need. Some faculty were willing to advise broadly (beyond their area of expertise) and others were less so, affecting workload distribution. As a

result of this decentralized approach, there could be up to 80 students without complete committees just prior to the filing deadline.

For the Division II committee request pilot, we utilized the College's computer-based system for academic records (TheHub) to form committees. Students were given a common deadline by which to describe their areas of interest and submit a list of faculty with whom they would like to work. Faculty were able to see all requests at one time and ascertain where there was the most congruence. Also, groups of faculty in similar areas of study could meet and make decisions collectively about committee service, based on both subject appropriateness and workload distribution.

The Division II committee request system is proving to be extremely successful. Almost all students are participating in the process and almost all are reaching the Division II contract deadline with a full committee in place. (Those students who do not succeed in convening committees by this point are assisted by the school deans and the VPAA/DoF.) Faculty members' workloads are now more concentrated toward the average and exhibit less significant deviation, although there is still work to be done in this regard. The administrative effort is streamlined and the likelihood of optimal student-committee pairings is maximized. Based on the success of the Division II committee system, we instituted a similar process for Division III students. That has not gone as smoothly, however, and we are working to refine it.

Concurrently, WTF together with the school deans and VPAA/DoF established overall guidelines for faculty workload: a faculty member should work with no more than 80 students enrolled in classes and independent studies during an academic year. Faculty members who find themselves consistently working with more than this number are encouraged to speak to their deans about strategies for reducing their student loads.

We are working on changing some of the practices associated with committee work to ameliorate faculty workload. For instance, some professors have begun to meet with their Division III students once a week in a seminar-style advising session, which has the benefit of students' supporting one another as well as reducing meeting times with individual students. In other cases, committee chairs are meeting with the student and committee member(s) at the start of Division II or III to articulate responsibilities and make decisions about frequency of meetings, who will read first and second drafts, etc. The chair, as the advisor of record, has responsibilities that committee members do not.

Limited financial support for the enterprise of teaching and learning is a chronic and increasingly intractable problem for Hampshire. The CTL, despite its centrality, does not have an operating budget and securing a designated endowment is not currently a

priority. Start-up funding for new faculty is negligible, hindering recruitment efforts. Support for ongoing professional development is woefully inadequate, sharply constraining faculty members' ability to conduct research and stay current in their scholarly and artistic pursuits, which in turn affects retention. (Faculty are sometimes obliged to offset costs, both for their own and their students' work, from their own pockets.) Librarians, too, must often augment limited support from the College with personal funds in order to maintain their professional development. Hampshire's strategic plan [STANDARD 2] identifies fundraising for faculty development as an institutional priority. To help address this need, the Rosenthal Fund for Faculty was established last year in honor of retiring trustee and Hampshire founder Kenneth Rosenthal. While a wonderful initiative that will make a difference, it does not begin to address the full scope of the problem.

The re-imagining of Hampshire's library as the Knowledge Commons is inspired by the founding vision that the library must be "the educative aorta of the College." The Knowledge Commons builds on the lessons learned and insights gained by other liberal arts colleges that have gone through similar reconfigurations of academic resources and services in their libraries. But our approach is distinctive in that we are leading with service integrations that are informing space renovations, rather than *vice versa*. The Knowledge Commons renovations are slated for 2018, with committed donor funding already in hand. In the meantime, funds from the College's facilities budget together with some residual grant support will enable us to reconfigure the main floor of the library beginning fall 2017, effecting the physical integration of services more quickly.

The staffing structure for the Knowledge Commons clearly demonstrates the coalescing and strengthening of academic support services, bringing together professionals from the Johnson Library, IT, media services, OARS, CASA, and CTL. In addition, the four grant-funded Knowledge Commons alumni fellows are extending the availability of academic services while also building a sustainable system for peer mentoring skills development for our undergraduates, thereby laying the groundwork to perpetuate the mentoring model beyond the conclusion of Mellon funding.

The academic services that will come together to form the Knowledge Commons are at varying stages of development. The Writing Center, now in its fourth decade, is the most mature model, led by faculty associate co-directors and with an established curriculum and peer mentoring offered by alumni interns. The Transformative Speaking Program has developed a training whereby students participate in a course, "Revolution through Collaboration: Theories and Practices of Peer Mentoring," before

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³³ The Making of a College, p. 202.

they actually offer peer mentoring. The Quantitative Resource Center has been student-staffed but will be gaining a full-time alumni fellow to grow and shape its services. In all of these areas, the Knowledge Commons has already led to a strong community of practice and the sharing of methods and innovative ideas.

Once complete, the Knowledge Commons will support the full trajectory of student work – conceptualizing, questioning, researching, creating, and producing – within one space. In so doing, it will make both the process and the product of students' work, now a relatively solitary endeavor, visible and integrated into the life of the campus as a whole. Of particular importance, the Knowledge Commons will be closely aligned with the first-year tutorials, which will increase student satisfaction, success, and retention.

Finally, we note that the success of the Knowledge Commons inspired the idea for another level of integration: bringing together the Knowledge Commons in the Johnson Library with a Wellness Commons in the adjacent Robert Crown Center. The resulting "Knowledge and Wellness Commons" would further improve and centralize resources available to Hampshire students, supporting both their intellectual and physical wellbeing. However, this proposal has not attracted enough financial support for us to pursue the concept.

Projection

- ➤ WTF will work with the director of IR to develop a methodology for capturing and making available statistics on the outcomes of the committee request pilot. As part of our ongoing efforts to accurately document and make the distribution of workload across faculty transparent, we will also improve the mode of displaying faculty workload data. CTL will convene faculty to discuss emerging practices for Division II and III committees, which should make the committee workload more manageable while still meeting student needs.
- We must provide more robust financial support for faculty start-up and professional development.
- ➤ We must consider how to staff and fund the CTL long-term.
- ➤ The Knowledge Commons is allowing Hampshire to strengthen existing resources and bring them together in new ways, creating an enduring service model. This requires that we foster peer mentoring in four areas: library research, student success, instructional technology, and media. For a two-year period, each of these areas will be staffed by a full time alumni fellow. The expanded instructional and consultation services they provide will generate a protocol we will then use to train student peer mentors. The benefits of co-located and allied academic and technology resources in the library will be assessed throughout.

Standard 6: Teaching, Learning, and Scholarship (Faculty by Category and Rank; Academic Staff by Category, Fall Term)

3 Years	2 Years	1 Year	Current Year
Prior	Prior	Prior	
(Fall 2013)	(Fall 2014)	(Fall 2015)	(Fall 2016)

Number of Faculty by ca	ategory			
Full-time	99	96	104	95
Part-time	23	24	19	10
Adjunct	16	14	18	21
Clinical	0	0	0	(
Research	0	0	0	(
Visiting	24	24	18	24
Other; specify below:	9	9	11	12
see notes in box below				

Total 171 167 170 168

Percentage of Courses taught by full-time faculty

Number of Faculty by rank, if applicable

Professor	49	48	45	39
Associate	47	50	46	48
Assistant	61	57	64	64
Instructor	12	10	15	15
Other; specify below:	2	2	0	2
see notes in box below				
Total	171	167	170	168

Number of Academic Staff by category

- 10									
Librarians	7.	6	7	6					
Advisors									
Instructional Designers									
Other; specify below:									
Total	7	6	7	6					

Please enter any explanatory notes in the box below

Other: Includes individuals who have both instructional and administrative responsibilities, i.e., faculty associates. Deans and faculty on sabbatical are included. Visiting scholars are excluded. The percentage of courses taught by full-time faculty is not available, but the majority of our faculty is full-time so we expect that this number will be high.

Standard 6: Teaching, Learning, and Scholarship (Highest Degrees, Fall Term)

		3 Years	2 Years	1 Year	Current Year
		Prior	Prior	Prior	
•		(Fall 2013)	(Fall 2014)	(Fall 2015)	(Fall 2016)
Highest Degree Earned	: Doctorate				-
Faculty	Professor	38	39	37	32
,	Associate	36	36	34	33
	Assistant	35	33	37	35
	Instructor	4	4	5	5
	No rank	0	0	0	0
	Other	1	0	0	0
	Total	114	112	113	105
Academic Staff	Librarians	1	1	1	1
110000	Advisors		-	_	1
	Inst. Designers				
Other; specify*	mot. Designers				
Highest Degree Earned	l. Mastaria				
Faculty	Professor	11	9	7	6
1 activy	Associate	10	13	12	15
	Assistant	24	21	26	27
	Instructor	5	5	5	6
	No rank	0	0	0	0
	Other	1	1	0	1
	Total	51	49	50	55
Academic Staff	Librarians	6	5	6	5
Academic Stair	Advisors	6	3	0	3
Other; specify*	Inst. Designers				
- · · -					
Highest Degree Earned Faculty	l: Bachelor's Professor	0	0	1	1
racuity	Associate	1	1	0	0
	Assistant	2	3	1	2
	Instructor	3	1	5	4
	No rank	0	0	0	0
	Other		1	0	1
	Total	6	6	7	8
A 1 . C. CC					
Academic Staff	Librarians	0	0	0	0
	Advisors				
041	Inst. Designers				
Other; specify*	. =				
Highest Degree Earned			٥١	٥	0
Faculty	Professor Associate	0	0	0	$\frac{0}{0}$
	Assistant	0	0	0	0
	Instructor	0	0	0	0
	No rank	0	0	0	0
	Other	0	0	0	0
	Total	0	0	0	0
				-	
Academic Staff	Librarians	0	0	0	0
	Advisors				
a, F	Inst. Designers				
Other; specify*					

Standard 6: Teaching, Learning, and Scholarship (Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year)

		3 Ye		2 Ye Pr	ears ior	1 Ye		Currei	nt Year
)13-14))14-15)	(AY 20		`	016-17)
_		FT	PT	FT	PT	FT	PT	FT	PT
	aculty Appointed	1							
Professor									
Associate									
Assistant		6		4		9			
Instructor				1		1		1	
No rank									
Other									
Total		6	0	5	0	10	0	1	0
Number of F	aculty in Tenure	d Positions	- n/a						
Professor									
Associate									
Assistant									
Instructor									
No rank									
Other									
Total		0	0	0	0	0	0	0	0
Number of F	aculty Departing								
Professor	, ,			1					
Associate						1			
Assistant		1				2			
Instructor									
No rank									
Other									
Total		1	0	1	0	3	0	0	0
Number of F	aculty Retiring	1	· ·	1	· ·	3	V	· ·	•
Professor	aconty meming	3		5		9		1	
Associate		1		3				1	
Assistant		1							
Instructor									
No rank									
Other									
Total		4	0	5	0	9	0	1	0
	oad, in credit ho		~	J	U	,	U	1	U
Professor	Maximum	u18 - See DO2	r below						
Professor	Median								
Λ									
Associate	Maximum								
	Median								
Assistant	Maximum								
	Median								
Instructor	Maximum								
	Median								
No rank	Maximum								
	Median								
Other	Maximum								
	Median								

Explanation of teaching load if not measured in credit hours

^{1.0} teaching load= 4 courses. We do not use credit hours. For Professor, Associate and Assistant Professor includes only 10-year contract (track) faculty. For Instructors: Includes only those appointed as faculty associates (minimum 3-year contract).

Standard 6: Teaching, Learning, and Scholarship (Number of Faculty by Department or Comparable Unit, Fall Term)

	3 Ye	ears	2 Ye	ears	1 Year		Currer	Current Year		
	Pri	ior	Pr	ior	Pr	ior				
	(Fall			2014)		2015)		2016)		
	FT	PT	FT	PT	FT	PT	FT	PT		
Number of Faculty by Depart				insert addit						
? Cognitive Science (CS)	15	5	18	7	18	5	20	4		
Critical Social Inquiry (CSI)	32	8	28	10	31	12	28	11		
Humanities, Arts, and Cultural Studies (HACU)	35	20	37	16	37	13	35	20		
Interdisciplinary Arts (IA)	19	12	21	10	20	11	20	9		
Natural Science (NS)	18	7	16	4	17	6	19	2		
				_						
Total	119	52	120	47	123	47	122	46		

Please enter any explanatory notes in the box below

The above numbers include faculty on sabbatical, deans, non-instructional faculty (such as fellows), etc.

Full-time=1.0 FTE regardless of rank/class

Part-time=<1.0 FTE regardless of rank/class

Standard 6: Teaching, Learning, and Scholarship (Faculty and Academic Staff Diversity)

For each type of diversity important to your institution (e.g., gender, race/ethnicity, other), provide information on faculty and academic staff below. Use current year data.

Faculty	Full-time	Part-time	Total Headcount	Headcount Goal (specify year)
Category of Faculty (e.g., male/female, ethn	icity categories); add	d more rows as n	reeded	
Male	58	18	76	n/
Female	64	28	92	n/
Non-Resident Aliens	3	0	3	n,
Hispanic/Latino	12	5	17	n,
American Indian or Alaska Native	0	0	0	n,
Asian	8	1	9	n,
Black or African American	7	5	12	n,
Native Hawaiian or other Pacific Islander	0	0	0	n,
White	86	32	118	n,
Two or more Races	3	2	5	n
Race and Ethnicity Unknown	3	1	4	n
Academic Staff	Full-time	Part-time	Total Headcount	Headcount Goal (specify year
Category of Academic Staff (e.g., male/fema	ale, ethnicity categor	ries); add more r	ows as needed	
Male	0	0	0	n
Female	6	0	6	n
Female Non-Resident Aliens	6	0	6	
				n
Non-Resident Aliens	0	0	0	n
Non-Resident Aliens Hispanic/Latino American Indian or Alaska Native Asian	0	0	0	n n n n
Non-Resident Aliens Hispanic/Latino American Indian or Alaska Native	0 0	0 0	0 0	n n n
Non-Resident Aliens Hispanic/Latino American Indian or Alaska Native Asian	0 0 0	0 0 0	0 0	n n n n
Non-Resident Aliens Hispanic/Latino American Indian or Alaska Native Asian Black or African American	0 0 0 0	0 0 0	0 0 0	n n n n n
Non-Resident Aliens Hispanic/Latino American Indian or Alaska Native Asian Black or African American Native Hawaiian or other Pacific Islander	0 0 0 0 0 0	0 0 0 0 0	0 0 0 0 0	n n

We do not set employment goals based upon gender or race/ethnicity at Hampshire College. above numbers include faculty on sabbatical, deans, non-instructional faculty (such as fellows), etc. The

Full-time=1.0 FTE regardless of rank/class

Part-time=<1.0 FTE regardless of rank/class

Standard 7: INSTITUTIONAL RESOURCES

Human Resources

DESCRIPTION

Hampshire College has a total of 447 employees, including faculty and staff. The composition of the faculty is described in STANDARD 6. The staff includes 148 non-exempt and 124 exempt employees ("casual" employees are not counted in these categories). Twenty-four of Hampshire's faculty and staff are funded by grants and therefore are not permanent positions.

We are committed to being a campus whose employees reflect the diversity of the students we teach and the world in which we live. We have made positive strides with regard to faculty, of whom 26% identify as people color. We have not been as successful for staff. In 2016, of 282 staff members, 15% identified as people of color. As evidenced in the strategic plan [STANDARD 2], making a concerted effort to improve diversity in recruitment, hiring, and retention for both faculty and staff is an explicit goal. Two years ago, the Human Resources Office began utilizing a new hiring protocol by which the CDO reviews and approves advertisements for all staff positions, and a guide for staff search committees on avoiding bias in the hiring process was published this year. A 2015 assessment commissioned by Five Colleges, Inc. to inform the development of strategies to attract more diverse senior-level staff to our member institutions demonstrated that Hampshire has been more successful in hiring staff of color into exempt positions than have our colleagues.

Hampshire's employment policies are outlined in the Employee Policy Manual. The manual governs all employees, including the faculty, who are also covered by the Faculty Handbook. The last comprehensive revision of the Employee Policy Manual occurred 1999. Individual sections have been updated as needed, with new or revised policies posted on the human resources website, but a thorough review is obviously overdue. This revision process is under way and will be completed by fall 2017. For the Faculty Handbook, proposed amendments are introduced by the ECF, voted on during the faculty meeting, and forwarded to the Board of Trustees for approval. In 2016, both the Employee Policy Manual and the Faculty Handbook were updated with a strengthened policy on sexual misconduct.

In the Commonwealth of Massachusetts, and as reflected in the Employee Policy Manual, all staff positions at Hampshire are considered "at will." At the time of hire, staff members are provided with an offer letter stating their start date, position, and

salary information. (For positions that are grant-funded or not a full-time, letters state the dates of employment or other terms.) All credentials are independently verified as part of the employee vetting process. In making offers of employment and for promotions, the College utilizes market data and standards of internal equity. As of July 1, 2016, the Human Resources Office had completed the development of a new staff salary grading schedule that provides the grade and pay scale for each position. That process, which began in 2013, included updating and reviewing job descriptions for all staff members, utilizing a consultant to design the compensation parameters, developing an evaluation tool, and conducting benchmark position market analysis.

Hampshire has moved to a strategic hiring plan for determining which faculty positions are most needed [STANDARD 6]. All applicants are required to have a terminal degree in their fields as validated by the National Clearinghouse, or have a clear trajectory to degree completion as confirmed by the PhD or other degree advisor. (Five of our faculty members do not have terminal degrees but were hired because of exceptional expertise in their fields.) Terms of employment are specified in annual contracts.

The College has long adhered to an equity model for determining faculty compensation, a system that ensures parity regardless of discipline or gender. According to this model, salary is calculated as base pay plus rank pay plus step value multiplied by the number of steps one has earned (salary = base + rank + step value x number of steps). For those still in the process of completing their degrees, base pay is reduced by \$2,000. For the 2017-2018 academic year, faculty compensation is as follows:

- Regular faculty: Rank pay is \$4,600 above the assistant professor base pay for associate professors, and \$12,800 plus 4 steps above the assistant professor pay base for full professors. The step value is \$932.
- Visiting faculty: Base pay is applied for one-year appointments; the equity model is utilized for multi-year appointments.
- Adjuncts: Pay is \$7,000 per course for adjuncts at the assistant professor rank,
 \$7,500 per course for those at the associate professor rank, and \$8,000 per course for those at the full professor rank.

The trajectory for faculty appointments, reappointments, and promotions is detailed in the Faculty Handbook and involves a rigorous performance review:

• The first appointment provides a three-year contract, with a mid-contract review in the fall of the second year and a full review in the fall of the third year. If reappointment is not granted, the faculty member is provided a terminal year.

- The second reappointment is a four-year contract, with a mid-contract review in the spring of the second year and a full review in the fall of the fourth year. A terminal year is provided in the event the reappointment is not successful.
- The third and subsequent reappointments are ten-year contracts. The mid-contract review takes place in the spring of the fifth year and the full review in the spring of the eighth year. If a review is not successful, then the faculty member's academic school conducts a review in the fall of the ninth year, which is then forwarded to CCFRAP for action. Should a faculty member not be reappointed, then the tenth year is the terminal year.

APPRAISAL

One of Hampshire's challenges is that we are chronically under-staffed due to the constraints of the operating budget. The 2008 recession forced the College to make a series of layoffs, and since that time we have created only a limited number of new regular positions. In implementing the mission-driven enrollment strategy [STANDARD 5], the Hampshire community committed to a period of fiscal scarcity, choosing to reduce the size of the entering class and invest explicitly in students who would thrive. That decision has been financially difficult but also rewarding. Unfortunately, as previously discussed [Institutional Overview], admissions results for spring 2016 and fall 2017 did not meet projections. Because Hampshire is so tuition-driven our operating budget has suffered as a result and, at this juncture, most vacant positions are not being filled until our financial circumstances stabilize.

Hampshire faculty salaries at each rank are below the 25th percentile relative to our cohort schools.³⁴ The differential is equal to approximately \$8,000 for each rank, with the largest gap for assistant professors. This is unacceptable, and raising faculty pay to at least the 25th percentile is one of Hampshire's highest fundraising priorities. Across the College, all employee increases have been *de minimis* for some time, and we have not kept pace with the cost of living. That said, we are proud that even in an environment of scarcity we do our best to prioritize social justice considerations. We had several benefitted employees who were making the minimum wage (\$11.00 per hour in Massachusetts) and, although that met the legal standard, last year we raised the base pay to \$15.00 per hour. No one should be earning less than a living wage.

³⁴ Two cohorts have been used over time. Hampshire's fourth president, Gregory Prince, established a cohort consisting of Amherst, Vassar, Smith, Pitzer, Mount Holyoke, Bard, Connecticut, Sarah Lawrence, and Oberlin Colleges. Former VPFA/T Mark Spiro developed a different cohort based on financial factors, including Goucher, Ithaca, Denison, Rollins, and Wheaton Colleges and New College of Florida.

All Hampshire employees should take part in regular performance reviews as a matter of best practice. The protocol for faculty is well-established in the reappointment and promotion review process. It is more idiosyncratic for staff, however. Because the College does not give merit-based pay increases, performance reviews are not linked to compensation and, as a result, compliance is less than satisfactory. Employees begin the process by writing a self-evaluation which is submitted to their supervisor, along with the names of colleagues who may offer insights into their performance. Supervisors meet one-on-one with staff members to discuss performance strengths and areas for growth or improvement, review the relevant job descriptions to ensure they are fully reflective of the position requirements, and outline a work plan for the coming year. The Human Resources Office is working to improve the performance review framework in order to enhance its intrinsic value as a management and professional development support tool, focusing on goal setting and action items.

Staff professional development opportunities have suffered greatly from budget constraints. Administrators and practitioners especially are encouraged to stay current in their fields, but funding for conferences and trainings must come from the individual department budget, and supporting professional development has become increasingly difficult. By fall 2018, the College aspires to offer an on-site training program available to administrators and staff members. In the meantime, Human Resources has organized a brown-bag lunch series for supervisors to meet and discuss challenges and strategies.

PROJECTION

- ➤ Improvement in faculty salaries, especially at the assistant professor level, is a strategic and fundraising priority.
- ➤ Due to budget constraints, we are not in a position to aggressively hire staff at the present time. Whenever opportunities do arise, Hampshire's commitment to becoming a more inclusive and anti-racist community is at the fore.

Financial Resources

DESCRIPTION

Institutions of higher education know all too well that the competitiveness involved in recruiting students now involves more than academic quality, cost, and the ability to offer generous financial aid. Many other factors and consumer-based appeals are now in play. As part of Hampshire's strategic enrollment plan [STANDARD 5], Hampshire made the decision to step outside the paradigm of competition, and instead to focus on recruiting and meeting the intellectual and social needs of students who will thrive in our academic milieu of educating for change. Our strategy is to differentiate Hampshire

[STANDARD 2] on the basis of our immensely talented and creative faculty, our radical pedagogical model, the motivated students who come here with a vision of transforming themselves and the world, and our remarkable alumni, whose global contributions belie the College's youth. That is the crux of Hampshire's path toward financial sustainability.

The following three topics are discussed under "Financial resources": Hampshire's overall financial position and budget-building processes; fundraising, endowment, and other revenues; and financial and management controls.

Financial Position and Budget Building

Hampshire has been undercapitalized since its founding in 1965, and therefore is highly dependent on student enrollment and retention. We are vulnerable to even minor shifts in the student population. Even so – and despite the 2008 recession, which continues to have fiscal and planning repercussions – we have made remarkable progress in solidifying Hampshire's financial position. The College's net assets have increased from \$49,445,975 in fiscal year 2006 to \$81,384,137 at the end of fiscal year 2016. This growth has been fueled by several key drivers, including a rebounding market for endowed funds, small operational surpluses, and substantial increases in gifts and contributions. We have prioritized investments in property, the physical plant, and equipment to address compelling deferred maintenance and in recognition that facilities are an increasingly important consideration for students in their college selection. Our recorded value for property, plant, and equipment has grown from \$37,967,832 in 2006 to \$55,552,125 in 2016.

As we expected and planned for, the College's decision to focus on admitting and retaining thrivers has affected our financial performance for the near term, creating a more challenging and austere outlook for our annual operating budget for the next several years. When adopting the fiscal year 2015 operating budget, the Board approved a \$1.3 million operating deficit. In fact, our actual performance was only half that, a \$678,000 loss. Still, under Hampshire's debt covenants moving forward, it is imperative that we finish the fiscal year with a balanced operating budget or an operating surplus.

Hampshire's financial operations have experienced some staff turn-over in recent years. In June 2015, Mary McEneany, an experienced professional with over 25 years in financial and administrative roles in the non-profit sector, was named VPFA/T. She and President Lash have prioritized bringing qualified and dedicated staff to the Business Office, but their relative newness means there is little institutional memory. This puts the office at a decided disadvantage when history and procedures have to be recreated or when we are aligning current procedures and policies with best practices. With the

change in leadership in the Business Office, there is an explicit commitment to transparency and to building trust among and across all campus constituencies.

One of the commonly held "myths" about Hampshire's budget is that the Business Office withholds information and hides money in various accounts. There is actually some truth to this perception, dating from a number of years ago when spending at Hampshire was neither well monitored nor well controlled: keeping a separate pool of funds was a stop-gap measure by the Business Office to protect the College by ensuring monies were available for unanticipated expenses or overages. Hiding money is unequivocally not a practice that is either acceptable or engaged in now, but the distrust persists and is quite challenging to dispel.

As one part of the effort to change this culture, new and more transparent budget development tools were created in summer 2015 and are publicly available on campus. Additionally, B&P affords the opportunity for scrutiny and examination of the budget by members from all campus constituencies. President Lash charged B&P as follows:

The Budget and Priorities Committee advises the president on the development of an annual budget for the College, seeking to assure alignment of annual spending with the College's priorities. During the 2015-16 school year, the Committee is charged with working closely with the VPFA to:

- Review and comment on the assumptions and priorities for the FY 2017 budget in the fall/winter.
- Review and suggest adjustments to the draft FY 2017 budget as soon as it is available.
- Identify and make recommendations to the president and vice presidents on:
 - · Particular trends and issues affecting Hampshire's revenues and expenses;
 - Potential realignment of financial priorities and associated policies; and
 - Effective budget development methods.
- Prioritize alignment of the budget with the College's strategic plan.
- Work with the Faculty Compensation Committee and the president and vice presidents to develop a long-term plan to address faculty starting wages under the equity model.
- Consider the long-term financial health of the College and potential modifications to address the institution's structural deficits.
- Create a FY 2017 budget that is, at a minimum, balanced.

The faculty, staff, and student members of B&P work alongside the VPFA/T and other Business Office staff to create the annual operating budget. If, during the course of budget development, it becomes necessary to reduce spending due to decreased enrollment projections or financial aid pressures, then B&P, the academic deans, and the president's Senior Team are directly involved in the decision-making process. The

VPFA/T makes annual presentations to the Hampshire College community detailing the budget and is also available whenever asked to meet with academic schools, administrative departments, and groups of students who may be interested in further discussion. Once adopted by B&P, the budget is reviewed in depth by the Finance Committee of the Board of Trustees and approved by a vote of the full Board.

Even with Hampshire's chronic budget struggles, we continue to make progress on and connect our budget priority-setting to our strategic plan. The College's current budgeting processes do not easily align with a strategic budgeting model, however. Our budgets are developed on an incremental basis, i.e., last year's budget plus or minus an agreed-upon percentage. This form of budgeting can be strategic if budget managers are willing to talk about expected outcomes in alignment with the strategic plan but, in an environment of scarcity, they are often protective of budget allocations and are not necessarily willing to examine their operations critically to measure the relative benefit of programmatic areas.

Hampshire is susceptible to significant budget swings at several points during the course of the fiscal year depending on enrollment data. The "deposit due" date in May provides us with crucial information about students who have indicated their intention to attend Hampshire, and is a key data point in the development of the next fiscal year's budget. However, the two "census" dates of October 1 and March 1 provide the actual enrollment numbers. Variations in enrollment occurring as late as March provide little opportunity or time to recalibrate the budget for the fiscal year beginning July 1, which makes reacting to lower-than-expected enrollment and/or higher-than-expected financial aid awards very challenging.

The College has experienced a substantial increase in institutional financial aid, from \$18.3 million in fiscal year 2007 to a projected \$31.2 million in fiscal year 2017. Not surprisingly, the largest increase occurred between fiscal years 2008 and 2009 in response to the economic downturn, combined with a smaller student pool and a national trend toward ever higher discount rates. Large increases in financial aid were also projected for fiscal years 2016 and 2017 in support of the new admissions strategy and as part of our continuing efforts to reduce the gap between student's ability to pay and the College's ability to meet their need. Currently we provide institutional aid to 90% of first-year students, which places us at the higher tier among our peer institutions. There is a powerful tension between maintaining our commitment to supporting financial aid and managing campus operations. Other needs, including faculty and staff compensation levels, raises, deferred maintenance, and student life support services all require attention and resources that at present we cannot provide.

As described in STANDARD 6, Hampshire's commitment to giving each student an individualized academic program requires intensive faculty-student interactions, placing a high premium on teaching, advising, and experience. Campus support for this core tenet of the academic program has never wavered, even in the most difficult of years, but rising discount rates, fluctuating enrollment, and significantly increased institutional expenses (among them the growing cost of health care and the cost of implementing new compliance mandates) have imposed severe financial constraints and have prevented the College from investing as much as we would wish. Academic Affairs is the only division on campus that has not experienced an actual cut in its total budget since 2006, and in fact, the overall academic affairs budget has grown from \$16.4 million in fiscal year 2006 to more than \$22 million in fiscal year 2017 – but the expenditures now incorporated into the academic budget are even higher. Therefore, the overall experience for the academic program is still one of austerity.

Fundraising, Endowment, and Other Revenues

In both the self-study submitted to NEASC/CIHE ten years ago and in our five-year interim report, we indicated a need to expand and diversify Hampshire's revenue sources in support of the College's core activities. Philanthropic support to Hampshire has grown significantly over the past decade, from approximately \$6 million to \$10 million per year, largely due to President Lash's leadership. Our fundraising success is most visible in the stunning R.W. Kern Center located at the heart of the campus, which was fully funded through donor contributions.

While Hampshire's endowment has recovered from the 2008 recession (the adverse impact of which can be seen in the differential between the 2008 and 2009 figures below), the growth of our endowment overall has been repressed due to low rates of return on investments. Most of the increase we have experienced is due to philanthropic support, including an endowed professorship and a successful initiative in which gifts to establish endowed scholarships have been doubled, thanks to Board Chair Hill's generous challenge grant. Hampshire's endowment values since 2006 are as follows:

HA	HAMPSHIRE COLLEGE ENDOWMENT VALUES, FY 2006-2017								
2006:	\$31,404,493	2010:	\$25,044,173	2014:	\$37,567,049				
2007:	\$36,985,322	2011:	\$28,917,369	2015:	\$39,307,711				
2008:	\$34,635,183	2012:	\$27,445,180	2016:	\$39,606,271				
2009:	\$23,486,335	2013:	\$31,039,931	2017:	\$45,637,158				

In 2015 and 2016, Hampshire College drew \$2 million from the endowment for campus beautification, emergency repair projects, and deferred maintenance. Combined with \$4.3 million apportioned to these same expenditures from the tax-exempt bond issued

in February 2016 (described in "Appraisal," below) and operational funds, the College has invested over \$8 million in facilities and grounds over the last three years.

Hampshire's endowment is managed in accordance with the Policy on Environmental, Social, and Governance (ESG) Investing,³⁵ adopted by a vote of the Board of Trustees on December 20, 2011 and amended on November 13, 2015. Hampshire has had a commitment to socially responsible investing for decades: Hampshire was the first American college or university to divest from South Africa. The current policy is among the most comprehensive and forward-looking in the country, in part because it directs our investment consultants to actively seek investments in companies whose products and policies align with our core values of social responsibility and sustainability, rather than applying a negative screen to specific economic sectors.

Hampshire has embarked on several vital cost-containment and cost-avoidance activities in alignment with our mission. The R.W. Kern Center, opened in April 2016, is a "living building" that collects its own water, manages its own waste, and generates its own power. In addition, the campus will soon operate on 100% solar-generated electricity, representing a major savings in utilities costs. Efforts such as these not only provide budget relief to the campus but also position Hampshire at the forefront of sustainability initiatives in higher education.

Over the past three years, the Event Services and Summer Programs Office has significantly increased the College's wedding business from approximately 20 to well over 60 weddings per year. The Red Barn is in almost constant use, hosting both Hampshire and outside events. The multi-sport complex has contracts with both the University of Massachusetts Amherst and Smith College to use our indoor tennis courts. Utilization of the campus for summer camps and summer academic programs continues to increase, and the recent installation of air conditioning in the Merrill and Dakin dormitories makes the campus even more attractive as a summer venue. For 2017 we are focusing on summer academic programs for high school students: as well as being revenue generators, these programs introduce prospective college students to Hampshire's unique pedagogy and distinctive educational experience. These programs also allow us to utilize a campus that would otherwise be substantively vacant for three months each summer. If summer academic programs do not achieve full enrollment, they are cancelled early enough to allow students to make alternative arrangements.

While the use of the Hampshire campus for summer programs and camps – as well as other operations including the farm and the early learning daycare center – provide

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³⁵ https://www.hampshire.edu/offices/hampshire-college-investment-policy

vital services to the campus, we do not have inexhaustible room for expansion. Eventually, these revenue sources will reach capacity and we will need to seek alternative and creative revenue streams. We also need to balance the need for revenue from summer programs with the workload and time constraints of our facilities and grounds staff. As at most colleges, much of the campus renovation and repair work is scheduled for the summer months, resulting in some buildings being taken off-line.

Financial and Management Controls

Many members of Hampshire's Board of Trustees [STANDARD 3] bring competencies that greatly benefit the College's finance and administrative functions, including in financial management, investments, facilities, land use, energy systems, compliance, non-profit leadership, and much else. The Board has a number of working committees that exert review and control in the following areas:

- The Finance Committee is responsible for reviewing the annual budget in detail and presenting it to the Board for approval. The committee works on questions of indebtedness, quarterly budget reviews, and budget planning and forecasting.
- The Investment Committee works directly with Hampshire's investment consultant, Prime Buchholz, to manage and balance the College's endowment portfolio in accordance with our ESG policy. The committee also reviews and manages institutional liquidity.
- The Audit and Compliance Committee retains authority for selecting, hiring, and firing the independent auditor, and for reviewing our annual audit and 990 submissions in detail and presenting them to the Board. The committee also works with the Five College compliance officer on a wide range of regulatory and compliance issues, including but not limited to Title IV, Title VI, Title IX, FERPA, and the Clery Act.
- The Buildings, Grounds, and Environmental Sustainability Committee works with experts and personnel in facilities and grounds on new buildings, renovation projects, project siting, energy efficiency, and related funding issues.

The VPFA/T has final responsibility for the development and management of contracted services and contractors on campus. The Human Resources Office provides support to verify that the proposed contract and/or contractor meets the standards of the IRS contractor designation. The chief of staff and counsel in the President's Office provides contract review and liaison services for the legal review of binding documents, and we also rely on the Five College Risk Management and Compliance Office, bond counsel, employee relations counsel, and other specific counsel as needed.

The Audit and Compliance Committee of the Board of Trustees hired KPMG as its auditing firm in 2006 after an extensive review process. We remained with KPMG through fiscal year 2017. Our annual audit, conducted in accordance with GAAP standards, includes testing on internal controls, validity testing of financial statements, and a robust review of trends and current financial conditions. The College has consistently had unqualified opinions from KPMG and from its previous external auditors. After the Audit and Compliance Committee has reviewed the final audit and presented it to the Board for approval, the document is shared on the Hampshire College website³⁶ for public reference. It has been five years since Hampshire's auditors have issued a management letter. No findings have been reported since that time. The College has strong internal controls, cash management procedures, and cash handling, procurement, budget, and capital project approval processes.

APPRAISAL

Financial Position and Budget Building

Perhaps the most critical issue facing Hampshire today, like many residential four-year liberal arts colleges, is financial sustainability. In a national environment of on-line learning and vocational training, our survival will rely heavily on our ability to build both reputation and the value proposition. This effort will involve the entire campus.

In these early years of the mission-driven enrollment strategy, all areas of the College are making financial sacrifices in service of the goals of attracting and retaining students who will thrive in Hampshire's exceptional educational setting and of differentiating Hampshire institutionally. Over the next three to five years we will carefully monitor progress and trends, enrollment patterns, discount rates, public opinion, and retention and graduation rates to evaluate the strategy's success. The Board is convening an *ad hoc* committee of trustees to take stock of the College's fiscal status and prospects and to consider options to ensure Hampshire's long-term financial health and sustainability in alignment with the institutional mission.

Tuition increases are not the answer to the financial dilemma we face. Strategically and philosophically, our admissions approach is key. But our ability to shift the financial burden away from the operating budget requires that we be successful in building our fundraising base and growing our endowment for scholarships, endowed chairs, and general operating draws. Until then, Hampshire continues to be unable to fully fund depreciation, appreciably increase faculty and staff salaries, fund an adequate pool for capital projects, or fund a budget contingency that would assist the College with shifts in enrollment or other unforeseen circumstances.

 $^{^{36}\ \}underline{https://www.hampshire.edu/business-office/financial-reports}$

From 2007 to 2016, the College's long-term debt increased by \$3.8 million, from \$24.7 million to \$28.5 million. This increase is partially a result of additional borrowing in fiscal year 2016: we negotiated a bond, totaling \$15 million and placed with BankUnited, that included the refinancing of an \$8.1 million commercial paper loan that had been called, \$2.3 million for finishing the R.W. Kern Center, \$4.3 million for campus renovations, and \$300,000 for related bond costs.

Hampshire's payments for long-term debt over the next five years are as follows:

HAMPSHII	HAMPSHIRE COLLEGE LONG-TERM DEBT PAYMENTS, FY 2016-2020								
2016	2016 2017 2018 2019 2020								
\$1,193,743	\$1,193,743 \$1,420,881 \$1,567,934 \$1,768,694 \$1,670,344								

Long-term debt payments will rise through 2019, when we will begin to see some budget relief due to smaller debts moving off the debt schedule. Until then, in each of the next three fiscal years (2017-2019), the College will have to put more resources into the payment of debt from the operating budget. Because of this increasing debt load, as we examine ways to finance further campus improvements (e.g., the Greenwich dormitory complex envisioned in the strategic plan), we will need to consider "off-balance sheet" transactions and/or rely heavily on fundraising to accomplish our goals.

Despite limited resources, the College has the ability to respond to an emergency or catastrophic event outside of the standard operating budget because of the high liquidity in our portfolio and cash holdings, valued at approximately \$24 million. We are fully insured as a member of the Five College Captive Insurance Program with \$1 billion in collective coverage per event. With an estimated building value of \$286 million, this coverage is more than adequate. We also have \$25 million in general liability coverage, far outpacing the norm.

In fiscal year 2017, 83% of Hampshire's revenue will be derived from tuition, room, and board. Such heavy reliance on tuition, room, and board creates a financial framework that is extremely susceptible to shifts in enrollment and retention rates. Further complicating the fiscal picture, failure to meet projected class sizes, student withdrawals, and increases in financial aid distributions can all necessitate that we make budget reductions within the current year's operating budget. This makes planning and relying on budgets a tenuous prospect, and introduces a level of distrust and anxiety into the budget development and administration process.

As noted previously [Institutional Overview], we experienced a significant reduction in student FTEs for fiscal year 2017. This resulted in a \$2.6 million revenue deficit that

was addressed through a combination of special donations made by members of Hampshire's Board of Trustees in the amount of \$1.3 million and budget reductions totaling \$1.3 million. In effect, the College will have to recover \$1.3 million in revenues simply to be "level dollar" funded in fiscal year 2018.

For pragmatic reasons, Hampshire has traditionally done incremental budgeting, but that approach is neither strategic nor responsive to longer term fiscal realities. As we approach fiscal year 2018 and beyond, the College will need to develop a budget methodology that examines priorities across the institution and shifts financial resources accordingly. This will be very challenging, and we will need to find ways to revisit underlying assumptions and assess their present-day viability in a manner that is both critical and respectful. In June 2017, Hampshire began the implementation of a new Cloud-based budget system, Phophix, to assist us with a process that, until now, has been primarily spreadsheet driven. Of particular benefit, the system's reporting functions are highly intuitive: this is our first step in providing budget managers with the tools they will need to more closely build and monitor budgets. The business office will have a new and useful window into the inner-workings of the complex and decentralized divisions that make up the College's operations, and the campus as a whole will see an increase in transparency and accountability.

Driving down the discount rate is critical to Hampshire's long-term planning and financial sustainability. Institutional financial aid currently stands at 49% of the operating budget (fiscal year 2017 projection), likely trending toward 50% to 52% in fiscal years 2018 and 2019. Beyond 2019, the College will not be able to sustain this level of aid nor, in a worst-case scenario, increase levels of aid to above the 52% mark. We hope to see declining financial aid percentages beginning in fiscal year 2020 and moving toward the low 40% mark by fiscal year 2025. Since each 1% decline in total discount rate represents approximately \$680,000, a reduction of 10% could result in over \$6.8 million in additional revenue to the College by fiscal year 2025, not including any tuition increases or endowment-funded financial aid. Careful monitoring of our ability to influence the decline in discount rate will be a major task of the business and financial aid offices over the next few years.

Fundraising, Endowment, and Other Revenues

The College had been preparing to embark on the public phase of a five-year, \$75 million campaign, seeking to secure philanthropic support in alignment with the strategic plan [STANDARD 2] with a focus on the following priority areas:

- Innovation, engagement, and leadership (academic support)
- Supporting the Hampshire thriver (enrollment and retention)

- The campus as a living laboratory (bricks and mortar)
- Differentiating and influencing higher education (marketing)
- Building the endowment (especially for scholarships)
- The Hampshire Fund (direct annual budget support)

However, President Lash's decision to retire earlier than expected has led us to reframe this approach. We will continue aggressive fundraising, of course, and will continue to emphasize support in these key areas, but rather than publicly declaring our current efforts a "campaign," we will focus on building the infrastructure for a new president to launch a campaign in tandem with Hampshire's fiftieth anniversary in 2020.

Hampshire's endowment needs to grow in two key ways: targeted giving that will offset operating budget needs, and general endowment to increase the College's annual draw (currently 4.5%). At present, most fundraising conceptualizations with regard to the endowment are focused on generating restricted gifts. While crucial for programmatic purposes, this does not create a significant pool of funds that can be directed as needed at the discretion of the Board of Trustees upon the recommendation of the College's administration. Nor does it address ongoing remediation of deferred maintenance. As noted above, the College recently made an \$8 million investment in improving the physical plant, a significant infusion of much-needed resources, but deferred maintenance continues to be an existential concern. Moving forward, we must prioritize general endowment growth and the budget-relieving Hampshire Fund.

While it is not likely that we will be able to move from tuition, room, and board to reliance on other income sources in a significant way over the next ten years, we are actively seeking methods to bring additional revenue to the campus using our best assets: the beauty of our setting and the skills and talents of our employees. The College's wedding business continues to grow, tripling in size over the past three years. At an estimated profit of \$4,000 per ceremony, this business generates \$280,000 for the College. We have a robust summer camp business and a growing program of academic summer programs, both of which have the potential to bring in additional revenue. Hampshire staff whose pay is supported by the proceeds of weddings and other events are involved in many campus activities, and this salary "cost avoidance" is as significant as the revenue derived. We will continue developing these businesses to their full capacity in support of generating additional revenue for the operating budget.

Financial and Management Controls

Over the years, Hampshire has emphasized improving compliance with internal policies and procedures and meeting or exceeding external accounting and regulatory standards. We have adopted new standards and responded to additional requirements

stipulated by Sarbanes-Oxley, the Affordable Care Act, the Office of Civil Rights, the Americans with Disabilities Act, the Higher Education Act, the Financial Accounting Standards Board, Title IV, Title IX, and a host of others. The Board's Audit and Compliance Committee assists the College with setting priorities for compliance review and meeting new regulatory mandates. Additionally, each administrative areas has responsibility for compliance within it professional sphere. In the coming years, as the proliferation of regulations and compliance requirements continues, Hampshire should consider creating the position of "internal auditor," either on its own or in conjunction with the others in the Five College Consortium. This function is increasingly needed in managing compliance issues and responding to new internal control requirements.

During fiscal years 2016 and 2017, Hampshire has been undergoing an internal audit of Title IV compliance, led by the Five College compliance director. Interim and final results of that audit will be shared with the Audit and Compliance Committee.

The Business Office has excellent internal controls and Hampshire has received no audit findings in a number of years. However, the College does not have a comprehensive fiscal policy manual that incorporates the COSO guidance on internal controls and documents our current policies and procedures. The lack of such a manual constitutes an operational risk, a situation that should be remedied in the next three to five years.

In fiscal year 2017, Hampshire solicited proposals for a new auditing firm, ultimately selecting CliftonLarsonAllen to replace KPMG. We made this change to get "fresh eyes" on our financial statements and business practices, and to use the competitive bidding process to drive down our auditing costs.

PROJECTION

- ➤ With Hampshire's shift to a mission-centric admissions strategy, it is incumbent on us to gather evidence of the program's impact, success, and outcomes. As we analyze trends, stabilize enrollment, and determine how the admissions strategy affects application, enrollment, retention, and graduation rates, we will be more effective in our long-term projections. We do have forecasting models that enable us to project revenues and test scenarios to predict long-range financial outcomes but, at the present time, due to the necessity of working within the framework of short-term trends, they are not fully developed. In the coming years, we will use these tools and effective forecasting of key metrics to remove as much uncertainty and variation in the budget process as possible.
- ➤ Hampshire has a history of simply refinancing debt while not addressing the core loan principal. We are currently at or near maximum debt capacity, which limits our ability both to respond to emergency needs and engage in campus development.

- Hampshire should prioritize debt reduction over the next five to seven years, positioning us to be able to incur additional debt should that become necessary.
- ➤ The VPFA/T must continue to stabilize the Business Office. Over the past three years, almost every key position has had a personnel change. The resultant lack of institutional memory is a liability in and of itself, and also leads to a discontinuity in systems, a decline in service, and a perception of institutional fragility from banking partners and donors.
- ➤ In examining the rise in the NACUBO discount rate over the past several years alongside our expected enrollment and discount trends, we must sufficiently build the applicant pool to control distribution of the discount rate. This will be a key measure of the success of the enrollment strategy over time and a predictor of the College's success in cementing the value proposition among parents, students, and prospective students, an outcome that will require close tracking and data-mining.

Information, Physical, and Technological Resources

DESCRIPTION

Created as an experimenting library, the Harold F. Johnson Library is at the hub of student and faculty activity at Hampshire. This experimenting ethos continues, as we are in the midst of expanding the library's self-conceptualization to become a "Knowledge Commons" [STANDARD 6]. This shift will facilitate important synchronicities across academic support services.

In addition to housing books and providing numerous places for quiet study, research, and collaboration, Hampshire's library is where students come for instructional support from librarians, media, and technology experts [STANDARD 6]. Eighty-seven private study carrels are available to second-semester Division III students via an online application system. Other spaces include seating for 180 in collaborative workstations, a computer lab, flexible group study areas, and multimedia recording and editing labs. At 23,000 square feet, the building also contains IT and CORC, as well as the Airport Lounge, the post office, the campus store, public safety, and the Hampshire Art Gallery.

The library employs 6.6 professional librarians and archivists and 13.5 paraprofessional staff members. It is open 104 hours a week during the academic year; for the last three weeks of the semester, opening hours are expanded to 2:00 a.m., Sunday through Thursday. By virtue of the Five College Consortium, Hampshire community members have full borrowing privileges from all collections held by Amherst, Mount Holyoke, and Smith Colleges and the University of Massachusetts Amherst. In fiscal year 2016, 25,735 items from the Hampshire collection circulated to Hampshire students,

representing 67.3% of their total borrowing from within the Consortium. Within Hampshire's collection, particular strengths include experimental film; gender studies; human rights (in all media); applied natural, cognitive, and computer science; and creative media formats such artists' books, zines, games, and a lending library of heirloom seeds. The library maintains online research guides for areas of study at the College, which are embedded in all course sites in our course management system. In addition to research support, the library offers access to staffed media production facilities and lends audiovisual recording equipment to students, faculty, and staff.

Through Five Colleges, Hampshire shares electronic access to an Ex Libris Aleph integrated library system and EBSCO Discovery search, facilitated by using the Ex Libris SFX link resolver. Off-campus access to library resources is provided via EZProxy authentication. The technical services department utilizes Worldshare Collection Manager, electronic book lending (EBL), and CORAL. The "Harold" blog is hosted on Hampshire's local Wordpress site. The library website is on a Drupal platform using LibraryH3lp for web chat and Gimlet for tracking reference questions. Library staff maintain LibGuides for course research, subject guides, and procedural documentation.

Our archival, art, and special collections are accessible through online portals to a Five College finding aid site, the library catalog, and the "Museums 10" collection database.³⁷ Graduating students are encouraged to deposit their Division III projects with the library, made accessible via the library catalog. Digitized or born-digital Division IIIs are available through the Five College finding aid site, DSpace repository. Beginning in 2017, in a joint library and IT initiative, Hampshire, Mount Holyoke and Smith Colleges have launched "Five College Compass: Digital Collections," an Islandora/Fedora open source framework that is integrated with ArchivesSpace. Compass brings together digital scholarship with cultural and historical materials and represents an ongoing commitment between the institutions to showcase and preserve our unique digital materials. With over three thousand individual items currently available and thousands more to be added, Compass will grow and will eventually supersede DSpace.

Basic procedures are in place to protect the integrity and security of physical and electronic documents in the college archives. Electronic records are ingested and stored in a "dark archive," located on a server at the Hampshire College Library, to which only three staff members have access. The server operates on the CEPH storage platform, which distributes files across multiple nodes to avoid a single point of failure. Exhibitions highlighting collections are presented using Omeka or Wordpress. Unique

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³⁷ http://museums.fivecolleges.edu

collections, like digital and analog games, have access via the traditional library catalog, as well as the Board Game Geek database for added search features.

Hampshire's library functions in close alliance with the IT department. There are numerous points of interconnection, including application and web services, infrastructure and communications systems, technology for teaching and learning, and user support systems and services. IT also works extensively with our Five College partners, offering particular expertise in open source server and storage infrastructure, IT management of projects and practices, and organizational development practices, thereby fostering an overall culture of collaboration and experimentation, enterprise resource planning systems expertise, and network and systems engineering expertise.

Security is a serious concern for all academic institutions. Hampshire follows a traditional security model consisting of an edge firewall device, PAT-less NAT, distributed routing with OSPF, multiple virtual local area networks with associated subnets, and SSL encryption of all sensitive traffic. The College's disaster recovery model is comprised of multiple layers and approaches. All vital data is backed up in triplicate, and primary and secondary sites are geographically separated from the College. Our network has been extended onto Mount Holyoke College's data center for purposes of backup and file storage. Additionally, we maintain a Linode in Texas that contains a copy of the Hampshire College website as well as an emergency alert webpage built on Wordpress. This infrastructure is independent of the College's network, server, and authentication infrastructure and ensures the College can maintain a web and communications presence in the event of a large-scale disaster in our region.

IT maintains an extensive set of policies that address acceptable use, handling of sensitive information, and topics such as FERPA and electronic data management.³⁸

APPRAISAL

Hampshire allocates roughly 3.05% of its budget to the library. According to National Center for Education comparison statistics, relative to similar undergraduate liberal arts colleges, we spend an average of \$813.50 per student, far below the \$1,162 per student average. Within the library's budget, excluding salary and fringe benefits, 60-70% is allocated to information resources.

The Five College Consortium provides an indispensable buffer for our students and faculty when information resources are not available for direct access on campus. However, our ability to rely on those resources requires our continued commitment to

84

³⁸ https://www.hampshire.edu/it/information-technology-policies-and-guidelines

covering Hampshire's share of the costs. In recent years, the library's flat acquisitions budget has significantly impinged on our ability to participate in the Five College EBL project. To join the electronic book lending pilot in 2014, we drew \$20,000 from our acquisitions budget, an investment that was important but which came at the expense of monographs. The following year we were not able to contribute to the EBL project because the increased cost of journal subscriptions required all of our available funds. In fiscal year 2015, we again participated by drawing \$11,000 from small endowments, depleting them, but this decision did enable us to sustain our EBL involvement. In fiscal year 2016 we did not have the funds to remain in EBL, but our better-resourced Five College colleagues generously offered to cover Hampshire's costs. The College remedied the shortfall in fiscal year 2017 by increasing the materials budget by \$21,000, thereby supporting Hampshire's participation in EBL. Distressingly, fiscal year 2018 does not include an increase, which again places the library in a vulnerable position.

In 2015, our library staff began a serials analysis to examine all journals and make renewal decisions based on use. The library holds subscriptions to 333 journals, and the lowest percentage cost increase annually for journal subscriptions averages 5%. For each year that the acquisitions budget has remained flat, the library has been able to continue renewing subscriptions only at the expense of our book budget. In fiscal year 2016 we reached the point where we began to cancel subscriptions. For fiscal year 2017, a review of the 22 most used journal subscriptions showed an average price increase of 5.1%; the serials budget for the year was increased by 5%, allowing the library to maintain its holdings. However, for fiscal year 2018, the budget is again flat and the library will be forced to reengage in the journal cancellation process. This is a deeply frustrating prospect, given that 83% of our collection use is electronic journals.

The library collection spaces adequately shelve the general collection, but are insufficient for the library's archival, special, and art collections. In 2014 we successfully applied for a Preservation Assistance Grant from the National Endowment for the Humanities to document the current storage environment for our unique collections. In December 2015 the library applied for but did not receive a National Endowment for the Humanities Sustaining Cultural Heritage Collections grant, which would have funded an examination of how best to maximize the building environment and systems to support our collections. The library has prioritized collection space for archives, special collections, and art in the facility's redesign to become a Knowledge Commons.

In IT, the rapid pace of change and technological advancement in the consumer space has led to constant and increasing pressures. Wealthier institutions have increased their IT budgets to reflect the increased demand for programs, support, and infrastructure enhancements but, as with the library, Hampshire's IT department has had to cope with

these new and increasing demands while facing flat or declining budgets. One result is that we have extended the replacement cycles for networking equipment and classroom technology well beyond what best practices suggest.

We continue to see a steady increase in requests for improvements and changes to TheHub and its various supporting systems, but we do not have the human resources to meet the need. TheHub is a gateway providing access to the various administrative functions of the College, including timecard processing and pay stubs, budget reports, course evaluations and registration, divisional contracts and evaluations, and the submission of IT tickets. We have a chronic backlog of approximately 150 change requests at any given time.

One of the initiatives of the strategic plan that we were able to successfully accomplish was a complete overhaul of Hampshire's website, a project jointly conducted by IT and the Communications Office. Phase I of the project launched in September 2015 and transformed Hampshire's use of the web as a tool for marketing and differentiating the College. Unfortunately, budget and position cuts have resulted in minimal progress on the remaining phases of the work.

PROJECTION

- ➤ The Johnson Library's projected needs are primarily financial. For fiscal year 2017, the College provided a 5% increase to the entire journals budget, totaling \$12,760. An ongoing annual increase of 5% is critical, yet is not possible for fiscal year 2018. This is more than just an issue of the library's holdings *per se*. Hampshire's ability to retain both students and faculty is adversely affected by the lack of access to scholarly journals. For example, in the open-ended questions on the Student Satisfaction Survey, a student cited the lack of journal subscriptions in the library as one reason for withdrawing.
- ➤ For IT, as a way of more constructively navigating budgetary decisions moving forward, the department will establish a project governance committee with additional representation from Finance and Administration and Academic Affairs. The committee will be charged with prioritizing the project and program requests that are presented as a result of a newly established project intake workflow system.
- ➤ Both the library and IT will continue to monitor staffing levels. As future positions (new or replacement) are hired, and as program and project requirements increase, we will take those as opportunities to evaluate our needs and make modifications that will best serve the Hampshire community.

Standard 7: Institutional Resources (Headcount of Employees by Occupational Category)

For each of the occupational categories below, enter the data reported on the IPEDS Human Resources Survey (Parts B and D1) for each of the years listed.

If your institution does not submit IPEDS, visit this link for information about how to complete this form: https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf

		3 Years Prior			2 Years Prior			1 Year Prior			Current Year		
		Fall 2013	/		Fall 2014	,		Fall 2015	,		Fall 2016	/	
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total	
Instructional Staff	137	0	137	137	31	168	136	36	172	135	32	167	
Research Staff	0	0	0	0	0	0	0	0	0	0	0	0	
Public Service Staff	0	0	0	0	0	0	0	0	0	0	0	0	
Librarians	4	1	5	4	1	5	4	1	5	4	1	5	
Library Technicians	4	0	4	4	2	6	4	0	4	3	0	3	
Archivists, Curators,													
Museum staff	1	0	1	1	0	1	1	0	1	1	0	1	
Student and Academic													
Affairs	63	2	65	52	0	52	53	2	55	55	2	57	
Management Occupations	33	0	33	34	0	34	36	0	36	33	0	33	
Business and Financial													
Operations	18	1	19	17	1	18	18	1	19	19	1	20	
Computer, Engineering													
and Science	19	0	19	21	0	21	20	0	20	19	0	19	
Community, Social Service,													
Legal, Arts, Design,													
Entertainment, Sports, and													
Media	25	1	26	26	2	28	28	2	30	26	2	28	
Healthcare Practitioners													
and Technical	0	0	0	0	0	0	0	0	0	0	0	0	
Service Occupations	32	2	34	32	0	32	30	1	31	32	1	33	
Sales and Related													
Occupations	0	0	0	0	0	0	0	0	0	0	0	0	
Office and Administrative													
Support	59	8	67	59	6	65	56	8	64	58	7	65	
Natural Resources,													
Construction, Maintenance	13	0	13	16	0	16	17	0	17	16	0	16	
Production,													
Transportation, Material													
Moving	1	0	1	0	0	0	0	0	0	0	0	0	
Total	409	15	424	403	43	446	403	51	454	401	46	447	

Please enter any explanatory notes in the box below	

Standard 7: Institutional Resources (Statement of Financial Position/Statement of Net Assets)

	(Statemen	or Financiai	Position/Sta	tement of Ne	Assets)	
F	iscal Year ends - month & day: (06/30)	2 Years Prior (FY 2014)	1 Year Prior (FY 2015)	Most Recent Year	Percent (2 yrs-1 yr prior	Change 1 yr-most recent
	ASSETS (in 000s)					
?	Cash and Short Term Investments	\$6,277,000	\$3,660,000	\$6,834,000	-41.7%	86.7%
?	Cash held by State Treasurer	\$0	\$0	\$0	-	-
?	Deposits held by State Treasurer	\$0	\$0	\$0	-	-
?	Accounts Receivable, Net	\$516,000	\$798,000	\$666,000	54.7%	-16.5%
?	Contributions Receivable, Net	\$7,663,000	\$11,854,000	\$11,785,000	54.7%	-0.6%
?	Inventory and Prepaid Expenses	\$419,000	\$382,000	\$653,000	-8.8%	70.9%
?	Long-Term Investments	\$42,105,000	\$41,104,000	\$38,239,000	-2.4%	-7.0%
?	Loans to Students	\$0	\$0	\$0	-	-
?	Funds held under bond agreement	\$350,000	\$304,000	\$341,000	-13.1%	12.2%
?	Property, plants, and equipment, net	\$40,737,000	\$46,105,000	\$55,552,000	13.2%	20.5%
?	Other Assets	\$2,299,000	\$2,292,000	\$2,467,000	-0.3%	7.6%
	Total Assets	\$100,366,000	\$106,499,000	\$116,537,000	6.1%	9.4%
	LIABILITIES (in 000s)					
	Accounts payable and accrued					
?	liabilities	\$2,433,000	\$1,384,000	\$1,573,000	-43.1%	13.7%
	Deferred revenue & refundable					
?	advances	\$1,584,000	\$1,511,000	\$1,771,000	-4.6%	17.2%
?	Due to state	\$0	\$0	\$0	-	-
?	Due to affiliates	\$0	\$0	\$0	-	-
?	Annuity and life income obligations	\$115,000	\$131,000	\$125,000	13.9%	-4.6%
?	Amounts held on behalf of others	\$0	\$0	\$0	-	-
?	Long-term investments	\$22,697,000	\$22,163,000	\$28,511,000	-2.4%	28.6%
?	Refundable government advances	\$0	\$0	\$0	-	-
•	Other long-term liabilities	\$3,173,000	\$3,175,000	\$3,173,000	0.1%	-0.1%
	Total Liabilities	\$30,002,000	\$28,364,000	\$35,153,000	-5.5%	23.9%
	NET ASSETS (in 000s)	, , ,	, -,,	, , ,		
	Unrestricted net assets					
	Institutional	\$25,990,000	\$24,461,000	\$30,561,000	-5.9%	24.9%
?	Foundation	\$0	\$0	\$0	-	-
	Total	\$25,990,000	\$24,461,000	\$30,561,000	-5.9%	24.9%
	Temporarily restricted net assets					
	Institutional	\$19,123,000	\$26,276,000	\$19,256,000	37.4%	-26.7%
?	Foundation	\$0	\$0	\$0	-	-
	Total	\$19,123,000	\$26,276,000	\$19,256,000	37.4%	-26.7%
	Permanently restricted net assets					
	Institutional	\$25,251,000	\$27,398,000	\$31,567,000	8.5%	15.2%
?	Foundation			\$0	-	-
	Total	\$25,251,000	\$27,398,000	\$31,567,000	8.5%	15.2%
	Total Net Assets	\$70,364,000	\$78,135,000	\$81,384,000	11.0%	4.2%
	TOTAL LIABILITIES and NET					
	ASSETS	\$100,366,000	\$106,499,000	\$116,537,000	6.1%	9.4%

Please enter any explanatory notes in the box below

Standard 7: Institutional Resources (Statement of Revenues and Expenses)

,	otatement of K	evenues and E	Most Recently		Next Year
Fiscal Year ends - month& day: (06/30)	3 Years Prior (FY2013)	2 Years Prior (FY2014)	Completed Year (FY 2016)	Current Year (FY 2017)	Forward (FY 2018)
* ` ' '	` ′ 1	(1.12014)	(1.1 2010)	(1.1 2017)	(1-1-2018)
OPERATING REVENUES (in 000s)		# <2.0<0.000	#<4.000.000 I	\$64.706.000 L	# 40.404.000
? Tuition and fees	\$61,256,000	\$63,868,000	\$64,980,000	\$64,786,000	\$68,101,000
Room and board	\$10,326,000	\$11,338,000	\$12,207,000	\$12,365,000	\$12,489,000
? Less: Financial aid	-\$27,893,000	-\$27,533,000	-\$31,836,000	-\$32,687,000	-\$35,472,000
Net student fees	\$43,689,000	\$47,673,000		\$44,464,000	\$45,118,000
Government grants and contracts	\$1,108,000	\$1,062,000	\$238,000	\$0	\$0
Private gifts, grants and contracts	\$4,451,000	\$7,772,000	\$6,781,000	\$3,268,000	\$2,627,000
? Other auxiliary enterprises	\$1,576,000	\$1,655,000	\$1,680,000	\$1,725,000	\$2,130,000
Endowment income used in operations	\$1,522,000	\$1,566,000	\$1,915,000	\$758,000	\$1,058,000
? Other revenue (specify):	\$484,000	\$443,000	\$792,000	\$175,000	\$175,000
Other revenue (specify):	\$0	\$0	\$0	\$0	\$0
Net assets released from restrictions	\$0	\$0	\$0	\$0	\$0
Total Operating Revenues	\$52,830,000	\$60,171,000	\$56,757,000	\$50,390,000	\$51,108,000
OPERATING EXPENSES (in 000s)					
? Instruction	\$20,392,000	\$20,795,000	\$20,811,000	\$18,383,000	\$18,645,000
Research	\$3,100,000	\$3,078,000	\$4,453,000	\$3,933,000	\$3,989,000
Public Service	\$0	\$0	\$0	\$0.00	\$0
? Academic Support	\$3,277,000	\$3,366,000	\$3,317,000	\$2,930,000	\$2,971,000
? Student Services	\$8,659,000	\$8,899,000	\$8,396,000	\$7,416,000	\$7,522,000
? Institutional Support	\$9,237,000	\$10,889,000	\$10,178,000	\$8,990,000	\$9,118,000
Fundraising and alumni relations	\$2,431,000	\$2,410,000	\$2,345,000	\$2,071,000	\$2,101,000
Operation, maintenance of plant (if not					
? allocated)	N/A	N/A	N/A	N/A	N/A
Scholarships and fellowships (cash					
refunded by public institution)	\$0	\$0	\$0	\$0.00	\$0
? Auxiliary enterprises	\$5,896,000	\$6,705,000	\$7,548,000	\$6,667,000	\$6,762,000
? Depreciation (if not allocated)	N/A	N/A	N/A	N/A	N/A
Other expenses (specify):	\$0	\$0	\$0	\$0	\$0
Other expenses (specify):	\$0	\$0	\$0	\$0	\$0
Total operating expenditures	\$52,992,000	\$56,142,000	\$57,048,000	\$50,390,000	\$51,108,000
Change in net assets from					
operations	-\$162,000	\$4,029,000	-\$291,000	\$0	\$0
NON OPERATING REVENUES (in	n 000s)		-	-	
? State appropriations (net)	\$0	\$0	\$0	\$0	\$0
? Investment return	\$2,819,000	\$6,381,000		\$500,000	\$500,000
? Interest expense (public institutions)	\$0	\$0		\$0	\$0
Gifts, bequests and contributions not	ΨΟ	φυ	ΨΟ	ΨΟ	Ψ
used in operations	\$1,884,000	\$1,707,000	\$6,202,000	\$2,000,000	\$2,000,000
? Other (specify):	\$32,000	-\$158,000		-\$200,000	-\$150,000
Other (specify).	Ψ32,000				
1,2	-\$1.481.000	0.2	\$01	\$01	\$0
Other (specify):	-\$1,481,000 \$0	\$0 \$0		\$0 \$0	\$0 \$0
Other (specify): Other (specify):	\$0	\$0	\$0	\$0	\$0
Other (specify): Other (specify): Net non-operating revenues			\$0		\$0
Other (specify): Other (specify): Net non-operating revenues Income before other revenues,	\$0 \$3,254,000	\$7,930,000	\$0 \$3,541,000	\$2,300,000	\$2,350,000
Other (specify): Other (specify): Net non-operating revenues Income before other revenues, expenses, gains, or losses	\$0	\$0	\$0 \$3,541,000	\$0	\$2,350,000
Other (specify): Other (specify): Net non-operating revenues Income before other revenues, expenses, gains, or losses Capital appropriations (public	\$0 \$3,254,000 \$3,092,000	\$0 \$7,930,000 \$11,959,000	\$0 \$3,541,000 \$3,250,000	\$0 \$2,300,000 \$2,300,000	\$2,350,000 \$2,350,000
Other (specify): Other (specify): Net non-operating revenues Income before other revenues, expenses, gains, or losses Capital appropriations (public institutions)	\$0 \$3,254,000 \$3,092,000 \$0	\$0 \$7,930,000 \$11,959,000 \$0	\$0 \$3,541,000 \$3,250,000 \$0	\$0 \$2,300,000 \$2,300,000 \$0	\$0 \$2,350,000 \$2,350,000 \$0
Other (specify): Other (specify): Net non-operating revenues Income before other revenues, expenses, gains, or losses Capital appropriations (public institutions) Other (specify):	\$0 \$3,254,000 \$3,092,000	\$0 \$7,930,000 \$11,959,000	\$0 \$3,541,000 \$3,250,000 \$0	\$0 \$2,300,000 \$2,300,000	\$0 \$0 \$2,350,000 \$2,350,000 \$0 \$0
Other (specify): Other (specify): Net non-operating revenues Income before other revenues, expenses, gains, or losses Capital appropriations (public institutions)	\$0 \$3,254,000 \$3,092,000 \$0	\$0 \$7,930,000 \$11,959,000 \$0	\$0 \$3,541,000 \$3,250,000 \$0	\$0 \$2,300,000 \$2,300,000 \$0	\$0 \$2,350,000 \$2,350,000 \$0

Standard 7: Institutional Resources (Statement of Debt)

FISCAL	YEAR ENDS month & day (06/30)	3 Years Prior (FY2013)	2 Years Prior (FY2014)	Most Recently Completed Year (FY 2016)	Current Year (FY 2017)	Next Year Forward (FY 2018)
	Debt					
	Beginning balance	\$38,546,000	\$23,404,000	\$22,163,000	\$28,510,000	\$27,940
	Additions	\$0	\$0	\$15,000,000	\$0	\$0
?	Reductions	(\$15,142,000)	(\$708,000)	(\$8,653,000)	(\$570,000)	\$737,000
	Ending balance	\$23,404,000	\$22,696,000	\$28,510,000	\$27,940,000	\$764,940
	Interest paid during fiscal					
	year	\$741,000	\$426,000	\$564,000	\$814,000	\$794,000
	Current Portion	\$708,000	\$533,000	\$570,000	\$737,000	\$965,000
	Bond Rating	BBB	BBB	BBB	N/A	N/A

Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met.

- 1. Maintain a liquidity ratio no less than .75
- 2. Maintain a debt service coverage ratio of 1.10:1
- 3. Maintain unrestricted cash and total marketable securities not less than the greater of 1) 50% of preceding annual unrestricted operating expenses or 2) \$17,000,000

operating expenses of 2) \$17,000,000
4. Maintain cash and cash equivalents plus investments minus permanently restricted net assets of no less than \$ 10,000,000
Line(s) of Credit: List the institutions line(s) of credit and their uses.
1. 2,500,000 not currently used. Maintained in the event the college needs access to the funds.
Future borrowing plans (please describe)
None at this time.
Please enter any explanatory notes in the box below

Standard 7: Institutional Resources (Supplemental Data)

	(Supplei	nental Data)			
FISCAL YEAR ENDS month & day (06/30)	3 Years Prior (FY2013)	2 Years Prior (FY2014)	Most Recently Completed Year (FY 2016)	Current Year (FY 2017)	Next Year Forward (FY 2018)
_					
NET ASSETS					
Net assets beginning of year	\$55,313,000	\$58,405,000	\$78,134,000	\$81,384,000	\$83,684,000
Total increase/decrease in net assets	\$3,092,000	\$11,959,000	\$3,250,000	\$2,300,000	\$2,350,00
Net assets end of year	\$58,405,000	\$70,364,000	\$81,384,000	\$83,684,000	\$86,034,000
FINANCIAL AID					
Source of funds					
Unrestricted institutional	\$26,925,000	\$26,626,000	\$30,934,000	\$31,792,000	\$34,577,00
Federal, state and private grants	\$700,000	\$690,000	\$675,000	\$675,000	\$675,00
Restricted funds	\$268,000	\$217,000	\$228,000	\$220,000	\$220,00
Total	\$27,893,000	\$27,533,000	\$31,837,000	\$32,687,000	\$35,472,00
% Discount of tuition and fees	45.5%	43.1%	49.0%	50.5%	52.1
% Unrestricted discount	44.0%	41.7%	47.6%	49.1%	50.8
FEDERAL FINANCIAL					
RESPONSIBILITY COMPOSITE					
SCORE	2.6	3.0	Not Available	Not Available	

Please indicate your institution's endowment spending policy:

Investment return is distributed for operations on a unit share basis. The spending policy limits the annual distribution of return based upon a twelve quarter average market value. The percentage of distribution is 4.5%

Please enter any explanatory notes in the box below						

Standard 7: Institutional Resources (Information Resources)

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
	(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)
Total Expenditures					
Materials	\$359,198	\$385,655	\$360,310	\$371,158	\$389,715
Salaries & wages (permanent staff)	\$899,706	\$898,692	\$804,990	\$838,266	\$898,266
Salaries & wages (student employees)	\$80,480	\$77,882	\$105,623	\$114,183	\$114,183
Other operating expenses	\$159,825	\$159,825	\$103,473	\$112,258	\$112,258
Expenditures/FTE student					
Materials	\$244	\$283	\$258	\$284	\$284
Salaries & wages (permanent staff)	\$612	\$661	\$576	\$642	\$688
Salaries & wages (student employees)	\$54	\$57	\$75	\$88	\$88
Other operating expenses	\$108	\$117	\$74	\$86	\$90
Collections					
Percent available physically	43%	38%	32%	32%	320
Percent available electronically	57%	63%	67%		67°
Number of digital repositories	1	1	1	2	
Personnel (FTE)					
Librarians - main campus	7	7	7	7	
Librarians - branch /other locations	•	,		,	
Other library personnel - main campus	13	13	13	13	1
Other library personnel - branch/other locations					
Avrailability / attendance					
Availability/attendance	106	106	106	104	10
Hours of operation/week main campus	106	106	106	104	10
Hours of operation/week branch/other locations					
Consortia/Partnerships					
Five College Librarians Council					
Collge and Research Libraries					
EAST Eastern Academic Scholars Trust Retention Partn	ner				
Five College Compass: Digital Collections					
Museums 10					
URL of most recent library annual report:	https://www.	hampshire.edu	ı/library/libra	ry-annual-repor	ts
Please enter any explanatory notes in the box below					
See form 4.5 for data about Information Literacy					

Standard 7: Institutional Resources (Technological Resources)

				?
3 Years	2 Years Prior	Most Recently	Current Year	Next Year
Prior		Completed Year		Forward
				(goal)
(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)

? Course management system

Moodle

Number of classes using the system

405	417	413	423	425

Bandwidth

On-campus network

Off-campus access

commodity internet (Mbps) high-performance networks (Mbps)

Wireless protocol(s)

1 Gigabit	1 and 10 Gig	1 and 10 Gig	1 and 10 Gig	10 Gig

450 Meg	450 Meg	1.045 Gig	1.045 Gig	2 Gig
802.11n	802.11n	802.11N/AC/G	802.11N/AC/G	802.11N/AC/
				G

Typical classroom technology

Main campus

Branch/other locations

Projector, Apple TV, DVD, VHS, Streaming Media	

Software systems and versions

Students Slate, Power FAIDS, Ellucian-Colleague

Finances Ellucian-Colleague

Human Resources Ellucian-Colleague
Advancement Ellucian Coleague

Library ALEPH by Ex Libris

Website Management Drupal ,Wordpress

Portfolio Management Wordpress (student portfolios)

Interactive Video Conferencing
Digital Object Management
Google Hangouts, Skype
Islandora-Fedora, D Space

Website locations of technology policies/plans

Integrity and security of data https://www.hampshire.

Privacy of individuals

Appropriate use

Disaster and recovery plan

Technology replacement

https://www.hampshire.edu/it/information-technology-policies-and-guidelines
https://www.hampshire.edu/it/information-technology-policies-and-guidelines
https://www.hampshire.edu/it/information-technology-policies-and-guidelines
https://www.hampshire.edu/it/information-technology-policies-and-guidelines
N/A

Please enter any explanatory notes in the box below

Note DR plan in process of review; location may change

Standard 7: Institutional Resources

(Physical Resources)

	Serviceable	ai Kesource	Ássignable S	Square Feet		
Campus location	Buildings		(00	-		
Main campus	31		,	558		
Other U.S. locations						
International locations						
	3 Years Prior	2 Years	1 Year Prior	Current	Next Year	
		Prior		Year	Forward	
					(goal)	
	(FY 2013)	(FY 2014)	(FY 2015)	(FY 2017)	(FY 2018)	
Revenue (\$000)						
Capital appropriations (public						
institutions)	\$0	\$0	\$0	\$0	\$0	
Operating budget	\$47,433	\$47,309	\$50,008	\$50,389	\$51,108	
Gifts and grants	\$5,559	\$8,834	\$7,120	\$7,000	\$7,000	
Debt	\$0	\$0	\$0	\$0	\$0	
Total	\$52,992	\$56,143	\$57,128	\$57,389	\$58,108	
Expenditures (\$000)	dh a d	#077	#0.75 4	**	# 0	
New Construction	\$34	\$877	\$2,754	\$0	\$0	
Renovations, maintenance	\$2.1.14	\$2.20 5	\$2 ,000	\$2 ,000	\$2,000	
and equipment	\$2,144 \$3,045	\$2,285 \$3,050	\$2,090 \$3,041	\$2,000	\$2,000	
Technology Total	\$3,045 \$5,223	\$3,059 \$6,221	\$3,041 \$7,885	\$3,000 \$5,000	\$3,000 \$5,000	
Total	\$5,225	\$0,221	ψ7,00 <i>3</i>	\$3,000	\$3,000	
Assignable square feet (000)	Main campus	Off-campus	Total			
Classroom	162	0	162			
Laboratory	w/ Class-					
	room	0				
Office	82	0	82			
Study	w/ Class-					
	room	0				
Special	w/ Other	0				
General	241	0	241			
Support	w/ General	0				
Residential	201	0	201			
Other: College Life	123	0	123			
Major new buildings, past 10 years (ad-	d rows as needed)					
Building name	Purpose(s)	Assigna	able Square Fe	et (000)	Cost (000)	Year
	emic/Administrative		17,000	· ,	\$10,500,000	2016
Lemelson Leme	lson Center/Office		5,825		\$1,300,000	2006
Space						
Leibling Leibli	ng Center		6,000		\$2,771,274	2009
Roos Rohde House Stude	nt Food Co-Op		14,000		\$434,598	2014
New buildings, planned for next 5 year	es (add rows as needs	d)		·		
Building name	Purpose(s)	,	gnable Square	Feet	Cost (000)	Year
	1 unpose(s)	11331	grapie oquare			Tear
Major Renovations, past 10 years (add			İ			
The list below includes renovations						
Building name	Purpose(s)	Assi	gnable Square	Feet	Cost (000)	Year
	5/56 : Construction		3,944		\$245,844	20
Costs					***	
	Init 70/71 :		3,944		\$182,766	20
Const	truction Costs					

Enfield	EH,II,51/52: Construction	3,944	\$214,168	2006
	Costs	•	φ217,100	2006
Merrill House	MH, Sprinklers/Fire Alarm	N/A	\$905,799	2006
Prescott	Prescott Envelop and Interior Repairs	N/A	\$3,546,592	2006
RCC	Café Renovations :	200	\$127,071	2006
Enfield	Construction Costs Enfield 49/50:	2.044	\$202.250	2007
Enneid	Construction Costs	3,944	\$203,359	2007
Enfield	Enfield 53/54: Construction Costs	3,944	\$229,250	2007
Greenwich	GH Dorms Exterior Upgrades: Construction	N/A	\$119,708	2007
Dakin	DH Bathrooms Upgrades	5,000	\$273,644	2008
EDH	EDH Siding	N/A	\$219,509	2008
Enfield	EH 41-44 Asbestos Abatement	3,944	\$175,650	2008
Enfield	EH 49/50 Renovations	3,944	\$206,159	2008
Enfield	EH 53/54 Renovations	3,944	\$179,951	2008
Enfield	EH 55/56 Renovations	3,944	\$202,529	2008
Greenwich	GH Dorms Interior Upgrades	78,320	\$102,537	2008
Red Barn	Red Barn-Window Replacement	5,246	\$146,240	2008
Enfield	EH 45-46 Renovations	3,944	\$157,780	2009
Greenwich	Greenwich 3 & 4 Upgrades	31,328	\$179,010	2009
Greenwich	Greenwich Phase II Upgrades	N/A	\$135,274	2009
Greenwich	Greenwich Upgrades	N/A	\$554,918	2009
Library	HJF Library Roof	15,467	\$117,575	2009
Arts Village	Arts Village Solar Canopy	,	\$957,228	2010
Greenwich	Greenwich Renovations	N/A	\$348,068	2010
HR	HR Renovations	2,416	\$104,668	2010
Library	Library 1st Floor Circulation	10,000	\$123,437	2010
Prescott	Campus Furniture Replacement	N/A	\$182,757	2010
Prescott	PH Prototype Renovations		\$534,412	2010
Admissions	Admissions Renovations	3,384	\$108,226	2011
Lemelson	Infrastructure Facility	N/A	\$108,226	2011
Cole	Cole Science Roof	13,247	\$246,547	2011
Library	Replacement Hill/Urbina Student	900	\$222,688	2011
D	Computing Prescott Renovations		\$604.044	2011
Prescott Health Services		1 500	\$624,911	2011
	Health Services Building - Addition/New Offices	1,500	\$214,065	2012
Campus	Electrical Distribution - Replace Oil Filled Switches	N/A	\$142,702	2013
Lemelson	IA/Related Moves & Renovations	N/A	\$213,017	2013

Commune	Dood Donoin	i 1	NI/A	\$131,608	2014
Campus	Road Repair		N/A		2014
Merrill/Dakin Dorm	Merrill & Dakin Emergency		N/A	\$183,613	2014
	Generators				
Campus	Standby Generators		N/A	\$928,201	2015
Dakin	Dakin Lounge Upgrades		5,000	\$341,610	2015
Enfield	E-15 Enfield Renovations:		7,888	\$228,502	2015
Merrill Dorm	Merrill Dorm Bathroom Renovations		4,550	\$301,396	2015
Merrill Dorm	Merrill Dorm Heat/AC Upgrades		N/A	\$304,400	2015
Merrill Dorm	Merrill Lounge Renovation		7,800	\$485,845	2015
Prescott	Prescott Kitchen Renovations		1,650	\$213,475	2015
Merrill Dorm	Merrill Dorm Bathroom Renovations		4,550	\$280,000	2016
Merrill Dorm	Merrill Dorm Heat/AC Upgrades		N/A	\$503,000	2016
Masters Houses	Roof Replacement		126,439	\$150,000	2016
EDH	Roof Replacement		15,896	\$245,000	2016
Road and Walkways Interstructer	Replacement		N/A	\$690,000	2016
Kern Center Solar			N/A	\$350,200	2016
Cole/FPH/Library Chillers	Replacement		N/A	\$300,000	2016
Cole Science Lab and Classroom	Upgrades		14,000	\$310,000	2016
Exterior Quad Landscape	Upgrades		N/A	\$102,000	2016
Cole/Library	Emergency Generators		N/A	\$115,000	2017
Red Barn Kitchen	Upgrades		650	\$120,000	2017
Enfield Roof	Student Housing		N/A	\$350,000	2017
	2		1 1/ 11	#550 , 000	_017

Renovations planned for next 5 years (add rows as needed)

The list below includes renovations costing \$100,000 or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
HJ Library	Academic	1,000	\$3,000,000	2020
RCC	Athletic, Student Life	43,000	\$17,000,000	2020

Please enter any explanatory notes in the box below

FY14 and FY15 included ramping up for the Kern building project.

Standard 8: EDUCATIONAL EFFECTIVENESS

Along with academic program development by successive approximations, Hampshire subscribes to the view that continual evaluation of all of its work is essential. Institutional "self-studies" on an occasional basis are helpful. But for an "experimenting" college to be what it claims to be, there must be provision for steady observation, assessment, and interpretation of the consequences of the enterprise.³⁹

As a theoretical stance, program evaluation has been a core tenet for Hampshire College from the beginning. However, our willingness to engage in "interpretation of the consequences of the enterprise" by assessing student work using standard measures, such as rubrics, has been contested terrain. The notion of quantifying outcomes is perceived by some as a reductive exercise, diminishing the rich and individualized experience that Hampshire offers students and ignoring the innovative thinking and products of students by looking through a lens we create *a priori*.

We want to emphasize that Hampshire College has always done a remarkable job of evaluating student work on a student-by-student basis. The fact that students have committees of at least two faculty members assessing their work at the end of Division II and III to determine whether they have met the College's requirements and the committee's expectations is an excellent way to ensure the integrity of the degree. And certainly alumni outcomes tell us that the education Hampshire students receive is rigorous and prepares them for professional success in any number of endeavors. Yet student-by-student data is not so useful for conducting assessments of program improvement or documenting accountability. As a result, only relatively recently we have begun to look across the student experience to learn about the effects of a Hampshire education more broadly.

DESCRIPTION

One of the recommendations that grew out of Hampshire's previous self-study and accreditation review process was to strengthen and formalize our assessment infrastructure, and over the past several years the College has improved assessment practices considerably. Of greatest import, a dean of curriculum and assessment was named in fall 2012. Concurrently, the College has built institutional research capacity and introduced the CTL to the campus, which serves as one conduit for bringing assessment findings back to the faculty.

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³⁹ The Making of a College, p. 66.

The assessment of educational effectiveness has two distinct but intersecting domains of impact: improving the academic program by assessing trends and evaluating systems; and ensuring institutional accountability. The latter is generally accomplished through the direct assessment of student work. The purpose of our assessment efforts since 2012 has been continuous program improvement, using both qualitative and quantitative measures. We want the data to be contextualized so that we can best understand the factors that lead to student success. To this end, our assessment aims consist of three dimensions: clarifying and articulating goals for student learning (the institution's, individual faculty members', and students'); collecting and sharing data on how well students are doing and what supports their growth; and taking appropriate actions that we believe will improve the outcomes relative to our goals.

Hampshire's faculty members have a deep commitment to and vested interest in providing the optimal learning environment for students, fostering their intellect, creativity, critical and reflective thinking, and ability to thrive in an uncertain world. That is the crux of why many choose to teach at this college. Our evaluation efforts necessarily focus on ensuring that faculty understand assessment to be an important tool in support of their work with individual students and a validation of Hampshire's educational model, not an underhanded pathway to standardization or grading. To begin, we have focused on making improvements to the academic program on issues of prime concern for faculty. This effort is leading to important conversations between faculty members across the schools about their shared goals and expectations and is creating a common lexicon for the evaluation and direct assessment of student work.

Maintaining our focus on improving the educational program has had implications for the kinds of assessment initiatives we pursue and the types of data we find useful to collect, and for the process of sharing the findings. The data must speak to the faculty experience of teaching and advising students. We have three major threads of assessment work at the College that we bring together to drive improvement: faculty-driven assessment carried out by groups of faculty and the DCA (largely using content analysis); survey research of students through collaborations with IR; and interview research through the Hampshire Learning Project. The qualitative data from interviews is triangulated with survey data (both homegrown and national) to give us a rich understanding of the student experience, with sufficient nuance to guide us to specific programmatic improvements and interventions.

All assessment data are shared with an internal research team comprised of the DCA, the director of IR, the dean of admissions and enrollment, and the HLP senior researcher. Data useful to College efforts are shared with the VPAA/DoF, relevant offices, and the Board of Trustees.

Faculty-Driven Assessment

This work began as part of the assessment initiatives embedded in the external reviews of Hampshire's five academic schools. Each school engaged in some assessment work related to Division II (considering questions such as what makes for a strong Division II and how Division II is evaluated) and/or Division III (directly scoring Division IIIs using the Teagle rubric, described below in the "Appraisal" section).

At the time the DCA position was introduced, EPC had just completed a review of the Division II structure, and questions about what works most effectively in Division II were fresh in the minds of the faculty. Consequently, it was logical to begin our assessment efforts with data from the faculty experience of Division II. Faculty have deep knowledge of student work, and capturing their understanding of students' strengths and weaknesses is a vital data source that speaks to the faculty experience and is an excellent place to begin initiatives for improvement.

For each of the last five summers (2013-2017), the DCA has provided stipends to faculty to engage in three to five days of assessment work. These faculty groups discussed the quality of Division II work and what makes for the strongest Division II concentrations, and analyzed a selection of Division II evaluations to ascertain whether faculty were evaluating students on precisely the things they had asked the students to accomplish. Another priority of the analysis was to ensure that Division II evaluations were useful to the outside world and less time-consuming for faculty members to complete, in so doing contributing to the ongoing efforts in Academic Affairs to address faculty workload concerns [STANDARD 6]. Last, in the summer of 2017, faculty coded students' retrospective essays from Division I and II portfolios and from the end of Division III. They looked at what students wrote about their questions, changes in their thinking and skills, the role of mentors (faculty, staff, and peers), pivotal moments in their educational experience, and their ability to engage in integrative thinking.

<u>Survey Research through Collaborations with Institutional Research</u>
This type of assessment is dependent on the surveys that are crafted by IR using suggestions and observations made by faculty, staff, and students from across the College. At present these include:

Student Satisfaction Survey: In 2013, the college administered a homegrown academic satisfaction survey. In its first year, our survey focused solely on the academic program, since Student Affairs administered its own instrument. In 2014 the two surveys were merged and the resultant Student Satisfaction Survey has been administered annually. It contains both Likert scale questions and open-ended questions that provide important detail on the student experience.

- Analyzing the data derived from the Student Satisfaction Survey involves our IR team and staff from both Academic Affairs and Student Affairs.
- National Survey of Student Engagement: We administered this survey instrument in 2016 and will continue to do so every four years.

Interview Research through the Hampshire Learning Project

The HLP is an endowed research program intended to answer the overarching question: "What are the effects and outcomes of a Hampshire education?" We want to understand how our institutional systems and programs support students in building their capacities for crafting independent concentrations (Division II) and for conceiving of and completing a large capstone project (Division III). Specifically, we want to know:

- How do students develop their academic path over the course of their time at the College?
- What experiences and relationships most affect students over time?
- How do students engage with institutional structures and processes at the Hampshire at different phases of their experience?

To answer these and other questions, we designed three interview studies: one conducted in spring 2013; one conducted in spring 2014; and an ongoing longitudinal study called the Hampshire Impact Study, which began in spring 2015. HLP is the assessment umbrella for all three.

The first study, conducted in 2013, was part of an undergraduate mixed-methods educational research course and engaged students as researchers. The students interviewed 19 graduating students using a semi-structured interview protocol derived from the overarching research questions. The interviewers were coached to follow up on emergent themes during the interview, and then transcribed the interviews. The participating Division IIIs were chosen randomly from a stratified list of graduating students, and included students from across the five interdisciplinary schools and across faculty ratings. (Faculty were first asked to rate their Division III students on a scale of one-to-three, roughly corresponding to "weaker," "solid," and "strong.")

The second study, in 2014, stemmed from the previous winter's "thrivers" study and was part of a broader institutional desire to better understand the experience of students who were doing particularly well, for both admissions and assessment purposes. The earlier interviews had focused on students who were thriving at Hampshire and were conducted in the spirit of appreciative inquiry embedded in our strategic planning process. That study became a cornerstone of our mission-driven admissions strategy and policy decisions [STANDARD 5].

This study expanded on and served to complement the thriver interviews. Research staff interviewed 34 graduating students identified by faculty members as "thrivers," either throughout their time at the College or in their Division III thesis work. The interviews lasted from 45 to 90 minutes and were semi-structured, allowing room for the interviewer to follow up with the student on emergent themes. The study included questions about the development of students' academic courses of study, their relationships with their advisors, the skills and abilities they developed at Hampshire, their understanding of and engagement with the narrative evaluation system, and how they viewed and utilized self-evaluations and self-reflections, among other measures. In the summer of 2014, the 53 interview transcripts from both thriver-focused studies were analyzed together using a grounded-theory approach. We developed an inductive coding scheme: as a check on the validity of our findings, the researchers actively engaged in reflexivity and examined negative case examples.

The third, the Hampshire Impact Study, is a longitudinal, qualitative, panel study of Hampshire students. We identified a cohort of students to interview once each year, beginning in their first year and continuing for several years after graduation. The interviews are conducted every February and March. The study uses a grounded-theory approach, generating theories and hypotheses that can be tested through other institutional research studies, including surveys, focus groups, and interviews. Data from the Hampshire Impact Study are triangulated across the Student Satisfaction Survey, alumni surveys, and other interview data from the HLP. In 2015, the first year of the Hampshire Impact Study, 51 students – comprising 20% of the total fiscal year 2014 first-year class – participated in interviews. In 2016, 37 students returned to the study and six more were added, for a total of 43 students. We are now in the midst of interviewing third-year students.

From all of our interviews, we have rich, descriptive data on the following core themes:

2013-2014 INTERVIEWS	2015→INTERVIEWS
	HAMPSHIRE IMPACT STUDY
After Hampshire – career and life plans	Experiences particular to Hampshire
Classes:	Advising relationship
· Division I	Classroom experience
· Division II	Academic focus
Divisional transitions:	Intellectual community
· Division I to Division II	Environment for diversity and inclusion
 Division II to Division III 	Out-of-classroom experiences
Finding academic focus	Narrative evaluations
First-generation and student of color	2015 first-year experience
experiences	Visit to and selection of Hampshire
Five College experiences	Anticipation of arrival
Impact of Hampshire skills	Academic, social, and emotional transition
Social justice environment	Orientation experience
Transfer experiences	First-year tutorial
Transformative experiences	2016 second-year experience
Why chose Hampshire	Transition from Division I to Division II
	Understandings of Division II
	Resources and supports

Data on each of these themes in the form of interpretive prose backed by student quotes are shared with all appropriate groups: faculty in school meetings, faculty through the Faculty Meeting, EPC, the Retention Committee, Student Affairs staff, and the directors of various programs and centers. Written reports on the HLP findings are prepared and disseminated annually; some of those results are discussed below (the reports cover numerous and diverse other topics as well).

APPRAISAL

Not only are our qualitative data extremely useful to faculty in making educational choices in their classrooms and advising, but our focus on what works is deeply affirming of their efforts. We find that faculty members are now much more open to the concept of assessment than they were five years ago. In fact, they regularly ask for data and analysis. This is a significant cultural accomplishment.

At the broadest level of analysis, it is clear that students are satisfied with Hampshire's academic program. They are engaged, appreciate the mentorship they receive from faculty, understand what is required of them at each divisional level, and have good experiences in the classroom. They find the narrative evaluation to be an especially important tool for direct feedback: students report that, through writing self-evaluations and reading the narrative evaluations written by faculty, they are able to set

goals for their work and learn about their next challenges. Yet it is also the case upon closer analysis that there are variations in the caliber of students' educational experiences. These can be strengthened and made more consistent through clearer guidelines and scaffolding, as described below with regard to Divisions II and III.

Faculty across the five schools demonstrate remarkable agreement about what constitutes a strong Division II and the steps necessary for crafting the concentration. This is not surprising given the number of hours faculty spent on students' committees, reading, viewing, observing, discussing, and otherwise responding to their work. They noted that there is a range in how well students craft Division IIs of the appropriate depth and breadth, and disparities in the extent to which they engage in integrative thinking across the concentration in pursuit of answers to their questions. We found that students do not always understand what Division II is meant to accomplish. They tend to see their work as a sequence of individual courses and projects, rather than an integrated educational experience. And if the students themselves do not perceive the connections, then it is commensurately difficult for faculty to appreciate the full scope of what students are learning and accomplishing. There were also great variations in how faculty members approached the writing of Division II evaluations, with many being descriptive rather than analytic in nature. In other words, those evaluations were not in fact serving their purpose as tools for tracking student progress. Both of these issues are now addressed through guidelines for students and faculty, and we require continued professional development and sharing of these practices.

We gained valuable insights into how students utilize both their professors' evaluations of their work and their own self-evaluations. Those students who are most successful at the Division II level approach faculty evaluations as a mechanism to establish the next steps in their academic trajectory and, importantly, to identify where they need to improve. Additionally, they take the process of self-evaluation very seriously, using the exercise to articulate their own goals and next steps. These findings led us to prepare a separate guide for students on writing self-evaluations, which some faculty are now incorporating into their courses. The guide is already under revision as a result of what we have learned from our assessment of students' retrospective essays.

We have begun direct assessment of student work to better understand how they develop and mature as thinkers and creators over the course of their Hampshire careers. The integrative learning that we saw students demonstrate in their reflective writing is a central indicator of growth. Not all students organized their retrospective essays around important experiences or pivotal moments, but some did. In these essays, we were able to see how students made important connections, both across courses or disciplines and between courses and practical experiences in the community; where

they discussed how they applied methods learned in one context to a new question or problem; and how they discussed their understanding of themselves as learners and staked out their intellectual territory or new goals. Some faculty ask students to draft and revise these essays with questions that prompt this type of thinking, but others do not. If we are to support students in writing useful self-evaluations, then we need practices that scaffold students' self-reflection – practices embedded in institutional structures rather than being dependent on students participating in advising sessions or faculty explaining what they expect on a student-by-student basis.

The Division II experience is encapsulated in the student's portfolio, typically a paper file that contains the Division II contract, samples of the student's academic work, information about how CEL-2 and other Division II requirements have been fulfilled, their self-evaluation, faculty course evaluations, and much else [STANDARD 4]. As a physical format, a paper portfolio presents information in a linear fashion, and as such does not lend itself to comparisons within and across the materials it contains or to sharing the increasingly diverse types of work students produce. To help students and faculty alike explore the depth of the Division II experience, we have been piloting a system of "ePortfolios." Students compile all their work in electronic form, creating links and searchable functionality across the documents and other artifacts. In essence, they are using the ePortfolio to curate their own work, allowing the content to be viewable in multiple ways. They can thereby bridge experiences and better share the fullness of their work, including out-of-classroom experiences, with their Division II committees as well as other students. Faculty members have been involved in creating the templates for ePortfolios, so faculty ideas about what makes a strong portfolio act as a scaffold to student reflection. The pilot has been extremely successful and the participating students have been deeply engaged. However, the IT staff member who was providing the technical support for e-portfolio development recently took a position at another institution, so this project is on hold for the time being.

We are also learning more about students' experience of Division II vis-à-vis Division I. After a year of intensive advising and collaborative tutorial work, a significant proportion of students feel isolated by the more independent structure of Division II. They are more anxious about the increased workload of upper division courses at the same time they are making the significant social shift from dormitory to apartment living. The combination of increasing academic self-reliance, adjusting to group living, and navigating the general stressors of campus life are contributing factors to some students' decisions to not continue their studies at Hampshire. Most, however, are able to smoothly integrate these milestones and new skills into their academics.

In response, we are piloting some group advising experiences at the Division II level as an effort toward community building around students' intellectual lives. In so doing, it has become clear that if we are to make a shift to using advising to build academic cohorts, it must be coupled with support for faculty. There should be suggested topics to address and agendas to use in cohort advising. A subset of faculty (close to 10%) have been holding group sessions on advising day, which they feel improves their advising and decreases the time spent on logistics, but group advising is not the same thing as cohort development.

Our assessment of Division III began in June 2013, when we completed an evaluation of students' Division III papers using a rubric that was created as part of a grant from the Teagle Foundation and then expanded to incorporate process- as well as product-oriented content. Three of Hampshire's schools – CS, CSI, and NS – took part in the initiative. Faculty "scored" 26 Division III papers using the expanded rubric, not for purposes of evaluating students' work but rather to determine whether the rubric itself was a viable tool. The participants reported that they found the scoring process useful to their own thinking about what Division III work should entail but questioned how applicable it would be across the College because there is so much variation in what students produce for their Division IIIs. This scoring approach also does not capture students' reflections on what they accomplished and learned in the Division III process.

We know from the initial Teagle project that Hampshire Division III theses are more variable in quality than are honors theses at other institutions. We expect this: our Division III is a universal requirement rather than a requirement limited to honors students. By definition, each Hampshire student enters the College with a different level of academic readiness and emotional preparedness to handle the challenges of a project of this magnitude.

Transfer students constitute a distinct population at Hampshire. Typically, liberal arts institutions consider transfer students primarily as a ready source of enrollment enhancement. At Hampshire, however, transfer students as a cohort do very well academically and significantly contribute to the richness and diversity of campus life. Transfers constitute approximately 14% of total enrollment and have a graduation rate of 81%. They tend to represent a wider range of age, experience, and economic status than first-year students, and often demonstrate a level of maturity and seriousness of purpose that helps bring focus and direction to their own and their classmates' academic pursuits. As a group they are well prepared, academically and otherwise, to succeed at Hampshire. Students who transfer to Hampshire do so because they have researched their options and are specifically drawn to the strengths of our academic program. They are in a position to value true interdisciplinarity and the opportunity to

work closely with faculty to build their courses of study. Some are transferring from liberal arts colleges whose admissions materials spoke of interdisciplinary studies but which in practice they found to be overly prescriptive and limiting. It is not uncommon for transfer students to complete one of Hampshire's admissions narratives, the "proposed plan of study," in language that articulates who they are as learners and the ways they envision meeting their individual goals within a framework of understanding and appreciating Hampshire's academic program.

As is true for many incoming students, some transfers find themselves challenged and occasionally overwhelmed by the amount of reading and writing involved in Hampshire courses. They are unfamiliar with the level of participation expected in classroom discussion, especially for student-led portions of courses. However, transfers are generally able to resolve these difficulties over the course of the first semester by talking with faculty and accessing appropriate campus resources such as the Writing Center, the Transformative Speaking Program, and OARS.

Finally, assessment is essential to Hampshire's institutional accountability because it allows us to formally document the ways we provide the caliber of education we claim. Hampshire's pedagogical model relies on the structure of faculty committees to evaluate a student's progress, ensure that a student has met or exceeded rigorous expectations (academic achievement, critical inquiry, independent learning, information literacy, etc.), and determine that a student has fulfilled the standards for graduation. This system works extremely well and we have absolute confidence in our outcomes. At the same time, we realize that it will be necessary to develop a more quantifiable assessment tool as a focus of Hampshire's assessment work moving forward.

Ultimately, the proof of Hampshire's educational effectiveness is demonstrated by the success of our alums. In *Colleges that Change Lives*, Loren Pope wrote: "There are two reasons why Hampshire graduates achieve so much. One is the kind of person the college attracts. The other is what the college does for them by equipping them to become their own wide-ranging explorers and connection-seekers." In a 2013 survey conducted by the Office of Alumni and Family Relations, 99% of respondents agreed with the statement: "Hampshire encouraged me to think and work independently." 96% agreed that "Hampshire improved my ability to synthesize information from across disciplines"; 95% that "Hampshire encouraged me to come up with innovative ideas and solutions"; and 95% that "Hampshire helped shape me into a life-long

⁴⁰ Pope, Loren, *Colleges That Change Lives*: 40 Schools That Will Change the Way You Think about College. New York, NY: Penguin Books, 2006 (second revised edition).

learner." 94% concurred that their Hampshire education has shaped or prepared them differently from their peers.

We have a trove of anecdotal evidence about how Hampshire alums embody the College's motto, "To Know is Not Enough," in myriad ways. A small sampling of alums who are making a positive difference in the world are profiled on our website (see, e.g., https://www.hampshire.edu/alumni/alumni-news and https://www.hampshire.edu/alumni/alumni-news and https://www.hampshire.edu/alumni/alumni-news and https://www.hampshire.edu/discover-hampshire/changemakers). However, we do not have a tradition of consistently collecting quantitative data, tracking trends, and documenting longitudinal alumni outcomes. This is a high priority for the next decade.

PROJECTION

- A content analysis of students' reflective self-evaluations and retrospective essays demonstrated the importance of faculty in scaffolding the process. We will continue to engage faculty in professional development on the topic of student reflection, run workshops for students to support their writing of retrospective essays, and share "prompts" to encourage reflective writing through handouts and in templates used to create ePortfolios. In approximately four years, after the incoming class has benefitted from such scaffolding across the divisions, we will again reexamine their self-evaluations and retrospective essays vis-à-vis their academic work.
- ➤ We will continue our summer program of having faculty conduct direct assessments of student work. Each outcome will be approached as above: initial assessment, followed by intervention and then reassessment. Two obvious sets of skills to consider next are our currently articulated cumulative skills in writing and research (which includes writing and information literacy) and independent project work.
- ➤ We will develop an initial schedule of assessment projects with a group of faculty over the 2017-2018 academic year, and anticipate completing scoring of student work in summer 2018. The exact rotation will need to be developed jointly with faculty and the DCA and focus on the skills that are common across the College despite students' highly individualized concentrations, e.g., reflective writing, analytic writing, and project management. Once we develop a rotation, which we expect will be every three to four years depending on the number of skills we address, we will examine a random sample of student work from across the College.
- We will track national trends and assess transfer students' success, retention, and graduation rates to learn more about who Hampshire attracts as transfer students. We will include them as a distinct category within our assessment protocols to ensure we are providing academic scaffolding specific to their strengths and needs.
- ➤ In consultation with IR, the Office of Alumni and Family Relations will work to develop a robust system for collecting and tracking quantitative outcomes data about Hampshire's alums.

Standard 8: Educational Effectiveness (Undergraduate Retention and Graduation Rates)

dent Success Measures/ or Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Ye Forward (goal)
IDEDS December Dece	(FY 2014)	(FY2015)	(FY 2016)	(FY 2017)	(FY 201
IPEDS Retention Data	,	,		,	
Associate degree students	n/a	n/a	n/a	n/a	1
Bachelors degree students	81%	78%	81%	79%	8.
IPEDS Graduation Data (150% of time)	, ,	,		, [
Associate degree students	n/a	n/a	n/a	n/a	:
Bachelors degree students	66%	75%	68%	65%	7
IPEDS Outcomes Measures Data					
First-time, full time students	, 1	/	((0/	740/	_
Awarded a degree within six years	n/a	n/a	66%	74%	
Awarded a degree within eight years	n/a	n/a	67%	75%	7
Not awarded within eight years but still enrolled	n/a	n/a	26%	18%	
First-time, part-time students	, 1	, 1	,	, ,	
Awarded a degree within six years	n/a	n/a	n/a	n/a	
Awarded a degree within eight years	n/a	n/a	n/a	n/a	
Not awarded within eight years but still enrolled	n/a	n/a	n/a	n/a	
Non-first-time, full-time students					
Awarded a degree within six years	n/a	n/a	84%	75%	
Awarded a degree within eight years	n/a	n/a	84%	75%	9
Not awarded within eight years but still enrolled	n/a	n/a	16%	22%	
Non-first-time, part-time students		. 1			
Awarded a degree within six years	n/a	n/a	n/a	n/a	
Awarded a degree within eight years	n/a	n/a	n/a	n/a	
Not awarded within eight years but still enrolled	n/a	n/a	n/a	n/a	
Other Undergraduate Retention/Persistence Rates (Add					
Men	83%	77%	79%	81%	
Women	80%	78%	83%	78%	
Nonresident alien	80%	94%	78%	84%	
Hispanic/Latino	74%	88%	85%	76%	
American Indian or Alaska Native	n/a	0%	0%	n/a	
Asian	79%	83%	70%	89%	
Black or African American	50%	88%	78%	100%	
Native Hawaiian or Other Pacific Islander	n/a	100%	n/a	n/a	
White	83%	76%	84%	79%	
Two or more races	100%	78%	74%	80%	
Race and ethnicity unknown	76%	64%	60%	55%	
Other Undergraduate Graduation Rates (Add definitions			•		
Men	65%	76%	63%		
Women	67%	74%	71%	64%	
Nonresident alien	87%	75%	68%	70%	
Hispanic/Latino	67%	56%	67%	79%	
American Indian or Alaska Native	100%	83%	n/a	n/a	
Asian	53%	60%	47%	14%	
Black or African American	54%	69%	86%	60%	
Native Hawaiian or Other Pacific Islander	n/a	86%	n/a	n/a	
White	65%	74%	71%	66%	
Two or more races	88%	71%	92%	68%	
ln 1 1 1 1 1	60%	85%	62%	64%	
Race and ethnicity unknown					

Note: complete this form for each distinct student body identified by the institution (See Standard 8.1)

Standard 8: Educational Effectiveness (Student Success and Progress Rates and Other Measures of Student Success)

		Bachelor Col Fall		Associate Col	ort Enterin
Category of Student/Out	come Measure	After 4 Years	After 6 Years	6 years ago	4 years ag
First-time, Full-time Students		•			
Degree from original institution		54%	65%	n/a	n
Not graduated, still enrolled at origi	nal institution	13%	1%	n/a	n
Degree from a different institution		5%	14%	n/a	n
Transferred to a different institution	1	16%	7%	n/a	n
Not graduated, never transferred, ne	o longer enrolled	12%	14%	n/a	r
First-time, Part-time Students					
Degree from original institution		n/a	n/a	n/a	ſ
Not graduated, still enrolled at origi	nal institution	n/a	n/a	n/a	ſ
Degree from a different institution		n/a	n/a	n/a	ſ
Transferred to a different institution	1	n/a	n/a	n/a	r
Not graduated, never transferred, ne	o longer enrolled	n/a	n/a	n/a	r
Non-first-time, Full-time Students					
Degree from original institution		81%	81%	n/a	r
Not graduated, still enrolled at origi	nal institution	5%	0%	n/a	1
Degree from a different institution		2%	2%	n/a	ſ
Transferred to a different institution	1	5%	5%	n/a	ſ
Not graduated, never transferred, ne	o longer enrolled	7%	12%	n/a	ſ
Non-first-time, Part-time Students					
Degree from original institution		n/a	n/a	n/a	r
Not graduated, still enrolled at origi	nal institution	n/a	n/a	n/a	ſ
Degree from a different institution		n/a	n/a	n/a	ſ
Transferred to a different institution	1	n/a	n/a	n/a	ſ
Not graduated, never transferred, ne	o longer enrolled	n/a	n/a	n/a	ſ
Measures of Student A	Schievement and Succ	ress /Institutional	Performance	and Goals	
Measures of Student 1	lemevement and succ		1 chomanee	and Goans	Next Yea
	3 Years	2 Years	1 Year		Forward
	Prior	Prior	Prior	Current Year	(goal)
	1 /EV 2 \	(FY2)	(FY 2)	(FY 2)	(FY 2
Success of students pursuing highe	(FY 2)	,	dd definitions	/methodology	V
Success of students pursuing highen the follows:	` ,	,	dd definitions	/methodolog	У
Success of students pursuing highen the substitution in #1 below)	` ,	,	dd definitions	/methodolog	y
	` ,	,	dd definitions	/methodolog	y

forward.

(many examples are provided throughout the self-study narrative). Quantitatively tracking such data is a priority moving

Standard 8: Educational Effectiveness (Licensure Passage and Job Placement Rates and Completion and Placement Rates for Short-Term Vocational Training Programs)

							Most Recent			
			3-Year	s Prior	2 Years Prior 1 Year Prior		Prior	Year		
			(FY 2	,	(FY	(FY 2015) (FY 2016)		(FY 2017)		
?	State Licensure Examina									
		#	who took	# who	# who took	# who	# who took	# who	# who took	# who
	Name of exam	┸	exam	passed	exam	passed	exam	passed	exam	passed
	MA Tests for Educator									
1	Licensure	\perp	3	3	1	1	1	1	3	3
2		\bot								
3		\bot								
4		\bot								
5	NI .: 1I' D		D .							
?	National Licensure Pass		who took	# who	# who took	# who	# who took	# who	# who took	# who
	Name of exam	"								
1	Name of exam	+	exam	passed	exam	passed	exam	passed	exam	passed
1		+								
3		+								
<i>3</i>		+								
5		+								
?	Job Placement Rates									
•	Jos i lacement races	T								
	Major/time period	$ \downarrow _{\pm}$	of grads	# with jobs	# of grads	# with iobs	# of grads	# with iobs	# of grads	# with iobs
1	6 Month Out Survey	Ť	130	116	156	131	105	86	n/a	n/a
2		T							,	,
3		T								
4		T								
5										
	* Check this box if the pro	gra	ım reported	l is subject to	"gainful em	ployment" re	equirements.			
	Web location of gainful of	emj	ployment i	report (if ap	plicable)		n/a			
Co	mpletion and Placemen	nt l	Rates for	Short-Tern	n Vocation	al Training	Programs	for which	students ar	e eligible
for	Federal Financial Aid									
										Next Year
						3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Forward (goal)
						(FY 2)	(FY2)	(FY 2)	(FY 2)	(FY 2)
?	Completion Rates					(111)	()	()	()	()
	n/a					n/a	n/a	n/a	n/a	n/a
2						,	,	,	,	,
3										
4										
5										
?	Placement Rates						•			
1	n/a					n/a	n/a	n/a	n/a	n/a
2										
3										
4										
5										
	Please enter any explanator			how holow						

Revised April 2016

respondents.

Job placement rates are based upon Hampshire College's 6-Month Out survey. The number of grads is the number of survey

Standard 8: Educational Effectiveness (Graduate Programs, Distance Education, Off-Campus Locations)

udent Success Measures/ ior Performance and Goals	3 Years Prior			Current Year	Next Year Forward (goal)	
	(FY 2)	(FY2)	(FY 2)	(FY 2)	(FY 2)	
Master's Programs (Add definitions/n	nethodology in	#1 below) - n/a	ı			
Retention rates first-to-second year						
Graduation rates @ 150% time						
Average time to degree						
Other measures, specify:						
Doctoral Programs (Add definitions/n	nethodology in	#2 below) - n/a	a			
Retention rates first-to-second year						
Graduation rates @ 150% time						
Average time to degree						
Other measures, specify:						
First Professional Programs (Add defin	nitions/method	ology in #3 bel	ow) - n/a			
Retention rates first-to-second year						
Graduation rates @ 150% time						
Average time to degree						
Other measures, specify:						
Distance Education (Add definitions/	methodology it	n #4 below) - n	/a			
Course completion rates						
Retention rates						
Graduation rates						
Other measures, specify:						
Carer measures, speerly.						
Branch Campus and Instructional Loc		::	.d.1	-1		
-	Add del	minons/memo	l	elow) - 11/ a		
Course completion rates						
Retention rates						
Graduation rates						
Other measures, specify:						
Definition and Methodology Explanat	ions					
2						
3						
1						

Standard 9: INTEGRITY, TRANSPARENCY, AND PUBLIC DISCLOSURE

Integrity
Transparency
Public Disclosure

The principles of integrity, transparency, and public disclosure are completely interwoven at Hampshire, and we therefore address them in combination below.

DESCRIPTION

Ethical principles underpin Hampshire College, beginning with our mission "to foster a lifelong passion for learning, inquiry, and ethical citizenship that inspires students to contribute to knowledge, justice, and positive change in the world" [STANDARD 1]. This commitment is manifest in our mission-driven admissions strategy [STANDARD 5], where we have made the explicit decision to eschew accepting students whose enrollment would bolster the budget but who are not likely to succeed at Hampshire. Moreover, Hampshire College as an institution of higher education has the obligation to be an "ethical citizen" in our community and in the world at large, as articulated compellingly by President *emeritus* Gregory S. Prince, Jr. throughout his book, *Teach Them to Challenge Authority: Educating for Healthy Societies*. ⁴¹

All members of the Hampshire community are expected to behave with the utmost integrity. Trustees, officers, and senior administrators annually disclose potential conflicts of interest.⁴² Board members and non-trustee members of Board committees [STANDARD 3] sign and are held accountable to codes of conduct.⁴³ An institutional code of conduct, as explicated in the Employee Policy Manual, applies to faculty, staff, consultants, vendors, contractors doing business with the College, and individuals who perform services for the College as volunteers. Further standards of academic integrity and ethical conduct in scholarship are addressed in the Faculty Handbook.⁴⁴ Students are required to abide by the Student Handbook,⁴⁵ which includes academic policies and norms and policies for community living.

⁴¹ Prince, Gregory S., Jr., *Teach them to Challenge Authority: Educating for Healthy Societies*. New York, NY: Bloomsbury Academic Press, 2008.

⁴² https://www.hampshire.edu/sites/default/files/shared_files/Conflict_of_Interest_Policy_Trustees.pdf

⁴³ https://www.hampshire.edu/offices/trustee-code-of-conduct; https://www.hampshire.edu/offices/board-committee-member-code-of-conduct

⁴⁴ http://hamp.it/hrpolicymanual; https://intranet.hampshire.edu/dof/faculty-forms-and-documents

⁴⁵ https://handbook.hampshire.edu

Hampshire College affirms its commitment to a policy of equal opportunity in education and employment as follows:

Hampshire College does not discriminate on the basis of race, age, sex, sexual orientation, gender, gender identity, gender expression, genetic information, religion, national origin, disability, previous military service, or any other protected category in the admission of students, employment, access, or treatment in its programs and activities or the administration of its educational and employment policies. Discrimination or harassment on the basis of these factors is in direct conflict with the mission of the College and strictly prohibited.

Hampshire College is strongly committed to building an inclusive environment and will not tolerate any actions of any individual or group that violate this policy.

Hampshire College is an Equal Opportunity Employer. All applicable federal and state laws and guidelines are followed, including Title VI and VII of the Civil Rights Act of 1964; Executive Order 11246 of 1965, as amended by Executive Order 11357 of 1967; Title IX of the Educational Amendments Act of 1972; Section 504 of the Rehabilitation Act of 1973, as amended; and the Americans with Disabilities Act of 1990.⁴⁶

APPRAISAL

Integrity requires transparency and public disclosure: we must be able to publicly demonstrate that we adhere to the principles we espouse. This commitment is evident throughout the College website, where any visitor can find details about tuition and financial aid,⁴⁷ course descriptions,⁴⁸ information on educational outcomes,⁴⁹ audited financial statements,⁵⁰ institutional policies,⁵¹ crime and safety statistics (including a daily incident log),⁵² the College's accreditation status,⁵³ and much else. Even reports of Board meeting proceedings⁵⁴ and information about the presidential search⁵⁵ are open and accessible. In situations where specific content is confidential, we still make a practice of disclosing as much as we can about the process informing our actions.

99

⁴⁶ https://www.hampshire.edu/discover-hampshire/notice-of-non-discrimination

⁴⁷ https://www.hampshire.edu/admissions/tuition-and-financial-aid

⁴⁸ https://www.hampshire.edu/academics/hampshire-courses

 $^{{}^{49}\,}https://www.hampshire.edu/admissions/student-outcomes;\,https://www.hampshire.edu/discover-hampshire/changemakers$

⁵⁰ https://www.hampshire.edu/business-office/financial-reports

⁵¹ https://www.hampshire.edu/finance-admin/policies

 $^{^{52}\,\}underline{https://www.hampshire.edu/campus-police/crime-statistics-and-daily-log-sexual-offenders-registry-hampshire-college}$

⁵³ https://www.hampshire.edu/discover-hampshire/hampshire-at-a-glance

⁵⁴ https://www.hampshire.edu/offices/board-meeting-summaries-from-chair-of-the-board-gaye-hill

⁵⁵ https://www.hampshire.edu/offices/presidential-search

An unwavering commitment to transparency and accountability, including a broadly consultative approach to decision making, characterizes President Lash's leadership. He provides updates at monthly meetings of the faculty and staff, hosts regular "Pizza with the President" evenings for students to talk about whatever is on their minds, and offers regular office hours for anyone who wishes to meet. On occasions when the College is facing difficulties such as the need to impose budget cuts [STANDARD 7], he immediately reaches out to all constituencies to share information and discuss the implications.

The expectation of transparency is evident at the College governance level as well. Board Chair Hill has weekly telephone calls with President Lash and convenes monthly meetings of the Board's Executive Committee, at which she and the president provide updates on admissions, pending legal issues, newly received gifts and grants, campus climate, and much else. In addition, the secretary of the College regularly disseminates information to the trustees (current and former) about developments on campus.

As part of its commitment to transparency the Board interacts regularly with the campus [STANDARD 3]. During the annual review of the president, Chair Hill and other members of the Performance Review Committee (a subcommittee of the Board's Executive Committee) not only interview the Senior Team and academic deans but actively solicit confidential feedback from anyone on campus who wishes to comment. All of this material is factored into the review provided to the president.

Last but not least, we have considered integrity, transparency, and public disclosure to be mandates in the preparation of Hampshire's self-study, both for our own benefit as an institution and out of our commitment to be candid and forthright with the Commission in all aspects of the reaccreditation process. We believe and hope this approach is evident throughout this document.

PROJECTION

- ➤ Integrity and transparency are non-negotiable qualities we seek in Hampshire's leadership at all levels of the institution. These are essential characteristics of Hampshire's next president.
- ➤ Public disclosure will continue to be our standing commitment and practice.

Standard 9: Integrity, Transparency, and Public Disclosure (Integrity)

? Policies	Last Updated	Website location where policy is posted	Responsible Office or Committee
Academic honesty	08/18/2017	https://handbook.hampshire.edu/node/87	Dean of Students
Intellectual property rights	05/04/2016	https://www.hampshire.edu/presidents-office/policies	Presidents Office
Conflict of interest	04/24/2009	https://www.hampshire.edu/sites/defa ult/files/businessoffice/files/CoI- Policy.pdf	Business Office
Privacy rights	08/18/2017	https://handbook.hampshire.edu/node/215	Central Records
Fairness for students	08/18/2017	https://handbook.hampshire.edu/node/2 AND https://handbook.hampshire.edu/node/39	Dean of Students
Fairness for faculty	08/18/2017	https://handbook.hampshire.edu/node/39	Dean of Faculty
Fairness for staff	08/18/2017	https://handbook.hampshire.edu/node/39	Human Resources
Academic freedom	08/18/2017	https://handbook.hampshire.edu/node/23	
Research		https://www.hampshire.edu/dof/schoo l-definitions-of-research AND https://www.hampshire.edu/library/int ellectual-property-policy AND https://www.hampshire.edu/dof/institu tional-research-links	Dean of Faculty
Title IX	01/23/2017	https://www.hampshire.edu/offices/titl	Title IX Office
Other; specify			
Political and Campaign Activity	08/12/2016	https://www.hampshire.edu/presidents-office/policies	Presidents Office
Policy on Managing Receipt of Official Documents and Contacts from Government Authorities or Attorneys	03/01/2017	https://www.hampshire.edu/presidents-office/policies	Presidents Office
Non-discrimination policies			
Recruitment and admissions		https://www.hampshire.edu/discover- hampshire/notice-of-non- discrimination	Admissions Office
Employment		https://www.hampshire.edu/offices/equal-opportunity-employment	Human Resources
Evaluation	08/18/2017	https://handbook.hampshire.edu/node/25 ANDhttps://handbook.hampshire.edu/node/81 ANDhttps://www.hampshire.edu/hr/performance-evaluation	Dean of Students, Dean of Faculty, Human Resources

Disciplinary action	08/18/2017	https://handbook.hampshire.edu/node/48	
Advancement			
Other; specify			
Resolution of grievances			
Students	8/18/2017	https://www.hampshire.edu/student-	Dean of Students, Human
		rights-and-responsibilities/office-of-	Resources
		student-conduct-rights-and-	
		responsibilities	
Faculty	1999	https://www.hampshire.edu/sites/defa	Dean of Faculty, Human
		ult/files/shared_files/policy_manual.4.1	Resources
		1.pdf	11000 011000
Staff	1999	https://www.hampshire.edu/sites/defa	Human Resources,
Staff	1777	ult/files/shared_files/policy_manual.4.1	Human Resources
		1.pdf	Tuman Resources
Other; specify		1.pui	
Other, specify			
	Last Updated	Website location or Publication	Responsible Office or
Other			Committee
Please enter any explanatory r	notes in the box below		

Standard 9: Integrity, Transparency, and Public Disclosure (Transparency)

Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can	https://www.hampshire.edu/forms/ask-us AND
questions be addressed?	https://www.hampshire.edu/dof/hampshire-college-data-
	request-form
Notice of availability of publications and of audited financial	https://www.hampshire.edu/business-office/financial-
statement or fair summary	reports AND https://www.hampshire.edu/dof/hampshire-
	college-data-request-form
Processes for admissions	https://www.hampshire.edu/apply
Processes for employment	https://www.hampshire.edu/hr/employment-opportunities
Processes for grading	https://www.hampshire.edu/discover-hampshire/our-
	academic-philosophy
Processes for assessment	https://www.hampshire.edu/casa/evaluations
Processes for student discipline	https://handbook.hampshire.edu/node/45
Processes for consideration of complaints and appeals	https://handbook.hampshire.edu/node/45 AND
	https://handbook.hampshire.edu/node/115

List below the statements or promises made regarding program excellence, learning outcomes, success in placement,					
and achievements of graduates or faculty and indicate where va	and achievements of graduates or faculty and indicate where valid documentation can be found.				
Statement/Promise	Website location and/or publication where valid				
	documentation can be found				
Student Outcomes	https://www.hampshire.edu/admissions/student-outcomes				
Recent Graduate Outcomes	https://www.hampshire.edu/corc/outcomes-of-our-recent-				
	graduates				
Top 1% for Earning Doctorates	https://www.hampshire.edu/news/2016/03/20/hampshire-				
	ranks-among-top-us-colleges-for-alums-earning-doctorates				
Challenging, Independent, Community Based	https://www.hampshire.edu/news/2017/03/07/a-hampshire-				
	education-is-more-challenging-independent-community-based				
	%E2%80%93-national				

Date of last review of:	
Print publications	Reviewed on a rolling basis.
Digital publications	Digital publications were reviewed as part of the process of
	launching the College's new website on 9/1/2015.

	Please enter any explanatory notes in the box below							
ı								
ı								
ı								
ı								

Standard 9: Integrity, Transparency, and Public Disclosure (Public Disclosure)

Information	Website location
Institutional catalog	https://thehub.hampshire.edu/TheHub/TheHub?TOKENIDX=8
	51205432&type=M&constituency=XHSTS&pid=ST-XHSTS
Obligations and responsibilities of students and the institution	https://handbook.hampshire.edu/sites/default/files/handbookimag
	es/1617-Student-Handbook.pdf
Information on admission and attendance	https://www.hampshire.edu/admissions/admissions-hampshire-
information on admission and attendance	college AND https://www.hampshire.edu/new-student-
	programs/before-you-arrive AND
	https://www.hampshire.edu/student-life/student-life
Institutional mission and chications	
Institutional mission and objectives	https://www.hampshire.edu/discover-hampshire/mission-and- vision
Expected educational outcomes	https://www.hampshire.edu/corc/outcomes-of-our-recent-
	graduates
Status as public or independent institution; status as not-for-profit or for-	https://www.hampshire.edu/giving/frequently-used-facts AND
profit; religious affiliation	https://www.hampshire.edu/spiritual-life/spiritual-life
	Transfer and the state of the s
Requirements, procedures and policies re: admissions	https://www.hampshire.edu/apply
Requirements, procedures and policies re: transfer credit	https://www.hampshire.edu/admissions/transfer-students
A list of institutions with which the institution has an articulation agreement	https://www.hampshire.edu/academics/the-five-college-consortium
	integration of the contege consortain
Student fees, charges and refund policies	https://www.hampshire.edu/offices/2017-2018-tuition-and-fees
	AND https://www.hampshire.edu/offices/tuition-and-fee-refund-
	schedule-2017-2018
Rules and regulations for student conduct	https://handbook.hampshire.edu/node/43
Procedures for student appeals and complaints	https://handbook.hampshire.edu/node/45
Other information re: attending or withdrawing from the institution	https://www.hampshire.edu/casa/withdrawing-from-the-college
Academic programs	https://www.hampshire.edu/academics/the-academic-program
Courses currently offered	https://www.hampshire.edu/academics/course-listings
Other available educational opportunities	https://www.hampshire.edu/centers-and-programs/centers-and-
	programs AND https://handbook.hampshire.edu/node/37
Other academic policies and procedures	https://handbook.hampshire.edu/node/2
Requirements for degrees and other forms of academic recognition	https://handbook.hampshire.edu/node/23 AND
	https://handbook.hampshire.edu/node/79
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	https://www.hampshire.edu/academics/faculty
Names and positions of administrative officers	https://www.hampshire.edu/presidents-office/members-of-the-
	administration-and-staff
Names, principal affiliations of governing board members	https://www.hampshire.edu/offices/members-of-the-board-of-
	trustees
Locations and programs available at branch campuses, other instructional	https://www.hampshire.edu/academics/the-five-college-consortium
locations, and overseas operations at which students can enroll for a degree,	AND https://www.hampshire.edu/geo/global-education-office-geo
along with a description of programs and services available at each location	
Programs, courses, services, and personnel not available in any given academic	
year. Size and characteristics of the student body	https://www.hampshire.edu/discover-hampshire/hampshire-at-a-
one and characteristics of the student body	nttps://www.nampsnire.edu/discover-nampsnire/nampsnire-at-a-glance
Description of the campus setting	https://map.hampshire.edu/
Availability of academic and other support services	https://www.hampshire.edu/offices/student-financial-services
	AND https://www.hampshire.edu/student-life/centers-services-and-
	offices
	Offices

Range of co-curricular and non-academic opportunities available to students	https://www.hampshire.edu/opra/outdoor-programs-recreation- and-athletics AND https://hampshire.campuslabs.com/engage/organizations AND https://www.hampshire.edu/student-life/hampshire-student-union
Institutional learning and physical resources from which a student can reasonably be expected to benefit	https://www.hampshire.edu/new-student-programs/your-first-year-at-hampshire
Institutional goals for students' education	https://www.hampshire.edu/discover-hampshire/mission-and- vision AND https://www.hampshire.edu/academics/academics AND https://www.hampshire.edu/discover-hampshire/our- academic-philosophy
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	
Total cost of education and net price, including availability of financial aid and typical length of study	https://www.hampshire.edu/admissions/tuition-and-financial-aid
Expected amount of student debt upon graduation and loan payment rates	https://www.hampshire.edu/admissions/tuition-and-financial-aid
Statement about accreditation	https://www.hampshire.edu/discover-hampshire/hampshire-at-a-glance

HAMPSHIRE COLLEGE ACRONYMS

ADM Arts, Design, and Media

B&P Budget and Priorities CommitteeBAT Behavioral Assessment Team

CASA Center for Academic Support and Advising CBD Culture, Brain, and Development Program

CCFRAP College Committee on Faculty Reappointment and Promotion

CDO Chief Diversity Officer
CEL-1 Campus Engaged Learning

CEL-2 Community Engagement and Learning CHL Culture, Humanities, and Languages

CIEL Consortium for Innovative Environments in Learning

CLA Campus Leadership and Activities

CLPP Civil Liberties and Public Policy Program

CORC Career Options Resource Center

CPSC Community Partnerships for Social Change

CRB Community Review Board
CS School of Cognitive Science

CSA Community Supported Agriculture
CSI School of Critical Social Inquiry
CTL Center for Teaching and Learning

CYL Critical Studies of Childhood, Youth, and Learning

DCA Dean of Curriculum and Assessment

EBL Electronic Book Lending

ECF Executive Committee of the Faculty
ECG Ethics and the Common Good Project

EPC Educational Policy Committee

ESG Environmental, Social, and Governance Investing

GEO Global Education Office
GTF Governance Task Force

HACU School of Humanities, Arts, and Cultural Studies

HLP Hampshire Learning Project HSU Hampshire Student Union

IA School for Interdisciplinary Arts

IPG Strategic Plan Implementation Planning Group

IR Institutional ResearchIT Information TechnologyK&A Keeling & Associates

LBC Living Building Challenge

LLC Living and Learning Community
MBI Mind, Brain, and Information
NS School of Natural Science

OARS Office of Accessibility Resources and Services

OCR Office of Civil Rights in the U.S. Department of Education

OPRA Outdoor Programs, Recreation, and Athletics

PBS Physical and Biological Sciences

PCSJ Power, Community, and Social Justice

SAC Staff Advisory Council

SPARC President's Advisory Council on Speaking Across Resilient Communities

SPSC Strategic Planning Steering Committee
TLC Teaching and Learning Community

VPAA/DoF Vice President for Academic Affairs and Dean of Faculty VPFA/T Vice President for Finance and Administration and Treasurer

VPSA/DoS Vice President for Student Affairs and Dean of Students

WTF Workload Task Force

HAMPSHIRE COLLEGE SELF-STUDY APPENDICES

Affirmation of Compliance with Federal Requirements of Title IV

E-Series Forms, "Making Assessment More Explicit" Option E1: Part A. Inventory of Educational Effectiveness Indicators Option E1: Part B. Inventory of Specialized and Program Accreditation

Most Recent Audited Financial Statements: Hampshire College Financial Report, 2015–2016

Auditor's Management Letter (not applicable)

List of Supporting Documents in the Digital Workroom (NOTE: Materials will continue to be added as appropriate)



COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES 3 Burlington Woods, Suite 100, Burlington, MA 01803-4514

Voice: (781) 425 7785 Fax: (781) 425 1001 Web: https://cihe.neasc.org

AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

Periodically, member institutions are asked to affirm their compliance with federal requirements relating to Title IV program participation, including relevant requirements of the Higher Education Opportunity Act.

1. Credit Hour: Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. (CIHE Policy 111. See also Standards for Accreditation 4.34.)

URL	https://handbook.hampshire.edu/node/23
Print Publications	"Div Brochure"
Self-study/Interim Report Page Reference	p. 36-38

2. Credit Transfer Policies. The institution's policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (CIHE Policy 95. See also *Standards for Accreditation* 4.38, 4.39 and 9.19.)

URL	https://handbook.hampshire.edu/node/24
Print Publications	Admissions information sheet
Self-study/Interim Report Page Reference	p. 38

3. Student Complaints. "Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered." (*Standards for Accreditation* 5.18, 9.8, and 9.19.)

URL	https://handbook.hampshire.edu/node/187
Print Publications	N/A (Electronic handbook is formatted for printing)
Self-study/Interim Report Page Reference	pp. 47-49

4. Distance and Correspondence Education: Verification of Student Identity: If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . . The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (CIHE Policy 95. See also Standards for Accreditation 4.48.)

Method(s) used for verification	N/A	
Self-study/Interim Report Page Reference	N/A	

5. FOR COMPREHENSIVE EVALUATIONS ONLY: Public Notification of an Evaluation Visit and Opportunity for Public Comment: The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (CIHE Policy 77.)

URL	https://www.hampshire.edu; https://www.hampshire.edu/news/ 2017/08/30/invitation-for-public-comments-for-neasc-reaccreditation
Print Publications	N/A
Self-study Page Reference	pp. xiii-xv

The undersigned affirms that		(institution name) meets the above federal
requirements relating to Title	IV program participation, inc	luding those enumerated above.
Chief Executive Officer: /	Suran IV	Date: 8/20/17

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT

	(*)	(6)	(0)	(4)	ű
	(1)	(2)	(5)	(4)	(5)
	where are the learning outcomes	Other than GFA, what data/	w no interprets the	w nat changes have	Date of most recent
CATEGORY	tor this level/program published?	evidence is used to determine	evidence? What is the	been made as a	program review (for
	(please specify)	that graduates have achieved the	process?	result of using the	general education and
	Include URLs where appropriate.	stated outcomes for the degree?	(e.g. annually by the	data/evidence?	each degree program)
		(e.g., capstone course, portfolio	curriculum committee)		
		review, licensure examination)			
At the institutional level:	Our website for the academic	Students create portfolios at the	At Division I, the	As a result of a	Our reviews are
	program describes the goals of the	culmination of Division I and II,	advisor interprets the	series of analyses of	completed in our five
	academic program (overall) and for	which are reviewed by their	evidence after reading	course and	interdisciplinary
At all levels, there are: a)	each Division.	advisor or committee,	the student portfolio	Divisional	schools. 3 school
skills specific to courses,	www.hampshire.edu/academics/the-	respectively. They create a	(including all course	evaluations, we have	reviews were
which are conveyed on	academic-program	capstone project as the major	and self evaluations	concluded that there	completed in 2014:
syllabi and in class, and		activity of Division III. In	and retrospective	is a tendency for	Cognitive Science
b) skills and abilities	By passing Division I, II, or III it is	addition to course evaluations,	essay) and having a	faculty to write	(CS), Critical Social
specific to the individual	clear that students have met	there are overarching	final meeting to discuss	descriptively about a	Inquiry (CSI), and
student, which are	standards at an appropriate level.	evaluations written at the end of	the work with the	student's work. We	Natural Science (NS). 2
articulated in their		each Division.	student. Similarly, at	have done	school reviews were
contracts and proposals.			Division II the chair	professional	completed in 2015:
The contracts declare the		The Divisional evaluations	and member of the 2-	development for	Interdisciplinary Arts
intellectual skills that are		certify that students have	person committee	faculty and written a	(IA) and Humanities,
needed to complete, and		completed a faculty-approved,	review the portfolio	guide to writing	Arts, and Cultural
to excel in, the		individualized program of study	and have a final	narrative evaluations	Studies (HACU).
concentration		at a level of accomplishment	meeting. At Division	that makes	
		described in prose in the final	III the chair and	recommendations	Internal evaluations are
We currently have		evaluation and that is deemed	member of the 2-	about evaluation	done in the Educational
articulated 4 cumulative		sufficient for movement to the	person committee	length and content	Policy Committee. One
skills that students begin		next Division.	evaluates the Division	and supports faculty	such evaluation is
to address in Division I			III project, reads	in writing	currently underway
and continue to work on			evaluations from	evaluations that are	
as appropriate to their			Advanced Educational	more evaluative and	
studies throughout the			Activities, and has a	less descriptive.	
rest of their Hampshire			final meeting with the		
careeers:			student.		
(a) writing and research,					
(b) quantitative skills, (c)			In terms of cumulative		
independent project			skills, faculty are		
skills, and (d) multiple			required to write about		
cultural perspectives.			student work relative to		
			specific cumulative		
			skins appropriate to		

			their courses on an		
			internally shared form (course instructors		
			write; students, advisors, and		
			committees can read		
			comments). I nese		
			of what a faculty		
			member reads when		
			working with a student		
			on passing one		
			Division and starting		
E	The expected outcomes are	Student work is evaluated at the	In addition to student	We are in the	Educational Policy
	published on our website about the	course and Divisional levels as a	achievement data, we	process of making	Committee is currently
, g	academic program (see Division I at	result of advisor and committee	are continuously	determinations about	reviewing the program.
\$	www.hampshire.edu/academics/the-	review of portfolios and	undergoing program	a program	Direct assessment of
ď	academic-program)	projects, as described above.	evaluation. Currently	evaluation. Listing	student work is
			the Educational Policy	cumulative skills	scheduled for the
		We have not published	Committee has been	separate from a	coming years.
		aggregated data about student	reviewing our	distribution	
		outcomes.	distribution and	requirement in	
			cumulative skills	Division I is	
			requirements, student	cumbersome. The	
			success, and ease of	distribution itself is	
			navigating our system.	sufficient for	
				engaging students in	
				developing skills	
				across the	
				disciplines. Further	
				discussion and a	
				vote by faculty will	
				likely change how	
				we articulate our	
	Tint note down and many and			requiremes.	
Ţ	23 .				_

List each degree program:

1. We have only one degree program – described above

Institutions selecting E1a should also include E1b.

Note: Please see the Statement on Student Achievement and Success Data Forms (available on the CIHE website: https://cihe.neasc.org) for more information about completing these forms.

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT

(6) Date and nature of next scheduled review.					
(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *					
(3) List key issues for continuing accreditation identified in accreditation action letter or report.					
(2) Date of most recent accreditation action by each listed agency.					
Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	None				

^{*}Record results of key performance indicators in form 8.3 of the Data First Forms.

Institutions selecting E1b should also include E1a.



Financial Report | 2015–2016

Report of the vice President for Finance and Administration and Treasurer	3
Report of Independent Auditors	5
Statements of Financial Position	6
	_
Statement of Activities	/
Statements of Cash Flow	8
Notes to Financial Statements	9
Trustees and Officers	21

HAMPSHIRE COLLEGE

Office of Finance and Administration 893 West Street Amherst, Massachusetts 01002 Telephone: 413.559.5528 Fax: 413.559.5877

www.hampshire.edu

IN FISCAL YEAR 2016, Hampshire College continued its mission to foster a lifelong passion for learning, inquiry and ethical citizenship that inspires students to contribute to knowledge, justice and positive change in the world and by doing so, to transform higher education. Hampshire's unique pedagogy and emphasis on hands-on learning yields a graduate who is prepared, agile and ready to contribute to an ever-changing world.

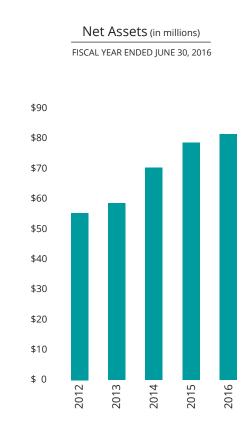
Hampshire College ranks among the top 1% of colleges whose students go on to attain a doctoral degree. The College appears on the Forbes Top 10 list of colleges for entrepreneurs and is a top producing bachelor's degree institution for the 2016-2017 Fulbright Scholars Program.

Hampshire College also continued its strong financial performance in FY 16 with growth in net assets totaling \$3.25 million. Other financial achievements include the issuance of a \$15 million privately placed tax exempt bond, the proceeds of which were used to refinance an \$8.1 million commercial paper borrowing, improvements to campus infrastructure and to finish construction of the R.W. Kern Center, the college's newest building. Annual fundraising activities for this year, totaling \$13.2 million, continues to add new initiatives and support to the campus and the annual operating budget. In FY 16, the college received endowment funding to establish its first ever endowed academic chair.

STATEMENT OF FINANCIAL POSITION

The college's total net assets at the end of the year increased by a total of \$3.25 million. This increase reflects a -1.5% loss in the performance of the marketable endowment. The College continues to exercise strong financial restraint in annual operations through careful management of resources and judicious reductions in expenses.

Cash improved over the period due to payments on pledges and proceeds from debt financing, which replenished operating funds spent on capital projects in FY15. Prepaid expenses increased due primarily to the 2016 bond closing costs as recorded. Property Plant and Equipment increased by a total of \$9.4 million as the college finished construction on its newest building, the R.W. Kern Center. Depreciation on capitalized assets of \$2.6 million continues to increase as the capital projects



from the past few years are completed. The college does not budget for depreciation. The increase in total liabilities reflected the \$15 million bond closed in FY 16 that added \$6.9 million to the college's long term debt.

STATEMENT OF ACTIVITIES

Total operating revenues for the 2015-2016 school year decreased from \$57.1 million to \$56.8 million. The college has been very responsive to changes in net tuition, room and board and is commitment to an annual balanced operating budget. While the nominal price of tuition, room and board increased by 2.5%, financial aid provided by the college (not including federal grants, loans or scholarships) increased by a total of \$4.1 million. The overall discount rate for students was 49% for all classes. Student debt, last measured in 2015, shows that students are graduating Hampshire College with an average debt load of just over \$25,000.

Enrollment grew from 1298 in 2015 to 1328 in 2016.

INVESTMENTS

The net change in the valuation of the college's investments was a decrease of \$2.65 million. During FY 16, the college withdrew the customary 4.5% draw on its endowment and an additional \$1.3 million in support of Board of Trustees approved improvements to the campus and support for early retirements.

Unrestricted net assets were decreased by a total of \$278,740 as of June 30, 2016 to reflect individual endowed funds that have fallen below the original contributed value.

Subsequent to the issuance of the FY 16 financial statements, the college's illiquid private equity holding experienced an increase in value of more than \$5 million.

FACILITIES

Fiscal Year 16 brought a renewal of campus facilities and grounds, led by the new R.W. Kern center which formally opened in April, 2016. The college also invested in improvements and renovations that included new roofs, generators, and new heating and cooling systems for the dormitories.

The college also continued its efforts toward a sustainable campus by installing 15 acres of solar panels via a power purchase agreement with Solar City that is estimated to save the college \$.5 million per year for the next twenty years. Once on-line, this system will deliver 100% of the campus' electric needs on an annual basis.

Respectfully submitted,

Mary E. McEneany

with the

Vice President for Finance and Administration

and Treasurer

Michael Ford

Controller

Report of the Independent Auditors



KPMG LLPOne Financial Plaza
755 Main Street
Hartford, CT 06103

Independent Auditors' Report

The Board of Trustees Hampshire College:

We have audited the accompanying financial statements of Hampshire College, which comprise the statement of financial position as of June 30, 2016, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with U.S. generally accepted accounting principles; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditors consider internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly in all material respects, the financial position of Hampshire College as of June 30, 2016, and the changes in its net assets and its cash flows for the year then ended in accordance with U.S. generally accepted accounting principles.

Report on Summarized Comparative Information

We have previously audited the Hampshire College 2015 financial statements, and we expressed an unmodified audit opinion on those financial statements in our report dated February 22, 2016. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2015 is consistent, in all material respects, with the audited financial statement from which it has been derived.



February 17, 2017

Statements of Financial Position

JUNE 30, 2016 AND 2015

ASSETS	2016	2015
Cash and cash equivalents	\$ 6,834,217	3,660,102
Accounts and loans receivable, net (note 2)	665,428	798,898
Contributions receivable, net (note 3)	11,785,228	11,854,044
Prepaid expenses, inventories and other assets	652,587	381,959
Deposits with bond trustee (note 4)	341,001	304,000
Investments – at fair value (note 4)	38,238,751	41,103,640
Funds held in trust by others (notes 4 and 6)	2,467,276	2,291,934
Property, plant and equipment, net (note 7)	55,552,125	46,104,565
Total assets	\$ 116,536,613	106,499,142
LIABILITIES AND NET ASSETS		
Liabilities		
Accounts payable and accrued liabilities	\$ 1,698,217	1,515,224
Deposits and deferred income	1,770,692	1,511,053
Short term debt (note 8)	_	8,100,000
Conditional asset retirement obligation	3,173,270	3,175,463
Long term debt (note 8)	28,510,297	14,063,346
Total liabilities	35,152,476	28,365,086
Net assets:		
Unrestricted	30,561,118	24,461,017
Temporarily restricted (note 9)	19,256,006	26,275,310
Permanently restricted (note 9)	31,567,013	27,397,729
Total net assets	81,384,137	78,134,056
Total liabilities and net assets	\$ 116,536,613	106,499,142

See accompanying notes to financial statements.

Statement of Activities

YEAR ENDED JUNE 30, 2016 (WITH SUMMARIZED COMPARATIVE TOTALS FOR THE YEAR ENDED JUNE 30, 2015)

		UNRESTRICTED	TEMPORARILY RESTRICTED	PERMANENTLY RESTRICTED	2016	2015
OPERATING ACTIVITIES						
Revenues and other additions						
Tuition, room, board and other fees	\$	77,187,254	_	_	77,187,254	73,774,333
Less student aid awarded	_	(31,836,559)			(31,836,559)	(27,719,592)
Net tuition and fees		45,350,695	_	_	45,350,695	46,054,741
Contributions, gifts, and grants		2,417,381	4,601,068	_	7,018,449	7,120,499
Other income		791,841	_	_	791,841	699,693
Investment income for operations (note 4)		658,946	1,256,319	_	1,915,265	1,726,675
Other auxiliary enterprises		1,680,260	_	_	1,680,260	1,527,071
Net assets released from restrictions for operating purposes		5,402,346	(5,402,346)	_	_	_
Total operating revenues and other support	-	56,301,469	455,041		56,756,510	57,128,679
O	-					
Expenses						
Instruction and related activities		20,811,521	_	_	20,811,521	21,039,226
Research and sponsored programs		4,453,081	_	_	4,453,081	3,398,434
Student services		8,395,813	_	_	8,395,813	9,090,948
Administration and general		12,522,473	_	_	12,522,473	13,243,829
Academic support		3,316,696	_	_	3,316,696	3,247,782
Auxiliary enterprises		7,547,670	_	_	7,547,670	6,507,583
Total operating expenses	-	57,047,254			57,047,254	56,527,802
Change in net assets from operating activities	-	(745,785)	455,041		(290,744)	600,877
NONOPERATING ACTIVITIES						
Contributions for long-term investment		5,000	2,047,843	4,148,840	6,201,683	8,088,681
Net return on long-term investments (note 4)		(2,488)	(551,956)	(18,417)	(572,861)	979,290
Investment income for operations (note 4)		(1,146,303)	(748,766)	_	(1,895,069)	(1,694,654)
Other additions and deductions		125,117	(356,906)	38,861	(192,928)	(203,612)
Net assets released from restictions for non-operating purposes		7,864,560	(7,864,560)	_	_	_
Change in net assets from	-		<u>-</u>			
nonoperating activities	_	6,845,886	(7,474,345)	4,169,284	3,540,825	7,169,705
Total change in net assets		6,100,101	(7,019,304)	4,169,284	3,250,081	7,770,582
Net assets, beginning of year	_	24,461,017	26,275,310	27,397,	729 78,134,056	70,363,474
Net assets, end of year	\$.	30,561,118	19,256,006	31,567,013	81,384,137	78,134,056

Statements of Cash Flows

YEARS ENDED JUNE 30, 2016 AND 2015

		2016	2015
Cash flows from operating activities			
Change in net assets	\$	3,250,081	7,770,582
Adjustments to reconcile change in net assets to net cash provided by operating activities:			
Depreciation		2,602,741	2,379,422
Net realized and unrealized losses/(gains)		924,234	(661,011)
Contributions for permanently restricted endowment		(3,849,266)	(1,007,721)
Contributions for long term capital		(369,186)	(1,017,660)
Change in accounts and loans receivable		67,036	(31,573)
Change in funds held in trust by others		(175,342)	7,161
Change in contributions receivable		68,816	(4,191,394)
Change in prepaid expenses, inventories, and other assets		(270,628)	37,052
Change in accounts payable and accrued expenses		338,018	(614,569)
Change in deposits payable and deferred revenues		259,639	(73,269)
Change in conditional asset retirement obligation		(2,193)	2,794
Net cash provided by operating activities		2,843,950	2,599,814
Cash flows from investing activities:			
Purchase of property, plant and equipment		(12,199,366)	(8,181,603)
Change in employee mortgages and notes receivable		66,434	(251,321)
Purchase of investments		(5,231,819)	(3,185,581)
Sales and maturities of investments		7,172,474	4,848,154
Change in actuarial liability for life income obligation		(5,960)	15,848
Net cash used in investing activities		(10,198,237)	(6,754,503)
Cash flows from financing activities:			
Repayment of long term debt		(8,653,049)	(533,409)
Issuance of new bonds		15,000,000	_
Change in deposits with bond trustee		(37,001)	46,001
Contributions for permanently restricted endowment		3,849,266	1,007,721
Contributions for long term investments		369,186	1,017,660
Net cash provided by financing activities		10,528,402	1,537,973
Net change in cash and cash equivalents		3,174,115	(2,616,716)
Cash and cash equivalents, beginning of year		3,660,102	6,276,818
Cash and cash equivalents, end of year	\$	6,834,217	3,660,102
Supplemental disclosures			
Interest paid	\$	565,070	458,055
Change in purchases of plant and equipment included inaccounts payable		(149,065)	(434,492)

See accompanying notes to financial statements.

JUNE 30, 2016 AND 2015

(1) SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

(a) Organization

Hampshire College (the College) is a residential, coeducational, liberal arts college, which offers an academic program leading to the Bachelor of Arts degree. The College was founded in 1965 and commenced academic classes in September 1970. The average student enrollment was 1,328 and 1,298 during fiscal years 2016 and 2015, respectively.

(b) Basis of Presentation

The financial statements have been prepared on the accrual basis of accounting in accordance with U.S. generally accepted accounting principles (GAAP).

The classification of net assets and revenues, expenses, gains, and losses are determined by the existence or absence of donor-imposed restrictions. In the accompanying financial statements, net assets that have similar characteristics have been combined as follows:

Unrestricted: Net assets that are not subject to donor-imposed stipulations.

Temporarily Restricted: Net assets whose use by the College is subject to donor-imposed stipulations that can be fulfilled by actions of the College or that expire by the passage of time.

Permanently Restricted: Net assets subject to donor-imposed stipulations that they be maintained permanently by the College. Generally, the donors of these assets permit the College to use all or part of the income earned on these assets. Such assets primarily include the College's permanent endowment funds.

Contributions are reported as increases in the appropriate category of net assets, based on the existence or absence of donor restriction or inherent time restriction. Expenses are reported as decreases in unrestricted net assets. Gains and losses on investments based on the existence or absence of donor-imposed restrictions, are reported as increases or decreases in temporarily restricted or unrestricted net assets generally based on the donor imposed restriction or the use of gains or losses as well as by the College's interpretation of relevant state law. Expirations of temporary restrictions

recognized on net assets (i.e., the donor stipulated purpose has been fulfilled and/or the stipulated time period has elapsed) are reported as net assets released from temporarily restricted net assets to unrestricted net assets. Temporary restrictions on gifts to acquire long-lived assets are considered met in the period in which the assets are acquired or placed in service. Exchange transactions are recorded as unrestricted revenues when they are earned.

(c) Operating Activities

The statement of activities includes all of the College's revenues and expenses as part of operating activities except for realized and unrealized gains (losses) on investments, net of amount appropriated for operations, changes in value of split interest agreements, and gifts for long-term investment.

(d) Cash and Cash Equivalents

Cash and cash equivalents include short-term, highly liquid investments with a maturity of three months or less at the time of purchase.

(e) Prepaid Expenses, Inventories, and Other Assets

Prepaid expenses, inventories, and other assets include costs of issuance under debt agreements, which are amortized on a straight line basis over the term of the bonds, supplies and inventory for sale, and amounts paid in advance for future services.

(f) Investments

Investments are reported at fair value. If an investment is held directly by the College and an active market with quoted prices exists, the College reports the fair value as the market price of an identical security. The College also holds shares or units in alternative investments such as private equity, hedge funds and real asset strategies. Such funds may hold securities or other financial instruments for which a ready market exists and are priced accordingly. In addition, those investments may hold assets, which require the estimation of fair values in the absence of readily determinable market values. Such valuations are determined by fund managers and generally consider variables such as operating results, comparable earnings multiples, projected cash flows, recent sales prices and other pertinent information, and may reflect discounts for the illiquid nature of certain investments held.

A portion of the College's investments use net asset value or its equivalent (NAV) reported by each underlying alternative investment fund as a practical expedient to estimate the fair value of the investments. These investments are generally redeemable or may be liquidated at NAV under the original terms of the subscription agreements and operations of the underlying funds. However, it is possible that these redemption rights may be restricted or eliminated by the funds in the future in accordance with the underlying fund agreements. Due to the nature of the investments held by these funds, changes in market conditions and the economic environment may significantly impact the NAV of the funds and, consequently, the fair value of the College's interest in the funds. Furthermore, changes in the liquidity provisions of the funds may significantly impact the fair value of the College's interests in the funds. Although certain investments may be sold in secondary market transactions, subject to meeting certain requirements of the governing documents of the funds, the secondary market is not active and individual transactions are not necessarily observable. It is therefore reasonably possible that if the College were to sell its interest in a fund in the secondary market, the sale could occur at an amount materially different from the reported value.

(g) Fair Value of Financial Instruments

The fair value of investments is disclosed in note 4. Fair value for marketable securities is based upon quoted market prices. Fair values for trusts held by others, and other alternative investments are valued based upon net asset values as reported by third parties responsible for administering and/or managing such investments. Fair value represents the price that would be received upon the sale of an asset or paid upon the transfer of a liability in an orderly transaction between market participants as of the measurement date. Except for investments reported at net asset value or its equivalent (NAV) as a practical expedient to estimate fair value, the College uses a three-tiered hierarchy to categorize those assets carried at fair value based on the valuation methodologies employed. The hierarchy is defined as follows:

- Level 1: Quoted prices (unadjusted) in active markets for identical assets or liabilities that the College has the ability to access at measurement date.
- Level 2: Quoted prices, other than those included in Level

 that are either directly or indirectly observable for the
 assets or liabilities.

• **Level 3:** No observable quoted prices, reliance on assumptions market participants would use if a market existed for the assets or liabilities.

The level in the fair value hierarchy used to classify an item is based on the lowest level that is significant to the fair value being established.

The College utilizes the NAV as its estimate of fair value for those funds whose value is determined by the appropriate fund manager. The majority of investments report at NAV consisting of shares or units in funds as opposed to direct interest in the funds' underlying securities, which may be readily marketable and not difficult to value.

The private equity amount included in level three is stock for a privately held company. Annually the private Company is valued by a third party and the valuation is provided to all shareholders. The College uses the valuation provided to determine the value of its investment as of June 30.

h) Investment in Plant

Constructed and purchased property, equipment and library books are carried at cost. Land, buildings, or equipment donated to the College are generally carried in the accounts at appraised value at the date of the gift. Long-lived fixed assets, with the exception of land, are depreciated using the straight-line method over the estimated useful lives.

The College recognizes the fair value of a liability for legal obligations associated with asset retirements in the period in which the obligation is incurred, if a reasonable estimate of the fair value of the obligation can be made. When the liability is initially recorded, the College capitalizes the cost of the asset retirement obligation by increasing the carrying amount of the related long lived asset. The liability is accreted to its present value each period, and the capitalized cost associated with the retirement obligation is depreciated over the useful life of the related asset. Upon settlement of the obligation, the difference between the cost to settle the asset retirement obligation and the liability recorded is recognized as a gain or loss in the statement of activities.

(i) Deposits and Deferred Revenues

Deposits and deferred revenues represent amounts collected through June 30, from outside groups for summer conferences and from students relating to student registration for the upcoming fall semester. Such amounts are reported as revenue during the subsequent fiscal year.

(j) Tax Status

The College is a tax-exempt organization as described in Section 501(c)(3) of the Internal Revenue Code (the Code) and is generally exempt from federal taxes pursuant to Section 501(a) of the Code. The College has assessed uncertain tax positions and determined that there were no such positions that have a material effect on the financial statements.

(k) Comparative Information

The financial statements include certain prior year summarized comparative information in total but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with GAAP. Accordingly, such information should be read in conjunction with the College's financial statements for the year ended June 30, 2015, from which the summarized information was derived.

(I) Use of Estimates

The preparation of the financial statements in conformity with GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and the disclosure of contingent liabilities, as well as the reported amounts of revenues and expenses. These estimates include the allowance for uncollectible accounts, pledges and loans receivable, and the fair value of certain investments. Actual results could differ from these estimates.

(2) ACCOUNTS AND LOANS RECEIVABLE

Accounts and loans receivable are summarized as follows at June 30:

	2016	2015
\$	363,679	480,230
	492,389	558,823
	53,793	47,636
-	909,861	1,086,689
	(244,433)	(287,791)
\$	665,428	798,898
		\$ 363,679 492,389 53,793 909,861 (244,433)

(3) CONTRIBUTIONS RECEIVABLE

Contributions receivable are summarized as follows at June 30:

Unconditional promises expected to be collected:

	2016	2015
In one year or less	\$ 5,606,257	3,863,056
Between one and five years	6,418,890	7,371,453
In more than five years	10,000	1,056,250
	12,035,147	12,290,759
Less unamortized discount and allowance for		
uncollectible accounts	(249,919)	(436,715)
	\$ 11,785,228	11,854,044

Discount rates used to calculate the present value of pledges receivable ranged from 0.58% to 1.29%.

(4) FAIR VALUE AND INVESTMENTS

The following table summarizes the valuation of the College's investments and other assets at June 30, 2016.

	QUOTED PRICES IN ACTIVE MARKETS LEVEL 1	SIGINIFICANT S OTHER OBSERVABLE INPUTS LEVEL 2	SIGNIFICANT UNOBSERVABLE INPUTS LEVEL 3	INVESTMENTS MEASURED AT NET ASSET VALUE	2016 TOTAL	REDEMPTION
Long term investments						
Cash and cash equivalents	\$ 880	_	_	_	880	Daily
U.S. equity:						
Large Cap	3,230,560	_	_	_	3,230,560	Daily
Small Cap	793,670	_	_	_	793,670	Daily
Exchange Traded Treasury Administered Fund	854,648	_	_	_	854,648	Daily
Non-U.S. equity funds	_	_	_	11,428,524	11,428,524	Monthly/quarterly
Fixed income	2,742,389	_	_	_	2,742,389	Daily
Hedge Funds	_	_	_	6,992,003	6,992,003	Quarterly
Real asset	1,381,315	_	_	1,147,508	2,528,823	Daily/Monthly
Private equity	_	_	8,891,792	_	8,891,792	Illiquid
Private partnerships	_	_	_	524,104	524,104	Illiquid
Pooled life income funds and other	_	_	251,358	_	251,358	N/A
Total investments	9,003,462		9,143,150	20,092,139	38,238,751	
Other assets						
Funds held in trust by others	_	_	2,467,276	_	2,467,276	N/A
Funds held by bond trustee (1)	341,001				341,001	Daily
Total	\$ 9,344,463		11,610,426	20,092,139	41,047,028	

 $^{^{(1)}}$ Funds held by bond trustee are primarily cash, cash equivalents and U.S. Treasury securities.

(4) FAIR VALUE AND INVESTMENTS (CONTINUED)

The following table summarizes the valuation of the College's investments and other assets at June 30, 2015.

	QUOTED PRICES IN ACTIVE MARKETS LEVEL 1	SIGINIFICANT OTHER OBSERVABLE INPUTS LEVEL 2	SIGNIFICANT UNOBSERVABLE INPUTS LEVEL 3	INVESTMENTS MEASURED AT NET ASSET VALUE	2015 TOTAL	REDEMPTION
Long term investments						
Cash and cash equivalents	\$ 873	_	_	_	873	Daily
U.S. equity:						
Large Cap	3,270,536	_	_	_	3,270,536	Daily
Small Cap	773,335	_	_	_	773,335	Daily
Exchange Traded Treasury Administered Fund	984,433	_	_	_	984,433	Daily
Non-U.S. equity funds	_	_	_	13,000,692	13,000,692	Monthly/quarterly
Fixed income	2,969,632	_	_	_	2,969,632	Daily
Hedge Funds	_	_	_	7,950,004	7,950,004	Quarterly
Real asset	888,393	_	_	1,573,316	2,461,709	Daily/Monthly
Private equity	_	_	8,891,792	_	8,891,792	Illiquid
Private partnerships	_	_	_	542,519	542,519	Illiquid
Pooled life income funds and other	_	_	258,115	_	258,115	N/A
Total investments	8,887,202	_	9,149,907	23,066,531	41,103,640	
Other assets						
Funds held in trust by others	_	_	2,291,934	_	2,291,934	N/A
Funds held by bond trustee (1)	304,000				304,000	Daily
Total	\$ 9,191,202	_	11,441,841	23,066,531	43,699,574	

⁽¹⁾ Funds held by bond trustee are primarily cash, cash equivalents and U.S. Treasury securities.

There were no changes in methodologies used at June 30, 2016 and 2015 and there were no transfers among levels during the year end June 30, 2016 and 2015. The 2015 fair value table above was amended to present certain investments previously disclosed as being measured using NAV as a practical expedient to estimate fair value but for which a readily determinable fair value exist, in accordance with ASU 2015-10, *Technical Corrections and Improvements*. These changes resulted in a decrease in investments measured at NAV and a corresponding increase in Level 1 investments of \$888,393.

(4) FAIR VALUE AND INVESTMENTS (CONTINUED)

The following table presents the College's activity for the fiscal years ended June 30, 2016 and 2015 for investments measured at fair value on a recurring basis using significant unobservable inputs (Level 3).

	PRIVATE EQUITY	FUNDS HELD BY OTHERS	TOTAL
Fair value June 30, 2015	\$ 8,891,792	2,550,049	11,441,841
Acquisitions	_	101,622	101,622
Dispositions	_	(3,791)	(3,791)
Unrealized gains	_	70,754	70,754
Fair value June 30, 2016	\$ 8,891,792	2,718,634	11,610,426
Fair value June 30, 2014	\$ 8,574,228	2,559,111	11,133,339
Acquisitions	_	4,618	4,618
Dispositions	_	(5,519)	(5,519)
Unrealized gains/(losses)	317,564	(8,161)	309,403
Fair value June 30, 2015	\$ 8,891,792	2,550,049	11,441,841

At June 30, 2016, the College did not have any remaining outstanding commitments to private partnerships based on the provisions of the individual agreements, with adjustments as to amounts and timing based on prior actions of the partnerships and expectations as to future opportunities. The College's total investment return is summarized below:

		2016	2015
Dividende and interest	¢.	607.202	F04 99F
Dividends and interest	\$	687,303	594,885
Realized/unrealized (losses)/gains on investments		(924,234)	661,011
Management fees and other costs		(315,734)	(244,585)
Total return on investments		(552,665)	1,011,311
Investment income used in operations		(1,915,265)	(1,726,675)
Nonoperating investment income	\$	(2,467,930)	(715,364)

Investment income used in operations reflected in the table above includes the annual draw of 4.5% in addition to the Vanguard revenue used for CLPP operations. This CLPP investment revenue represents the difference between the Non-Operating and Operating Investment Income for Operations on the Statement of Activities.

(5) ENDOWMENT FUNDS

The College's endowment consists of approximately 218 individual funds established for a variety of purposes, including both donor restricted endowment funds and funds designated by the College to function as endowments (quasi endowments).

Endowment funds share in an investment pool on a unit market value basis. Funds are added to and withdrawn from the pool at the then current unit market value of the pooled assets. The College uses a total return approach to managing endowment investments. Funds are invested to maximize total return consistent with prudent risk without regard to the mix of current investment income and realized and unrealized gains or losses.

Giving consideration to The Uniform Prudent Management of Institutional Funds Act (UPMIFA) of the Commonwealth of Massachusetts, the College has prepared these financial statements on the basis that the original gifts of the donorrestricted endowment funds, absent explicit donor stipulations to the contrary, must be preserved. As a result, the College classifies as permanently restricted net assets (a) the original value of the gifts donated to the permanent endowment, (b) the original value of subsequent gifts to the permanent endowment, and (c) accumulations to the permanent endowment made in accordance with the direction of the applicable donor gift instrument at the time the accumulation is added to the fund. The remaining portion of the donor-restricted endowment fund that is not classified in permanently restricted net assets is classified as temporarily restricted net assets until those amounts are appropriated for expenditure by the College in a manner consistent with the standard of prudence prescribed by UPMIFA. In accordance with UPMIFA, the College considers the following factors in determining appropriate spending levels from donor-restricted endowment funds: duration and preservation of the endowment fund, purposes of the College and the endowed fund, general economic conditions, possible effects of inflation or deflation, expected total return from income and the appreciation of investments, other resources of the College, and the investment policy of the College.

Investment return is distributed for operations on a unit share basis. The spending policy limits the annual distribution of return based upon a twelve quarter average market value. For 2016 and 2015, the percentage distributed was 4.5%.

In addition to the 4.5% draw, there was a board approved draw of \$250,000 for the year ended June 30, 2016 and \$150,000 for the year ended June 30, 2015 to support a fundraising campaign. The board also approved a \$2.3 million endowment special draw to support capital projects and early retirements. The College drew \$1.05 million for the year ended June 30, 2016 and \$950,000 for the year ended June 30, 2015. The draw was a transfer of money out of quasi endowment to operations.

As a result of market declines, the fair value of certain donor-restricted endowments may fall below original contributed value. Deficiencies of this nature were reported as reductions of unrestricted net assets in the amount of \$278,740 and \$95,573 at June 30, 2016 and 2015, respectively. Future market gains will be used to restore this reduction in unrestricted net assets before any net appreciation above the UPMIFA or donor required value of such funds increases temporarily restricted net assets.

Net assets associated with endowment funds are classified and reported based on the existence or absence of donor imposed restrictions. Donor restricted amounts reported below include term endowments reported as temporarily restricted net assets; and cumulative unspent appreciation, reported as temporarily restricted net assets.

(5) ENDOWMENT FUNDS (CONTINUED)

Endowment funds, which include pooled endowment funds but exclude split interest agreements and pledges, consisted of the following at June 30, 2016 and 2015.

June 30, 2016	UNRESTRICTED	TEMPORARILY RESTRICTED	PERMANENTLY RESTRICTED	TOTAL
Donor restricted	\$ (278,740)	2,189,767	26,826,676	28,737,703
Board designated (quasi)	10,868,568			10,868,568
Total	\$ 10,589,828	2,189,767	26,826,676	39,606,271
June 30, 2015				
Donor restricted	\$ (95,573)	3,490,489	23,039,294	26,434,210
Board designated (quasi)	12,873,501	_	_	12,873,501
Total	\$ 12,777,928	3,490,489	23,039,294	39,307,711

Changes in endowment funds for the fiscal year ended June 30, 2016 were as follows:

	UNRESTRICTED	TEMPORARILY RESTRICTED	PERMANENTLY RESTRICTED	TOTAL
June 30, 2015	\$ 12,777,928	3,490,489	23,039,294	39,307,711
Other transfers	_	_	(61,884)	(61,884)
Investment return	(1,797)	(551,956)	_	(553,753)
Contributions	10,000	_	3,849,266	3,859,266
Appropriated to operations	(1,146,303)	(748,766)	_	(1,895,069)
Appropriated to operations – special draw	(1,050,000)	_	_	(1,050,000)
June 30, 2016	\$ 10,589,828	2,189,767	26,826,676	39,606,271

Changes in endowment funds for the fiscal year ended June 30, 2015 were as follows:

	UNRESTRICTED	TEMPORARILY RESTRICTED	PERMANENTLY RESTRICTED	TOTAL
June 30, 2014	\$ 12,168,565	3,832,911	21,565,573	37,567,049
Other transfers	1,909,435	21,550	466,000	2,396,985
Investment return	419,418	541,192	_	960,610
Contributions	20,000	_	1,007,721	1,027,721
Appropriated to operations	(789,490)	(905,164)	_	(1,694,654)
Appropriated to operations – special draw	(950,000)	_	_	(950,000)
June 30, 2015	\$ 12,777,928	3,490,489	23,039,294	39,307,711

(6) FUNDS HELD IN TRUST BY OTHERS

The College is irrevocably named as a beneficiary of funds held by third-party trustees, the purpose of which may be restricted by the donor. Generally, the College will receive a specified portion of the assets remaining when the third-party trusts are terminated. The present value of the amount to be received upon termination is recorded by the College as funds held in trust on the statements of financial position and as contribution revenue on the statement of activities using a discount rate of 3.79% for 2016 and 2015, respectively. Funds held in trust by others totaled \$2,467,276 and \$2,291,934 at June 30, 2016 and 2015, respectively.

(7) PROPERTY, PLANT, AND EQUIPMENT

Property, plant, and equipment consisted of the following at June 30:

	USEFUL LIFE	2016	2015
Land	_	\$ 3,877,606	3,877,606
Land improvements	30	6,519,329	5,526,775
Library collection	10	7,639,588	7,583,880
Vehicles	10	994,016	1,032,945
Equipment	3–5	22,489,562	22,088,380
Building and building improvements	10–50	83,416,749	69,497,640
		124,936,850	109,607,226
Accumulated depreciation		(71,124,769)	(68,592,600)
		53,812,081	41,014,626
Construction in progress		1,740,044	5,089,939
		\$ 55,552,125	46,104,565

Depreciation expense was \$2,602,741 and \$2,379,422 at June 30, 2016 and 2015, respectively.

(8) **DEBT**

The College has debt agreements with the Massachusetts Development Finance Agency (MDFA), the Department of Housing and Urban Development (HUD), a realty trust, and banks for the financing of certain buildings and equipment.

The details of the long term debt outstanding as of June 30 are as follows:

	MATURITY	INTEREST RATE AT	AMOUNT O	UTSTANDING
ISSUE	DATE	JUNE 30, 2016	2016	2015
HUD Project 136(D)	2019	3.00%	\$ 180,000	240,000
Realty Trust Note	2022	6.01	540,232	606,203
Series 2012 Bond	2032	2.76	12,790,065	13,217,143
Series 2016 Bond	2046	2.80	15,000,000	_
			\$ 28,510,297	14,063,346

TThe HUD project, Series 2012, Series 2016 Bonds and Realty Trust note are collateralized by certain facilities, equipment and premises. The College is required to meet various covenants on an annual basis with respect to its long term debt.

The MDFA Commercial Paper was supported with an irrevocable Letter of Credit dated May 2, 2006 issued by JPMorgan Chase Bank, National Association with a termination date of May 2, 2015. The College received notification from JPMorgan Chase Bank, National Association that they would not extend the Letter of Credit and it will terminate on May 2, 2015 in accordance with the terms of the agreement. The College was granted its first extension of the termination date to November 2, 2015 and a second extension to February 2, 2016. The MDFA Commercial Paper is classified as short term debt in 2015 for \$8,100,000. In February 2016, the College issued \$15 million of series 2016 bonds in order to refund the MDFA Commercial paper totaling \$8,102,853, and to provide additional financing for capital projects.

Effective in the year ended June 30, 2016, the College retrospectively adopted the provisions of the FASB Accounting Standards Update (ASU) No. 2016-01, *Financial Instruments – Overall* (ASU 2016-01). ASU 2016-01 eliminates the requirement to disclose the fair value of financial instruments measured at amortized cost for nonpublic entities.

Principal payments on all short term and long term debt are as follows:

	AMOUNT
2017	\$ 570,229
2018	736,604
2019	964,740
2020	931,197
2021	962,528
Thereafter	24,344,999
	\$ 28,510,297
	_

(9) NET ASSETS

The composition of the categories of net assets as of June 30, 2016 and 2015 consists of:

	2016	2015
Temporarily restricted net assets:		
Accumulated net gains on permanently endowed funds	\$ 2,189,765	3,490,489
Restricted by donors for capital	167,496	7,631,173
Restricted by donors for programs	6,862,474	4,823,586
Contributions receivable for programs	10,036,271	10,330,062
	\$ 19,256,006	26,275,310
Permanently restricted net assets:		
Morgan Venture Fund	\$ 524,102	542,519
Contributions receivable for permanent endowment	1,748,957	1,523,982
Funds Held in Trust by Others	2,467,276	2,291,934
Permanent endowment and similar funds	26,826,678	23,039,294
	\$ 31,567,013	27,397,729

(10) COMMITMENTS UNDER OPERATING LEASES

The College has entered into certain operating lease agreements. Lease expense in 2016 and 2015 amounted to \$323,522 and \$332,985, respectively.

Payments under these agreements are as follows:

	AMOUNT
2017	\$ 230,326
2018	142,562
2019	140,839
	\$ 513,726

(11) RETIREMENT PLAN

Contributions made by the College for the TIAA-CREF Retirement Plan were \$2,159,539 and \$2,228,592 during fiscal years 2016 and 2015, respectively, for eligible and enrolled employees based on a portion of salaries from 9.5% to 10%. In addition, the employees enrolled in the plan contributed a portion of their salaries ranging from 3% to 5%.

(12) LINE OF CREDIT

The College has an uncollateralized demand line of credit in the amount of \$2,500,000 at an interest rate of 25 basis points above prime rate. There was no amount outstanding on the line of credit at June 30, 2016 and 2015. The line of credit expires in February 2017.

(13) SUBSEQUENT EVENTS

The College evaluated subsequent events for potential recognition or disclosure through February 17, 2017, the date on which the financial statements were issued.

Trustees and Officers

JUNE 30, 2016

OFFICERS OF THE CORPORATION

GAYE HILL, Chair

DAVID DINERMAN, Vice Chair

LUIS HERNANDEZ, Vice Chair

KENNETH ROSENTHAL, Vice Chair

MARY MCENEANY, Treasurer

BETH IONE WARD, Secretary of the College

THE TRUSTEES OF HAMPSHIRE COLLEGE

JULY 1, 2015 - JUNE 30, 2016 FRASER BENNETT BEEDE, Northampton, MA JUDY N. BORNSTEIN (Alum), San Mateo, CA EDWARD CHURCHWELL DEES (Alum), New Orleans, LA DAVID DINERMAN (Vice Chair, Alum), Lafayette, CA MARJORIE DUNEHEW (Staff Trustee), Holyoke, MA LINDA ANN EARLE (Alum), New York, NY SASCHA FREUDENHEIM (Alum), New York, NY JOSE FUENTES (Alum), New York, NY CAROLYN GREENSPAN (Parent), Wallingford, CT LUIS HERNANDEZ (Alum), Miami, FL GAYE HILL (Chair, Parent), Chicago, IL S. REBECCA HOLLAND (Alum), Brooklyn, NY MARY BETH JAMES (Alum), Portland, OR STEPHAN JOST (Alum), Toronto, Ontario, Canada JONATHAN LASH (President), Amherst, MA DAVID MATHESON (Parent), Concord, MA RICHMOND MAYO-SMITH III (Alum), Singapore ROBERT MCCARTHY, JR. (Alum), Hong Kong, China LUCY-ANN MCFADDEN (Alum), Bethesda, MD WILLIAM NULL (Alumni Trustee, Parent), Sleepy Hollow, NY ANNIE G. ROGERS (Faculty Trustee), Amherst, MA KENNETH ROSENTHAL (Vice Chair, Parent), Amherst, MA A. KIM SAAL (Alum), Northampton, MA CAROL SALZMAN (Alum), Bethesda, MD

EDUARDO SAMANIEGO (Student Trustee Alternate), Kennesaw, GA

PASHA DRITT THORNTON (Alum), San Francisco, CA CAROL VARNEY (Alumni Trustee), San Francisco, CA HOWARD WEIN (Alum), Leverett, MA JUECHNG ZHAO (Student Trustee), Hangzhou, China

AUDIT COMMITTEE

S. REBECCA HOLLAND, Chair FRASER BENNETT BEEDE JUDY N. BORNSTEIN CAROLYN GREENSPAN DAVID MATHESON MARY MCENEANY, Secretary

OFFICERS OF THE COLLEGE

JONATHAN LASH, President

EVA RUESCHMANN, Vice President for Academic Affairs and Dean of Faculty

BYRON MCCRAE, Vice President for Student Affairs and Dean of Students

MARY MCENEANY, Vice President for Finance and Administration and Treasurer

BETH IONE WARD, Secretary of the College

FINANCIAL OFFICERS

MARY MCENEANY, Vice President for Finance and Administration

HAMPSHIRE COLLEGE SELF-STUDY LIST OF SUPPORTING DOCUMENTS IN THE DIGITAL WORKROOM

Introduction

Hampshire's NEASC Five Year Progress Report 2012

Hampshire's NEASC Two-Year Report 2014

NEASC Commission Letter November 2014

Institutional Overview

New College Plan

The Making of a College

Announcement of President Lash's Retirement

Hampshire College Presidential Position Profile

Presidential Advisory Councils

Tinson, Christopher M. & Javiera Benavente, "Toward a Democratic Speech

Environment." In AAC&U's Diversity & Democracy, Spring/Summer 2017, Vol. 20, No. 2/3.

Standard 1: Mission and Purposes

<u>Hampshire College Mission and Vision</u> Certificate of Incorporation

Standard 2: Planning and Evaluation

Planning

Strategic Planning History and Process

Hampshire College Strategic Plan

Strategic Priorities by Theme

Priority A Academic Affairs

Priority B Admissions and Retention

Priority C Healthy Campus

Priority D Market Differentiation and Dissemination

Priority E Diversity and Inclusion

Knowledge and Wellness Common Study

Knowledge and Wellness Commons Study FINAL.pdf

Knowledge and Wellness Commons Study Appendix FINALV2.pdf

Evaluation

Strategic Plan Reviews

Strategic Plan Report, February 2017.pdf Strategic Plan Evaluation May 2017.pdf

Standard 3: Organization and Governance

Governing Board

Trustee Bylaws June 2013

Roster of Hampshire College Trustees

Hampshire College Board of Trustees

Board Committee Membership

Overview of Board Committees

Policies

Conflict of Interest Policy.pdf

Hampshire College investment policy amended 11-13-2015.pdf

Code of Conduct for Trustees

Code of Conduct for Non-Trustees

Board Meeting Minutes from 2012-2017

Board meeting minutes - 2012-2013.pdf

Board meeting minutes - 2013-2014.pdf

Board meeting minutes - 2014-2015.pdf

Board meeting minutes - 2015-2016.pdf

Board meeting minutes - 2016-2017.pdf

Board Self Evaluation 2017

Board Meeting Summaries

Internal Governance

Faculty Handbook

Employee Policy Manual

Job Descriptions for Principal Administrators

Job Description - Secretary of the College.pdf

Job Description Chief of Staff.pdf

Standard 4: The Academic Program

Assuring Academic Quality

School of Cognitive Science

School of Critical Social Inquiry

School of Humanities, Arts and Cultural Studies

School of Interdisciplinary Arts

School of Natural Science

School Self Studies

Cognitive Science Self Study 3.10.14 (2).pdf

Critical Social Inquiry Self Study Report 2014.pdf

Humanities, Arts and Cultural Studies Self Study November_rev.pdf

Interdisciplinary Arts Self-Study Edited 05_03_15.pdf

Interdisciplinary Arts Self-Study_FINAL_02.03.15 (1).pdf

Natural Science Self Study 2014.pdf

Five School External Review Reports

CS External Review Report.pdf

CSI External Review Report.pdf

HACU External Review Report.pdf

IA External Review Report.pdf

NS External Review Report.pdf

Hampshire College Courses

Faculty Handbook

Guidelines for Academic Progress

Consortium for Innovative Environments in Learning (CIEL)

Undergraduate Degree Programs

A Hampshire Education

Hampshire College's Academic Program

General Education

Division I

The Major or Concentration

Division II

Study Abroad Opportunities

Division III

Assessment of Division III Theses

Integrity in the Award of Academic Credit

Collection of Syllabi

CS Syllabi

16F CS 251 Zimmerman.pdf

16F CS 251 Zimmerman(1).pdf16F

16F CS 288 Altshuler _ Miller.pdf

17F CS 206 Meyers.pdf

17S CS 313 Couperus.pdf

F15 CSI 181 Fay.pdf

Partan F16 Biodiversity in HC Woods Syllabus[updated w all readings].pdf

S17 CS 149 Meyers.pdf

S17 CS 267 Burch.pdf

S17 CS 332 Fay.pdf

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CSI Media Studies and the Environment_Hampshire College_Spring 2017_Final

Syllabus(1).pdf

CSI152 Zapatismo2017syllabus.pdf

F16 CSI 143 Darlington.pdf

F16 CSI 147 Fourlas.pdf

F16 CSI 169 Risech-Ozeguera.pdf

F16 CSI 180 Hamilton.pdf

F16 CSI 204 Chang.pdf

F16 CSI 219 Hendrixson.pdf

F16 CSI 232 Darlington.pdf

F16 CSI 251 Sperling.pdf

F16 CSI 266 Stone.pdf

F16 CSI 289 Conrad.pdf

S16 CSI 130 Sen.pdf

S16 CSI 163 Bou Akar.pdf

S17 CSI 186 Risech-Ozeguera.pdf

S17 CSI 191 Rogers.pdf

S17 CSI 268 Klare.pdf

S17 CSI 281 Conrad.pdf

HACU Syllabi

Bajorek_Irony syllabus_FINAL.pdf

F16 HACU 106 Dezs+1.pdf

F16 HACU 133 Loza.pdf

F16 HACU 136T Bajorek.pdf

F16 HACU 137T Meagher.pdf

F16 HACU 162 Rafferty.pdf

F16 HACU 191 Roelofs.pdf

F16 HACU 208 Jaminet.pdf

F16 HACU 223 Sanders.pdf

F16 HACU 255 Koehler.pdf

F16 HACU 256 Meagher.pdf

F16 HACU 272 Lowell.pdf

F16 HACH 200 Laws ... J6

F16 HACU 280 Loza.pdf

F16 HACU 281 Roelofs.pdf

F16 HACU 291 Rafferty.pdf

F16 HACU 294 Sanders _ Kennedy.pdf

F16 HACU 311 Lowell.pdf

F16 HACU 312 Dezs+1.pdf

HACU 124S17.pdf

HACU 250 Moby-Dick and Afterlives 2017.pdf

HACU 330 st 2017 syllabus.pdf

HACU196_syllabus_SPR17.pdf

HCChorus syllabus Spring 2017.pdf

S17 HACU 112 Rafferty.pdf

S17 HACU 171 Cox.pdf

S17 HACU 185 Loza.pdf

S17 HACU 193 Meagher.pdf

S17 HACU 243 Cox.pdf

S17 HACU 273 Meagher.pdf

S17 HACU 274 Roelofs.pdf

S17 HACU 277 Loza.pdf

S17 HACU 278 Jaminet.pdff

S17 HACU 282 Bajorek _ Koehler.pdf

S17 HACU 296 Rafferty _ Mandle.pdf

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Advanced Stopmo Syllabus S17.pdf

ASL II HC Syllabus Spring2017.pdf

F16 IA 110 Razeq.pdf

F16 IA 166T Silver.pdf

F16 IA 198 Khan.pdf

F16 IA 236 Lesy.pdf

F16 IA 250 Golann.pdf

F16 IA 274 Branner.pdf

F16 IA 276 Lesy.pdf

F16 IA 281 Madden.pdf

IA-0235 Uzma Khan Spring 2017.pdf

S17 IA 168T Silver.pdf

S17 LS 110 Razeq.pdf

NS Syllabi

F16 NS 183_383 Bradonji-ç.pdf

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F16 NS 236 Sears.pdf

S16 NS 248 Conlisk.pdf

S16 NS 267 Sistla.pdf

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Standard 5: Students

FERPA and Privacy of Records

The Hampshire College Student Handbook

Admissions

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Hampshire College Admissions Applications

First Year Application.pdf

Transfer Application.pdf

Admissions Policies and Agreements

17F Academic Policies Accept Form.pdf

2017 Early Decision Agreement.pdf

First Year Forward FORM_2017.pdf

<u>Admission Updates for Board of Trustees</u>

Admissions Goals for BOT 9.16.16.pptx

Admissions Update for BOT May 2017.pptx

Enroll Com Trustees Meeting Nov 2016.pptx

Enroll Committee Trustees Meeting Update Nov 2016.pptx

Apply to Hampshire

Application Comparison 2006-2015

Admissions FY18 Budget

Student Services and Co-Curricular Experiences

NSSE Engagement Indicators

Student Satisfaction Surveys

2013 Student Retention Presentation.pptx

2014 Student Satisfaction Survey.pptx

2015 Student Satisfaction Survey.pptx

2016 Student Satisfaction Survey.pptx

2017 Student Satisfaction Survey.pptx

New Student Orientation Program

F13 Orientation Schedule

F14 Orientation Schedule

F15 Orientation Schedule

F16 Orientation Schedule

Area Coordinator Training Manual

Cultural Center 2017 Report

Campus Leadership Activities End-of-Year Reports

12-13 CLA End of Yr.pdf

13-14 CLA End of Yr.pdf

14-15 CLA End of Yr.pdf

15-16 CLA End of Yr.pdf

16-17 CLA End of Yr.pdf

Career Options Resource Center

2012CORCAnnualReportFinal.pdf

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2014CORCAnnualReportFinal.pdf

2015CORCAnnualReportFinal.pdf

2017CORCAnnualReportFinal.pdf

Internship Participation 2013-2016.pdf

Job Grad School within 6 Months 2014-2016.pdf

Spiritual Life

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2016-2017List of Programs.pdf

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Wellness

2011-2012 Year End Report.pdf

2013-2014 Year End Report.pdf

2014-2015 Year End Report.pdf

2015 Bradlow Fund Letter.pdf

2015-2016 Goals.pdf

2015-2016 Year End Report.pdf

Ellen Bradlow Fund letter.pdf

Highlights, challenges and goals 2010-2011.pdf

Spring 2013 End of the Semester Report.pdf

Wellness Center Events September 2015.pdf

Standard 6: Teaching, Learning, and Scholarship

Faculty and Academic Staff

Cognitive Science Faculty CVs

Alleva, E cv.pdf

Burch, M cv.pdf

Couperus, J. cv.pdf

Davila, J. cv.pdf

Fay, I cv.pdf

Feinstein, M. cv.pdf

Hameed, S cv.pdf

Miller, J. cv.pdf

Morris, J cv.pdf

Partan, S. cv.pdf

Perry, C. cv.pdf

Sizer, L. cv.pdf

Spector, L cv.pdf

Stillings, N. cv.pdf

Wenk, L. cv.pdf

Zimmerman, T cv.pdf

Critical Social Inquiry Faculty CVs

BENGELSDORF_CV.pdf

BERMAN_CV.pdf

BOU_AKAR_CV.pdf

BREITBART_CV.pdf

CERULLO_CV.pdf

CHANG_CV.pdf

CONRAD_CV.pdf

DAHI_CV.pdf

DARLINGTON_CV.pdf

DILLON_CV.pdf

ENGMANN_CV.pdf

FRIED_CV.pdf

GILFORD_CV.pdf

HAMILTON_CV.pdf

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JOHNSON_CV.pdf

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RAKOFF_CV.pdf

RISECH_CV.pdf

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SEN_CV.pdf

SPERLING_CV.pdf

STONE_CV.pdf

TINSON_CV.pdf

VALENTIN_CV.pdf

WALD_CV.pdf

Humanities, Arts and Cultural Studies Faculty Faculty CVs

Arboleda_Gabriel_cv.pdf

Bajorek_Jennifer_cv.pdf

Barskova_Polina_cv.pdf

Brand_Bill_cv.pdf

Cox_Christoph_cv.pdf

Darling_Naomi_cv.pdf

Dezso_Andrea_cv.pdf

Ehrlich_Marty_cv.pdf

Goffe Deborah cv.pdf

Greene_Viveca_cv.pdf

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Hill_Constance_cv.pdf

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Hodder_Alan_cv.pdf

Holland_Norm_cv.pdf

Kennedy_Brown_cv.pdf

Koehler_Karen_cv.pdf

Levine Sura cv.pdf

Long_Thom_cv.pdf

Lowell_Daphne_cv.pdf

Loza_Susana_cv.pdf

Mandle_Billie_cv.pdf

Matthews_Sandra_cv.pdf

Meagher_Robert_cv.pdf

Miller_Becky_cv.pdf

Nolasco_Claudio_cv.pdf

Oba_Junko_cv.pdf

Rafferty_Sara_cv.pdf

Ravett_Abraham_cv.pdf

Roelofs_Monique_cv.pdf

Rubinstein Rachel cv.pdf

Rueschmann_Eva_cv.pdf

Sanders_Lise_cv.pdf

Schrade_Daniel_Kojo_CV.pdf

Stepien_Rafal_cv.pdf

Tracy_Susan_cv.pdf

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Wallen_Jeff_cv.pdf

Warner_Daniel_cv.pdf

Interdisciplinary Arts Faculty CVs

Arnold Koenings_CV Fall 2014.pdf

Branner_CV.pdf

Brayton_CV_2014.pdf

Cohn_CV-2015.pdf

Donkin_Resume_2015.pdf

Golann_2015 CV.pdf

Gorlin_resume.pdf

Haxo_resume.pdf

Kallok_CV.pdf

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Malloch_Resume.pdf

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Amarasiriwardena_cv.pdf

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Castorino_cv.pdf

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Hews_cv.pdf

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April 2017 Letter to Faculty-Strategic HIring Results .pdf Proposals form for Strategic Faculty Hiring.pdf Strategic Hiring Results 2016.pdf StrategicFacultyHiring2015-rev.pptx StrategicFacultyHiring2016.pptx

Faculty Search Guide

Faculty Handbook

Dual Career faculty Appointment Policy

Opportunity Hiring

Teaching and Learning

New Faculty Orientation

F11 New Faculty Orientation Schedule.pdf

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Letter to New Faculty F2017.pdf

Workload Task Force Reports to Faculty

April 2016 WTF Report to Faculty

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The Center for Teaching and Learning

Library Learning Commons Service Strategy Report May 2015

Writing Program Help

Standard 7: Institutional Resources

Human Resources

Employee Policy Manual

Financial Resources

Faculty Compensation Reports

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End-of-Year Reports

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FY17 Year-End Report.pdf

Plan of Work

FY13 Plan of Work.pdf

FY14 Plan of Work with Addendums.pdf

FY15 Plan of Work.pdf

FY16 Plan of Work.pdf

FY17 Plan of Work.PDF

Information, Physical, and Technological Resources

Information Technology Resources

Classroom Replacements Forecast-NEASC.xlsx

ComputerReplacementBudgetting FY17-FY21 NEASC.xlsx

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FC Libraries Biennial Reports

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FC Libraries Biennial Report 2014-2016 Overview.pdf

Hampshire Library ACRL Statistics

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Hampshire Library NCES Comparison Stats.pdf

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Hampshire Library Survey of Students 2015.pptx

Library Budget 2013-2017.xlsx

Library-related Student Satisfaction items 10.07.15.docx

Standard 8: Educational Effectiveness

Hampshire Learning Project 2016 Annual Report

Common Data Set

Hampshire CDS_2012-2013.pdf

Hampshire CDS 2013-2014.pdf

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IPEDS DATA

2015-2016

IPEDS_12-month_Enrollment_Data.pdf

IPEDS_Academic_Libraries_Data.pdf

IPEDS_Admissions_Data.pdf

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IPEDS_Fall_Enrollment_Data.pdf

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IPEDS_Outcome_Measures_Data.pdf

IPEDS_Student_Financial_Aid_Data.pdf

2016-2017

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IPEDS_Admissions_Data.pdf

IPEDS_Completions_Data.pdf

IPEDS_Fall_Enrollment_Data.pdf

IPEDS_Finance_Data.pdf

IPEDS Graduation Rates 200 Data.pdf

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IPEDS_Student_Financial_Aid_Data.pdf

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Assessment of Division III Theses

Alumni Survey and Results

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List of Alumni Survey Questions.pdf

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Standard 9: Integrity, Transparency, and Public Disclosure

Hampshire College Policies

Faculty Handbook

Employee Policy Manual

Academic Policies