

An Invitation to Apply for the Position of

President of Hampshire College **Amherst, Massachusetts**

“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.”

THE SEARCH

Hampshire College, one of the nation’s boldest and most innovative liberal arts institutions, is seeking its next president. Approaching its 50th year as a standard setter for rigorous, student-directed education, Hampshire invites applications from potential leaders who embody the spirit of the College and have the ability to lead this evolving, experimenting educational community through the crucial next stage of its development.

Hampshire was conceived in 1958 by a committee of faculty from Amherst, Mount Holyoke, and Smith Colleges and the University of Massachusetts Amherst with the intention of challenging the status quo and re-envisioning liberal arts education. The College was incorporated in 1965 and opened its doors to its first students in 1970, the culmination of years of planning to create “a new departure in higher education.” A half century later Hampshire continues to succeed in this mission, demonstrating the benefit to undergraduates of mentoring relationships with professors, the freedom to pursue their intellectual and artistic passions across fields of study, and an environment that nurtures both individuality and collective activism. Hampshire has been described as a graduate school for undergraduates. While many colleges and universities now incorporate some elements of the Hampshire approach, none embody it as comprehensively and with the same vigor.

Hampshire is an institution that attracts proactive, engaged, and inquisitive students and yields graduates who are exceedingly comfortable with the unpredictable process of change. Hampshire fosters passionate learners who are unafraid to ask hard questions and pursue creative solutions. Hampshire ranks among the top one percent nationwide of colleges whose students go on to earn a doctoral degree. Two-thirds of alumni earn an advanced degree within ten years of graduating. Three graduates have won MacArthur “Genius” Fellowships for their work in the arts and humanities. One in five undergraduates in the sciences presents their work at peer-reviewed conferences, and five percent are lead authors on peer-reviewed journal articles. Hampshire is on the *Forbes* Top 10 list of “most entrepreneurial colleges” – more than a quarter of alumni go on to found their own enterprises such as social ventures, advocacy organizations, high-tech firms, film companies, and art galleries. Hampshire is a top producer of Fulbright Scholars: eleven graduates and six employees won the award in the last four years.

Hampshire is seeking a president who believes deeply in the College’s founding vision and who will embrace those principles to chart a compelling path forward. Hampshire’s new president may or may not have leadership experience at a college or university, but must be stirred by the College’s mission and possess the vision, voice, and visibility to advance, promote, and celebrate it, ensuring Hampshire’s future as a progressive, leading institution of higher education. The

president must embrace innovation, facilitate productive communication that drives toward solutions, and inspire others – within the Hampshire community as well as outside Hampshire’s community. This work needs to be accomplished in the context of critical challenges facing higher education and the nation: How does a college build a financial model to achieve excellence in education while ensuring that all capable students have access to that education? How should a college engage with consequential issues in the wider world? How does a campus foster a shared ethos of community while advocating that individual and group voices are essential and must be heard? The Board of Trustees is seeking a leader for Hampshire who will meet these issues with the rigor, creativity, sensitivity, curiosity, and enthusiasm that characterize Hampshire itself.

A Presidential Search Committee of trustees, faculty, students, staff, and alumni is working with Isaacson, Miller, the national executive recruiting firm, to identify Hampshire’s next president. Confidential inquiries, nominations, and referrals may be directed to the firm as indicated at the end of this document.

HAMPSHIRE COLLEGE: AN OVERVIEW

Synopsis

Over the last six years, Hampshire has experienced a period of growth with renewed focus on its mission. The College has enabled wider access to higher education to those who will thrive at Hampshire by increasing financial aid; revitalized learner-centered pedagogy, giving scholars, artists, and entrepreneurs new platforms to cross boundaries and create innovative programs; refined a sense of place and purpose by making significant improvements to labs, classrooms, studios, performance spaces, residence halls, and common areas; enriched Hampshire as a community of inquiry by increasing the diversity of the student body, faculty, and Board of Trustees; constructed the R.W. Kern Center, creating a new center of gravity on campus; furthered the College’s commitment to the health of the planet (and bottom line) by going completely solar and reframing how the College sources and manages food on campus; reoriented admissions to align with mission, focusing on attracting the students who will thrive at Hampshire and deciding not to consider standardized test scores in admission; received a \$1.2 dollar grant from the Andrew W. Mellon Foundation to enlarge the scope and vision of the Harold F. Johnson Library and Art Gallery as a center for coordinated academic support services, knowledge production, technical innovation, and community engagement; differentiated the College in the higher education marketplace by capturing the character of the College in communications and projecting it to the right constituents; and has accomplished this, in large part, through the generosity of alumni, parents, and friends, whose philanthropy grew to record levels.

Founding Principles

Hampshire's founders were motivated by factors both practical and philosophical. The population of college-age students was rapidly increasing and the resources of each campus were stretched thin. Shifts in the American cultural landscape indicated that new organizational structures and collaborative modes of teaching and learning were ripe for exploration. The founders recognized that large-scale pedagogical and administrative experimentation would not be successful within the context of their existing institutions.

Their analysis led to an entirely new educational model: 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. Hampshire's pedagogy and curricular structure encourage students to ask questions for which the answers are not yet known, to create fields of inquiry that have not yet been explored, and to pursue social justice and positive change as a mandate of education. These principles are the core of Hampshire's intellectual life and work. Hampshire's highly motivated, courageous students embody the College motto: *Non Satis Scire*, "To Know is Not Enough."

Academic Structure

Hampshire's academic program is organized into five interdisciplinary schools: Cognitive Science; Critical Social Inquiry; Humanities, Arts, and Cultural Studies; Interdisciplinary Arts; and Natural Science. 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, professors of philosophy teach in Cognitive Science (philosophy of the mind, philosophy of education), Critical Social Inquiry (ethics, human rights, social and political philosophy), and Humanities, Arts, and Cultural Studies (aesthetics, metaphysics, feminist philosophy).

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. Some of these programs have national recognition and reach. Among them are Critical Studies of Childhood, Youth, and Learning; Culture, Brain, and Development; Environmental Studies and Sustainability; Ethics and the Common Good; and Peace and World Security Studies.

Advancing social justice is a key part of Hampshire's pedagogy. Students have two community engagement requirements; they are expected to complete a minimum of forty hours of collaborative activity on campus in their first year, and a minimum of forty hours of work in the

community in their second year. Hampshire's largest and longest standing social justice program, Civil Liberties and Public Policy, trains and supports activists to secure reproductive and sexual rights, and serves as an example of how Hampshire encourages students to put theory into action.

Hampshire students qualify for the Bachelor of Arts degree by completing three divisions of progressively more self-directed study:

- 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.
- Division III provides students with the opportunity and challenge to apply all their academic efforts over two or more semesters to a single, significant scholarly or creative project that in exceptional cases may be comparable to a graduate thesis.

Professors provide students with narrative evaluations of their coursework in lieu of grades after students have completed self-evaluations. Hampshire's founders believed that reflection helps students develop the capacity to think and learn for themselves, a departure from the traditional model of being lectured at and tested. Upon the completion of each Division, students also complete retrospective essays and receive an overarching evaluation. These narrative evaluations are designed to be formative teaching tools, enabling professors to diagnose weaknesses and students to reflect on growth, providing a vehicle for faculty and students to discuss together constructive ideas for improvement and intellectual development. The use of evaluations rather than grades also prepares students for entering the work world, where supervisors will manage by setting goals, evaluating progress, and mentoring to improve performance, rather than assigning grades. Surveys of students and alumni show that they deeply appreciate Hampshire faculty for pushing intellectual boundaries in student work by holding them accountable for excellent performance through the narrative evaluation process, and for engaging students in faculty research projects as active participants and, often, as co-authors.

Hampshire's faculty are distinct from those at most other colleges in that they choose to be personally engaged with teaching and to work with students not only as close advisers, investing more time in advising than at most colleges, but even as collaborators and peers in curiosity, learning, and discovery. This happens as faculty pursue their own research, scholarship, and art.

With its open and flexible curriculum, Hampshire faculty teach in a more personalized way than at most institutions, customizing their courses to unique areas of inquiry and study, reaching innovatively across disciplines, partnering with fellow faculty across schools, experimenting, and breaking from tradition. Hampshire faculty continue to reinvent and expand their areas of

expertise, following their passion for lifelong learning and re-imagining traditional liberal arts models.

For example in recent years, faculty introduced new programs in queer studies, game design, Africana studies, entrepreneurship, curatorial studies, food, farm, and sustainability, and ethics and the common good. As teachers, artists, writers, scholars, scientists, and activists, Hampshire faculty have won scores of awards and competitive grants from Google to Guggenheim, from the American Public Health Association, the Smithsonian, the Mellon Foundation, the Gates Foundation, and many more.

Hampshire class sizes and ratio of faculty to students is intentionally small even for first-year students. Access to faculty is not a privilege at Hampshire, it's integral to Hampshire's model.

The Five College Consortium

Hampshire College, 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. Hampshire's success was and is predicated in no small part on the interchange among the schools. Students at all five colleges have access to an integrated library system, open course registration, a free intercampus 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. The presidents of the Five Colleges meet regularly, as do the chief academic officers, chief financial officers, admissions officers, grants officers, librarians, registrars, Title IX Coordinators, and many other groups of colleagues. Five College professorships and cross-institution faculty seminars help sustain multiple points of connection.

Admissions and Enrollment

Hampshire is pursuing an enrollment strategy counter to that of most of its peers. With the support of the Board of Trustees, Hampshire has put resources behind attracting and admitting students who exhibit the greatest potential to thrive in Hampshire's distinctive educational environment, rather than focusing on recruiting those who can afford to pay full tuition. Financial aid goes to students with high need and the College now meets 95 percent of demonstrated need. The size of the College has been reduced, admissions standards have been raised, and standardized test scores, which were always optional in the admissions process, are no longer even accepted – they have no predictive value for who excels at Hampshire and are biased against low-income students. Communications and outreach to prospective students and parents (and guidance counselors) have been tailored to more accurately portray Hampshire's distinctive qualities. Results over three years: the acceptance rate has fallen from 75 percent to 62 percent, applications are up 13 percent, and yields increased to 26 percent from 19 percent. In keeping with the College's commitment to create a diverse educational environment, first-

generation college students are now 20 percent of the student population and 35 percent of the incoming class of 2017 are domestic students of color. Six-year graduation rates are 68 percent and first-year retention rates hover around 80 percent.

Campus Footprint

Hampshire is located in the town of Amherst, in the Pioneer Valley of Western Massachusetts. The College is situated on 800 acres of rolling hills and farmland. An organic farm, which is one of the oldest and largest among private colleges, serves as a laboratory for scientific, environmental, and sustainability studies, and offers a CSA program (community-supported agriculture) that provides shares of produce to members of the extended Hampshire community. The Yiddish Book Center, the Eric Carle Museum of Picture Book Art, and the Hitchcock Center for the Environment are located on campus and, along with entities such as Hampshire's library archives, gallery, and farm, comprise the "Cultural Village." The next president of Hampshire College has the opportunity to develop community partnerships with other such organizations and find new, creative ways to engage with current Cultural Village entities.

The R.W. Kern Center, which was dedicated last September and is Hampshire's first major new building in three decades, was constructed with the goal of being certified under the world's most advanced green building standard, the Living Building Challenge. To meet this standard, the building was designed to generate its own electricity, collect its own water, and process its own waste. It was built without toxic "red list" chemicals and with materials primarily from local and regional sources. The 17,000-sq-ft center is a major piece of Hampshire's broad sustainability initiative to make campus operations carbon neutral, including a plan to go 100 percent solar for campus electricity this year. This multifunctional building, which houses the Admissions Office, meeting rooms, and a café, also serves as a living laboratory for students, faculty, and the public to study its advanced systems and performance. Its sustainable systems have already fueled a wealth of student research and tutorials.

The Harold F. Johnson Library, with its Knowledge, Technology, and Community Commons, will be a key opportunity for the new president to maximize the role that the library plays in supporting students, and will offer to the broader world a prototype for a forward-looking and experimental library.

Campus Climate

Like many colleges around the country, Hampshire has been engaged in debates about pressing social issues, including racism and sexual assault. At times there has been significant erosion of civil discourse and respect on campus, particularly between students. Last year, these issues had a negative impact on student retention and also resulted in a disappointing yield from a strong admissions class. In fall 2016 Hampshire had a shortfall of 74 students.

There is repair work to be done and it is well under way, providing opportunities for the campus to reaffirm Hampshire's values as a compassionate community of learners. Three advisory councils are conducting comprehensive reviews of campus concerns, evaluating administrative systems and responses, assessing programmatic resources and gaps, and recommending improvements. In addition to their individual mandates, the councils are constructively validating and supporting student concerns; emphasizing the qualities of intellectual rigor and empathy as prerequisites for learning; fostering tolerance for constructive discomfort in exploring differences in culture and experience; providing faculty with tools and peer support for dealing with contentious issues; and building greater community in the residential life setting.

At their own initiative, members of Hampshire College's Board of Trustees, the majority of whom are alumni, made gifts totaling \$1.3 million to help offset the enrollment and retention deficit. They asserted their confidence in the College's strategic direction and expressed support for informed activism. The Board also provided funding for the three advisory councils.

THE HAMPSHIRE COLLEGE COMMUNITY

Students

Hampshire students are self-directed learners who come to Hampshire for the unique educational opportunity that it offers. They value academic freedom, relish close connections with faculty members, and are motivated to pursue their own lines of intellectual inquiry and research, which become interdisciplinary. Hampshire students range in their interests from dancing to mathematics, neuroscience to poetry, music to social entrepreneurship, and many other disciplines.

Hampshire works hard to support students outside the formal academic program. Incoming students may participate in "living and learning communities," theme-based housing environments overseen by faculty and staff mentors. They create clubs and affinity groups and have opportunities to participate in physical learning experiences (from rock climbing, to team sports, to martial arts) that develop their community-building skills and foster their physical and psychological well-being. The College recognizes the need to more closely stitch together students' academic and social life in support of a healthy campus community.

Faculty

The 114 full-time members of the faculty are actively engaged in the educational pursuits of their students, their own intellectual and artistic endeavors, and the institutional life of the College. They truly value teaching and forging close bonds with their students, and their interests range widely across disciplines. They are drawn to Hampshire because of the intellectual freedom they have to set curriculum, to teach, and to develop their research. Faculty governance is conducted

through monthly campus-wide and weekly school-wide faculty meetings, committee involvement, and informal venues. The Vice President for Academic Affairs and Dean of Faculty is responsible for academic decisions, which are made in consultation with academic deans and faculty. With a 10.4:1 student to teacher ratio and a curriculum that requires extensive engagement, the faculty play a crucial role in the lives of the students they guide, both academically and on a social and emotional level.

Faculty are not bound by hierarchy and tenure as is true in most of Hampshire's peer institutions. Rather, a series of graduated term contracts – three, then four, then ten years – are offered to faculty who meet the standards of teaching, advising, and scholarly or artistic activity. Most faculty are on a ten-year appointment track. There are also visiting, adjunct, and part-time faculty appointments. Faculty earn a sabbatical after six semesters. A significant number of faculty, including many who helped found the College, are nearing retirement, so Hampshire is at a point of generational transition – with all the possibilities that can present.

Staff

The 352 members of the Hampshire workforce are committed, hard-working administrators and staff who do not hesitate to express their dedication to the College, the students, and the educational and social mission. Used to working with limited resources, they are adaptive and adept innovators, though over the last few years they have been feeling the strain of budget cuts. They tend to be in tune with the millennial generation, and a number are Hampshire alumni. The staff are keenly interested in the presidential search and seek a president who can embrace the College's mission and culture, inspire the campus to cohere as a community, and guide Hampshire through a changing and uncertain higher education landscape.

Alumni

Hampshire alumni report that their education prepared them to be creative problem solvers, skilled at putting ideas into action, and able to reinvent themselves in response to new challenges and opportunities. Two-thirds of Hampshire alumni earn advanced degrees within ten years of graduating, and Hampshire is in the top 1% nationwide in the percent of alumni going on to get the highest degree in their field. Twenty-six percent of Hampshire alumni have launched their own business or created their own organization.

HAMPSHIRE COLLEGE TODAY

Strategic Planning

Hampshire's 2013-2014 strategic planning process included extensive and thorough community input and resulted in five strategic planning priorities:

1. 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.
2. 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.
3. 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.
4. 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.
5. 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.

A May 2017 review of progress against the strategic plan showed that of the 35 projects outlined in the plan, 23 were successful, six were partially complete, three were on hold, and three were deferred. Of the six projects on hold or deferred, most relate to the as yet unrealized plans to erect new buildings dedicated to student life. Looking ahead, the incoming president will have the opportunity to develop a new strategic framework for the College as Hampshire approaches its 50th anniversary.

Finances

Hampshire's total operating budget is approximately \$50 million, with 92 percent coming from tuition and fees. Other revenue comes from the annual fund, the endowment, and some auxiliary income from conferences, weddings, and other events. The \$40 million endowment is small compared to peer institutions, almost all of which are older. Philanthropic support has more than doubled over the last six years, from \$5 million to an average of more than \$10 million annually. Alumni are only now reaching an age where they can afford to contribute at higher levels to ensure the long-term health of the institution. Other financial activity has included the issuance of a \$15 million privately placed tax exempt bond, the proceeds of which were used to refinance an \$8.1 million commercial loan, improve campus infrastructure, and complete the construction of the R.W. Kern Center. Fundraising for FY16 totaled \$13.2 million.

Governance

The Board of Trustees provides strategic direction, philanthropic support, and guidance to the College. At present, the Board has 29 members (the bylaws allow for as many as 31 members), all of whom volunteer their time, energy, and financial resources on behalf of the institution. Members may serve up to two terms, of four years each. In keeping with the inclusive and democratic culture of Hampshire, the Board of Trustees includes a faculty member, a staff member, and a student as voting trustees. Faculty and staff trustees are elected to a three-year term. Student trustees are elected for two years, the first as a non-voting student trustee alternate and the second as a voting trustee. The Board is a diverse body, both demographically and in their connections to Hampshire: 34 percent are people of color; 45 percent are women; 69 percent are Hampshire alumni; and 24 percent are current or past Hampshire parents.

The president is the chief executive of Hampshire College and reports to the Board of Trustees. The president is an *ex officio* member of the Board and is responsible for the supervision, management, and governance of the College. At present, the president's direct reports include the secretary of the College (who has a dual report to the president and the chair of the Board), chief of staff and counsel, vice president for academic affairs and dean of faculty, vice president for finance and administration and treasurer, vice president for student affairs and dean of students, dean of enrollment and retention, chief advancement officer, chief creative officer, and chief diversity officer.

Hampshire has a shared governance system in which faculty, staff, and students actively participate in decision-making or are consulted on issues including the adoption and assessment of academic programs, changes to or adoption of new College policies, and budget matters. Principal faculty committees include the following: the Educational Policy Committee, which is responsible for determination and approval of the curriculum, the academic calendar, degree-requirements, and academic standards; the Executive Committee of the Faculty, which oversees the faculty meeting and meets regularly with the president; the Faculty Compensation Committee, which oversees faculty compensation and benefits, working with the Dean of Faculty and the president; and the College Committee on Faculty Reappointment and Promotion, which is responsible for establishing the standards for faculty evaluation and making recommendations to the president for faculty reappointments and promotions. Students serve on the Educational Policy Committee and the College Committee on Faculty Reappointment and Promotion.

Other key committees include the Staff Advocacy Committee, which works to bring issues of concern to the administration, facilitates dialogue between all levels of campus leadership, and coordinates events to build community among staff; the Budget and Priorities Committee, which reviews and makes recommendations on College finances; and the Benefits Advisory Committee, which serves as an advisory board for employee benefit offerings and changes.

A central part of Hampshire's educational model is student involvement in the community, and few colleges include students in basic governance to the degree seen at Hampshire. In addition to serving as members of the College's board, students serve on a wide variety of other committees, including the Educational Policy Committee, the College Committee on Reappointment and Promotion, and the Budget and Priorities Committee, and as members of the five schools.

ROLE OF THE PRESIDENT

The next president of Hampshire has an opportunity to advance the College's position as an educational innovator, building on five decades of achievement. As the College nears its 50th anniversary, its identity – its distinctive brand – is well differentiated in the higher education marketplace and the power of its educational model is proven. Advances over the last six years position the next president for success: The budget is balanced and fundraising is growing. Selectivity has increased while applications are trending upward. Learner-centered pedagogy has been revitalized. Many physical spaces have been renewed. The community is intent on tackling hard issues and improving the campus climate. And in fall 2017, Hampshire will complete its NEASC reaccreditation process, a platform for looking ahead with confidence.

The challenges are also clear. Across the country, the role of college president has become all-consuming and more complex. The president must be the chief ambassador and fundraiser, externally positioned, and at the same time an accessible, reliable, inspiring champion and moral compass to the campus community. In today's political climate, issues of race, gender identity, class, and social justice are infusing themselves more centrally into the educational experience and life of liberal arts residential colleges. The next president will need to make sometimes hard decisions while also developing a campus culture rooted in dialogue, consensus building, and consultation.

The next president of Hampshire will have an opportunity to lead an institution that is still young and eager to push the pace of change in higher education. The successful candidate will have a platform to seek solutions to problems of national and international importance, and a Board, faculty, staff, and community of alumni invested in the College's success.

OPPORTUNITIES AND CHALLENGES

The Board and the community will expect the president to achieve the following:

Articulate a vision and define a strategy for advancing Hampshire College that is faithful to the institution's values and ideals

The next president will collaborate with staff, faculty, students, alumni, and the Board to reach a collective understanding of Hampshire's strengths in the evolving educational landscape. Around this understanding, the president, in consultation with the community, will create a strategy based on those strengths and motivate community members to work toward a set of ambitious yet achievable goals. The president will lead these conversations, articulate the strategy, and rally support to execute the plan.

The next president will make the case for Hampshire's singular brand of education in a way that compels both internal and external audiences to commit to furthering the College's goals. The president will speak compellingly and passionately about Hampshire's mission, its values, and plans; how they matter in higher education and in the wider world; and why constituents and new audiences should care.

Ensure financial sustainability

With a balanced budget and steady improvement in annual giving, Hampshire has made fiscal progress over the last several years. However, a financial model that relies on tuition for more than 90 percent of its budget is vulnerable to a competitive marketplace. The next president will work closely and transparently with college constituencies to ensure that resources are aligned with needs and that a strategy is in place to bring about both near-term and long-term fiscal health.

The next president must increase annual giving, acquire new resources for the College, and grow the endowment in part through a major fundraising campaign. Some of these resources will come from those already favorably inclined toward the College – alumni, trustees, and parents – while others will be newer audiences to Hampshire who are attracted by the College's mission and pedagogy. The next president will also explore, in concert with the Board and the faculty, new ways to leverage the College's assets to support the core educational mission. There is an opportunity to think critically with the campus about the right size of the student body, the faculty-student ratio, and the academic program moving forward, among other issues.

Empower leadership at all levels of the College and work to develop a more interconnected and unified campus community

It is in Hampshire's nature that all members of the campus community have access to the president. This is admirable, and can foster a sense of closeness and shared commitment. It can also be problematic if, for example, the president is likely the first person approached to make a decision or mediate a conflict. The senior leadership team is highly qualified and capable and the president should continue to build and establish clear avenues for communication and decision-making that spread authority and accountability to these senior administrators and, when appropriate, to campus governance structures, faculty, students, and staff. While there are many thriving programs and cultures on campus, the president will also work with communities across

the institution to ensure that Hampshire is greater than the sum of its parts and that a united affinity for the College is embraced.

Cultivate an inclusive campus climate

The Hampshire campus is a lively place – students, faculty, and staff engage in hard work around issues of social justice, equality, and fairness for historically marginalized groups. Understandably, their most immediate goals tend toward making their own college community more accurately reflect their values. The next president must embrace this while encouraging the constituencies to listen to each other, communicate effectively, and disagree in respectful and productive ways. Just as Hampshire has been a leader in progressive pedagogy, it now has an opportunity to be a national model of how members of a campus community can engage in difficult conversations authentically, empathetically, thoughtfully, and productively.

Ensure that the student experience is aligned with the College’s educational goals

Hampshire tends to attract students who are internally motivated to learn and who have been comfortable operating outside of established group structures. Along with the seriousness of the student body toward their academic work and the spirited activism that characterizes the College, students also report feelings of isolation and a desire for a more engaged, supportive community. The curriculum, characterized by student independence and self-directed learning, as well as the physical structure of the campus – spread out over a wide parcel of land, with a high number of single-room dormitories and no established student center – provide challenges to building these support systems and cultivating community. The next president, working closely with the administrative leadership, staff, and faculty, will help to establish a community that continues to meet not just students’ intellectual needs, but their social, emotional, and personal needs. The president will also personally model the traits of effective relationship and community building.

QUALIFICATIONS AND EXPERIENCE

The search committee seeks an authentic and energetic leader whose intellect and ability to inspire will guide Hampshire through the next and crucial phase of its development, reflecting and projecting the College’s mission, values, and ideals on and off campus. The search committee is open to considering traditional candidates from within the academy and non-traditional candidates who have exceptional credentials. The successful candidate will possess many of the following qualities, skills, and characteristics:

- A successful record of productively managing a sizable and complex organization while fostering cohesion and inclusiveness

Hampshire College, President

- Demonstrated experience in energizing an organization to think boldly and strategically, including as a successful intellectual and/or educational innovator
- Experience directly or indirectly with, and an interest in thinking about future directions in, higher education, and the ability to develop positive working relationships with faculty, staff, students, and alumni
- A passion for telling the organizational story and a record of raising significant financial resources for an organization
- A deep commitment to and passion for Hampshire's goals, values, and approach
- The capacity to set the tone for a campus community and to learn and listen to a wide array of voices while synthesizing and responding to these different constituency groups and perspectives
- The ability to learn and grow with students as they discover themselves, a deep openness to examine one's own assumptions and unconscious biases, and the capacity to thrive and foster in this environment
- Strong financial management experience and skills
- Knowledge of contemporary trends and developments that will impact higher education on the national and international level
- Resilience, stamina, willingness to take risks, and a sense of humor
- The ability to be patient with process and tolerate uncertainty in pursuit of clarity
- The highest level of integrity
- An accessible and transparent leadership style, supportive of shared governance and information-sharing, that incorporates strong listening skills and emotional intelligence
- The ability to work successfully with governing bodies and make the best use of the Board's capacities and talents in service to the institution

Hampshire College, President

TO APPLY

Confidential inquiries, nominations/referrals, and resumes with cover letters should be sent electronically and in confidence to:

Sheryl Ash, Rebecca Swartz, or Matt Tzucker
Isaacson, Miller
263 Summer Street, 7th Floor
Boston, MA 02210
www.imsearch.com/6250

Hampshire College is an equal opportunity institution, committed to diversity and inclusion in education and employment.