Teaching at Hampshire College: A Guidebook

2017-2018 Academic Year

This packet contains information for you on teaching and working at Hampshire.

We have a variety of resources available at the College to support teaching. These include:

- Materials and programing at the Center for Teaching and Learning (CTL), which is co-directed by the Dean of Curriculum and Assessment and the Dean of Multicultural Education and Inclusion
- Materials and staff at the Center for Academic Support and Advising staff (CASA),
- Library reference staff,
- Instructional Technology staff,
- The staff and alumni fellows in the Knowledge Commons,
- The Community Engagement staff (you can start in the Community Partnerships for Social Change Office) and many other involved staff.

There are links to all these resources on the Center for Teaching and Learning website and blog. Visit the Center and follow us on Facebook.

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Section I: Getting Started at Hampshire – The Logistics

Virtual tour and map of campus
https://map.hampshire.edu

Useful links about Hampshire College and logistics:

Websites: *While on campus*, you can generally get somewhere by simply typing its name in the URL bar (e.g., want the library? Just type "library" Directory? Type "directory" (no quotes))

Hampshire Phone Extensions: 413-559-XXXX

Hampshire Email aliases (for faculty and staff only): *In general* = firstinitial + lastname @hampshire.edu (Student emails are their initials and semester/year of entry@ hampshire.edu)

General questions -School Offices:
Dean of Faculty Office (x5378)
School Offices: HACU Office (EDH) – Linda Green (x5362)
                         IA Office (GRN WP) – Bea Cusin (x5824)
                         NS Office (CSC)– Ruby Nugent (x5757)
                         CSI Office (FPH) – Chyrell George (x5719), Carol Boudreau (x5409)
                         CS Office (ASH) – Katie Steifel (x5502)
Parking: Permits: http://www.hampshire.edu/studentlife/24352.htm
Parking lots: http://www.hampshire.edu/vtour/ → (*click: Faculty/Staff Parking)*

Campus Police: http://www.hampshire.edu/offices/10814.htm
         Emergencies: x5555 or 911
         Non-emergency: x5424
Media:
Trouble with Classroom Equipment: email media@hampshire.edu or x5435 or x5759
Media needs/equipment (Media Services): http://www.hampshire.edu/library/index_mediasvcs.htm

Snow Delays/Closings: https://www.hampshire.edu/facilities/weather-closings-and-delay-information
Local Bus Schedules: http://www.pvta.com/schedules.php
Field Trip Info: See Guide for Faculty at https://www.fivecolleges.edu/riskmgmt/facstaff/fieldtrip
Help with TheHub (e.g., class rosters, evaluations): Contact The Helpdesk at x5718 or e-mail thehub@hampshire.edu.
Course websites (Moodle): Contact IT at moodle@hampshire.edu OR use the self-service online guide: https://moodle.hampshire.edu/course/view.php?id=2711

Copying course materials: Photocopying machines can be found in the following academic buildings:
         Adele Simmons Hall (ASH)   Franklin Patterson Hall (FPH)
         Emily Dickinson Hall (EDH)   Cole Science Center (CSC)--3rd floor
         * NOTE: For large copy jobs, please use Duplications (Library, Ground Floor).

Academic and Divisional Calendar

View the FULL academic calendar online at https://www.hampshire.edu/academics/academic-calendar
Check the filter in the top right-hand corner of the calendar to make sure you are seeing what you need.
You'll probably need to consult: a) Divisional Dates and Deadlines, b) Course Registration Dates and
Deadlines, and c) Evaluation Deadlines often. But you can also see events, of many sorts.

Anti-Discrimination and Harassment Policy

Discrimination and harassment on the basis of race, age, color, national origin, religion, sex (including
sex stereotyping), sexual orientation, gender identity and expression, disability, genetic information,
gender status, or military service (henceforth, the "Protected Factors") is in conflict with the mission of
the College and is strictly prohibited by its policy. Hampshire College is strongly committed to building
an inclusive environment and will not tolerate any actions of any individual that violate this policy.

Discrimination and harassment in many instances violate Massachusetts statutes and federal laws as
well, including Title IX of the Education Amendments of 1972 and Title VII of the 1964 Civil Rights
Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act.
Discrimination and harassment are understood to comprise any one or more of the following actions and
courses of conduct between persons:

- Physically assaulting, or threatening to assault, any person because of the Protected Factors.
- Causing any person to have reason to believe that by virtue of the Protected Factors or
  membership in one or more of the aforementioned groups they will be prevented from pursuing a
  chosen activity.
- Making written or oral statements designed to produce in members of the aforementioned groups
  fear for their physical safety or fear that freedom of movement or expression would be restricted;
  or making written or oral statements that can reasonably be supposed to have this effect.
  Threatening language is expressly prohibited.
- Directing at an individual or person, present or absent, language that grossly offends or insults
  such individual or groups on the basis of the Protected Factors.
- Denying academic, social, recreational, housing, employment, health service, or other College
  opportunity or service on the basis of the Protected Factors, or any action or statement that might
  lead any member of any such group to reasonably expect that access to such opportunities or
  services might be denied to them on such a basis.
- Retaliating against any person who is participating in any complaint involving discrimination or
  harassment.
- Using different standards of evaluation for academic work, suitability for employment or
  promotion, or job performance because of the Protected Factors.
- Any similar actions designed to degrade, insult, threaten, or harm one or more members of the
  aforementioned groups, or which can reasonably be expected to have these effects.

With regard to language used in classrooms and other teaching/learning contexts, at the same time that
we stress that unreasonable constraints on either scholarship, academic freedom (of teachers and
learners), and creative work would be chilling in an academic environment, individuals weighing the use
of offensive language for an ostensible educational or creative purpose should proceed with care.

Respecting Religious and Cultural Diversity at Hampshire College

Hampshire College reaffirms publicly its ethical and legal commitment to a policy of equal opportunity in education and employment.

Hampshire College does not discriminate on the basis of race, age, color, national origin, religion, sex (including sex stereotyping), sexual orientation, gender identity and expression, disability, genetic information, or military service in the admission of students; administration of its educational policies, scholarships, and loan programs; and athletic and other College-administered programs.

Where it is reasonable and practical to do so, flexible work and study arrangements can be made to accommodate the religious obligations of faculty, staff, and students.

Examples include:
- Negotiated flexible work/study arrangements between deans/heads of departments/supervisors and faculty, staff, and students whose religions require them to pray at certain times of the day or to attend other religious ceremonies at particular times of the year.
- Consideration of the religious festivals when determining due dates and field trips.
- Consideration given to student requests for extensions to accommodate religious observance.

The office of Spiritual Life, which serves students, staff, and faculty, can be a resource for further information. Contact the Director of Spiritual Life, Liza M. Neal, at lmnSA@hampshire.edu
The following articles provide some thoughtful information about religion in the University classroom. For more resources, contact Liza at lmnSA@hampshire.edu

Hampshire College Lexicon

BALDWIN SCHOLARS:	The James Baldwin Scholars Program provides scholarships to talented students from underserved communities who would benefit from a transition year before college in which to improve general academic skills and prepare for the rigor of college studies (named after former Hampshire faculty member James Baldwin)
DIVISION I:	Students pursue foundational studies in the liberal arts by designing a first-year curriculum in which they satisfy distribution requirements in various areas of study and develop competence in the four core cumulative academic skills
DIVISION II:	The Concentration – students explore their chosen field(s) of emphasis through an individually designed program of courses, independent work, and internships or field studies; in addition, Division II students must engage in volunteer service and demonstrate an understanding or an engagement with multiple cultural perspectives as they relate to their chosen course of study
DIVISION III:	Advanced Study – students complete a major independent research or creative project centered on a specific topic, question, or idea; they also participate in two advanced educational activities (advanced courses, internships, or teaching assistant positions)
CEL-1:	Campus Engaged Learning (Division I requirement)

CEL-2:	Community Engaged Learning (Division II requirement)
FIVE COLLEGES, INC.	The Five College Consortium, which includes Amherst, Hampshire, Smith, and Mount Holyoke Colleges and the University of Massachusetts Amherst
HUB:	Hampshire's web interface to all administrative systems, encompassing admissions, financial aid, course registration and records, course evaluations, payroll, purchasing, budget management, and human resources
INTRANET:	Hampshire's internal website, which contains password-protected information: http://intranet.hampshire.edu
TIMES SQUARE:	A digital projection system that runs announcements for Hampshire events on screens in the dining commons and around campus
MULTIPLE CULTURAL PERSPECTIVES (MCP)	A cumulative skill and a Division II requirement
MOD:	Shorthand for "modular housing" – the student apartments on campus
MONDAY GROUP:	The senior leadership team that meets with the president every Monday
SAGA:	The dining commons (derived from the name of a former food services provider; new provider is Bon Appétit)
TUTORIAL:	Course in which every first year student is enrolled, comprised of students in same orientation group and taught by their academic advisor
VISITING FACULTY:	Faculty members who typically are hired to meet a specific teaching need (e.g., replacing someone on sabbatical) and whose term of appointment is not more than three years
ADJUNCT FACULTY:	Faculty who are hired to teach on a per-course basis and do not sit on student committees

ACADEMIC SCHOOLS
CS:	School of Cognitive Science
CSI:	School of Critical Social Inquiry (formerly School of Social Science)
HACU:	School of Humanities, Arts, and Cultural Studies
IA:	School of Interdisciplinary Arts
NS:	School of Natural Science

BUILDINGS
ASH:	Adele Simmons Hall
CSC:	Cole Science Center
EDH:	Emily Dickinson Hall
FPH:	Franklin Patterson Hall
RCC:	Robert Crown Center

ACADEMIC PROGRAMS - That commonly use acronyms
(All programs are listed at https://www.hampshire.edu/centers-and-programs/centers-and-programs)
CBD:	Culture, Brain, and Development Program
CLPP:	Civil Liberties and Public Policy Program
CPSC:	Community Partnerships for Social Change
CYL:	Critical Studies of Childhood, Youth, and Learning
ECG:	Ethics and the Common Good project

PAWSS: Peace and World Security Studies

STUDENT RESOURCES (in addition to the program offices above)
CASA: Center for Academic Support and Advising
CORC: Career Options Resource Center
CRB: Community Review Board (for disciplinary review and action)
EPEC: Experimental Programs in Education and Community
GEO: Global Education Office
OARS: Office of Accessibility Resources and Services
OPRA: Outdoor Program and Recreational Athletics
SOURCE: Students of Underrepresented Cultures and Ethnicities
QCA: Queer Community Alliance

ADDITIONAL ACRONYMS IN FREQUENT USE – (offices, committees, and resources)
CR: Central Records (our equivalent of the registrar's office)
DCA: Dean of Curriculum and Assessment
ECF: Executive Committee of the Faculty
EPC: Educational Policy Committee
IRB: Institutional Review Board (for research involving human subjects)
IT: Information technology
MCP: Multiple Cultural Perspectives
NSS: Non Satis Scire – "to know is not enough" (the college motto, and the name of the alumni magazine)
ODME   Office of Diversity and Multicultural Education
SAC: Staff Advisory Council
VPAA/DOF: Vice President for Academic Affairs/Dean of Faculty
VPFA: Vice President for Finance and Administration

OTHER ACRONYMS PERTAINING TO HIGHER EDUCATION
AAC&U: American Association of Colleges and Universities
AGB: Association of Governing Boards
FERPA: Family Educational Rights and Privacy Act
FTE: Full-time equivalent (calculation of faculty or staff hours)
HEDS: Higher Education Data Sharing Consortium
IPEDS: Integrated Postsecondary Education Data System
NACUBO: National Association of College and University Business Officers
NEASC: New England Association of Schools and Colleges (the body responsible for accrediting Hampshire)
NEH: National Endowment for the Humanities
NSF: National Science Foundation
TIAA/CREF: Teachers Insurance and Annuity Association/College Retirement Equities Fund

SECTION II: Understanding the Academic Program

<u>Thoughts on Hampshire's Indispensable Core</u>

Neil Stillings, Professor of Psychology, School of Cognitive Science, Member of the faculty since 1971

Traditionally-delivered liberal arts education is in some respects not perfectly suited either to the traditional goals of liberal education or to the challenges of the 21st Century. In many successful students the college experience breeds compliance and an ability to work hard and unquestioningly at tasks and toward requirements set by others. At worst the B.A. becomes a mere credential, and success in college involves a set of encapsulated grade-getting skills that do not transfer to life after graduation. What today's students and today's world need consistently are the ideal outcomes of liberal arts education: intellectual independence that is integrated into graduates' personalities and that transfers to life after college; a life-long appetite to identify and think through problems without arbitrary constraint; an ability to weigh and synthesize alternative perspectives and to reflect on ultimate purposes and goals; and the courage to act on the basis of one's analyses and reflections. Hampshire's system was designed to nurture just these capabilities and to challenge students not to settle for less.

Hampshire's overarching educational principle is to challenge students throughout their college careers to take charge of their own intellectual development and to integrate an active, independent, critical, reflective intellectual perspective into their lives as a whole. The crux of the college's motto *Non Satis Scire* is going beyond the passive acquisition of received knowledge to extend and ramify knowledge through the student's own creation, inquiry, critique, invention, and informed action in the world. Hampshire aims beyond putting a post-graduation surface polish on its students, working from their first day to transform them into independent thinkers, creators, and doers. There is no path through Hampshire along which the student compartmentalizes college work and dutifully but mechanically discharges tasks set by the faculty.

After forty years Hampshire's educational program remains a highly distinctive and transformative approach to achieving the college's overarching educational goals for every student. It is often pointed out that other colleges have adopted pieces of Hampshire's program over the years. What should also be pointed out is that no other college has adopted enough of the interlocking parts of the program to serve the ultimate objectives.

- At Hampshire all students work with faculty to develop personalized concentrations in their second and third years (Division II), reflecting on their evolving intellectual interests and how those interests intersect with the demands of multiple disciplines. At other colleges the customized major is increasingly offered as an option for "honors" students. At Hampshire it is recognized as central to a meaningful undergraduate education for all students, who are consistently challenged to ask, What are the questions that I want to answer, What do I need to know to pursue my interests, and How am I integrating and using my studies in my own original work and in my plans for the future. Their focus on these concerns of personal lifetime significance is not displaced by questions such as, How can I get a high grade in this course with minimum effort, or How can I just get this required course out of the way, or What does the instructor want me to do on this assignment.

- At Hampshire all students work with faculty to design and complete a year-long independent-study project in their final year (Division III), building on their work in the concentration. This level of initiative and independence is considered a necessary feature of an undergraduate education, whereas at most of the most prestigious liberal arts colleges it is considered an

"honor," reserved for as few as 10% of the student body. The required Division III project is the concrete expression of Hampshire's commitment to make every student's work in the concentration a significant time of intellectual development, because that work must be deep enough, coherent enough, and personally significant enough to support a year of independent, original work.

- Hampshire is perhaps unique in having a rigorous distribution requirement for first-year students designed to build broad foundations for their independent intellectual development. In Division I students practice the major approaches to scholarly inquiry and artistic practice, work to develop fundamental academic skills, and begin to work outside of the course curriculum. While other institutions stick with survey courses that encourage student passivity or abandon general education requirements out of timidity and lack of imagination, Hampshire has continued to refine its commitment to pushing students to lead diverse, active intellectual lives from the day of their arrival.

- Students at Hampshire receive narrative evaluations rather than grades. Hampshire is not a competition, and it does not rank students. Every student receives rigorous, constructive evaluation on every assignment and at the end of every course and learning activity. At completion of Divisions I and II students present full portfolios of work for comprehensive, diagnostic evaluation by their advisors. At Hampshire evaluation is more than a grade—it is a reflective, constructive conversation with faculty. Hampshire students can concentrate on learning to think and write without guessing what is going to be on the test, gaming the syllabus, looking for the gut courses, or worrying where they are on the grading curve. At Hampshire the goal is learning, not a GPA.

- At Hampshire progress toward graduation is measured by the development of intellectual skills rather than the accumulation of credit hours. Among other things this gives students enormous flexibility in working with faculty on opportunities for learning outside the classroom, in independent study projects, internships, community work, service abroad, and so on. Experiences outside the classroom are more than add-ons or résumé pads. They are intentionally and thoroughly integrated into students' educational programs, allowing the student to build deep connections to life beyond the college.

- Hampshire does not have departments. The college's interdisciplinary schools free faculty and students to think in terms of questions to be addressed rather than disciplinary boundaries to be observed. Hampshire students must explore their individual intellectual and life goals in face-to-face conversations with their advisors, because no one decided what they must study before they even enrolled.

The case for Hampshire, then, is that it is a college that is uniquely designed to produce active, independent, deeply thoughtful, and intellectually skilled graduates who can succeed in and who are badly needed in the 21st Century. Hampshire was not intended to be an "alternative" college. It was intended to be transformational, to point the way toward the redesign of undergraduate education. That redesign is as timely, perhaps more timely, today than it was in 1970.

The Divisional System

Students progress through 3 Divisions: Div I, Div II, and Div III
The founders considered Division I to be about distribution, Division II concentration, and Division III integration. Division I and II are evaluated through a portfolio process. Students include work from most, if not all, their courses. They are encouraged to include final papers with faculty comments in order to help their advisors understand how the work was received.

The Divisional System at a Glance:	
Division I: The First Year Program	
Division I is a time of exploration and a time to see how experts ask and answer questions in different fields. Division I courses introduce students to a different way of seeing the disciplines and what it means to be a student. In Division I, students complete 7 courses or equivalent evaluated experiences (such as internships, independent studies, etc.). Any additional courses taken in the first year can be applied to Division II. 4 of the courses must satisfy distribution requirements in the areas listed below. The others are electives. In addition, students complete a campus engaged learning activity and begin to develop competence in the four core cumulative academic skills.	**Semester 1** **Semester 2**
Division II: The Concentration	
Students explore their chosen field(s) of emphasis (the concentration) through an individually designed program of courses, independent work, and internships or field studies. In addition to these requirements, students in Division II must include about 40 hours of community engaged learning to Hampshire or the surrounding community. They must also demonstrate an understanding or an engagement with multiple cultural perspectives as they relate to their course of study.	**Semester 3** **Semester 4** **Semester 5** **Semester 6**
Division III: Advanced Study	
Students complete a major independent project centered on a specific topic, question, or idea as well as two advanced educational activities. In the advanced activities, students are asked to look beyond the specific focus of their work by integrating their work into the larger academic life of the College by engaging in advanced courses, internships, or teaching assistant positions.	**Semester 7** **Semester 8**

Cumulative Skills
During the three levels or "Divisions" of study, students deepen their accomplishments in Hampshire's four core cumulative skills:
Write analytically and apply informed research practices
Understand and apply quantitative methods of analysis and reasoning
Successfully conceive and complete independent project-based work
Understand and incorporate multiple cultural perspectives on intellectual or artistic subjects

Division I Distribution Areas
To fulfill the Division I distribution requirement, all students must satisfactorily complete a course in each of 4 out of the 5 following distribution areas:

Arts, Design, and Media (ADM)
Courses meeting distribution in this area explore creativity and works of the imagination, the broader context of artistic practices, the roles and responsibilities of makers and audiences, and students' development of their own original artistic voices.

Some of the artistic modes included in this distribution are: acting, directing and theatrical production, architecture, art education and book arts, choreography and dance, poetry, fiction and creative nonfiction writing, analog and digital media arts: graphic design, film, video, photography installation and performance art, analog and digital music, drawing, painting, and sculpture.

Culture, Humanities, and Languages (CHL)
Courses meeting distribution in this area examine and interpret the texts and the artifacts (created works, performances, rituals) through which humans, both historically and currently, have sought to make meaning of their experience and expressed their feelings, beliefs and values.

Courses in CHL may come from a variety of disciplines including art history, comparative literature, cultural studies, foreign languages, literary analysis and criticism, mythology, philosophy, the analysis of popular culture, religious studies and semiotics.

Mind, Brain, and Information (MBI)
Courses meeting the MBI distribution are devoted to the study of the mind and brain, individual and social behavior, language and communication, and computers and digital technologies.

Among the traditional disciplines that contribute to MBI are psychology, neuroscience, computer science, philosophy, linguistics, animal behavior, anthropology, education, and mathematics/statistics.

Physical and Biological Sciences (PBS)
Courses meeting distribution in this area concern the exploration of physical and biological phenomena. Courses are designed to empower students to effect positive change through analysis, hypothesis-testing, problem-solving, theory-building, exploration, representation and experimentation, as they learn to use scientific theories and methods to observe, investigate, understand, describe and predict physical and biological phenomena.

Among the contributing traditional disciplines are chemistry, environmental sciences, physics, mathematics, astronomy, anthropology, health sciences, and engineering.

Power, Community, and Social Justice (PCSJ)
Courses meeting distribution in this area examine the social and political dimensions of a broad range of human activities, including how the ways that events, periods, societies or groups are described and understood, can affect communities and individuals.

This distribution incorporates studies of philosophy, sociology, history, psychology, economics, anthropology, legal studies, and politics.

Division I Campus Engaged Learning or CEL-1
In Division I students also complete about 40 hours of a collaborative campus engaged learning activity. Anyone except another Division I student can serve as the supervisor who must verify that a student has completed their work. Students can find CEL-1 opportunities at http://cel1.hampshire.edu.

Division II Community Engaged Learning or CEL-2
In Division II students complete about 40 hours of work in the community (campus or beyond) in a way that advances their learning and the goals of a community partner. Students must negotiate this activity with their Division II committee and must have a supervisor in the community who verifies the work at the end. Faculty initiate the conversation about CEL-2 and are encouraged to refer students to several on-campus programs and offices for additional advising and CE placement ideas.
For more information, visit http://cel2.hampshire.edu.

Division II Multiple Cultural Perspectives or MCP
Hampshire College is committed to the principle that a liberal arts education should include a serious engagement with multiple cultural perspectives. Students are asked to engage with one or more critical issues: Non-Western Perspectives, Race in the USA, and/or Knowledge and Power. Discussions about MCP during contract building can help make MCP an integral part of the student's Divisional work.
For more information about the requirement, visit https://www.hampshire.edu/academics/multiple-cultural-perspectives.

Division III Advanced Learning Activities
Students are required to undertake and successfully complete two advanced educational activities while they are engaged in Division III work. The primary advanced activity must be an advanced level course or supervised teaching activity. The other may also be one of theses or can be a supervised internship, or a course of independent study for which the student is properly registered.

Reflection, Self-Evaluation, and Writing Retrospectives at Hampshire

We often think about the faculty side of our narrative evaluation system. But students are also evaluating themselves at the course level and divisional level. It takes instruction, conversation, and revision to write reflective essays that are useful. Look for our guide to writing self-evaluations and retrospective essays COMING SOON. This will be emailed out. Please make good use of it when you see it.

<h1 style="text-align:center">Section III: Policies Related to Teaching</h1>

For a full set of policies, it is important to familiarize yourself with the student handbook at handbook.hampshire.edu. See the tab on academic policies.

Office Hours

Our academic program requires regular contact with students in and out of class. Full-time faculty should be available to meet with students a minimum of 3 days each week with set office hours for students (typically 2-4 hours of set time each week). If a student cannot meet at those times due to class conflict, please make an alternative time to meet by appointment. Part-time and adjunct faculty should meet with their school dean to determine appropriate office hours.

Privacy of Records – Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. As such, it is college policy to keep student academic records confidential. To understand what this means in practice, once you have your Hampshire login, please watch this 3-minute video and take the short quiz that follows. http://hamp.it/ferpa. All faculty and staff are expected to complete this FERPA training, and it is mandatory for new employees. You will watch an informational video about FERPA, complete a FERPA quiz (ungraded, of course -- this is Hampshire, after all!).

Please know that TheHub will signal you when a student makes specific privacy requests (red frame around their picture). Ordinarily, students themselves share evaluations and Five College grades with others. In some cases, however, parents and/or guardians may request information from advisors, faculty, or staff. Students complete a Privacy of Records form on TheHub that asks several questions about sharing general information with their parents or guardians and may be changed at any time. Before discussing a student's records, you should always refer to TheHub to see if the student has a red frame, having requested privacy, or if they have agreed we may share general information (no frame).

The complete FERPA policy is also available on the Central Records web site (https://www.hampshire.edu/central-records/privacy-of-recordsferpa) and in the student handbook. You can contact Central Records at centralrecords@hampshire.edu,if you have further questions.

Ethics of Scholarship:

Students at Hampshire College are part of a broader community of scholars and artists, a community in which ideas, hypotheses, new concepts and images, and carefully established facts are the currency. None of us is able to survive without borrowing from the work of others. Just as we expect to have our work recognized in the footnotes of those who borrowed from us, so must we carefully recognize those from whom we borrow.

Brief guidelines are presented in this section for the proper acknowledgment of sources upon which we draw for course assignments, papers, examinations, oral presentations, artistic productions, and so on. We acknowledge the

work of others not only in gratitude to them, but also to provide our readers with the opportunity to consult our sources if they want to review the evidence, consider other interpretations, or determine the basis for the cited passage. In the evaluation of scholarly work, the writer's creativity in locating appropriate sources and using them well can be assessed only if those sources are identified.

The failure to acknowledge one's sources is more than a failure to be properly socialized into a community of scholars. Scholars who fail to note sources are at best ignorant and at worst dishonest. Unacknowledged borrowing from the work of others in any medium is academically dishonest and a fundamental repudiation of the deepest values of the academic community. Students and faculty are members of this community and bound by these values, whether they are on our campus, taking courses at another of the Five Colleges, on an internship, or studying abroad. Academic dishonesty refers to plagiarism, falsification of data, and any other cases of violations of the ethics of scholarship.

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

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

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

Poor Documentation
As scholarly writers, we are expected to acknowledge our indebtedness for ideas, phrases, sentences, data, computer code, charts, diagrams, figures, images, and longer verbatim quotations by citing our sources. Sources can include, but are not limited to, course readings, lectures, websites, interviews, and other students' work. The necessity to cite sources extends to both published and unpublished work. Writers prepare for the necessity of proper source citation by taking careful notes on exact wording and spelling, page numbers, and source identification, including any material found on the internet. It is particularly important to present verbatim quotations exactly as they are in the original sources, including any errors. Paraphrases require documentation, and they must be a true restatement of the original rather than simply a rearrangement of the words in the sources. There are a number of methods of documentation. The form of the reference list or bibliography or footnote style may vary by discipline. There are a number of style manuals that describe the documentation rules for various academic disciplines. Some are in the reference collection at the library; many are online. Please the Hampshire College library for assistance on citing sources via the associated link.

Unacknowledged Use of Work Produced by Others
Presenting papers or sections of papers (including any material found on websites) bought, borrowed, or stolen from others as one's own is the most blatant form of plagiarism. Plagiarism can also extend to buying, borrowing,

or stealing data, images, or computer code and presenting it as one's own. There is no acceptable excuse for this behavior, including ignorance.

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

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

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

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

Academic Dishonesty: Procedures for Dealing with Violations

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

The faculty member will inform the student and the School dean that a violation of academic honesty may have occurred. The School dean will inform the dean of advising of the violation. The faculty member will provide all documentation to the dean of advising, who will meet with both the student and faculty member, and recommend a course of action. If the dean of advising determines that it is more likely than not that academic dishonesty has occurred and determines that it is a first offense, the dean of advising will:
- Write a letter of warning to the student, to remain in the student's academic file;
- In consultation with the faculty member and the School dean, determine academic consequences that may include but are not limited to submitting a revised or new assignment; no evaluation given for the course regardless of add/drop/withdrawal deadlines or, in the case of Division III work, a decision to set aside the project in question and require the student to do an alternative project on a different topic with a different committee (unless the committee concerned agrees to continue working with the student).

Academic integrity lies at the core of our work and unacknowledged borrowing from the work of others in any medium is a fundamental repudiation of the deepest values of the academic community. Therefore, in cases of

egregious violation, the dean of advising may also refer the case to the Dean of Students office for disciplinary action, as outlined below.

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

Appeals
The student has the right to appeal the finding of academic dishonesty and/or disciplinary action to the vice president of academic affairs and dean of faculty. Findings may be appealed only on procedural grounds.

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

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

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

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

Hampshire College Policy on Incompletes
Faculty are not obligated to negotiate an incomplete. In those cases where a student has requested and the faculty member agrees that an incomplete is appropriate, that information must be recorded no later than the course completion summary deadline for that semester.
- To record an incomplete, both student and faculty member will fill out the appropriate form to record the new negotiated deadline by which the student will complete all remaining work for the course. That date will not exceed January 15th for a fall incomplete, and June 30th for a spring incomplete.
- If the negotiated deadline passes without the faculty member receiving and recording that the work was completed, the incomplete will be converted to a "No Evaluation." Faculty have one month from the negotiated date to evaluate the work.
- Students experiencing exceptional circumstances that could make it difficult to adhere to any part of this policy should immediately be referred to CASA for assistance with accommodating circumstances.

Course registration Resources

Policies and procedures: www.hampshire.edu/centralrecords

Searching for courses
- thehub.hampshire.edu – Search for Courses (no login required; best for Hampshire)
- The instructions in the Five College Requests menu contain the following links to the Five College** search for classes as well as the individual college/university sites:
    - https://www.fivecolleges.edu/courses -- search all Five colleges at once (best for Five College courses) includes only courses open to interchange registration
    - Amherst: https://www.amherst.edu/course_scheduler (You will need course information to search)
    - Mount Holyoke: https://www.mtholyoke.edu/lits/mymountholyoke
    - (select "Search for Mount Holyoke classes")
    - Smith: http://catalog.smith.edu/ (Select "Catalogs & Schedules" to see Smith classes)
    - UMass: http://spire.umass.edu (Select "Search Classes/Catalog" – *do not try to login*)

Hampshire Course Registration
- To find your time to begin registering: login to TheHub; check Approvals and Holds
- To speed up your registration, use Search/Register for Courses, which functions as a "shopping cart" until registration opens.
    - When registration is opens, go to "Register and Drop Sections" to add or waitlist Hampshire courses and drop Hampshire and Five College courses.
- **IF YOU ARE WAITLISTED**: REMEMBER TO CHECK YOUR HAMPSHIRE EMAIL EVERY DAY!!! After you receive an email giving you 24 hours to accept a space from a waitlist, use "Manage My Waitlist" on theHub to register for the course.

Five College Course Requests
- Read and sign the agreement on TheHub (you only need to do this once a semester).
- Read the instructions for general info as well as course searching
- Submit requests for courses – note that "linked" courses, those with labs, discussions, etc., require **multiple** requests
- During add/drop print a permission form for ALL courses. (during pre-reg, only instructor permission courses require a signature)
- Bring form to class for signature and return to central records, or you can attach an email to the request form with specific permission to take the course. Emails from faculty granting permission should include your name and the name of the course.
- Return to central records BY THE DEADLINE. Late Five College requests cannot be processed.
- Take the bus – parking is limited. Visit http://www.umass.edu/transit/schedules.html for a schedule. Route 39 is the Smith/Hampshire/Mount Holyoke route; Route 38 is for Mount Holyoke/Hampshire/Amherst/UMass. **

It is the responsibility of Central Records office to provide students access to their academic records; communicate policies and procedures; prepare transcripts; schedule classroom space; certify enrollment and/or graduation; provide course registration for Hampshire and Five Colleges; and prepare other College records and statistics.

Questions? Visit https://www.hampshire.edu/central-records/the-office-of-central-records, call us at 413-559-5421, email centralrecords@hampshire.edu or stop by to see us in the Lemelson Building M-F, 8:30–4:30.

Come to Central Records to:

- Obtain course registration forms and assistance
- Request transcripts
- Request enrollment certification letters

- Update your address
- Ask Division I, II, III questions
- Get help with using TheHub

Central Records Staff:

Rachael Graham, Director of Central Records	413-559-5724
Chloe Bobar, Records Coordinator	413-559-5421
Hannah Mazzarino, Associate Director of Central Records	413-559-5723
Dorothy Grimm, Registration Coordinator	413-559-5430
Devon Cruz, Assistant Director of Central Records	413-559-5325
Isabelle Tremblay, Senior Transcript Coordinator	413-559-5443

Course registration FAQ's

How do I know if there are spaces available in any course?
Use TheHub "Search for Courses." The column headed "Available/Capacity/Waitlist" gives you the number of spaces still available, the number of possible spaces in a class, and the number of students still on the waiting list. Your official roster of registered and waitlisted students is on TheHub Teaching tab. **For information videos and a reference guide to TheHub, type hamp.it/hubguide in your browser.**

Can I just add someone to my class list?
Unless your course is listed as requiring instructor permission, Hampshire students must use TheHub to add themselves to the class or to your waitlist. A "participants list" is available in Moodle but it can differ slightly from your official roster. You can add students to Moodle for a temporary 14-day period, but eventually students must officially register for the course.

There's a student on my list that I've never seen and no one else can register. Can't you just drop that student?
Sorry, but no. Students are reminded to drop themselves from classes or waitlists, but there are times when they will just clutter up your roster. See below for how to add a student from your waitlist.

How do the waiting lists work?
Students are placed on waitlists on a first-come, first-served basis during the preregistration and add/drop periods. At any time up to the last day to add a course online, when a space becomes available, the next student on the list will be notified via email and given 24 hours to decide whether to enroll in the class or drop off of the waitlist. Students on these lists should either be attending classes, or have contacted you regarding their interest in the course. We inform students that it is up to you to determine if students who are added very late will be able to catch up with work missed to date.

Add/drop is ending – how can I get students on the waitlist enrolled in my course?
For a week after add/drop ends, Central Records will accept course enrollment forms with your signature. Central Records will enroll these students in your course, regardless of how full it may be. Forms are available in the

Central Records office or on www.hampshire.edu/centralrecords under the course registration section. You may also email the information to centralrecords@hampshire.edu.

How do Five College students register for my class?
During preregistration and add/drop, students from the other schools in the Five College consortium submit online Five College course requests available through their home institutions. During preregistration, if there is space available Central Records will register the student and notification of enrollment is sent to the registrar of the home institution. If the class is full, the student is notified by email that the request was denied. During the add/drop period at the beginning of each semester, students must obtain signed permission to enroll in every class. Students will ask you to sign a form to bring to their home registrar indicating that they have your permission. Most schools will also accept an email that you send to the student, if it specifically grants permission to enroll in a particular course. Please note that Central Records will process any form you sign, regardless of how full your class may be. Since these students are often added after the end of the registration periods, many faculty choose to overenroll their classes by one or two Five College students, anticipating that others may drop. We hope that you will be able to do the same, whenever possible.

If Five College students or community members are having trouble accessing your course website, email moodle@hampshire.edu for help.

Can students audit my course?
Many courses are not recommended for audits —especially writing, language and performing or visual arts courses. However, allowing students to audit is entirely up to the instructor. Students will ask you to sign an audit form indicating your approval.

Section IV: Designing and Teaching Courses for Engaged Learning

At Hampshire, we value student engagement in their own learning. In order to have courses that actively engage students, it is important to know the basics of the science of learning, to be able to keep students active in productive ways even if there is a difficult topic, and to use inclusive practices that allow all students to engage with the content and community in your classroom. This section includes some initial ways to think about each of these topics, but begins with some general advice and logistics for teaching at Hampshire.

Supports for Creating Engaged and Engaging Classrooms

We have a variety of resources available at the College to support teaching. These include programing at the Center for Teaching and Learning, the Dean of Curriculum and Assessment and the Dean of Multicultural Education and Inclusion, Center for Academic Support and Advising staff, library reference staff, Instructional Technology staff, the network for community engaged learning, and many other involved staff who you will meet over your time at the college.
Please visit the blog for the Center for Teaching and Learning at http://sites.hampshire.edu/ctl. Visit it often – it is updated frequently!

General Advice on Developing Your Course Content

Some of the most important work of teaching takes place before we ever meet our students on the first day of class (or through email before then). Although it is critical to be flexible and responsive to realities in and out of the classroom throughout the term, thoughtful and conscientious planning of course details can minimize difficulties for both the students and the instructor.

- Take time to **understand Hampshire College** and its overarching philosophy. Read other course descriptions and talk to other faculty and your school dean to get a sense of the kinds of projects and assignments that are typical of a Hampshire course. Then, think as creatively as you can about how you would incorporate these ideas AND diverge from them.
- **Talk to your school dean and colleagues.** Many teaching and classroom practices are different at Hampshire than at other institutions. Your best source of knowledge is a colleague or your dean. Even if you are an experienced teacher, the ethos of institutions (including that around workload, making up missed work, the use of lecture and exams, etc.) varies. You have autonomy in the classroom, but it helps to understand general practices at Hampshire.
- Based on what you learn, build class assignments and assessments around **meaningful course goals or objectives** that you share with students on your syllabus – this helps them understand the connections between individual class activities, the broader goals of your class, and their own goals for their learning. These are among the same goals on which you will be evaluating students at the end of the course, so it is important that they understand your goals for them. Contact Laura Wenk in the Center for Teaching and Learning if you want assistance with this.
- Design your syllabus with **a diverse group of learners** in mind. Include materials/scholarship that represents various perspectives and experiences in your field. Consider whether students in your classes will recognize their own race, gender, ethnic, and sexual identities reflected in your choice of scholars and scholarship. Perhaps communicate your commitment to diversity by including diversity and disability

statements in your syllabus. Critically examine your syllabus from the point of view of a first generation college student - Are your expectations and terminology clear and accessible?

- **Consider framing your course around essential or big questions.** Doing this engages students' interest, and it helps you plan backwards – beginning with a consideration of what it would mean to answer the question(s) and what students could produce or how they could demonstrate their learning. That can lead to ideas about how to build assignments that help them develop their ideas or complete the project, etc.

Teaching Logistics – Advice and Resources

- Clearly, you want to select what is best for your course, but **please be mindful of cost** when choosing books. If you choose, you can place an extra copy (or copies) on reserve at the library. You can also place readings, both primary and supplementary, on-line in Moodle. If you scan in or digitize readings to put in Moodle, please ensure the originals are clean (ie not marked-up or written on) and the digital file is properly rotated. This ensures accessibility for all students. If you start now to think about universal design, you will have less adjustment for yourself later. Just ask Stephanie Friedman, our Instructional Technologist if you need help.
- Book information and orders should be submitted directly to the Hampshire College Bookstore using the on-line form available at http://www.hampshire.edu/offices/17285.htm. Due to new federal regulations, all faculty must submit information about books required for courses— *even if you are not ordering through the college bookstore.* If you would like to speak to a bookstore representative, please call 413.559.6000.
- **Accessing Class Rosters.** For any course, you can email students, print the roster, or download the roster on the Hub. To do so, log in to the Hub (http://thehub.hampshire.edu). Choose the "Teaching" tab and select the course of interest. You'll notice three buttons on the top left of the course list: 1) email, 2) print, and 3) download. Select the appropriate button. The Hub is the place for official rosters. Although students will show up on Moodle, it is not an official list (you can add students regardless of the registration status).
- **Learning Preferred Names and Gender Pronouns (PNGP).** Faculty are expected to use students' preferred names and gender pronoun (he, she, they, them, or just their name) and can access them by looking beneath a student's name on the course roster available on the Hub. Designated preferred names and gender pronouns should be used in all interactions and written communication, including course evaluations. Occasionally students are not yet prepared to have their transcripts reflect their PNGP and so their PNGP on the course roster/hub may differ from the PNGP that they would like used in class. To accommodate these differences, faculty typically ask students at the beginning of the semester to introduce themselves and identify the PNGP they would like used in class – "Tell us your name, where you come from, and your preferred pronoun." More tips for faculty regarding preferred name and gender pronouns can be found at: https://sites.hampshire.edu/ctl/transgender-inclusive-education/
- **Emailing students, faculty, and staff**. You can email students in your course directly from the Hub or from the course Moodle. You can also look up individual emails of students, faculty, or staff at http://directory.hampshire.edu
- Familiarize yourself with **Moodle**. Using Moodle can help you communicate with students, adjust assignments as a result of student learning and interest, and provide password-protected readings and videos to students at no cost. There are many tips posted at https://moodle.hampshire.edu/, and you can email moodle@hampshire.edu for advice and training.
- Pay attention to **accessibility issues** in all your course materials and activities. The Office of Accessibility Resources and Services (OARS) will be in touch with if you have students who have documented accommodations and need materials presented in specific formats. To learn more about creating accessible course materials, visit https://www.hampshire.edu/it/accessible-course-materials-guide-for-faculty or contact Stephanie Friedman at sfriedman@hampshire.edu.
- **Incompletes and extensions.** Faculty are not obligated to negotiate an incomplete. In those cases where a student has requested and the faculty member agrees that an incomplete is appropriate, that information must be recorded no later than the course completion summary deadline for that semester. For more, see the

incomplete policy under "policies related to teaching and advising."

- **Winter or inclement weather.** Rarely, classes will be canceled due to inclement weather. It has happened, though. Be sure to build some flexibility into your syllabus in case you have a class period that is canceled. You can find out about closings by phoning 559-5508.
- **Emailing students, faculty, and staff**. You can email students in your course directly from the Hub or from the course Moodle. You can also look up individual emails of students, faculty, or staff at http://directory.hampshire.edu
- All students are given the opportunity to **evaluate your courses** at the end of the semester. However, asking students for feedback through **a quick mid-semester evaluation** can improve communication and will give you a chance to make helpful modifications at the mid-semester point. This can be as simple as asking, within an anonymous feedback sheet, "What is going well for you? What could you do to improve the quality of our classroom discussions? What could I do to improve your experience in this class?" or similar questions. This process can be paired with the date of mid-semester evaluations that you will be asked to do of students. The CTL can help you with this quick yet helpful process if you need it.
- **Campus Visit Days.** Admissions is hosting small format campus visit days this Fall. They will be hosting 8 mini events (called "Div Days: an introduction to the Hampshire academic model") from late September through mid-November. These days will be capped at 50-60 total guests per event (including parents). Look for information from your deans – visitors will be able to visit classes. You might design classes those days with prospective student visitors, and perhaps a parent or two, in mind. It is great to involve visitors where appropriate. If you would rather not have visitors to your class, you can let the administrative assistant from your school know.

The Science of Learning

Learning is enhanced when instructors understand and make use of contemporary knowledge of how people learn. This page offers sites that define and describe many theories of learning with their implications for the classroom.

How People Learn: Brain, Mind, Experience, and School: Expanded Edition (2000). John D. Bransford, Ann L. Brown, and Rodney R. Cocking, eds. National Research Council.
A complete online copy of this well-respected book that summarizes current cognitive learning theory and its implications for education today and in the future. http://www.nap.edu/openbook.php?isbn=0309070368. In addition to this online resource, we have the following books in the library or the Center for Teaching and Learning:

Bain, Ken. (2004) *What the Best College Teachers Do*. Cambridge, MA: Harvard UP,
Bowen, José Antonio (2012). *Teaching Naked: How Moving Technology Out of Your College Classroom Will Improve Student Learning*. San Francisco: Jossey-Bass.
Brookfield, Stephen, and Stephen Preskill. (1999). *Discussion As a Way of Teaching: Tools and Techniques for Democratic Classrooms*. San Francisco: Jossey-Bass Publishers.
Svinicki, M. D., McKeachie, W. J., & McKeachie, W. J. (2011). *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers*. Belmont, CA: Wadsworth, Cengage Learning.

Pedagogy Unbound is a resource from the Chronicle of Higher Education. It is part of their online service called "Vitae." Pedagogy Unbound contains teaching tips from others and allows you to post yours.

[ABLConnect](#) is a website that the Derek Bok Center for Teaching and Learning at Harvard has helped to create in order to collect, curate, and illustrate active learning techniques. Visit for ideas and consider sending your student active teaching ideas. The Derek Bok Center has also released a [report on blended learning.](#)

Ten Tips for Facilitating Classroom Discussions on Sensitive Topics

Adapted from an article by Alicia L. Moore and Molly Deshaies

All teachers will inevitably teach about sensitive topics. These topics may range from racism, forced labor or slavery to bullying, sexual orientation, and gender biases — and may be completely unexpected. Any topic of a sensitive nature may make even the best of teachers uncomfortable when exploring the topic with students. Our natural reaction is often to shy away from difficult or controversial topics, or to approach them from a superficial, strained or halfhearted standpoint. But many times these topics are crucially important to students' awareness of the world and its social, moral, political and civic underpinnings. Students deserve to be taught about these topics in authentic, engaging and purposeful ways.

To provide teachers with a framework for tackling sensitive topics, we have compiled a tip sheet to use when facilitating discussions or teaching about sensitive topics in the classroom. These techniques will provide a foundation of confidence for the facilitator and can be used in elementary, secondary or postsecondary settings.

1. Set the stage. In order for students to express their opinions and participate in classroom discussions about sensitive subjects, they need to feel safe and not fear retaliation for comments they make during the discussion. It is best to establish a supportive classroom atmosphere with ground rules for discussions early in the semester, but be sure to at least do so before beginning a class discussion about a sensitive issue. The University of Michigan Center for Research on Learning and Teaching offers these six rules to establish in order to foster a more productive discussion:

- Listen respectfully, without interrupting.
- Respect one another's views.
- Criticize ideas, not individuals.
- Commit to learning, not debating.
- Avoid blame and speculation.
- Avoid inflammatory language.

You also need to set the stage in terms of the students' readiness to discuss the issue(s) at hand. Students should be intellectually and emotionally prepared. In "How Parents and Teachers Should Teach Children about Slavery," the author explains, "One aspect to consider involves presenting prerequisite concepts, knowledge, and skills within the Social Studies that prepare students for the information. This entails a careful examination of what is developmentally and age appropriate … and involves an understanding of how to be responsive to, and sensitive of, all children within the classroom community."[2]

2. Know yourself. Before facilitating a discussion about possibly sensitive topics, it is important that you consider your own biases or confusion surrounding the issue.[3] How have you come to know

what you know or think what you think? Why have you valued some information or sources over others? When seeking to help students understand others or study historically sensitive topics, it is important to discuss the concepts of empathy and perspective. We are all products of our society and culture, and attitudes and values change. Discussing a moment when your own ideas changed may help model the open-mindedness and conscientious self-reflection that you hope to inspire.[4]

3. Recognize the diversity of your students. It is important to remember that each of the students in your classroom comes from a unique background (regardless of race) and has had different experiences. See this diversity as an asset. Authentic opportunities for learning happen when students are exposed to many different perspectives. Give students the opportunity to express their views and make it your goal to understand, value and respect the backgrounds and experiences that formed them.[5] Teach your students to do the same.

4. Set a framework and objective for the discussion. To get the most out of your discussion, when possible state an objective for the discussion that connects to the curriculum or standards. Also establish a framework for the discussion with a specific focus. This will keep the students on task and ensure that your goals for the discussion are met.[6] Also keep in mind that a static objective for these discussions should be based upon providing students with opportunities to "engage in experiences that develop fair- mindedness, and encourage recognition and serious consideration of opposing points of view, respect for well-supported positions, sensitivity to cultural similarities and differences, and a commitment to individual and social responsibility."[7]

5. Provide a common base for understanding. The Center for Research on Learning and Teaching at the University of Michigan suggests assigning readings or showing a video clip about a particular conflict or topic to prompt discussion. Using materials that provide a context for examining diverse perspectives allow students to gain an awareness of others' views, and offer students a framework in which to expand their knowledge about conflicting positions they might otherwise disregard. Like having a set objective and framework, these complementary materials will help focus the discussion.[8]

6. Be an active facilitator. As the teacher you should neither dominate the discussion nor passively observe. Your role as the teacher should include intervening in the discussion to:

- Provide reminders about respecting the right of others to have differing opinion
- re-word questions posed by students,
- correct misinformation,
- ask for clarification,
- review the main points, and
- make reference to relevant reading materials or course content.[9]

7. Foster civility. There is a good chance that discussions about sensitive topics may become heated. The main goal of fostering civility is to protect your students from feeling personally attacked. Make sure students understand that it is okay to disagree, but keep comments focused on the *ideas* and not the *people* who share their ideas.[10]

8. Be prepared to deal with tense or emotional moments. When discussing sensitive issues or difficult topics, it is very possible that some students will get angry or upset. If this happens, remain calm and try to turn it into a learning experience. Don't avoid the issue, but do defer it until you make a plan for dealing with it if necessary.[11]

9. Summarize. At the end of the discussion, summarize the main points. You can also ask students for quick written feedback about the discussion, which you can discuss during the next class.[12] Allowing students to summarize provides opportunities for student to recall, review and reflect upon the content of the discussion.

10. Reflect. Reflecting plays a key role in two ways. First, encourage students to actively reflect on the comments made by other students, especially those they may disagree with. Second, leave time after the discussion for students to record their reflections in writing. This time will allow quieter students an opportunity to respond privately to the instructor, and allow everyone a chance to unwind and think calmly about his or her views on the issue.[13] Ask students to think about whether there are new ideas, opinions or opportunities for further discussions, awareness and reflection. Use their responses to develop extension activities that will build community and support differing viewpoint.

About the Authors:
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Notes:
1. Center for Research on Learning and Teaching, University of Michigan (2011). *Guidelines for discussion of racial conflict and the language of hate, bias, and discrimination*. http://www.crlt.umich.edu/publinks/racialguidelines.php (accessed October 19, 2011).
2. Pearson, K. (2011, April 19). *How parents and teachers should teach children about slavery*. http://www.blogher.com/how-parents-and-teachers-should-teach-children-about-slavery (accessed October 19, 2011).
3. National Council for the Social Studies, 2008. A Vision of Powerful Teaching and Learning in the Social Studies: Building Social Understanding and Civic Efficacy. http://www.socialstudies.org/positions/powerful (accessed October 17, 2011).
4. The Center for Teaching and Faculty Development, San Francisco State University (n.d.). *Top ten tips for addressing sensitive topics and maintaining civility in the classroom*. http://ctfd.sfsu.edu/feature/top-ten-tips-for-addressing-sensitive- topics-and-maintaining-civility-in-the-classroom.htm (accessed October 17, 2011).
5. Ibid.
6. Center for Research on Learning and Teaching, University of Michigan. (2011). *Guidelines for discussion of racial conflict and the language of hate, bias, and discrimination*. http://www.crlt.umich.edu/publinks/racialguidelines.php (accessed October 19, 2011).
7. National Council for the Social Studies, 2008. A Vision of Powerful Teaching and Learning.
8. Center for Research on Learning and Teaching, University of Michigan, *Guidelines for discussion.*
9. Ibid.

10. The Center for Teaching and Faculty Development, San Francisco State University, *Top ten tips*.

11. Warren, L., & Bok Center, D. (2000). *Managing hot moments in the classroom*. http://isites.harvard.edu/fs/html/icb.topic58474/hotmoments.html (accessed October 17, 2011).

12. Center for Research on Learning and Teaching, University of Michigan. (2011). *Guidelines for discussion of racial conflict and the language of hate, bias, and discrimination*. http://www.crlt.umich.edu/publinks/racialguidelines.php (accessed October 19, 2011).

13. The Center for Teaching and Faculty Development, San Francisco State University (n.d.). *Top ten tips for addressing sensitive topics and maintaining civility in the classroom*. http://ctfd.sfsu.edu/feature/top-ten-tips-for-addressing-sensitive- topics-and-maintaining-civility-in-the-classroom.htm (accessed October 17, 2011).

Diversity and Inclusion

As a campus, we are committed to becoming anti-racist and to creating a community where we can share ideas and learn together about power, oppression, and inclusion. To that end, we have begun to gather resources for creating inclusive, anti-racist classrooms, and classrooms where we can interrogate ideas. We urge you to visit the CTL teaching resources pages (visit http://ctl.hampshire.edu and follow the links under "teaching resources"), paying particular attention to the page on Diversity and Inclusion. Check back often, as this page changes. And feel free to send resources you find helpful to ctl@hampshire.edu.

A great resource to guide your thinking is Creating Inclusive College Classrooms, excerpted below from a longer essay by Shari Saunders and Diana Kardia from the Center for Learning and Teaching at the University of Michigan.

Inclusive classrooms are classrooms in which instructors and students work together to create and sustain an environment in which everyone feels safe, supported, and encouraged to express her or his views and concerns. In these classrooms, the content is explicitly viewed from the multiple perspectives and varied experiences of a range of groups. Content is presented in a manner that reduces all students' experiences of marginalization and, wherever possible, helps students understand that individuals' experiences, values, and perspectives influence how they construct knowledge in any field or discipline. Instructors in inclusive classrooms use a variety of teaching methods in order to facilitate the academic achievement of all students. Inclusive classrooms are places in which thoughtfulness, mutual respect, and academic excellence are valued and promoted. When graduate student instructors (GSIs) are successful in creating inclusive classrooms, this makes great strides towards realizing the University of Michigan's commitment to teaching and to diversity and excellence in practice.

In an inclusive classroom, instructors attempt to be responsive to students on both an individual and a cultural level. Broadly speaking, the inclusiveness of a classroom will depend upon the kinds of interactions that occur between and among you and the students in the classroom. These interactions are influenced by:

- the course content;

- your prior assumptions and awareness of potential multicultural issues in classroom situations;
- your planning of class sessions, including the ways students are grouped for learning;
- your knowledge about the diverse backgrounds of your students; and
- your decisions, comments, and behaviors during the process of teaching.

Each of these five aspects of teaching are addressed in this section. This information will assist you to teach in more inclusive ways. Much of the information in this section was drawn from focus group interviews conducted by CRLT in 1995-96 with female and male students from a variety of racial, ethnic, and religious backgrounds and departments or units. In these interviews, students identified multicultural issues related to classroom climate, course content and materials, and teaching methods. They also made recommendations about how classrooms could be made more inclusive. The examples used to illustrate particular issues in the sections that follow were taken from comments made by students during the focus group interviews and from the experiences of CRLT staff.

Gender Pronouns: Tips for Faculty
(Or, How to Take Important Steps in Becoming a Trans Ally!)

What is a pronoun?
A pronoun is a word that refers to either the people talking (like I or you) or someone or something that is being talked about (like she, it, them, and this). Gender pronouns (like he and hers) specifically refer to people that you are talking about.

What is a "gender pronoun"?
A " gender pronoun" (or GP) is the pronoun that a person chooses to use for themself. For example: If Xena's pronouns are she, her, and hers, you could say "Xena ate her food because she was hungry."

What are some commonly used pronouns?
She, her, hers and **he, him, his** are the most commonly used pronouns. Some people call these "female/feminine" and "male/masculine" pronouns, but many avoid these labels because, for example, not everyone who uses he feels like a "male" or "masculine."

There are also lots of gender-neutral pronouns in use. Here are a few you might hear:

They, them, theirs (Xena ate their food because they were hungry.) This is a common gender-neutral pronoun.... And yes, it can in fact be used in the singular.

Ze, hir (Xena ate hir food because ze was hungry.)
Ze is pronounced like "zee" can also be spelled zie or xe, and replaces she/he/they.
Hir is pronounced like "here" and replaces her/hers/him/his/they/theirs.

Some people identify with **multiple** sets of pronouns. For example, Lewis uses they/them and she/her. So, to properly address Lewis, you'd say "Lewis is my friend. They love to garden. I like her hairstyle today."

People may experience dysphoria if multiple pronouns are not used for them, due to the fluid nature of their gender(s). If someone uses multiple pronouns, or introduces themself with multiple pronouns, the best course of action is to clarify with them how they would like their pronouns used.

Just my name please! (Xena ate Xena's food because Xena was hungry)
Some people prefer not to use pronouns at all, using their name as a pronoun instead.

Never, ever refer to a person as "it" or "he-she" (unless they specifically ask you to.)
These are offensive slurs used against trans and gender non-conforming individuals.

Why is it important to respect people's GPs?
You can't always know what someone's GP is by looking at them. Asking and correctly using someone's pronoun is one of the most basic ways to show your respect for their gender identity.

When someone is referred to with the wrong pronoun, it can make them feel disrespected, invalidated, dismissed, alienated, or dysphoric (or, often, all of the above.)

It is a privilege to not have to worry about which pronoun someone is going to use for you based on how they perceive your gender. If you have this privilege, yet fail to respect someone else's gender identity, it is not only disrespectful and hurtful, but also oppressive.

Using the incorrect pronouns for someone can be a dangerous liability; outing a transperson by publicly misgendering them can lead to harassment and violence from others.

Why is it really important to respect your students' GPs as a Faculty Member?
As a faculty member, you are often in a position of power.
- Asking your students what their pronouns are and consistently using them correctly can determine within the first few minutes if they will feel respected at Hampshire College or not.
- **You will be setting an example for your class:** If you are consistent about using someone's pronouns, they will follow your example.
- Many of your students will be learning about GPs for the first time, so **this will be a learning opportunity** for them that they will keep forever.
- **Discussing and correctly using GPs sets a tone of respect and allyship that trans and gender non-conforming students do not take for granted.** It can truly make all of the difference, especially for incoming first-year students that may feel particularly vulnerable, friendless, and scared.

How do I ask someone what their GP is?
Try asking: "What are your pronouns?" or "Which pronouns do you like to hear?" or "Can you remind me which pronouns you like for yourself?" It can feel awkward at first, but it is not half as awkward as getting it wrong or making a hurtful assumption.

If you are asking as part of an introduction exercise and you want to quickly explain what a GP is, you can try something like this: "Tell us your name, where you come from, and your pronoun. That means the pronoun you like to be referred to with. For example, I'm Xena, I'm from Amazon Island, and I like to be referred to with she, her, and hers pronouns. So you could say, 'she went to her car' if you were talking about me."

What if I make a mistake?
It's okay! Everyone slips up from time to time. The best thing to do if you use the wrong pronoun for someone is to say something right away, like "Sorry, I meant she." If you realize your mistake after the fact, apologize in private and move on.

A lot of the time it can be tempting to go on and on about how bad you feel that you messed up or how hard it is for you to get it right. But please, don't! **It is inappropriate and makes the person who was mis-gendered feel**

awkward and responsible for comforting you, which is absolutely not their job. It is your job to remember people's GPs.

Taking an active role

In your classes, you may hear one of your students using the wrong pronoun for someone. In most cases, it is appropriate to gently correct them without further embarrassing the individual who has been mis-gendered. This means saying something like "Actually, Xena prefers the pronoun she," and then moving on. **If other students or faculty are consistently using the wrong pronouns for someone, do not ignore it! It is important to let your student know that you are their ally.**

It may be appropriate to approach them and say something like "I noticed that you were getting referred to with the wrong pronoun earlier, and I know that that can be really hurtful. Would you be okay with me taking them aside and reminding them about your pronoun? I want to make sure that this group is a safe space for you." Follow up if necessary, **but take your cues from the comfort level of your student. Your actions will be greatly appreciated.**

Based on materials written by Mateo Medina for Hampshire College Orientation training, August 2011. Revised 2016

Some Tips for Working with Distressed Students

By Eliza McArdle, Ph.D., Director of Counseling Services, Hampshire College

- Speak directly to the student about your concerns, preferably in a private place.
- Be specific about the behaviors you've observed that have caused your concern.
- Ask direct questions.
- Be a good listener.
- Avoid labeling or diagnosing the person or the person's behavior.
- Frame the decision to seek and accept help as a courageous, mature choice.
- Offer alternatives and establish hope.
- Respect the person's privacy, *but only up to a point*.
- If you have serious concerns, consult!

Call Hampshire Health and Counseling Services (413-559-5458) if, **at any point**, you aren't sure what to do.

How to talk about counseling services

- When referring students to the Counseling Center, suggest it as a **possible resource**.
- Ambivalence is often characterized by statements such as, "I don't want to go there because my problem isn't that serious." or, "I don't want to go there because I think my problems are too serious and they can't help me."
- You may want to tell the student that the *Counseling Center* is used by over 400 students a year and by up to 50% of the student body throughout their time at Hampshire.
- Let them know that they can just speak to a counselor on a **one-time basis** without making a commitment to on-going therapy.
- Remind the student that our services are FREE and CONFIDENTIAL.
- If they are hesitant about Counseling Services for ANY reason, remind the student that there are many sources of support on campus: Spiritual life, house directors, CASA, advisors, Interns, the wellness center and more. While none of these sources provide psychotherapy, many of them are the first or second step to getting help.

What if it's urgent?

- If you feel the situation is an emergency or urgent enough to require immediate attention, after identifying yourself as faculty or staff, tell the receptionist that the student needs to see a counselor today (or immediately). Give the receptionist the student's name and then ask to speak with an available staff member.
- Any information that you can give to the counselor who will be meeting with the student is VERY helpful. Ask to leave a voice mail message for the assigned clinician or, if possible, ask to speak directly with the assigned clinician. It is best to do this when the student is not sitting with you.
- It may be necessary for you to walk the student to the Counseling Center.
- If you are concerned about a student but unsure about the appropriateness of a referral, feel free to call the Counseling Center for a consultation.
- If the student resists referral and you remain uncomfortable with the situation, contact the Counseling Center to discuss your concern.

After-hours URGENT SITUATIONS

- In case of an emergency **after hours**, you can reach the on-call clinician by contacting campus police, identifying yourself as faculty and describing the situation. You may ask to speak directly with the clinician who is on-call.
- After hours, **students** should ask for the house director on-call, who will then assess the situation and contact the on-call clinician when appropriate.

Know your limits!
Signs that you may be over extending:

- Feeling stressed out or overwhelmed by the situation.
- Feeling angry at the student.
- Feeling afraid.
- Having thoughts of "adopting" or otherwise rescuing the student.
- "Reliving" similar experiences of your own
- Talking to a student more than several times per week or late at night.
- Feeling angry at the systems in place that aren't working the way you would like. (Communicate with us! Help us understand what you are experiencing. There may be pieces of information that we don't have. We will help you understand our systems, even if we can't give you specifics about a particular situation.)
- When in doubt about how much you should be doing, call us. [(413)-559-5458] We will usually return your call the same day. If you need to speak with a clinician immediately, please let the receptionist know.

REMEMBER: We are here to assist you with helping your student. **Don't hesitate to call** and ask to consult with the on- call clinician. They will return your call promptly if they are unable to speak with you at that moment. In case of serious emergency, ask to speak with a senior clinician immediately. A clinician will be interrupted and take your call.

Counseling Services STAFFING

We are staffed by three doctoral level psychologists, a social worker, two post-doctoral clinicians, and two pre-doctoral, masters level psychotherapy interns. (Total staffing 4.75 FTE)
We have an identified on-call clinician 24/7 and have time set aside each day for emergencies.
We are open 8:30-5 M-F x5458 in Montague house, next to the red barn.

Office of Accessibility Resources and Services (OARS)

General Contact: accessibility@hampshire.edu, (413) 559-5498, Lemelson Building
OARS Director: Aaron Ferguson, aferguson@hampshire.edu (413) 559-5423

Accommodations and Legal Responsibility

OARS works with students who voluntarily disclose having a disability and request accommodations to ensure equal access to academic and residential programs as guaranteed under federal and state laws, principally the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (amended 2008). Determination of accommodations or services is decided on a case-by-case basis after an interview with the student and a review of a student's documentation by the Director of OARS. Documentation is the report written by a qualified specialist (e.g., physician, psychologist, psychiatrist, audiologist, etc.) that describes the disability or condition and offers recommendations for accommodations and strategies.

Student Demographics and Accommodations

About 25% of Hampshire students have disclosed a documented disability and work regularly with OARS for housing and academic accommodations. Approximately 18% of Hampshire students are approved for academic-based accommodations, which is a few points higher than the national average (12-15%). Many students with learning disabilities are attracted to Hampshire because of our educational approach; individually designed curricula, discussion-based classes, written evaluations rather than letter grades, and mentoring relationships with faculty. However, Hampshire's attractive features can present new challenges. Students with language-based disabilities are frequently daunted by the emphasis on writing research papers. The flexibility of our approach, especially regarding deadlines, often tests students' skills in self-organization and time management and are difficult for those with unpredictable flare-ups of medical or mental health symptoms. The opportunity and necessity to negotiate one's independent educational path can be stressful for individuals with limited social skills or experience advocating for themselves. As for all students, and especially for students with disabilities, building on strengths and recognizing weaknesses is most productive. The most successful students with disabilities demonstrate an awareness of their disability, the willingness to take advantage of available supports, and a strong capacity for self-advocacy.
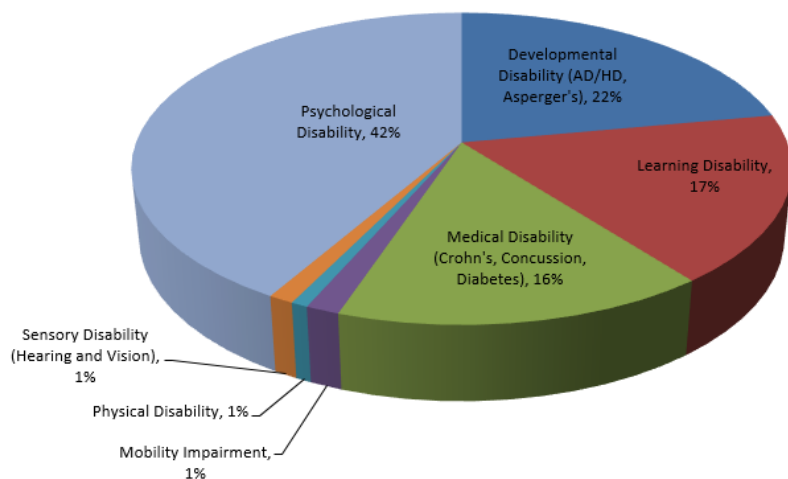
Accessibility in the classroom does not have to be complicated. In fact, good teaching practices, such as using a multi-sensory approach in presentations, supplementing class discussions with handouts, clearly organizing and presenting course, class, and divisional objectives, and being readily available for student conferences, optimize learning for all students. For students with disabilities, they are essential.

Primary Diagnoses by Disability Category (AY 2015/16), n=319

- Developmental Disability (AD/HD, Asperger's), 22%
- Psychological Disability, 42%
- Learning Disability, 17%
- Medical Disability (Crohn's, Concussion, Diabetes), 16%
- Sensory Disability (Hearing and Vision), 1%
- Physical Disability, 1%
- Mobility Impairment, 1%

The types of disabilities Hampshire students present are represented in the chart to the left, depicting the primary disability categories for which students seek accommodation.

Please note that it is not as important to know a student's diagnosis as it is to know their strengths and weaknesses. Student accommodations are designed to address how a student is impacted functionally in the academic setting and faculty support of them should focus on the same, regardless of specific diagnosis.

Navigating Student Accommodations: A Guide for Faculty

There is a version of this handout for students in which they learn best practices for working with you, available through the Office of Accessibility Resources & Services (OARS) and the Knowledge Commons.

A student wants to discuss accommodations, what can I expect?

Students with accommodations have different preferences for how much information they like to volunteer. Some prefer to keep things private, often in part because they're afraid of being viewed more negatively, or with pity. Other students prefer to be open about what they are going through, or just find trying to leave out the details of a situation more complicated. OARS is available to work with students on how they see their disabilities, and navigate the world with them.

A good rule of thumb is to accept whatever level of detail a student shares. If you are confused, you can ask how they think their experience in the course may be impacted by their needs and use of accommodations, without asking for specifics about diagnoses.

What am I required to do and what is flexible?

Required
Students with disabilities must be provided reasonable accommodations for disabilities to ensure their access. We have determined reasonable accommodations for each student's needs that are appropriate for the college setting. These are listed on the accommodation letter. You must review student accommodation letters as they reach out to you, discuss with the student what these accommodations will look like in your course, and sign the letter. The student is then expected to return a signed copy to our office, which acknowledges you both agree to the terms stated.

It is required students receive these accommodations as needed, provided it does not cause an undue burden on you, us, the institution, or infringe on the objectives and integrity of your course.

A discussion, if not a contingency plan is required for accommodations of flexible attendance and deadlines to take effect, so you can agree on how much flexibility is permitted. Otherwise, there is a risk of misunderstanding, with the student perceiving certain flexibility was an accommodation, while a professor perceives the student as not meeting expectations, and indicates that an an eval. It is required that disability and accommodation-related information be omitted from evals unless given explicit permission by the student.

Flexible
How these accommodations are provided is flexible, and should be worked out between professor and student to ensure needs of both parties are met. OARS recommends you co-create a contingency plan with each student with accommodations to ensure you are on the same page as you navigate this flexibility. If you have any questions, please consult OARS staff at accessibility@hampshire.edu.

What is a contingency plan?

A contingency plan is a protocol you lay out while meeting with a student to determine how the two of you will navigate the details of accommodations.

Creating a contingency plan functions to:
- Ensure everyone is on the same page.
- Ensure the student's needs are met and the objectives of the course are accomplished.
- Reduce ambiguity & anxiety, as both parties have a guide to refer back to throughout the semester to check expectations, outcomes, responses, and consequences.
- Help student and professor consider how to make these agreements more effective each semester. semester to check expectations, outcomes, responses, and consequences.

Example Contingency Plan for Luna Lovegood's Accommodations in "Divination" with Professor Sybill Trelawny

Extended Deadlines

If Luna feels unable to complete an assignment by the assigned date, she will email Prof. to indicate she will need 2 extra days to complete it. When Luna needs more than 2 days extension, she will communicate that ASAP and suggest a new deadline to be approved or modified by Prof.

If there is an assignment that will be reviewed in class, Prof. will indicate that on Moodle or if it is not on Moodle, in response email. Luna is to concentrate her efforts on those time-sensitive assignments first so she has the best chance of participating in group work and discussion. If she has not completed an assignment that will be reviewed in class she will not need to leave the room.

If Luna is unable to complete an assignment within previously agreed-upon extensions, the assignment may be noted as late on her evaluation, and she will be notified when she is at risk of this.

Flexible Attendance

Luna will be permitted 1 additional absence to the 3 permitted to all students, as an accommodation. 1 more will be permitted in the case of an important and unrescheduleable doctor's appointment, or in the event of a severe panic attack.

In the event that Luna needs to use an additional extension or absence, she is to communicate this via email or in person as soon as she is aware it will be necessary. A plan for making up participation will be determined by Prof. based on the day's work. In the event of a non-agreed upon 6th absence, it will be noted in her evaluation as missing one more class than is expected, unless a dialogue determines otherwise.

At no time will Professor Trelawny, ever note an accommodation-related absence or late assignment in an evaluation, provided it is within the boundaries of the agreements detailed here. The extensions and flexibility set will be regarded as the course's expectations for Luna, but anything past that will be noted just like any other student missing class or handing in late work.

If a student inquires about Luna's absences or missing work during pair sharing, no information will be provided by Prof.

Luna Lovegood and Sybill Trelawny (Print & Sign)

When you have finished your contingency plan, have the student drop it off at the CASA front desk, along with a copy of the accommodation letter you have both signed. Please come to our staff with any questions you have along the way. This example is posted on our website as a document so you can edit it for your use.

Sample Letter of Accommodation

⌐⊏⌐ Hampshire College	**Letter of Accommodation**	7/22/2016

Office of Accessibility Resources and Services (OARS)

893 West Street | Amherst, MA 01002 | 413.559.5498 | ƒ 413.559.6098 | accessibility@hampshire.edu | OARS.hampshire.edu

From: Aaron Ferguson   (amfAC@hampshire.edu);   Director   _____

         Katie Stiefel   (kdsAC@hampshire.edu);   Office Assistant   _____

To: Prof._____   Course: _____

Re: Accommodations for **Holden Caulfield**   ID: **1234567**   Email: **hmc16@hampshire.edu**

This Information Is Confidential

Holden has a documented disability verified by an appropriate professional. The below accommodations are intended to enable the student to equitably demonstrate mastery of course content. While a student's accommodation usage may vary from course to course, the following accommodations can be applied to all. Holden should be evaluated according to the same standards used for any Hampshire College student and accommodations should not infringe on the fundamental academic standards, requirements or integrity of the course.

Please discuss the accommodations listed below with Holden to create a plan for adapting them to this specific course to allow reasonable access for the student while maintaining the academic integrity of the course. If any questions arise during this discussion, please consult with OARS staff listed above.

Thank you for helping to make Hampshire College an accessible and equitable place to obtain an education.

Academic Accommodations:
- Due to a documented disability that is episodic and/or chronic in nature, student may have to miss class on an intermittent basis. The student and professor should have a written contingency plan to address such occasions.
- Due to a documented disability that is episodic and/or chronic in nature, student may have difficulty adhering to deadlines due to a flare-up. The student and professor should have a written contingency plan to address such occasions.
- Use of an audio recording device (including smart pens) in the classroom to record information relevant to course objectives and formal assessment.
- Professor Notes: Access to professor's handouts, power point slides and/or lecture notes when available.

Exam-based Accommodations:
- Time extensions for exams: 50% extra time on formal, in-class assessments (exams and quizzes) with a time restriction.
- The student should be allowed to take exams/quizzes in a distraction-reduced setting.
- Use of a word processor for essay exams and in-class writing assignments.

_____   _____

Student Signature*   Date

*With my signature I agree to the plan established with my professor to implement these accommodations in this course. I authorize OARS staff to discuss any pertinent information with my professor(s) or other professional staff as necessary to implement my accommodations reasonably and appropriately.

_____   _____

Faculty Signature**   Date

**With my signature I acknowledge my responsibility to work with the student and OARS to appropriately implement the above authorized accommodations in a reasonable fashion and in compliance with the ADA.

Copy 1: Student must return to the Lemelson Building signed by both professor and student.

Copy 2: To be kept by professor for their records.

General Advice on Developing Your Syllabus

This section is followed by a sample template for syllabus content and language – required elements are marked with an asterisk.

- **Convey your expectations** clearly. Students need to know what is expected of them in order to receive an evaluation in a course, and you want to make sure that students who continue through the semester have actually produced work worthy of receiving an evaluation. Setting expectations at the start of the semester about attendance, work completion and the quality of work helps everyone.
- Build a schedule that **allows for revision** whenever possible.
- Build a schedule that will realistically allow you to provide **consistent and meaningful feedback** to your students in any course. Students need to know what they're doing well and where they need to make improvements. As you plan your course schedule, consider building in opportunities for significant formative assessments— those that students can learn from along the way—as well as summative assessments that lead to final course evaluation. If at all possible, develop your schedule so that you will provide students with significant feedback prior to the mid-semester evaluation date and certainly before the deadline to withdraw with a "w."
- **Give early assignments** as much as possible. We would especially recommend a small assignment in the first week or two, so that students receive feedback early in the semester and you can begin a conversation with students about your expectations. The Center for Academic Support and Advising (CASA) also appreciates this measure because a missed assignment early on can be an indication of a need for intervention. This is especially important in the case of first-year students. If you are worried because a student has not come to class, do not hesitate to reach out to CASA with an email or phone call; or you can submit a mid-semester report electronically through the Hub (required for first year students, but helpful for any student).
- **Consider assigning web-based materials** that are easily accessible for all students at the beginning of the semester to avoid having your schedule thrown off because students can't complete assignments in the first couple of weeks due to lack of access to ordered items, especially if you're not sure if your books will be available at the beginning of the term. It can be helpful to integrate web-based materials throughout the course since students will use them anyway (e.g. how does the issue as described in the reading differ from the description on Wikipedia? Having watched the film, how does the book differ in x or y?)
- **Please consider the spacing of your assignments**. Many courses have one large project at the end of the course. If a student faces this in all courses, the end of the semester is very difficult. You should think about what you want students to produce by the end of the course and consider ways to build to that project, develop the necessary skills and understandings, perhaps even produce pieces of the project as you go along. Try to leave time at the end of the semester for revision if there is a final paper or production.
- Remember to review the **academic calendar** as you're planning your course schedule. You'll find it at https://intranet.hampshire.edu/calendar/thyme/custom_hampshire/academic_calendar.php as well as in this packet. Review the policies about religious holidays and keep that information in mind as you plan.

Sample Syllabus Content

This document is not meant to be prescriptive. Rather, it is to give you an idea of some things that Hampshire faculty often include in their syllabi. The items that must be included are noted with an asterisk.

<p align="center">[Course Number] – [Course Title]</p>

Professor: [Name][Office] [email] [phone]

Office hours: [Say how to make an appointment – sign up on Hampedia, use the sign-up sheet on your door, email ahead of time, just drop in, or other]

<p align="center">**About the Course**</p>

Course Description: [can add from what you posted]

*Distribution: This course [does/does not] satisfy [type] distribution

*Objectives: Let students know what they will know, understand, and be able to do as a result of your course. You can consider the cumulative skills, but also the discipline specific knowledge and skills you hope students will gain. Think about the kinds of assignments and the conceptual, procedural, factual, and/or metacognitive skills students will use in completing your assignments or doing their own projects. These will also be helpful to you to have articulated when you evaluate students

    Example (from Laura Wenk, How People Learn)

    This course is designed to help you with the following skills and understandings:

1. Understand current state of theories and knowledge about how people learn.
2. Understand how scientific research on cognition leads to instructional recommendations
3. Interpret primary literature on cognition and education
4. Construct an argument or strong thesis in your writing
5. Reflect on student learning (entails practical work with students)
6. Examine and critique learning environments, curricula, and/or theories about learning
7. Complete library and/or classroom research on cognition and instruction
8. Present your findings orally and in writing

*Expectations for work completion: [To meet Federal Credit Regulations, faculty need to include a brief statement on their syllabi and/or Moodle site to describe their expectations of how much work there is to be completed outside the classroom. Since we say our courses carry 4 credits for transfer, we must meet the standards outlined in the paragraph below. Beginning with Spring 2014 courses, this statement should also appear in a designated section of the course descriptions on TheHub.]:

    In this course, students are expected to spend at least six to eight hours a week of preparation and work outside of class time. This time includes [here list things such as reading, writing, research, screenings, practicums, language labs, rehearsals, artistic productions, etc. ... as appropriate]

Course Topics: [If you care to describe the portions of the course in terms of the major topics or concepts, you can add this section]

Assignments: [Few Hampshire faculty give tests or exams – instead, courses are built around projects, papers, collaborative activities, and community engaged learning. You can describe the types of assignments or specific projects/assignments; you can say that these are subject to change based on the work of the class if you would like. But it is good to give an idea of the types of work that students can expect to do in your course AND give due dates for major assignments so that students can plan.]

Course format: [If you would like, let students know something about how you run the course. This can be a bit about your philosophy of teaching, the ways you structure your course or classroom activities, etc.]

Examples: Laura Wenk.

I try to have the heaviest reading for Tuesday with light follow-up for Thursday. We often continue the work from Tuesday later in the week. Please make good use of the long break between Thursday's and Tuesday's class to prepare for the week. The format of class time will include whole-class discussion, student presentations, short lectures, and small-group activities. I encourage all of you to actively participate in both small group and whole-class discussions and to generate questions for class discussion. You cannot participate in a substantive way without doing the reading. Doing the critical response papers for class will help insure that you are prepared for participation. My expectation is that claims made in class can be substantiated in the texts and that questions demonstrate engagement with these ideas as well.

*Course books and other materials: [Say what books the students are expected to buy for the class, specifying which editions. Also tell *where* they can be purchased (Hampshire College Bookstore, or some other bookstore in Amherst if that's what the professor has chosen)].

<div align="center">

General Policies

</div>

Due dates: [Say what your policy is for late work]

Examples: Michele Hardesty

I expect you to turn in assignments on time. If you are concerned that you will not be able to make a due date, contact me in advance, and we will negotiate an extension. **I will not grant extensions after a due date has passed, and late work will be noted unhappily in your evaluation.** I expect you to submit assignments on time (posting them to the course website) even when you have missed class. **All assignments must be submitted in order for you to receive an evaluation.**

Laura Wenk

Due dates for all assignments will be posted on the web. They are firm. You have TWO late assignment passes that give you an extra class session to complete your work. When you need one, hand it in when others hand in their work. Please do not contact me the day before or the day of an assignment due date asking for an extension. Come see me during my office hours if you have having trouble with a larger assignment and need direction.

Attendance and missed classes: [State what your policy is.]

Examples:

Michele Hardesty

I expect you to attend *all* scheduled class meetings. More than two absences will be noted unhappily in your evaluation. If you miss more than **four** class meetings (with exceptions made for truly extraordinary circumstances) you will not receive an evaluation for the course. I suggest you save your absences for illness, religious observance, and family emergencies. **Three** tardy arrivals (more than 5 minutes late) will count as an absence. If you know you are going to miss a class, get in touch with me as soon as possible. If you have already missed a class, it is your responsibility to find out what you missed.

Laura Wenk

It is essential that you attend class. Much of what we do is dependent on the small group work and whole class discussion that takes place during class time. If you are truly ill and must miss

class, please contact me by email or phone (preferably, in **advance**). It is your responsibility to get caught up. It is appropriate to meet with another student to discuss what you missed, do any missed readings or assignments. All handouts will be posted to the Moodle for the day they were handed out. Meet with me if you still have questions – do this by signing up on my door for office hours. If you miss more than 3 classes, you must meet with me to discuss how you whether you can receive an evaluation in the course and what additional work might be necessary.]

Laptops and electronic devices: [Some faculty allow laptop use; others do not. Some require students to do some work online during class. This is variable. If you have a policy on this, please add it]
> Example Michele Hardesty:
> I would prefer that you not use your laptop to take notes in class; if there is some reason why you must use a laptop, consult me first and understand that you must keep your wifi connection disabled while you are in class. If I find you using the internet while in class I will ask you to leave and mark you absent.
> TURN OFF YOUR PHONE WHEN YOU ARRIVE IN CLASS. Do not just set it to vibrate. If I see you checking your phone or texting, I will ask you to leave and mark you absent.

Email: [Students sometimes do not check their email, but it is imperative that they do so. You can add a comment here if you wish]
> Example: Laura Wenk
> Email from this course and for other important college business goes to your Hampshire account. Make sure you check your Hampshire email at least twice a day. You can always have your Hampshire email forwarded to another account if that is what you check regularly.

Community placement: [If there is a community based learning portion of your course, explain the requirement and approximate number of hours per week expected and how it will get arranged, etc.]

General Discussion: [If you have general guidelines for discussion, it is good to make them a clear from the start. Putting them on the syllabus shows you take them seriously]

 Example: Sample Syllabus Statement, Becky Wai-Ling Packard bpackard@mtholyoke.edu

Guidelines for Discussions:
1.Step up, Step Back. Be a good listener. Self-monitor your air time and truly listen to what others are saying so you can build on ideas. Don't just rehearse what you want to say next. Wait if you like to take a lot of turns. Remember "Step Up, Step Back." If you tend to wait for others to talk, then consider your own need to "step up." If you tend to dominate discussion, then consider your need to "step back." Engaged listening is just as important as speaking. Ask yourself: Does this build on what is being said? If not, can I write it down and wait for another opening? Please don't be a social loafer. Please contribute by speaking and guiding. If you find a few classes have gone by without speaking, it's probably time to step up your game. And I'll encourage you to look at your classmates when speaking – not just at me.

2. Be considerate about self-disclosure. Too much self-disclosure can make others uncomfortable. Ask yourself if contributing a personal anecdote will help to build discussion or contribute to the topic. We have all read one text before class. Your own narrative is important, but we have not experienced it or read it, and your narrative can be
difficult text to evaluate or critique as a group, so be judicious in your sharing.

3. Assume good intention in others - and when needed, go ahead and say "ouch". Our classroom is a space in which we come to learn, but sometimes that learning can be difficult. Do take a moment to breathe if you feel a negative reaction forming or a button being pressed. Feel free to voice an "ouch" – literally – if something hits you the wrong way, rather than harbor resentment. You might ask a clarifying question to learn more about that person's viewpoint; the speaker might revise the position or might not realize the consequence of the comment. (Alternatively, the person might mean exactly what was said and we have to learn to manage in these circumstances too). Don't hesitate to contact me if you want to talk about class.

4. Be open to learning. Rather than being hard-nosed about your stance or ideas, consider the opportunity to reframe, broaden, or tweak your perspective. It's more than ok to say, "I didn't know that" or "You made me think differently" or even "I changed my mind." It's also important to know you have the word "oops" in your
vocabulary if you come to realize that your comments had an unintended negative consequence. Part of this class is learning to manage when someone asks us to defend or explicate our position.

5. Contribute to a respectful norm in the classroom. Please arrive to class on time and plan to stay for the duration. If you have any concerns about the class, please let me know, preferably before or after class. To improve everyone's engagement, please do not use your laptop, unless you prefer this for taking notes. You should be disconnected from the internet unless we are searching for something on-line collectively. When you surf in
class, it is rude and distracting to others. Please put your phone on silent and step outside if you need to use your phone for an emergency

*Academic honesty: [Your policies need to be clear. The below has recently been adopted and can be used on your syllabus.]

> All Hampshire College students and faculty, whether at Hampshire or at other
> institutions, are bound by the ethics of academic integrity. The college's description of
> the ethics of scholarship and procedures for dealing with violations can be in the student
> handbook at https://handbook.hampshire.edu/node/87.

Requirements for Evaluation: [Say what is required to receive an evaluation. Just attending class is not enough to receive an evaluation. There are many ways to do this – some faculty combine the requirements for evaluation with their descriptions of assignments and their policies for attendance and late work.]

> Examples: Laura Wenk
> Complete all the work and participate fully in all activities, including:
> 1. Attend class
> 2. Complete and turn in all written assignments BY THE DUE DATE. See policy on due dates.
> 3. Present your ideas – in class discussion, in small groups, and in the presentation activities scheduled in the syllabus.
> 4. Turn in a portfolio of all your written work and a reflective self-evaluation – date posted on Moodle.

*Incompletes: State what your policy is. It cannot be more lenient than the college policy. [College policy: Faculty are not obligated to negotiate an incomplete. In those cases where a student has requested and the faculty member agrees that an incomplete is appropriate, that information must be recorded no later than the course completion summary deadline for that semester. To record an incomplete, both student and faculty member will fill out the appropriate form on TheHub to record the

new negotiated deadline by which the student will complete all remaining work for the course. That date will not exceed the first day of the spring semester for a fall incomplete, and June 30 for a spring incomplete. If the negotiated deadline passes without the faculty member receiving and recording the completed work from the student, the incomplete will be converted to a "No Evaluation." Faculty have one month from the negotiated date to evaluate the work. Students experiencing exceptional circumstances that could make it difficult to adhere to any part of this policy should immediately be referred to CASA for assistance with accommodating circumstances.]

Accommodating Learning Differences: If you need course adaptations or accommodations because of a disability, or if you have disability-related information to share with me that may impact your performance or participation in this course, please make an appointment with me as soon as possible.

- If you already have approved accommodations, please go to The Office of Accessibility Resources and Services (OARS) in CASA/Lemelson Building to pick up Letters of Accommodation to facilitate a proactive discussion about how your accommodations will best apply to this course.
- If you have not already done so, students with documented disabilities who need to utilize accommodations are encouraged to contact OARS to formally request accommodations as soon as possible to ensure that such accommodations are implemented in a timely fashion. You can do so at https://www.hampshire.edu/oars/disability-disclosure-and-accommodation-request or contact OARS via email: Accessibility@hampshire.edu, via phone: (413) 559-5498, or in person: Lemelson Building.
- OARS holds weekly drop-in hours for quick consult and questions which can be found on their website or by calling the office.

  * Faculty Note: See also the section on OARS Services in Section IV of the Guide to Teaching at Hampshire: "During the Semester"

Other Information [You can decide whether to add other college resources here}
Example: Michele Hardesty
Writing Center: I encourage you to take advantage of the faculty in the Writing Center (Deb Gorlin: dfgWP@hampshire.edu or x5531; Ellie Siegel, etsWP@hampshire.edu; Will Ryan: wjrWP@hampshire.edu; or Alejandro Cuellar. Offices located in Greenwich) for help with writing and revising your essays.

Library:
[Add appropriate school librarian – see http://www.hampshire.edu/library/671.htm]
I encourage you to meet with and send research questions to [   ] There are many academic resources available to you in the Knowledge Commons. Stop by the Info Bar at the circulation desk for information. Or head into the Knowledge Commons to learn about writing support, quantitative skills support, assistance with research or skills for student success, for the transformative speaking program and more!

Section V: Technology to Support Teaching and Advising

Instructions for using TheHub

TheHub serves as Hampshire College's online portal to all things administrative such as registration and records, class schedules, evaluations, divisional forms and more. Additionally, as an employee of the College you can keep your campus and personal address information up-to-date, submit an IT trouble ticket, and, if appropriate, authorize your students' timecards.

Accessing TheHub

Open up a web browser and enter *thehub.hampshire.edu (note: there is **no** www)*
Click on "Log In" located in the top right corner and enter your HampNet account information. If you forget your login information, go to *password.hampshire.edu* and follow the options for resetting your password. Remember, TheHub uses the same login as your email, Intranet, course web sites etc. TheHub is unavailable every morning from 3:00AM to 6:00AM for backups.
For security reasons, TheHub pages will not display your name and will time out after a period of inactivity to deter others from using your session, but it's always best to log out when you are done using TheHub. All pages on TheHub are secured with SSL, which encrypts all of the data transmitted to and from TheHub.

General tips

There are some training resources available for faculty at http://www.hampshire.edu/it/advising-and-evaluations-on-thehub, including a quick reference guide and brief videos.

Keep in mind that TheHub is a web interface provided database service. The look and functionality has been and will continue to be customized to a certain extent, and menus can change from time to time. Selecting the "Evaluations and My Courses" menu brings you to your **Home** page on TheHub, which includes recent announcements about TheHub and has links to your Teaching and Advising sections.

When you're on any page of TheHub, be sure to look at the column in blue on the left for options to filter your results. You should also look for any drop-down menus, especially when you are writing course evaluations. Having the right filters and options selected can help you find who and what you're looking for!

TheHub supporting advising and teaching

Once logged in, from the **Main Menu,** click on the "Faculty" bar. The sections that deal with teaching and advising look like this:
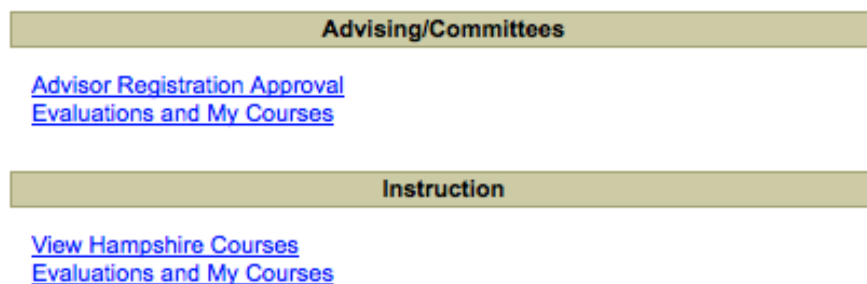
Advising on TheHub

This section focuses on use of the Hub, not on other aspects of advising. For advising guidelines visit the CASA website for faculty at https://www.hampshire.edu/casa/advising-guide-for-faculty

Select the "**Advisor Registration Approval**" during November and April preregistration periods. If the "Student Advised?" box is checked then the student is authorized to register. If you "uncheck" the box, the student will be prevented from participating in course registration. Once a student is authorized to preregister for an upcoming semester, approval is valid until the end of the semester add/drop period. Students returning from leave and new entering students are authorized to register by central records.

During any course registration advising periods, you might also want to review the central records web site at www.hampshire.edu/centralrecords to see the instructions for students regarding course registration at Hampshire and the Five Colleges.

"View Hampshire Courses" is an online database or course catalogue to search for courses. The **Search for Courses** on the main page of TheHub does not require a login and is the same search that students and faculty can use through the "view Hampshire courses" option once logged in. You must fill in a term to search. To narrow your search and avoid a long wait, we recommend that you select a school from the drop-down menu or search by faculty name, by a key word in the title or description, by distribution areas or by cumulative skills. You can limit your search by days of the week and times, which can be helpful to students when they are trying to complete their schedule. In the Search for Courses section, you'll also see a link to locate times and descriptions for Five College courses. A cross-campus searchable catalog is located on www.fivecolleges.edu.

 "Evaluations and My Courses" shows up under both advising and instruction. This link brings you to a page with **4 tabs: home, advising, teaching, and workload**.

Select the "Advising" tab. It lists all of the students you are working with as an advisor and on Division I, II and III committees. Refer to www.hampshire.edu/it/advising-and-evaluations-on-thehub quick reference guide for an explanation of the icons used throughout TheHub. When you select a student, you'll see a summary of their course work, including access to Hampshire evaluations and Five College grades. By choosing the options in the blue column on the left, you'll be able to link to their Divisional forms, including contracts; pass forms; and evaluations.

1. **Advisee Summary**. The **Summary** pages by Division list classes complete and in progress, including notations of evaluations received (or not) and incompletes. It is one of a few places to see Five College grades. You can also view CEL-1 and 2 activities and other out-of-classroom learning,
2. **Academic Records/Evaluations**. This link takes you to the Faculty Evaluation Menu. Under the **Advisor** heading, the "View an advisee's academic records" link is the best place to see your advisee's narrative evaluations, including mid- and end-of-semester evaluations and student self-evaluations. In the "Possible Distrib" column, you can see which course would (or did) satisfy distribution, and whether or not the student has selected particular courses for inclusion in the Division I, II or III portfolios.
3. **Signing on to Division II and III Committees.** In late September and March, third semester students complete a Div II committee request form and Final semester Div II students complete a Div III committee request form. The process is a mechanism to provide all students with a

committee, and no students can be excluded. To provide a two-person committee, all full-time faculty will be given guidelines as to how many committees to sign onto depending on the size of the cohort: New faculty, faculty with less than a full divisional workload, and faculty with unusually high workload should consult with their deans with any questions on their expected number of chairs and memberships.

A. Students are encouraged to meet with faculty they select to discuss their divisional work. Faculty confer with one another and make decisions on student requests.

B. Students will receive the names of one chairperson <u>and</u> one member. They will also be able to work on their draft contract once the request form has been submitted and, if necessary, may change the names of their assigned committee members before filing their contracts. *The request system does not provide an option for co-chairing, but students are free to change the roles of their assigned chair and member to that of co-chairs as they file their contracts.*

C. Faculty with lower numbers can search through requests by area of study, by student name and by name of the faculty requested to find student requests that look like a good fit for them, and then they can add themselves to the student's request form and send the student an email to let them know of your interest.

D. If two or more faculty say 'yes' to serving as chair or member for the same student, TheHub will automatically send an e-mail to all who have agreed alerting them of this. It is important that faculty contact each other to sort this out as soon as possible before the deadline, so that the deans can focus on students who still need faculty on their committees. If you have decided not to serve on a student's committee, please select the 'decline to serve' option, which students will not be able to see. Faculty who indicate they are not able to work with a student will be asked to provide comments, to assist their colleagues and deans with making decisions.

E. After the conclusion of the request process, students have until the next filing deadline to complete their contracts. Once a student does complete a contract, and it is ready for your signature, you will see an "S" in a red circle near their name in your list of "prospective" students on TheHUB. There is also an option at the bottom of the form to send an email to the student who requests you. Contracts are considered filed only after all members of the committee sign the form. If a potential member rejects a contract, you will be asked to sign the contract again to approve of the changes, which will be noted again with the red circle.

4. **Passing a student on TheHub.** The Div I advisor must "pass" a student's Division I on TheHUB. For Division II and III, both chair and member must click "pass" in order for a student to complete that Division.

5. **Evaluating Divisional Work.** For chairs of committees or Div I advisors: After you pass a student by clicking on the "pass" form on TheHub, you will see an "E" in a red circle near that student's name indicating that you owe an evaluation. For help with evaluation writing, see the Guide to Narrative Evaluations.

Instruction and TheHub

The **Teaching** tab (again, depending on the options selected on the left) lists all of your courses for the past, present and upcoming semesters. You can access your class roster to email your students, create a

download, or print a copy of the list as well as select students to write their evaluations and submit Five College grades. You'll see waitlisted students at the bottom of the list.

Please note that this roster, not your Moodle course web site, is the most accurate and up-to-date information for Hampshire students' registrations. Although you may grant a student temporary access to your Moodle page, the access expires after 14 days. If a student attending your class does not appear on the roster shortly after the end of the add/drop period, please inform the student and/or central records. You will be unable to submit an evaluation for Hampshire students, or a grade for Five College students, who do not appear on this list.

There can be a delay in processing forms for Five College registrations, independent studies, instructor permissions, or teaching assistants. Your teaching assistants should not register for your course; there is a separate paper registration form available in central records.

Getting Help for TheHub

If you have technical problems with TheHub, contact the IT Help Desk at ext. 5418 during regular business hours. You can also e-mail thehub@hampshire.edu for questions or problems with TheHub. For questions related to evaluations, registration and divisional policies, please contact the central records office at ext. 5421 or email centralrecords@hampshire.edu.

The Moodle faculty courseware system (course web sites) is not a part of TheHub. Email moodle@hampshire.edu for questions or problems with your course web site.

Most pages have a *Help* link for more information on features of TheHub. Many of these pages do not contain a scroll bar or a back button. Click the "x" in the upper-right hand window to close the window and return to TheHub. Keep in mind that TheHub is an interface provide by a third party database. The look has been and will continue to be customized to a certain extent, and menus can change from time to time.

The *Instructor* links for the current and prior semester list your Hampshire and Five College students currently registered in courses, independent studies, or as teaching assistants. In this section you can write mid-semester evaluations, view student self-evaluations, write course evaluations for Hampshire students and submit grades for Five College students.

The *Class Roster* feature under the Instruction menu is designed to view class lists by term. During registration periods, you will be able to view the roster of students as they sign up and drop your class. Please note that this roster, not your Moodle course web site, is the most accurate and up-to-date information available for Hampshire students' registrations. If a student attending your class does not appear on the roster shortly after the end of the add/drop period, please inform the student and/or central records. You will be unable to submit an evaluation for Hampshire students, or a grade for Five College students, who do not appear on this list. Your roster includes the emails of each Hampshire student in your class. At the bottom of the roster is a feature that allows you download a list of students in the class. You can also use the *Courses beta* link to see your roster, and email students individually or all at once. Please note that there can be a delay in processing forms for Five College registrations, independent studies, instructor permissions, or teaching assistants.   Your teaching assistants should not register for your course; there is a separate registration form available in central records.

Building a course website using Moodle

You do not have to use Moodle, but it is the one supported course website program and students are very used to how they work. Most faculty on campus do use Moodle.

Moodle is NOT the same as the Hub, our portal for institutional records. But Moodle does communicate with the Hub, so anyone officially registered for your course should show up on your Moodle. Make sure students are enrolled on the Hub. Simply adding them on the course Moodle will NOT register them for your course.

There are a number of resources to support you in building your course website on Moodle. You should see your course listed once you log in with your Hampshire username and password at http://moodle.hampshire.edu

The Moodle Guide for Faculty can be found at https://moodle.hampshire.edu/course/view.php?id=2711
 Visit the FAQs page for Moodle at: https://moodle.hampshire.edu/mod/page/view.php?id=36110
Email moodle@hampshire.edu for help with anything else. Here is a checklist of things to do to get your Moodle up and running:

1. Go to https://moodle.hampshire.edu
2. Log in. (You will need to have activated your Hampshire account.)
3. Look to the bottom right and you should see links to your courses.
4. If they don't show up, email moodle@hampshire.edu
5. Take a look at our Moodle how-to guide: https://moodle.hampshire.edu/course/view.php?id=2711
6. Take a look at our faculty Moodle examples: https://moodle.hampshire.edu/course/view.php?id=3081
7. Take a look at our page on Accessible Course Materials: https://moodle.hampshire.edu/mod/page/view.php?id=138624
8. Email Stephanie Friedman at sfriedman@hampshire.edu if you would like a personalized Moodle intro.

Instructional Technology Help

If you could use assistance with Moodle or other software you're planning to use in your courses, Stephanie Friedman is at your disposal in her role as Instructional Technologist. She is available to answer questions about Moodle course websites, other software being used for presentations or projects, and instructional technology tools in general. She provides workshops and group training sessions as well as one-on-one support. If you need advice or directions on how to create accessible course materials, she can also assist you with that. Contact her at sfriedman@hampshire.edu.
If your students need technology support, you can also direct them to the Instructional Technology Alumni Fellow in the Library's Knowledge Commons.

Information Technology & Media Services -- FAQ's

Question: How do I get a Hampshire email account?
Answer: Once your contract has been formally processed, your school administrator requests an IT account for you. Your IT account may not be activated more than one month before your employment start date. Once you receive your assigned username and password, you must activate your account online by accepting Hampshire's user policy.

Question: Who should I call if I have a problem with my computer?
Answer: You can contact the IT Helpdesk at x 5418 or e-mail helpdesk@hampshire.edu for problems with Hampshire computers, e-mail, network /Internet access, software, wireless, viruses or hardware etc.

Question: What is "TheHub"?
Answer: TheHub (thehub.hampshire.edu) is Hampshire College's online portal to all things administrative such as registration and records, class schedules, financial aid, billing information and more. You will need to use TheHub to see your class rosters, write student evaluations and access your employee information. Tutorial videos on using TheHub can be found at hamp.it/hubguide.

Question: Who should I call if I have a problem with TheHub website?
Answer: Contact TheHub Helpdesk at x5718 or e-mail thehub@hampshire.edu.

Question: How can I set up a course website?
Answer: All courses automatically have a course website available for the instructor to edit in our Moodle system. To get started, simply log in to Moodle (http://moodle.hampshire.edu - and remember, you'll need to activate your Hampshire account first). You should see your courses listed on the home page under "Current Courses" on the bottom right. These course websites are not visible to students until you choose to make them so. For help learning or using Moodle, you can contact IT at moodle@hampshire.edu, OR use our self-service online guide linked to from the home page. Over 80% of our courses use Moodle and we encourage you to do so, too!

Question: Who is my School Librarian and how can they help me in the classroom?
Answer: Each of the school librarians eagerly partner with Hampshire faculty to build research collections, along with an information and media literacy instructional program, in support of Hampshire's unique student-driven curriculum.

> Humanities and Film: Alana Kumbier, alkLO@hampshire.edu
> Arts: Rachel Beckwith, rbeckwith@hampshire.edu
> Critical Social Inquiry: TBD
> Cognitive and Natural Science: Heather McCann, hmccann@hampshire.edu
> Systems & Discovery: Abigail Baines, asbLO@hampshire.edu

Question: How do I order textbooks, desk copies and course packets?
Answer: Information about ordering textbooks or course packets is available on the textbook shop web page (http://www.hampshire.edu/offices/6176.htm). Due to new federal regulations, all faculty must submit information about books required for courses— *even if there are none*. Book information and orders should be submitted directly to the Hampshire College Bookstore using the on-line form available on the textbook store web page (http://www.hampshire.edu/offices/17285.htm). If you would like to speak to a bookstore representative, please call x6000.

Question: Who do I contact if I need media equipment (e.g., projectors, audio or video recorders), want to special order media for my class (e.g., dvds, videotapes, 16mm films), if I need to learn how to use the equipment in my classroom, or if the equipment in my classroom is not working?
Answer: Media Services (located on the main floor of the library) loans films, videos, and digital recording equipment to students, staff, and faculty. They coordinate inter-college bookings between the five colleges and can book films and video loans from outside sources. Digital recording devices are

available on a first-come-first-serve basis and can be reserved in person ahead of time.
General Questions or Issues or Requests for Training, films or video bookings: media@hampshire.edu, x5435 or x5759

Question: How do I find out about special events, announcements and campus information?
Answer: Campus events, announcements and internal resources are available on Hampshire's Intranet (https://intranet.hampshire.edu/), which can be accessed with your Hampshire College username and login. Announcements to faculty and staff are also sent daily to your Hampshire email account. Information about courses and events within the Five College Consortium are also posted on the Five Colleges, Inc. web page (http://www.fivecolleges.edu/).

Section VI. Narrative Evaluations: Requirements and Suggested Practices

We have two points in the semester when we evaluate students: mid-semester and end of semester. Mid-semester evaluation are NOT on the transcript; final evaluations are an important component of the transcript.

 Mid-semester is an important time for checking in, making sure students are on track, making adjustments in the course if need be, etc. Doing so helps ensure that more students end up completing your course and get the most out of it. Use the mid-semester evaluation deadlines as a reminder not only to give students feedback so they can adjust, but also to get feedback from them about anything that could go better in the classroom. Here are the requirements for mid-semester along with some suggested practices that are worth trying and modifying to fit your own style.

Requirements for mid-semester evaluations:

Mid-semester evaluations are complete on TheHub – they can be done student-by-student or by selecting "midterm summary evaluation" in the drop-down menu in the top right hand corner of your roster. They are only *required* for students in their first year (whether traditional first-year admits or transfer students). There is a date in early October when students must submit self-evaluations; faculty evaluations are due the following week (see the academic calendar at https://intranet.hampshire.edu/calendar for this year's deadlines).

The minimum requirement for a mid-semester evaluation begins with faculty saying whether or not they are concerned about a student. If they are not concerned about a student, faculty *need not* do more. If they have concerns, they must write what the concerns are. The student, their advisor, and CASA are alerted about concerns, but this does not become part of the student's transcript. It is for advising purposes and for giving the student a heads up that they have some work to do to improve their performance in a course.

Mid-semester evaluations came about as a retention issue – CASA used it as a check to see if students in their first year were having trouble adjusting to Hampshire. And, first year students are, often, anxious about how they are doing – especially if they are used to tests and grades.

<u>**Suggested Practices – Mid-Semester**</u>

We have learned the importance of mid-semester evaluations for all students (those doing well, those struggling, and everyone in between). And, since we are currently asked for details only when a student is struggling, there is a tendency for mid-semester evaluations to be only about problems. It is also really helpful for students to be told what they are doing well, in addition to what they need to work on.

Try to ensure that you have had students turn in meaningful work (some version of what you will want them to demonstrate by the end of the course), and have given them feedback by mid-semester. You and your students will have a better picture of what needs to improve for a strong finish to the course if you do this.

In addition, it is helpful to do any or all of the following:
1) Give students questions to scaffold their self-evaluation. Asking things like: what is one thing you are doing well in this course? What is one thing you would like to improve? What specific plan or strategies do you have for improvement? There are other examples on CTL site (under "teaching resources" and "evaluations" there are pages with tips for faculty and for students).
2) Do mid-semester self-evaluation for all students - not just first year students.
3) Ask students for feedback about the course at the same time that you ask them to evaluate themselves. You can ask the same kinds of questions (e.g. What is going well in the course? What is not going as well as it could? What is one suggestion for change?) or also ask specific questions about the readings, the types of assignments you give, the classroom activities, etc. If you do ask students for feedback, DO address their suggestions in the next class (I heard from some of you that… and from others that… so we'll try ….). Do report it back without using names.
4) Put the assignment of completing a mid-semester self-evaluation and the mid-semester course feedback questions on the course Moodle
5) Think about your mid-semester course evaluation as tied to student evaluation at the end of the course. That means, give feedback on the goals you have for their learning in the course. Also consider, based on what they are doing well and what they are not doing so well, what you need to ask them to practice. That is, what kinds of assignments should you be giving? Should they be revising some older work to get more practice? Etc.
6) Use the mid-semester point to clarify your expectations for students and to make sure everyone is on track for finishing the course. Use the mid-semester evaluation as a time to schedule office hours with students who might be in danger of not completing the course.

<u>**Requirements for End of Semester**</u>

At the end of the semester, faculty have an early "summary evaluation" followed by full narrative evaluations to complete. For the summary, faculty must let CASA know who is and is not receiving an evaluation in the course and who has negotiated an incomplete. This is done on TheHub by selecting "final summary evaluations" in the top right drop down menu in your course roster. As with summary mid-semester evaluations, this is a quick check. The information is vital to CASA's work with students who are on, or might be placed on, academic contract. The deadline for sending this information is on the academic calendar (https://intranet.hampshire.edu/calendar). You should know that you are not

bound by the choice at this early juncture. As new information and discussions with students occur, you might find yourself changing your mind about an evaluation status. As soon as you make such a change, do change the student's evaluation status on TheHub.

Narrative course evaluations are due January 15th and June 15th for the fall and spring semesters, respectively. There is a guide to writing the narrative evaluation on the CTL website. It is under "teaching resources," "evaluations," "writing student evaluations." The guide explains the different types of evaluations, discusses length, content, and gives some examples.

The college policy on incompletes reads: faculty are not obligated to negotiate an incomplete. In those cases where a student has requested and the faculty member agrees that an incomplete is appropriate, that information must be recorded no later than the course completion summary deadline for that semester. To record an incomplete, both student and faculty member will fill out the appropriate form on TheHub to record the new negotiated deadline by which the student will complete all remaining work for the course. That date will not exceed the first day of the spring semester for a fall incomplete, and June 30 for a spring incomplete. If the negotiated deadline passes without the faculty member receiving and recording the completed work from the student, the incomplete will be converted to a "No Evaluation." Faculty have one month from the negotiated date to evaluate the work. Students experiencing exceptional circumstances that could make it difficult to adhere to any part of this policy should immediately be referred to CASA for assistance with accommodating circumstances

Suggested Practices – End of Semester

The end of semester comes upon us quickly. Here are a few things that you might want to do in the few weeks before the semester ends:

- Make sure the expectations and due dates for student work are clear.
- If you are asking students to complete a course portfolio, clarify what should be in the portfolio.
- Clarify whether you expect final work to be due on the last class day or whether you want students to do an additional edit or project work with a later deadline. If you are giving additional time, be sure to consult the academic calendar for the summary evaluation (that is the date by which you must tell CASA who will be receiving an evaluation, who will not, and who has negotiated an incomplete).
- All students are asked to complete a self-evaluation for their each course on the HUB. If you want to guide their self-evaluations, write and share guidelines/prompt questions.
- Think about whether there are students who are in danger of NOT meeting your expectations. If so, you can email them and ask them to meet with you about what they have to accomplish in order to receive an evaluation. OR just email them with your concerns and alert them to the fact that you have made the expectations for evaluation clear/where to find them.
- Return all work to students so they can put it in their Divisional portfolios – if students are handing in hard copy portfolios, have them do so in a manila envelope with their name and Hampshire P.O. Box number on the front so you can easily return it (we don't generally pay postage to mail portfolios home). If you have commented electronically, make sure you have returned that work through Moodle, email, or any other way you and the student have been sharing documents.

Section VII: Mentoring Division III Students

Notes on turning Div III Around

This guide has been primarily about teaching courses with links to information on advising. We will be expanding the guide to include ideas faculty have generated on working with divisional students. To that end, we include here ideas gathered at a Talking About Teaching session in March 2016 on tips for helping Div III students who are stuck. Of course, these tips apply across the year, but are particularly important as you see time is slipping away from your student.

Have students consult http://div3athamp.hampshire.edu/ for tips and resources all year.

Resources:
- Writing Center – Center faculty meet with individual students. In addition, Ellie Siegel does a writing workshop that is largely Div III's. They meet weekly and Ellie circulates around the room giving assistance. Supportive environment makes a difference.
- OARS – Office of Accessibility Resources and Supports. Div III is so free form that almost no accommodation is generally necessary. The important piece is about strategies. Aaron works with students before Div III on technical strategies or tool development. An important focus in Div I and II should be on self knowledge about one's own strategies and work practices. There is opportunity early in Div III to work in OARS on adaptive strategies and tools.
- CASA – Get CASA involved early. If mutually agreed upon, firm deadlines are not met, have full committee meetings regularly and have CASA involved right away. Not as a punitive measure but as a support. Students might see CASA as somehow scary. Perhaps by getting them involved early – say "let's meet at CASA and see how they can help us – we keep having the same conversation and it doesn't seem to be helping." Have the whole committee meeting there. Anne will ask "why do you think your committee is concerned?" Better to ask for the meeting in CASA before it is clearly too late to make the deadlines.

Faculty Practices
General
- Div III is so different from anything they have ever done. We have to normalize that with them. Let them know right from the start what the challenges will be and help them make plans for their work.
- Ask for a schedule (including steps for fleshing out the project) including 2 deadlines for every item on the schedule (one for a first draft and the second for a revision based on feedback). Agrees on the schedule with the student. As soon as a student is not hitting the deadlines you might bring in another perspective – folks in CASA have a lot of experience helping students move forward. Having the committee and the student together in CASA (with Anne) keeps everyone on the same page. De-escalate the emotions by making it clear when things are not working as we hoped and what do we agree is necessary to move forward.
- Set up expectations for the quality of work as clearly as you can in the contract. Make it clear what you will evaluate them on. At crucial moments, you can say what the evaluation would look like at this moment and what the student would have to do to get a different kind of evaluation.
- Set up expectations and practices for Div III meetings. See the Div III Advising Meeting Notes and Action Plan Handout on the http://div3athamp.hampshire.edu/ site (copied below and on the "Doing Div III" and the "Resources" pages).

When writing isn't happening
- Assume that students want to do the work. The paralysis is really a survival mechanism. By putting it off, they change the drudgery of doing it to the excitement of "can I do it?" Works well with 2-5 page papers, but not with longer ones like a Div III. For students with perfectionism (these are almost always smart people), the problem is often about decision-making. If you procrastinate you actually don't *have to* or even *get to* make decisions – you just have to *do it*. Underlying perfectionism is almost always connected to depression (intertwined, not cause and effect), so referrals to Health Services are important. The perfectionism can be really hard when students know, respect, and have worked with a faculty member for a long time – they worry that their work is not reflective of what they should give you. Anonymity is helpful, this is another reason that having CASA in the room can help.
- Lit reviews are the hardest for students to do – it is all about decision-making – saying what is most important. When we as faculty do lit reviews, we have the perspective of the frame of the whole piece and of the field. Students are starting from inside – or really from separate little pieces trying to build the frame. It is helpful for them to have faculty give them an overarching piece that will help them frame – even reading Wikipedia or some other encyclopedic view for the broad brushstrokes (not to cite) is really useful. They need perspective on the shape of the larger issues and arguments.
- Go over the outline of the piece with the students. Make sure they understand the shape of the work
- Get them to do a writer's introduction
- For some, talking out their ideas and then getting them to write it right away helps. They actually rehearse what they will be doing in a given section. You might see them start by writing a perfect paragraph. This is for students who revise in their head. Others have to write to get to their ideas – for these students, when they write their way to a good paragraph, have them put that paragraph first and then back it up – convince us that this is so.
- When a student has the ideas in their head, but can't get it on paper: a) have them talk about a section and then go write it b) they might be tyrannized by the audience, so have them turn off the computer screen so they can't see what they are writing (not editing as they go) or c) get them to think about writing as an email or facebook post, or some other low stakes writing, d) have them talk into dragon speak so their words get onto the page as they would speak them

What to do if students are not meeting – students not replying to emails.
This is an important time to: a) be in touch with CASA – they might help in reaching out to the student b) be clear about expectations c) let them know what supports exist on campus depending on what is up for them d) let them know we are on their side, or e) perhaps have one long meeting with the student where you hear them out so you can refer them to service/next meeting a short check-in about whether they followed up with those services but much longer on the work. That is, make it clear that you care about them and can refer them places, but your job is to talk to them about the work.

Institutional Considerations
We really have to examine what we are asking students to do before they get to Div III. In Div I and II students are learning about their own strategies and ought to leave Div II with strategies in place to select from as they face the challenges of Div II. OARS is a great resource for helping us think about how to do this in our courses and in our requirements. How do we build more independent project work into Div I and II?

Division III Advising Meeting Notes and Action Plan

For use in meetings with your chair and/or committee

Ideas– jot down notes about the concepts, topics, questions, etc. that you discuss.

Resources – keep track of the resources suggested (whether they be materials you might find or people on campus who can be of help)

Action Plan before the Next Meeting   Next meeting date/time:
_____

What you will produce.

When you will get it to the committee.

Your own work plan (perhaps fill this in after your meeting)

Who will you meet with (librarians, writing supports, quantitative supports, others)? If so, make a meeting!

Are there friends, students in a class/similar discipline, others who can give feedback?

What strategies will you use for increasing your amount of work done (e.g. use the Pomodoro technique [pomodorotechnique.com], work at specific times of day, use Trello [trello.com] to organize tasks, other). See sites.hampshire.edu/div3athamp to search for tips.

Section VIII: Five College Consortium

Hampshire College is a member of the Five College Consortium. Visit www.fivecolleges.edu to see all that is offered faculty (e.g. seminars and grants) and students (e.g. the 5 College Course Schedule allows students to search for courses easily across all campuses). Here is a screen shot of the "for faculty" page.

Five College Academic Career Network (ACN)

The Academic Career Network (ACN) was established as an inter-institutional means of addressing a critical need within the Academy. The significant number of dual-career couples, who seek neighboring positions so that they can live together when one has an opportunity to take a position at an academic institution, is posing real challenges for colleges and universities in both retaining and recruiting top-notch candidates. However, very few schools have the financial means to add new full-time academic or administrative positions for faculty partners, resulting in a seemingly intractable dilemma for couples and schools alike.

ACN, conceived as a joint effort of the academic deans of Five Colleges, Incorporated (Amherst, Hampshire, Mount Holyoke and Smith colleges and the University of Massachusetts Amherst), strives to put more resources at the disposal of these couples as they explore employment opportunities within the region where one of them is currently teaching or has an offer of employment. The links found on this website are one such resource, making it simple to access postings at more than 150 colleges and universities in the region.

Initially established in the spring of 2003 with a planning grant from The Andrew W. Mellon Foundation, ACN has continued to evolve, grow and change in response to its members and those they seek to serve. ACN includes in its mission support for the efforts of its member colleges and universities to achieve greater diversity in their faculties and in their staffs.

Our institutions allow participation in many faculty development workshops to academic partners and spouses of employees. Some campuses offer programs that are open to those from other institutions.

In the neighborhood of the Pioneer Valley of western Massachusetts (home to the Five College consortium), as part of ACN services, Five Colleges, Incorporated also operates a listserv on which deans and HR directors share resumes of job-seeking partners and spouses.

[View more information on colleges and universities in the region (and their locations) and links to their job opportunities and websites](#).

ACN is administered through and based at [Five Colleges, Incorporated](#) in Amherst Massachusetts. For information about contacting ACN, [view the ACN Contact page](#).

Contact the Academic Career Network (ACN)

Questions regarding the Academic Career Network may be directed to Carol Aleman, Assistant to the Executive Director, Five Colleges, Incorporated, at caleman@fivecolleges.edu, or to:
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