HAMPshire COLLeGE
Amherst, Massachusetts

SELF-STUDY REPORT

January 1974
COMPIRATION OF THE SELF-STUDY REPORT

This report was compiled through the efforts of a great many people at Hampshire College. In September 1973 an Accreditation Committee was formed to oversee the Self-Study; this Committee was chaired by the Vice-President and composed of members of the College faculty and administration as well as students. Input for the Report was solicited from the various administrators and faculty within the College who possess a special acquaintance with or expertise in particular areas which the Report addresses. They were asked not only for factual information but also for evaluative statements. The Committee met regularly to evaluate the quality and appropriateness of the incoming materials as well as to determine the overall content of the Report. As the Report began to take shape and progressed through several drafts, the Committee performed editorial functions. The drafts were also circulated among members of the Hampshire community, both those who had contributed input for the Report and those who had not, for their comments; weaknesses and deficiencies were thus exposed and the quality of content and style vastly improved.

Contributors and editors alike appraised the Report with an eye for critical evaluation of the College’s structure and processes and their future direction. We have tried to expose the shortcoming of certain systems and programs in the College and to describe our attempts to remedy them. It is hoped that the Commission’s Visiting Team may be utilized as consultants and contribute to strengthening Hampshire’s innovative structure and processes.
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1. OBJECTIVES

The original objectives set forth in the New College Plan of 1958 for a fifth college in the Pioneer Valley remain more or less intact. On the inside cover of the Plan booklet we find the following statement:

In an effort to expand their own programs and make better use of their resources, during the past five years they [the Four Colleges] have engaged in an increasing number of educational enterprises. Last year they considered the possibility of creating a fifth institution in their general area, to which they might contribute and with which they might develop new departures in educational methods and techniques. Their hope was to plan a new college which would provide education of the highest quality at a minimum cost per student. The Fund for the Advancement of Education made them a grant to conduct such a study. This report of a joint committee appointed by the four institutions proposes the creation of a new type of college.

The authors of the New College Plan (See Appendix LL) were C. L. Barber, Amherst College; Donald Sheehan, Smith College; Stuart N. Stoke, Mount Holyoke College; and Shannon McCune, Chairman, University of Massachusetts.

An expression of interest by Mr. Harold Johnson, an alumnus of Amherst College, in financially supporting the new college led to the appointment of a new four-college committee which worked throughout the year 1965-66 to review and revise the New College Plan. This committee was appointed by the founding Board of Trustees of Hampshire College whose Agreement of Association and Bylaws were filed on September 25, 1965. (See Appendix A for Agreement of Association and Appendix MM for the Trustee Bylaws.) The committee was chaired by Professor
1. Objectives, continued

Sidney Packard, emeritus Smith College, staffed by Mr. Charles Longsworth, and composed of Professors Robert C. Birney, Amherst College; Alice Dickinson, Smith College; Fritz Ellert, University of Massachusetts; and Roger Holmes, Mount Holyoke College.

In the spring of 1966 the first president of Hampshire College, Dr. Franklin Patterson, was appointed. Together with Mr. Charles Longsworth, who served as the first Vice-President of the new institution, President Patterson wrote The Making of a College which provided a detailed working paper for the new institution. The major purposes for the "fifth college" as originally stated by the committee which drafted the New College Plan in 1958 were wholly preserved.

. to redesign liberal arts education so it would "better serve the growth--intellectual, emotional, sensuous--for those who comprise its community and thus offer a more substantial ground for continuing self-education and self-expression."

. to provide education of the highest quality at a minimum cost per student and with as small a faculty relative to the student body as new methods of instruction and new administrative procedures can make possible.

. to seek financial stability by:

. exploring new ways in which Five College cooperation could foster the growth and development of institutional purposes with maximum efficiency.
1. Objectives, continued

- instituting budgetary and accounting systems designed to provide close control of expenditures and accurate estimates of income.

- following new developments in the field of college financing with the intention of securing better forms of income support.

- to experiment with ways of developing corporate citizenship so that the college might become an effective contributor to the enhancement of the quality of life in the Five College area.

- to serve as a source of innovation and demonstration for American undergraduate liberal arts higher education.

The College enjoyed four planning years prior to the arrival of the first class of students in the fall of 1970. At this writing we stand at mid-year in the fourth year of operation, an appropriate time for self-study.

1.1 Present Goals

The Self-Study Committee believes that the major objectives described above remain firmly endorsed by the majority of the members of the Hampshire College community. The discussion which follows will try to set down the strengths and weaknesses of our efforts regarding each of the major objectives. Elaboration of detail for many of these subjects will appear throughout the remainder of the study.
1.2 Redesign of the Liberal Arts Education

The original planning faculty which served one year prior to the opening of the College focused their efforts on curriculum design rather than instructional technique. The key features of the Hampshire program are:

- progress by examination rather than credit hour/grade point accumulation (See Section 3.3).

- the design of the undergraduate concentration by the student as a central task, rather than a set of requirements prescribed by a disciplinary department (See Section 3.2).

- the organization of faculty scholarship into Schools having overlap of disciplines rather than disciplinary departments (See Section 2.5).

- placing the initiative for progress with the student, with the faculty adviser serving as the key endorser whose judgment certifies the academic standing of the student (See Section 3.4).

- acceptance of the Office of Institutional Research and Evaluation by students and faculty as a valuable resource (See Appendix B).

- emphasizing "time out" flexibility for students who wish to seek integration of their academic study with work settings providing a testing ground for their ideas (See Section 3.9).
Some difficulties have been experienced with each of the above which must be corrected. Specifically, major problems are:

- orientation of new faculty, administrators, and students to the new roles they must fulfill in the Hampshire program.

- providing relief and redress for students and faculty for whom the advising relationship is inadequate.

- inadequate modes of communication for keeping each other informed.

- constant difficulty with scheduling activities whose time requirements overlap.

- program and materials budgets which provide far less support than creative ideas can absorb (See Section 8).

- a certain degree of rigidity and separateness in School planning and procedures. This makes difficult creative cross-School collaboration by faculty and students.

- variation in standards applied by examiners to examination performance, especially at the Division II level of concentration where the need to demonstrate achieved competence with a body of scholarship is paramount (See Section 3.3).

The future development of the program is emerging along the following lines which
1.2 Redesign of the Liberal Arts Education, continued

encompass two somewhat incompatible tendencies. On the one hand, there is considerable effort being made, with visible success, to provide better academic guidance and advising of students, and better orientation and personal evaluation of effectiveness by faculty. Assuming increased skill in these areas, students will become self-educative earlier and with greater effect.

One result already remarked by some faculty is the emergence of student concentrations of such "uniqueness" that it is questionable whether the entire Five College area faculty encompasses the instructional sources needed.

The increased development of self-educative students and faculty who can deal with their needs skillfully should mean even greater demand for scheduling flexibility, variety of faculty assignment, and unique study patterns. However, as the number of transactions experienced between faculty and students increases, some will seek the relative peace and stability of conformist practices, whether as "prescribed majors," or membership in groups of deliberately limited size.

This tendency toward prescribed or structural alternatives will probably reflect the desire by faculty to be assured that discipline or basic field concepts and skills are mastered by students.

It is certain that field study, work-study, and other varieties of time out practices will be a permanent feature of higher education. The development of non-academic bases for experience will continue to provide vital ingredients for academic studies.

It is genuinely difficult to imagine the resolutions we will have in five years. By then the impress of more traditional examples displayed by our sister colleges may
1.2 Redesign of the Liberal Arts Education, continued

have reasserted their appeal; or our example may have infected them. Certainly, as always, the perceived utility of higher education vis-a-vis post-graduate demands for career and status will have worked its effects.

1.3 Seeking Financial Stability

The basic funding strategy adopted was to finance all capital requirements, the planning period, and planned deficits from gifts and low interest loans, hence to operate primarily on the income from tuition and fees.

The Making of a College included five-year projections for the budgets required to create the College and stabilize its operation by the fourth year. One parameter in these calculations was total on-campus enrollment which was projected at 1,440 students in the fall of 1973. Also projected were progressively declining deficits, for which provision had to be made with a target date of fiscal 1974 for the first balanced budget. Most strikingly these projections included the estimate that the College could not provide scholarship funds beyond a level of $36,000 per entering class for a total four-year provision of $152,000 in the fourth year of operation. The assumptions about the future of the economy of the United States and the prospects of higher education within it, which were reasonable in the summer of 1966, have had to be drastically revised as we made our way to this writing.

Although many features of the financial position of the College have shifted through time, three are especially important:

Faced with a combination of rapidly rising construction costs and the total decline of federal funding for dormitory construction, the
1.3 **Seeking Financial Stability,** continued

Trustees accepted President Longsworth's recommendation in the fall of 1972 that the College enrollment be stabilized at 1,250 residential capacity rather than 1,440 for at least three years.

. Faced with inflation of the cost of services at nearly twice the rate expected, with diminished expectation of being able to pass these costs on to students, the Trustees voted in June 1970 to instruct the President to hold the total instructional budget to a steady state level which, given a commitment to competitive salary scales for faculty, would provide for a ratio of faculty ranks of one full professor, two associate professors, and four assistant professors assuming a student-faculty ratio of 16:1.

. Faced with a near unanimous commitment from faculty and staff assembled in 1969-70 to the value of striving for a student body composed of persons drawn from the full range of family incomes, extraordinary efforts were made to provide financial aid for students at better than three times the level projected. The budget for fiscal 1974 provides $510,000 for an enrollment of 1,250.

Each of these developments contributes to the evaluation of our present condition.

The positive attributes of the financial condition of the College may be summarized as follows:

. Student tuition and fees do account for a very high proportion of expenditures as originally planned (in 1973, 92%; estimated for 1974, 88%).
1.3 Seeking Financial Stability, continued

- The use of "lump sum" budgeting, which places discretion over expenditures at the unit level, in combination with line-by-line open budget-making processes, has resulted in highly efficient stewardship of funds in most instances.

- The educational experiments at Hampshire have proved sufficiently appealing to gain the support of outside funding sources.

- Five College cooperation has demonstrably provided real benefits to the College.

The negative features of the situation may be summarized as follows:

- It is clear that student fees cannot carry the entire burden of income, nor does added funding for programs provide relief.

- The steady decline of federal participation in financial aid to students means we have reached, or may be beyond, the limits of such funding which can be borne by fees and income.

- The limit of the instructional budget creates pressures on the student-faculty ratio, reappointment process, and capacity of the College to foster career development services for faculty. The channeling of these pressures into constructive channels is proving difficult.

- With the end of growth we now have to provide for the costs of "fixed" expenditures whose cost levels are not under direct control.
1.3 Seeking Financial Stability, continued

. We fit the description offered by Dr. Earl Cheit of a dangerous condition, i.e., that of being a closely managed system facing still greater demands without the slack or reserve for greater efficiencies.

. We have experienced serious difficulties in providing fiscal services for general operations during the past two years, primarily due to the practice of permitting service demands to run somewhat ahead of staffing capacity while developing new machine-based systems.

The future financial condition of the College will in part be determined by the adoption of new plans now under consideration. We now have under serious consideration:

. a consultant's report outlining possible benefits of year round operation (See Appendix C for summary).

. advantages to the objectives of our financial aid program of adopting a graduated tuition plan and creating a revolving loan fund for parental use.

. preliminary consultations focused on possible use of Hampshire land in cooperation with private development to generate additional income.

Projections for the next five years are certain to be as wide of the mark as those of the past. Still it is clear that we must:
1.3 Seeking Financial Stability, continued

- develop endowment to cover certain important categories of "fixed" costs.
- improve fiscal services and stabilize student income flow.
- generate more funds for the instructional budget.
- achieve a reorganization of the income base for financial aid.
- steadily increase the flow of outside funding for research and development projects.
- complete the capital requirements of Hampshire's campus.

1.4 The College as a Corporate Citizen

A theme that was given emphasis in The Making of a College was that the College should "become a more effective intellectual and moral instrument for developing responsibility for the quality of life in America." This goal has been interpreted by the Trustees and administration of the College to mean that the College should become actively involved in the community beyond itself, whether local, state, or national, in ways which commit the institution in its corporate role as a contributor, participant, and partner in important community and educational ventures. (See Appendix D, planning bulletin entitled Corporate Citizenship and Urban Problems.)

Even as the College was born, it found that in the Pioneer Valley there were citizens' groups creating new organizations to secure future uses of land
and property resources. Near the College the Holyoke Range was the subject of an effort to persuade the Department of the Interior to accept most of the Range for public trust. The Town of Amherst was completing a long and intensive planning effort which prescribed new zoning and land use practices with particular emphasis on the development in time of a Village adjacent to both the College and the Holyoke Range, while in the City of Holyoke, a few miles away, the effort had begun to secure a Model Cities Program in the poorest ward of the city. In all three instances College officials became involved as representatives of the College in what proved to be time-consuming, long-range political and social efforts to influence emerging public policy. Subsequently, as national policy began to change, especially in those areas affecting federal support of student financial aid, the College officials became increasingly active in cooperation with the offices of the local Congressional delegations in an effort to maintain levels of support for students everywhere. There is every reason to believe that officials of the College will continue to contribute in similar ways in the future.

The College has also created programs which were designed to serve the needs of people in the surrounding communities. The first of these began at the founding of the College when the Early Identification Program, drawing its participants from fifth grade students from the Model Cities neighborhood in the City of Holyoke, was organized to demonstrate that educational and social support of children who customarily dropped out of the public school system well before high school graduation could be carried through to graduation by having the College pledge to devote its resources to their placement in subsequent educational settings. This Program is now in its fourth year and continues to sustain two cohorts of young people numbering more than forty. This deep involvement with the families in the Model Cities neighborhood has been uniformly appreciated by city officials,
school officials, and the families themselves as expressed on numerous occasions.

A different kind of participation was provided by the College when John D. Rockefeller 3rd accepted its invitation to use Hampshire as a podium to promote the funding of student-based groups to create organizations designed to influence public policy. The Five College group, which was formed with a grant from the John D. Rockefeller 3rd Foundation, was based at Hampshire College until it was absorbed by the Western Massachusetts Public Interest Research Group which it helped create.

As part of its educational mission, the College has consistently studied the possibilities inherent in cable television systems. A feasibility study was funded and carried out to determine the possible value of the College becoming a partner in ownership of a cable television license. This form of participation in public life continues to remain a possibility which the College wishes to study and consider for the future.

As a partner in public action, College officials have devoted considerable time to cooperation with local town officials and businessmen regarding the development of what may some day become Hampshire Village. Considerable tracts of College land abut the zoned areas and the problem of future development is under careful and intensive study. Any action the College might take to develop portions of its land for mixed residential use will necessarily require joining with private investors in order to maximize the effectiveness of the planning. As population pressures continue to grow, this feature of corporate responsibility becomes increasingly important.

There is every intention to exercise leadership in an effort to influence the way in which these lands eventually develop. A long-range vision, which is still
being developed, is to see the creation of a small community composed of persons of every age group whose lives in one way or another interact with the presence of the College. This means the development of retirement facilities, an elementary school, public and social services in the form of day care, medical care, and professional services. There is the distinct hope that the presence of the skills and capabilities of such a diverse group of citizens will enhance the educational opportunities of Hampshire College students as well as meeting the highest standards for land development to which the larger local communities aspire.

Finally, many administrators, faculty, staff, and students participate singly in political, civic, and social activities in the area, each of which feeds back into the academic structure of the College as well as assists the communities involved.

Strengths and Weaknesses of the Role of Corporate Citizenship

The chief strength of the College in exercising its role as a corporate citizen comes from the precedent which has now been set and which provides close acquaintanceship with most of the public policy groups affecting the area surrounding the College. The College’s interest is well known and its participation is welcomed.

A primary weakness in these efforts stems from the few persons who represent the College in such ways, as well as the slowness with which students and faculty have been brought into the process. Another weakness in exercising such participation lies in the difficulty of combining the time and resources required with the cultivation of educational opportunities for students and faculty. More effective coordinative
efforts are certainly needed to combine and facilitate corporate efforts when needed. Even more important, however, is the need for improved communication within the College as well as between the College and its surrounding communities. At best corporate activities can and have greatly enriched all sides; at worst they have been a drain on the resources and energy of those persons involved. We must work toward the maximization of the former and the moderation of the latter.

1.5 The College as a Center for Innovation

The primary means by which the College has attempted to establish itself as an important national force for innovation in undergraduate liberal arts education have been the conventional ones of publication, participation by College representatives in outside conferences and consulting activities, and diligent reply to inquiries received. The original planning document, The Making of a College, proved to be an extremely widely read book which passed through three printings totalling 15,000 copies. As a result, College officials have been repeatedly consulted by state, federal, and private foundations and agencies regarding the developments and procedures and criteria which should be evolved to support continuing development of undergraduate education.

Inquiry of faculty and administration reveals a steady flow of inquiries and invitations to share Hampshire's experience with others. Most commonly other colleges inquire about employment of faculty by contract, progress by examination, study contracts, the 4-1-4 calendar, and institutional research in progress.

Individuals report invitations to serve on national task force groups, professional meeting panels, consultancies for reorganization of college units, and various visiting committees. It is fair to say Hampshire persons are seen as concerned
and qualified to assist others in the midst of change.

The second phase of this effort demands that the College begin to sponsor on-site conferences. To date such conferences have been planned solely in the service of the College's own needs and have not been primarily sponsored for the benefit of others. Another form of practice which the College hopes to institute is the exchange of persons with other institutions. All of these efforts rest on a presumption that the major forms of experimentation taking place here will continue to appeal to educators and funding sources alike. To a very considerable extent the success or failure of the College in achieving status as an important center for innovation rests firmly on the quality of ideas and practices created by its faculty and students in response to changing educational requirements. At this writing it is probably too early to estimate what the future of these efforts will be. Certainly there is no question that the College is committed to achieving this goal and fully intends to try to become a focus for these efforts nationwide.

1.6 Information on Post-Graduates

In each of the first three years of the College a group of fourth-year Fellows were brought to the College. They had the option of receiving their degrees from Hampshire or the college from which they came. In all, fifty Fellows took part, forty-one receiving Hampshire B.A.'s. In addition, five students from the entering class of 1970 received their degrees in June 1973, and five more received degrees in December 1973.

Appendix E shows the present status of these graduates according to current information. To date these students appear to have been admitted to strong graduate schools and to be employed in promising ways. There is no discernable difference
between those with Hampshire degrees and transcripts and those whose records mix the traditional and non-traditional.

Based on the modest number of cases at hand, it appears the record of Hampshire graduates speaks well for the College. Several offices at Hampshire are in the process of gathering from our alumni information which evaluates their experience at Hampshire; but it is actually too early to pass any judgment. Not until a full class has progressed can we fully assess our graduates.
2. ORGANIZATION AND CONTROL

2.1 Overview

Hampshire College was chartered by the Commonwealth of Massachusetts in September 1963. Its Agreement of Association (Appendix A) expresses the commitment of the Trustees of Hampshire College to the traditional corporate organization model of governance employed by most institutions of higher education.

The College's constitution, drafted by its planning faculty in 1969 and ratified in 1970, created an internal governance model which provides for membership and participation by all constituencies within the College--administrators, administrative staff, faculty, and students. The governance councils and committees are involved in almost every aspect of College life. The major governance bodies are the Academic Council, which conducts the business for the academic program; the College Council, which reviews and deliberates matters pertaining to all legislative bodies and executive bodies as well as hearing individual grievances; the Judicial Board, which hears and decides matters involving interpretation of the College constitution or any rule of the College and matters alleging infraction of any College rule; and the Community Council, which is responsible for regulations regarding the quality of life on campus and the well-being of the Hampshire community.

The administrative organization of the College is tripartite in structure, as may be seen by the Table of Organization which follows this section. The Vice-President, Treasurer, and Dean of the College each oversee several administrative units of the College. We utilize a system of decentralized budget control whereby each unit has a budget manager who estimates the capital
and fiscal needs of the unit for each year and drafts a budget in consultation
with his/her supervisor. Once the unit's budget is approved by the College
administration and Trustees, the budget manager is responsible for its control
during the year. Thus the persons who are closest to each function and activity
of the College are directly responsible for its budget. (The budgeting process is
described in detail in Section 8.)

Because Hampshire College is designed to take advantage of five-college cooperation,
it is dependent on many Five College services. The major administrators
and budget unit supervisors of the colleges and University meet together on a
regular basis to discuss areas of mutual interest and concern. Hampshire is
engaged actively with the other institutions in the Valley in such programs as the
Five College Credit Union, Three College Computer Services, Five College
Bus services and others. (See Five College budget in Appendix F.)

The Houses at Hampshire College are not viewed only as student residences,
but are administrative and educational units within the organization of the College.
The staff and students in each House are responsible for the social and physical
quality of the residential units on campus; living space is also used for the
organization of educational activities. (A full discussion of the Houses' role,
structure, governance, and activities may be found in Section 5.5. Part of
Section 3.7 describes the educational activities within the Houses and their place
in the academic program at Hampshire.)

The academic organization of the College is one of Schools rather than the
traditional departments. The four Schools are the School of Humanities and Arts,
the School of Language and Communication, the School of Natural Science and
Mathematics, and the School of Social Science. Each School except Language
2.1 Overview, continued

and Communication is administered by a School Dean who serves under a term contract and also holds a part-time faculty appointment; the School of Language and Communication is administered by a Coordinator and Coordinator-Elect who are elected for one year terms from the faculty members of the School and recommended to the President. The Coordinator-Elect serves for one year and as Coordinator for one year. The faculty and elected student members of each School meet regularly as a body to discuss personnel, curricular, and policy matters. The Academic Council is the all-College body which reviews and acts on policies which affect the faculty as a whole. Appendix NN, the Faculty Handbook, outlines all policies and procedures which apply to members of the faculty.

2.2 Board of Trustees

The ultimate authority for governing Hampshire College lies in the Board of Trustees, a body of twenty-three men and women of diverse backgrounds (including the presidents of Amherst, Mount Holyoke, and Smith Colleges and the Chancellor of the University of Massachusetts; one Trustee nominated from the student body; and one by and from the faculty). (A list of Hampshire College Trustees and their respective occupations is found in Appendix G.) The Board meets on the Hampshire College campus four times annually to deliberate College policy and planning in a general session, as well as in committees with special interest areas; these are the Executive Committee, Architecture and Campus Planning Committee, Compensation Committee, Development Committee, Educational Policy Committee, Committee on Campus Life, Finance Committee, and Nominating Committee. The Trustee Bylaws (Appendix MM) gives detailed procedures for the election of the Board of Trustees, the members' terms of office, and the responsibilities of the Board. In addition, the Executive Committee of the Board
meets four times a year with the senior administrators. Trustees who live locally are invited to attend College governance meetings and special events.

2.3 Administrative Personnel

Persons in non-faculty roles at Hampshire College are classified for purposes of appointment as members of the administration or administrative staff. Administration members receive letters of appointment from the President on behalf of the Board of Trustees; administrative staff receive letters of appointment from the Director of Personnel. Employees having only non-faculty status, both members of the administration and members of the administrative staff, generally serve without contractual terms, at the pleasure of the Board of Trustees. Administrators with split administrative/faculty appointments perform their faculty duties under contract. Hampshire employees approximate ninety-five members of the administrative staff and thirty-five members of the administration.

The Administrative Staff Handbook (Appendix OO) explains in detail the terms of employment, employee rights, and fringe benefits which pertain to members of the administrative staff. Policy regarding dismissal of administrative staff and the grievance procedures available to them are described in Appendix H. A similar handbook is now in preparation for members of the administration. Fringe benefits available to members of the administration are those which apply to members of the faculty and are described on pages 52-57 of the Faculty Handbook (Appendix NN).

2.4 Responsibilities of Administrative Officers

The general responsibilities of the Chairman of the Board, President, Vice-President, and Treasurer of the College are outlined in the Trustee Bylaws. Job descriptions
2.4 Responsibilities of Administrative Officers, continued

for each of the other major unit supervisors are found in Appendix I. Principal
administrative and academic officers are nominated by a Search Committee,
whose members are appointed by the President. Nominations are presented to
the President who negotiates the terms of appointment and then presents them to
the Board of Trustees for approval. Appendix J contains complete search
procedures for principal academic and administrative officers.

Weekly meetings among the senior administrative officers and frequent meetings
of those officers with their unit administrators provide a flexible communication
system within the College.

2.5 Academic Organization

Hampshire College is organized by four Schools (Humanities and Arts, Language
and Communication, Natural Science and Mathematics, and Social Science) rather
than by traditional departments.

The appointment procedure originates within each School. Following School
assessment of the candidates, the School’s recommendation and supporting materials
are forwarded to the Dean of the College for his endorsement and further
recommendation. The President of the College evaluates all the material which has
been forwarded to him and makes his recommendation to the Board of Trustees.

The reappointment and promotion processes also originate within each School (See
Faculty Handook, Appendix NN). The School reviews each faculty member’s
performance in various roles in the College community. A recommendation is
forwarded to the College-Wide Committee on Faculty Reappointments for further
2.5 Academic Organization, continued

evaluation and recommendation. That recommendation is then forwarded to the President, who presents his decision to the Board of Trustees for approval.

School membership includes all faculty in the School and a percentage of student members. Each School has regular meetings of the entire membership, as well as a system of School committees or individuals assigned particular tasks. The School committees are as follows:

School of Humanities and Arts

- Educational Policy
- Examinations
- Executive Committee
- Space and Planning
- Visitors

School of Language and Communication

- Examinations
- Reappointments

School of Natural Science and Mathematics

- Examinations
- Sex and Salary
- Natural Science and Mathematics Evaluations
2.5 Academic Organization, continued

School of Social Science

Appointments
Reappointments
Examinations
Curriculum
Building and Space
Membership

2.5.1 Disciplines

Faculty may be recruited from the same discipline into more than one School--a reflection of shared areas of scholarship. At present historians, psychologists, and mathematicians serve in three Schools. Scholars in American Studies, American Literature, Philosophy, and Anthropology are found in two Schools. The table on the following page illustrates which disciplines are found in each of the four Schools, the allocation of faculty time, and the number of faculty who teach in each area.

2.5.2 Course Proposals and Approval Procedures

All courses offered by the individual Schools at Hampshire are reviewed by the School Deans and then by the entire membership of the Schools (which all include a percentage of student members as well as all faculty in the School). When they receive School approval, course proposals are reviewed by the all-College Educational Policy Committee (which is comprised of the Dean of the College, the Associate Dean in charge of academic development, one of the School Deans,
# Hampshire College

**Faculty, by School and Discipline, Fall Term 1973**

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Note: Shared appointments counted only once in faculty numbers, counted at correct FTE level in each School of appointment.

Figures include faculty on leave, and are for fall term 1973.

FTE = Full Time Equivalency = 6 courses/academic year, or their equivalent.
2.5.2 Course Proposals and Approval Procedures, continued

one House Master, and one faculty member and one student from each School). Courses are then sent by the Educational Policy Committee to the Academic Council for final approval. (Non-School courses, of which the only examples at present are in Educational Studies and Foreign Studies, go directly from the faculty member to the Dean of the College and then to the Educational Policy Committee."

The closest consideration of course offerings takes place at the School level, where the entire curriculum of the School may be reviewed by School members. The Educational Policy Committee is charged with reviewing overall balance of courses, the development of new cross-School programs, and the relationship between Hampshire course offerings and those of the other colleges in the Five College group.

January Term courses and projects are proposed by the individual teachers (who may be students or staff or people from outside the College as well as faculty) and are approved by the January Term Committee and the Academic Council.

2.6 Affirmative Action

The College is preparing an Affirmative Action Plan to be filed with the Department of Health, Education, and Welfare on or before March 1, 1974. The Vice-President, assisted by the Personnel Director, will direct our Affirmative Action Program. A committee, composed primarily of female and minority members, will assist them in these efforts.
2.6 Affirmative Action, continued

A number of essential components of our program have already been developed and implemented, and several are outlined below:

. recruitment practices for staff include posting within the College of a full job description, and advertisement in publications chosen to reach minority persons; and careful recordkeeping of applicant characteristics.

. faculty recruitment practices are less uniform at present but increasingly use advertising attempts to reach the original goal of equal numbers of men and women on the faculty.

. adoption of promotion procedures designed to provide career advancement opportunities (see table in Appendix K for record to date).

. publication in the Staff Handbook of a number of benefits designed to meet the needs of female employees and single parent families.

Still to be accomplished at this writing are program components such as utilization, analysis, and goal setting.
2.7 National Advisory Council

The National Advisory Council of Hampshire College is a group of distinguished American men and women who endorse the purposes of this new, experimenting institution and advise in its development. The members of the National Advisory Council represent leadership in many fields of American life: science, the arts, government, business and industry, labor, education, law, medicine, and civic affairs. Since Hampshire did not receive its first students until September 1970, the College looks to the National Advisory Council for the kind of counsel and support a long-established institution receives from its alumni.

During the years prior to the opening of Hampshire, the members of the Council played a large role in publicizing the new directions of the College, advising in the development of various segments of the program and administration, and in recruiting faculty, staff, and students for the new college. Currently, the role of the members of the National Advisory Council has been further developed to include regular visits to the campus by many members of the Council, the formation of a National Advisory Council Committee of Visitors to the School of Humanities and Arts, and occasional member participation in classes, lecture series, and student/faculty activity groups. Some members of the Council have assisted the College in fund-raising ventures, supported the applications of Hampshire students to law and medical schools, and assisted various individuals in the College by offering access to special services not normally available to our faculty and students.

A Statement of Purpose of the National Advisory Council may be found in Appendix L. A roster of its members follows in Appendix M.

2.8 Organizational Strengths and Weaknesses

The strengths of the organizational structure of Hampshire College may be
2.8 Organizational Strengths and Weaknesses, continued

described as follows:

- There is provision for the flow of information from all participants in the College to the appropriate administrative offices.

- The organization permits a rapid institutional response to changing demands and situations facilitated by the work of a full-time Coordinator of Governance Activities who provides the necessary liaison between the major governance councils and committees of the College.

- There is an unusual degree of opportunity for persons from all quarters in the College to be elected or appointed to those aspects of governance of interest to them.

- A sincere effort is made to include members of the administrative staff as participants in the governance structure of the College.

The weaknesses of the present governance structure center on the following characteristics:

- With experience it is clear that the language of the College's constitution, particularly as it refers to jurisdictional responsibilities, allows for confusion with those areas charged to the Administration. In part, this reflects the desire for widespread
participation in the decision-making and accountability processes.

- The structure is so elaborate that it generates an unusual number of transactions between its member parts which maximize the opportunity for error, confusion, and possibilities of fatigue. Some of these transactions, principally those of required "review and ratification" have proven to be "rubber stamping" activities which many view as unnecessarily duplicative and time-consuming.

- The elaborate definitions of responsibility for each sub-unit have not been clarified with experience so that jurisdictional disputes are commonplace, time-consuming, and can produce tension in varying degrees in the College community.

- The necessity to honor the above mentioned responsibilities through early consultation occasionally produces a slow decision process. This sometimes must be foreshortened in the face of external deadlines and pressures, giving rise to objection from the community at large to the particular action taken.

Looking ahead to the future, it seems almost certain that revision of the governance system will have to occur. At this writing the College Council is engaged in deliberating how such revision might best be initiated. It seems clear that with experience the jurisdictional disputes will become less common as a body of precedent emerges surrounding the responsibilities of the different units. At
2.8 Organizational Strengths and Weaknesses, continued

the same time, there is a wholehearted commitment to maximizing participation by all those interested, and there should not be a major retreat from providing opportunities for people to contribute. Although successful in a number of significant instances and areas, Hampshire College has not been in operation sufficiently long to achieve a level of committee performance which is widely expected and demanded of the constituencies. However, it is certain that such skill is being acquired and that increasingly better committee work may be expected.

Overall, the fundamental commitments to participation, involvement, and consultation will certainly be preserved.
3. ACADEMIC PROGRAM

3.1 Overview

Studies at Hampshire College are organized within broad fields of inquiry represented by the four Schools: Humanities and Arts, Language and Communication, Natural Science and Mathematics, and Social Science. Organization of the curriculum around Schools instead of departments is designed to encourage more multidisciplinary activities. In addition, there are a number of special cross-School programs which are organized under the office of the Dean of the College, rather than the Schools.

The students' academic progress through Hampshire is separated into three Divisions, through which they move sequentially. In Division I (Basic Studies) students are introduced to the aims and methods of liberal arts education at Hampshire College. In Division II (School Studies) students develop a concentration in one field, while continuing to explore other areas. In Division III (Advanced Studies) students do advanced independent work in their chosen concentration and also do integrative work on a broader topic requiring the application of several disciplines.

Competency examinations regulate advancement between the Divisions. The examination process is one of Hampshire College's unconventional features; it is characterized by the following principles:

1. In Division I, a total of four examinations are taken—one for each School. The single examinations for Divisions II and III are based on the student's individual concentration and may involve more
than one School.

Examinations are retrospective, testing knowledge and skills acquired through past effort, and they are also prospective, measuring competences useful for the student's further work at Hampshire and beyond.

Students play a major role in designing their own individualized exams by working with their faculty adviser, instructors, and members of an evaluating team in devising examination questions or tasks.

Examinations are ungraded; pass is the only mark of record for successful completion of Divisional examinations.

Examinations may take many forms: for example, a lecture, take-home essay, mock trial, conventional classroom examination, computer program, musical composition or performance, or laboratory research.

Students may elect to take an examination at any time during the academic year, having determined their readiness with their faculty adviser. However, a three-week reading and examination period is set aside at the end of the spring term when students and faculty give examinations their undivided attention.

The requirements for graduation are successful completing of examinations for each
Division and completion of all Division III work. Some students may be recommended for graduation after three years of study; others may take as long as five or six years, depending on their program and initiative.

3.2 Divisional Structure

Unlike the traditional freshman to senior sequence, Hampshire students divide their academic careers into three Divisions. Passage from one Division to the next is measured by examination and measures the ability to pursue a certain level of inquiry.

Division I study requires each student to demonstrate an understanding of the manner in which scholarship is carried out from the various School perspectives. Reference is made in the Student Handbook to the "mode of inquiry" which most characterizes the standards of inference, specification of value, and preferred methodologies which tend to distinguish the disciplines. Students study with faculty from the different Schools, usually in topically focused courses rather than survey courses. Students are encouraged to develop a comparative sense of how the various disciplines pursue their search for knowledge so that subsequently when their interests form, they will have a capacity to understand the literatures which they must read in order to pursue their Division II concentrations. This capacity is demonstrated by the passing of a Division I exam in each School.

Hampshire has no course distribution requirements, but relies on these four Division I exams to ensure that the students will have a broad background before they settle upon their area of concentration. The design of the Division II concentration is itself an important academic achievement. Students vary from those who have a very clear-cut vision of the focus their work will take to those for whom the focussing requirement is itself a major intellectual demand. Much consultation goes into the design of the Division II program of study, and the examination is expected to permit the
student to demonstrate that a high level of expertise has been achieved, usually on a reasonably broad subject. The distinction between the Division II concentration and the traditional major requirement lies not only in the lack of specific course requirements but also in the organizing effect of the Division II contract and examination and the role that Division II is expected to play in preparing the individual for the Division III independent study project. Here it is the Division II examination which must convince the evaluators that the student has sufficient qualifications to pursue the Division III project.

In Division III students typically spend half their time for a year engaged in an advanced level independent study or project in their chosen field. A list of the projects which Division III students are engaged in during the present academic year is contained in Appendix O. In addition, students participate in advanced level integrative work, either through a faculty-led integrative seminar or through seminars or other work which they themselves propose. Division III students are also expected to engage in some form of teaching, advising, or other work in which they can share their increasingly sophisticated abilities with either Hampshire College or with the outside community. Students form Division III concentration committees, consisting of three persons, two of whom must be Hampshire College faculty. A contract for Division III work, signed by the student and the committee, is forwarded to a College-wide Division III Standards Committee which determines whether or not the program of work is satisfactory or needs revamping to meet the requirements for advanced studies. After the concentration committee's final evaluation of the independent project and other work, the committee forwards its recommendation for graduation to the Dean of the College who, in turn, nominates the students for the Hampshire College degree for approval by the Academic Council. Final ratification is given by the Board of Trustees.

In viewing the status of the different Divisions at Hampshire, it is clear that the Division I program is the most thoroughly developed, with a variety of imaginative and challenging courses which appeal to a broad spectrum of students. Hampshire
has had sizable numbers of Division II and III students for a shorter portion of its history (for only one semester in the case of Division III students), and programs at these levels are still being worked out, in some cases quite differently from the original conception. The original plan, for instance, was to have large (50-60 student) Division II courses. In fact, due to the wide diversity of student interests, Division II courses have tended to be small, with many students taking courses at other institutions. This has brought an exciting sense of diversity and plurality to what would otherwise be a small campus; Hampshire has paid for it by a certain lack of cohesiveness in its community. At the Division III level, there is the problem of incorporating the integrative requirement and the service to the community requirement in a way which makes them intellectually satisfying rather than annoying obstacles to be surmounted as painlessly as possible.

3.3 Progress by Examination

Hampshire College has eliminated the accumulation of course credits and the assignment of class grades as measures of academic progress and instead has adopted a system of examinations administered at various stages of a student's career at the College. Six examinations are required, the first four devoted to general education requirements and thus focused on each of the four Schools of the College: Humanities and Arts, Social Science, Natural Science and Mathematics, and Language and Communication. The Division II examination is on a student's chosen field of concentration and the Division III exam is on a student's chosen project. Each of these six examinations is designed by the student in consultation with appropriate faculty members. The examinations can take several modes, ranging from straight written analytical reports to a performance or object created by the student and then evaluated by the evaluation team.

In general, students complete all four of the Division I examinations by the end of two
years, the Division II examination by the end of the third year, and Division III after a fourth year's study. This schedule, of course, may vary with the kind and duration of leave(s) a student takes, and the individual student's desire, efforts and ability to progress toward the degree. It is not necessary for a student to complete all four Division I examinations before beginning work on the Division II concentration (the examination in the School(s) in which the concentration lies must be completed, however), but all Division I examinations as well as the Division II examination must be passed before a student progresses to Division III. Appendix P shows the number of students who had passed examinations at each level by the beginning of the fall 1973 term.

A copy of Hampshire's Progress Patterns Survey Report may be found in Appendix Q. Recently Hampshire has received a grant from the Fund for the Improvement of Post-secondary Education to conduct a project which will strengthen and evaluate the College's present examination system. The project is designed to strengthen the system of progress by examination by increasing the familiarity of students and faculty with the nature of the examination system, its problems and prospects. Most importantly, however, the project hopes to develop a consensus in the College on the central academic features of the system. The project deals with the special problems of students transferring in or out, gaining admission to graduate school or seeking employment.

The project will attempt to assess the present status of the exam system by determining what has been done over the last four years of the College in Division I, II, and III examinations, as well as assess how the examination system is working at the present time. Each of these two efforts of assessment should give us a much clearer notion of changes which we may wish to make. For this evaluative process we are using both the Hampshire College Office of Institutional Research and Evaluation and outside observers and evaluators from the Five College area.

The project is designed to last for eighteen months. The director of the project
is Professor Robert von der Lippe, Associate Professor of Sociology, and the Assistant Director of the Project is Professor Van R. Halsey, Associate Professor of American Studies, and Director of Admissions.

3.4 Advising System

Because of the emphasis upon a student's assuming full responsibility for planning his or her academic career, advising takes on unusual significance. At the beginning of a student's academic career at Hampshire, the need is primarily for orientation to the Hampshire program, familiarity with the resources available, and friendly, supportive and enthusiastic encouragement from advisers. The academic adviser also has a major responsibility for determining a student's academic good standing based on a student's progress through the examination system. Finally, and most importantly, the adviser is central to the process of determining the qualifications for the granting of the Bachelor's Degree. Eventually, along with the Registrar and the student, the adviser is responsible for putting together that packet of information which constitutes the major portion of a Hampshire student's academic transcript.

A system of flexible change of advisers has been the policy of the College since its opening. Students can change advisers either because of personal incompatibility or because the assigned adviser is not the best resource for the particular academic interests of the advisee. The adviser is one of the central figures in the academic life of the student, since almost all of the required forms and procedures for Hampshire College and Five College course enrollment, January Term course enrollment, independent study, and the assorted leaves away from the College, must be discussed with and eventually approved or disapproved by a student's academic adviser.

Each full-time faculty member assumes, in the agreement of employment for Hampshire
3.4 Advising System, continued

College, the advising of up to seventeen students; some faculty have chosen to take on many more. The advising function is understood to include not only the passage of academic information from faculty to students, but also some commitment to support the student's personal and intellectual growth. (See pages 5 and 6 of the Faculty Handbook).

3.4.1 Future Advising Plans

The advising system at Hampshire College has two major parts. The first has to do with advising during the Division I sequence of the student's time at the College. During Division I, the advising task incorporates a need for personal knowledge and understanding of individual students and academic guidance and advice with regard to a student's difficult integration into this particular world of higher education. In addition, at Hampshire, advisers must assist students in planning and preparing for Division I examinations, evaluating their own academic achievements, and in general avoiding the strong possibility of being lost in a system which is as open and flexible as this one.

Although faculty members are fairly well acquainted with traditional advising roles, little orientation has been provided to familiarize them with the differences between advising at Hampshire and at other institutions. Further orientation and training for the Hampshire advising program, therefore, is definitely needed.

The model of the Humanities and Arts Advising Center provides the beginnings of student assisted advising at the Division I level. The School of Natural Science and Mathematics is planning a similar center, which should be in operation in the Spring of 1974. The remaining two Schools are being encouraged to provide similar centers for their students in the near future. These centers will be encouraged to incorporate the expertise of the staff of the House living units, as well as those of the Schools, as
resources for their advising help.

Division II and III constitute the second major focus of advising at Hampshire. During the Division II and III sequence of the student's career, the adviser assumes a role which has strong tutorial aspects. In his/her role as mentor or tutor, the adviser will be largely responsible for giving specific advice to his/her students on the adequacy of their training and the areas in which they may need further course or independent work. In addition, the adviser helps determine his or her student's qualifications for the Bachelor of Arts Degree. Finally the adviser's role as record-keeper becomes crucial: the adviser assists students in the creation of their academic records and in the editing of evaluations and reports which eventually comprise a student's history.

3.4.2 Strengths and Weaknesses

The major strength of the Hampshire advising system stems from the faculty's unanimous and enthusiastic support for the goal of creating self-motivated and self-directed learners. The faculty is equally supportive of the new academic structures which have been designed to accomplish these objectives. With few exceptions faculty have enthusiastically accepted their assigned student advisees and have worked hard to guide and support these students.

There is a need for more sophisticated orientation to familiarize advisers with the differences between the advising requirements at this institution and others. In particular, the special advising requirement of the examination system has not been given sufficient attention.

At Hampshire, as elsewhere, some of the best judges of the academic offerings are the people who must participate in those offerings—the students. We are just beginning
3.4.2 **Strengths and Weaknesses**, continued

To recognize their abilities to judge our own academic offerings as well as those in the Five College area. The School advising centers, using a combination of peer and faculty counseling, promise to supplement the advising system in extremely valuable ways.

An additional problem has been the way in which the College grew (one class at a time). Those faculty members who were part of the faculty during the first years of the College tend now, during our fourth year, to have primarily Division II and III students as their advisees. In contrast, those faculty members who just joined the Hampshire faculty this year have primarily Division I entering students as advisees. Since the demands placed on an adviser by an advisee differ considerably from Division I to Division III, there are very uneven work loads as a consequence of this process. The situation should begin to right itself in the near future. Within two or three years, we should achieve a normal advising load of approximately ten Division I advisees and four to five Division II and III advisees for each full-time faculty member.

The tutorial aspect of advising Division II and III students has never been clearly articulated, and considerable development is needed to insure its effectiveness. At present, the work allotments and reward structures do not reflect the emphasis that should be placed upon this faculty responsibility. More attention should be paid to the fact that advising and tutoring are both special kinds of teaching. (See Reappointments Document, Appendix N).

In summary, the advising system at the College is serving students fairly well when compared with traditional advising systems. Faculty commitment is high, and the resources and availability of advisers for advisees seems comparable if not somewhat better than at traditional American institutions. The need for advising at Hampshire College, however, is much greater than at traditional institutions,
3.4.2 Strengths and Weaknesses, continued

and considerable improvements need to be made before advising can be considered to be adequate and appropriate for us.

3.4.3 Other Sources of Advising

In addition to the formal advising system in which each student has an individual faculty adviser, informal academic advising is done by a number of staff people, especially those in the Houses. An Academic Counselor was engaged this year in the office of the Dean of the College to assist students in planning their programs; she has been especially helpful to many Third World students. An Assistant Dean, who is also a half-time faculty member, has been working with students who appear to be in academic difficulty as evidenced by their record of Division I examinations not yet passed. The newly-hired Director of Graduate Relations has been helping third and fourth-year students and their advisers put together adequate records to present to graduate schools and has advised them about graduate level programs in a variety of fields.

3.5 School Curriculums and Philosophies

3.5.1 School of Humanities and Arts

The School of Humanities and Arts is committed to a productive interplay between study and performance, inquiry and expression, relating these to the shape of our post-industrial environment. Its mission is to re-establish the humanities and arts as central to undergraduate education with conscious relevance to the actual and potential circumstances of man's emerging culture and environment.

The curriculum in the School of Humanities and Arts seeks to fuse experience and feeling with inquiry and logical explanation and to stimulate students and faculty alike to become actively creative in linking experience and knowledge in the learning
process. The curriculum of the School ranges over the design arts (architecture
and graphics), the performing arts (music, dance, and theatre), human development,
film and video, cultural history, literature, and philosophy. Audio-visual resources
and special equipment enliven study in this School. The College has an electronic
music studio, for instance, which has drawn students and teachers from all of the
Five Colleges; film labs and photographic studios also have become a center for
Five College study. Workshops and theatrical, musical, and dance presentations
are interspersed with classroom activities to further the fusion of knowledge and
experience. Division III students in the School of Humanities and Arts have organized
student-managed cooperatives in graphic design, film production, and theatre in
which they negotiate and fulfill commercial contracts as well as teach and supervise
Division I and II students in the School. Another cooperative in Environmental Prin-
ciples and Architectural Design is being developed.

The philosophy and structure of the School of Humanities and Arts are set out in
Appendix QQ, a working paper for the School authored by Dean Francis Smith.

3.5.2 School of Language and Communication

Symbols are the foundation of all human activity. Perception is coding
the physical world into a symbolic representation, thought is manipu-
lat ing symbols, communication is transmitting symbols. The School of
Language and Communication is an experiment which brings together
the disciplines that study the forms and nature of symbolic activity.

The School of Language and Communication is the newest of Hampshire's four
Schools and is still an experiment. Because the disciplines included in the School
of Language and Communication are not traditional or are only parts of traditional
disciplines, a formal School was not established at the outset of the College. It was
decided that a group planning effort by representatives of all disciplines included in a
Language and Communication curriculum after a suitable period of planning and
experience would be necessary to determine the feasibility of establishing a School. Thus the College opened in 1970 with a Program in Language and Communication which was expanded and evaluated during the first two years of its operation and "promoted" to School status in July 1972. (The Proposal for a School of Language and Communication is included in Appendix R.) At the end of its eighth year (in 1980) the School will be evaluated, and a College-wide decision will be made either to continue or terminate it.

The School was founded on the belief that the "formal study of forms and uses of symbols has finally emerged in this century as a major perspective in the study of man." It now has two interdependent curriculum divisions: (1) the study of thought and language and (2) the study of communication, both in social interaction and in the mass media. The number of faculty and disciplines represented in the School has grown over the years. The School during this academic year has eighteen faculty members who have professional training in the following disciplines:

Linguistics (formal analysis of language; sociolinguistics; stylistics)
Mathematics (logic; formal analysis of language; foundations of mathematics; theory of computation)
Cognitive Psychology (psychology and developmental psychology of perception, thought and language)
Philosophy (philosophy of language and mind; analytic philosophy in general)
Computer Science
Interpersonal Communication (analysis of the structure of face-to-face interaction; sociolinguistics)
Mass Communication (analysis of the relationship between media and culture using methods of social science and cultural history; practical techniques of journalism and television production)
Students learn to understand the results of previous inquiry as well as to conduct their own in all Language and Communication courses. Research and field work is stressed. Faculty often try to provide an interdisciplinary perspective in their courses which leads to a great deal of co-teaching, both among Language and Communication faculty and with faculty in the other schools.

3.5.3 School of Natural Science and Mathematics

If the central preoccupation of Hampshire College is 'the humanness of man,' then the correlated task of the School of Science is the humanness of science.

Because the School of Natural Science and Mathematics offers its faculty the opportunity to teach courses outside of the narrow areas in which they did their doctoral dissertations, continuing to develop intellectual proficiencies throughout their professional lives, and because the members of the School believe that the true study of science comprehends more than is generally encompassed by narrow departments, the School has actively recruited faculty with wide-ranging interests. On the faculty, for example, are an ex-astronaut astronomer whose major interest currently focuses on the politics of science policy, and a historian of science, trained as a physicist, who is also a professional photographer; because of the varied backgrounds and interests represented in the School, it is in the felicitous position of having more specialties represented than faculty.

The School of Natural Science and Mathematics' major strength is in biology, while chemistry, physics, and mathematics play largely supportive roles. The Division I curriculum is designed for students who are assumed to be naïve and unenthusiastic about science. Additionally, despite its being unusual for a small, undergraduate college, the School provides strong offerings in the history and politics of science. Membership in the Five College consortium has provided special benefits for the
School of Natural Science and Mathematics. Astronomy, for example, is the first true Five College department. Under this arrangement, each institution has guaranteed funding for at least one full-time faculty position within the department, and Hampshire’s position is filled by two appointments, one a joint husband-wife appointment. In return for this single position, Hampshire students get the benefits of a variety of courses and far more equipment than the College could afford alone.

The School of Natural Science and Mathematics’ curriculum offerings have further been enhanced by another objective of Five College cooperation—that each institution would make an effort to hire faculty in fields new to the Five College area and not to hire persons in those fields already heavily represented. Following this guideline, Hampshire College has been able to offer to the Five College community new undergraduate courses in such fields as the Chemistry and Physics of Photography, Science in the Public Interest, Bio-Social Human Adaptation, the Copernican Revolution, Land Use Problems, and so forth. If Hampshire students need to take more traditional courses in the sciences to fulfill graduate or professional school requirements, they may take them at one of the other institutions in the Valley. We do not feel justified in offering the same course a fifth time, which is part of our rationale for the rather small number of chemists, physicists, etc. that we have hired. Although biology is also well represented in the other four institutions, Hampshire has consciously organized its program towards human biology—a field not represented elsewhere in the consortium.

Just as the School’s biology offerings are aimed at that aspect of life which most interests our students—themselves, so most of its disciplines attempt to introduce non-scientists to the field by focusing their attention on the reality which surrounds them, and about which they have probably experienced curiosity. It goes without saying that such programs should not be considered successful unless they teach the student real science. Teaching is aimed at making science interesting, which is
3.5.3 School of Natural Science and Mathematics, continued

quite different from making science easy. In addition, the School's faculty attempt
to show students that science is not a pure culture in the ivory tower but is instead
the description or explanation of tool which may be applied to every aspect of the
world around us.

Basically, the School of Natural Science and Mathematics has organized its curriculum
with two major aims in view. First, instead of devoting our efforts only to training
other scientists, we have devoted them to creating that group of educated laymen
without which a nation's science policy becomes distorted and politicized. Second,
by the creation of large programs, such as those in human biology or the history of
science, which interface with each other as well as with the real world perceived by
the student, we attempt to teach that science is not a group of unrelated subjects,
divided into courses and departments, and requiring the memorization of large
quantities of uncomprehended facts. Science is the real thing.

3.5.4 School of Social Science

Most of us believe that social problems do not exist simply as topics for
academic study. We are talking about how human beings live in societies,
and we accept the necessity for a critical perspective—a moral perspec-
tive, if you will—on such a subject.

The School of Social Science includes faculty representing many disciplines: history,
sociology, economics, political science, psychology, law, anthropology, education, and
folklore. This is a diverse assemblage, but most faculty in the School believe that
there are premises common to all students of human social behavior, and that these
can be communicated meaningfully to students who care more about problems than
about disciplines. The School is by no means committed to a single point of view or
even unified around completely shared goals—inevitable, perhaps, in a group of this
size and diversity. But if that is a weakness, there is strength in the fact that the
School has not presented a single dogma to be personally incorporated by all students
who hope to "pass".

Social Science faculty have cooperated extensively with one another and with faculty from other Schools in offering interdisciplinary courses. More important to note, however, is that almost all courses assume an interdisciplinary perspective and an approach that emphasizes topics or problems rather than disciplines as such. Disciplinary competence in faculty is expected as a foundation, but they are encouraged to build on that in the classroom.

The School is trying to develop programs integrating faculty and students into sustained academic endeavors. The best example to date is the Law Program, which presents law as an integral aspect of social reality. A program in Feminist Studies is also underway and shows considerable promise for integration of history, political science, economics, and other fields into a vital and coherent endeavor. Faculty with historical interests relating to several disciplines are also working on a program that will offer students an organized but flexible curriculum, probably emphasizing American history but including aspects of European and Third World History that bear importantly on American concerns.

3.6 Special Academic Programs

The "Program" designation was adopted to provide administrative organization of faculty-student effort in a flexible, coordinating fashion without infringement on the budgeting and appointive obligations of the Schools. Faculty and students have the option of associating themselves for purposes of instruction, field study, and scholarship around the particular topic, area, or problem they select. Outside funding secured for programs was originally administered by Schools and now by the Dean's Office. This arrangement is attractive because it is responsive to changing faculty interest. By being freed from the structural permanence provided by positions to be
filled, programs may emerge and disappear in direct proportion to the enthusiasm and interest of the sponsors.

With the opening of the College in 1970 there were recognized programs in Law, Human Development, Environmental Quality, and Caribbean Studies. Subsequently Educational Studies, Feminist Studies and participation in the Five College Black Studies Programs were also initiated.

The Law Program, a full description of which appears in Appendix S, was established with a grant from the Henry Luce Foundation for a five-year period. It seeks to organize and support the College’s activities relating to the social phenomenon of law and encompasses courses, independent study, concentrations, Division III projects, public events, field study, and the acquisition and maintenance of library and other resources. The Program is designed to prepare students for citizenship; it is not designed as preparation for law school, though some of its faculty do provide pre-law counselling. It attempts to infuse the liberal arts curriculum with an awareness of the importance of law in one’s life. The Program provides a study of law, legal processes, legal ideas, and events across School, divisional, and other boundaries in the College and creates a focus for many kinds of inquiry. Faculty involved in the Law Program have included political scientists, an anthropologist, sociologist, and biologist as well as several lawyers.

The Human Development Program had initial support from a grant by the Hazen Foundation. In the first year of the College’s operation, all students were expected to enroll in a program in Human Development in which there were offered core events and lectures in which all students took part plus a series of small seminars offered by faculty in all the Schools related to the central theme of Human Development. (The Human Development planning document is contained in Appendix T.) Because of the difficulties in relating the seminars to the core events and because of some different
points of view among those involved in the program, as well as because of the heavy load posed by Division I examinations as they developed, the requirement for the Human Development examination was dropped. The Program has since then been more loosely organized, with the core lectures being dropped after the second year but still with a series of seminars and other events around the theme of human development. During the spring of 1973 a group of students, with the help of some faculty members, organized a unit of one of the Houses as a Residential Learning Center, with a majority of the students in that unit involved in a series of courses, House courses, and other events centering on the theme of human development in all its aspects. The Human Development Program is now being studied by a committee of interested persons at the request of the Committee on Educational Policy of the Board of Trustees; it is expected that the committee will present a working paper to the College Council on Educational Policy and to the Academic Council as well as to the Trustee Committee.

Another Residential Learning Center has been established in Greenwich House which concerns itself with Educational Studies. This group regularly schedules lectures and events dealing with various aspects of education, and several House concerns on the subject are offered. The Proposal for a Program in Educational Studies is included in Appendix U. At present Hampshire is deliberating arrangements to have its education program in cooperation with that of the University of Massachusetts, approved for teaching certification of students.

Recently the College joined several others under a grant from the Carnegie Foundation to provide part-time support to female scholars wishing to establish course work and other studies focused upon the female perspective. These faculty have joined students and other faculty to create a Women's Center for basic referral services and to begin the creation of a Feminist Studies Program.
Despite three successive grants from the Office of Education which provided support for visiting scholars from Jamaica, Trinidad, and Guyana in the Caribbean, and a series of faculty appointments for persons with scholarly interests in the area, student interest in the Caribbean Studies Program has been very slow to develop.

From the faculty devoted to the sciences have come three programmatic efforts. The Environmental Quality Program first appeared in 1970, underwent reorganization in 1972, and is now under the leadership of a person especially recruited for this purpose. The Human Biology Program reflects the specialties of the majority of the biologists now serving in the School of Natural Science and Mathematics. Finally, the Science and Public Policy Program offers members of the community interested in taking an active role in policy formation regarding applied science an opportunity to develop case information and political strategy.

3.7 Other Instructional Sources

Starting with Hampshire's first year, advanced students have been encouraged to assist faculty members in teaching courses. For the most part, such cooperation has been considered beneficial on all sides. Although the faculty member holds primary responsibility for planning the course and evaluating students' work, in many cases a truly collegial relationship has developed, and students have taken responsibility for helping to plan and to present materials to the class.

Increasingly students at both the Division II and Division III levels are cooperating with teachers in offering courses; in a few cases, the student teacher is the one who meets most regularly with the students and who does the bulk of the planning of the course, under the supervision of the faculty member. The faculty member must still sign the evaluation of the students' work.
Several students have applied for and received grants from in-house funds made available to Hampshire by the Rockefeller Brothers Fund to encourage innovation in instructional modes. Several students have used these funds to develop "mini-courses" in the School of Natural Science and Mathematics which they teach as supplements to a larger curriculum. A particularly successful course funded in part with Rockefeller money is "An Encounter with the Holocaust" in the School of Social Science. (See Appendix V for a copy of the syllabus for this course.) This course, although overseen by a faculty member, was originated, organized, and has been taught in part by students (most of the classes are led by outside speakers with expertise in certain areas) and has received publicity nation-wide. Hampshire has recently received a grant from the IBM Foundation to fund similar projects in mathematics and science.

The table below shows the number of courses in each School which were taught or are being taught in part by students this year.

<table>
<thead>
<tr>
<th>Courses Co-Taught by Faculty and Students</th>
<th>Fall 1973</th>
<th>Spring 1974</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Humanities and Arts</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>School of Language and Communication</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>School of Natural Science and Mathematics</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>School of Social Science</td>
<td>4</td>
<td>7</td>
</tr>
</tbody>
</table>

There have been about a dozen School courses taught by other persons not holding faculty appointments, mostly by members of the House staffs or of the administration. Policy calls for teachers who are not members of the Hampshire College faculty to be so identified in the course description. When such courses are School courses, the normal method of course approval applies, as described
in Section 2.5. The numbers below reflect the number of courses in each
School taught this year by members of the Hampshire staff who do not have
faculty status.

Courses Taught by Non-Faculty

<table>
<thead>
<tr>
<th>School of Humanities and Arts</th>
<th>Fall 1973</th>
<th>Spring 1974</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Language and Communication</td>
<td>1*</td>
<td>3 (2*)</td>
</tr>
<tr>
<td>School of Natural Science and Mathematics</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>School of Social Science</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

* Co-taught with faculty member(s)

In addition to School courses, courses on a great variety of subject-matter, time,
and leadership are offered through the House system and through January Term.
Approval for such courses is given by the House governing mechanisms and through
the January Term Committee. The House courses are not listed in the course
catalogue and are not generally open to students from the other colleges in the
Valley. They are not listed on the student’s transcript, but may be included in
the placement file upon the student’s request. Appendix W lists House courses
offered at the College during the 1972-73 academic year. January Term activities
are described in Appendix RR.

3.8 Five College Course Interchange and Other Activities

Hampshire College was designed from the start to take advantage of its close
proximity to Amherst College, Mount Holyoke College, Smith College, and the
University of Massachusetts. These four schools had cooperated informally for
many years in a number of ways and in 1956 established a formal mechanism for
four college cooperation in libraries, student and faculty interchange, and other
areas. This organization became Five Colleges, Inc. in 1968 with the inclusion of Hampshire College in the consortium. Under a formal Five College agreement, students at any of the institutions may take a course at any of the others as long as the course is significantly different from any course available on the student's own campus and is approved as part of the student's course of study by the adviser and the academic dean. Course interchange has increased rapidly each year; the total number of interchange courses among the Five Colleges for the fall term of 1973 is 2,684. In a number of cases, the completion of a student's major or concentration may depend on the availability of specialized courses at one of the other institutions. The tables on the following page show the 1973 and fall 1974 enrollment figures for Five College interchange.

Appendix Y lists by department course enrollments of Hampshire students attending Five College courses during the fall 1972 and spring 1973 terms. Incoming student enrollments by School are given in Appendix AA.

It can be noted on the tables that there is a considerable imbalance between Hampshire enrollments at the other institutions and enrollments from the other colleges at Hampshire. This has begun to cause some uneasiness both among the other four institutions and inside Hampshire. While for the most part Hampshire students are spread among a large number of courses with one, two, or three per course, in a few courses their impact is sufficiently large to be noticeable. From the Hampshire point of view, while the College is pleased to see its students taking advantage of the opportunities at other colleges, there is in some places a suspicion that the very great outflow of students may be hurting the development of Hampshire's own program, especially at the Division II level.
### FIVE COLLEGE INTERCHANGE COURSE ENROLLMENTS, 1972-73

<table>
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<tr>
<th>Fall Semester</th>
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<th>MHC</th>
<th>SC</th>
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<td>41</td>
<td>103</td>
<td>218</td>
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<td>Hampshire to</td>
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<td>--</td>
<td>65</td>
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<tr>
<td>Smith to</td>
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<td>(10)</td>
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### Spring Semester

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**GRAND TOTAL**

5,238

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**Fall Semester 1973**

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<td>Mt. Holyoke to</td>
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<td>20</td>
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<td>131</td>
<td>381</td>
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<td>University to</td>
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<td>46</td>
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<td>227</td>
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<td>291</td>
<td>664</td>
<td>786</td>
<td>2,578</td>
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The question is being discussed at the Five College level by the Presidents and
and by the Deans and Deputies, and internally by the School Deans and the
Educational Policy Committee. No reliable data are yet available on why
relatively few students come from the other colleges to Hampshire; some suspect
it is because Hampshire does not (and cannot, under Five College agreement) give
grades to Five College students as long as we do not give grades to our own
students. However, Five College enrollments at Mount Holyoke are also relatively
low (given the larger number of faculty and courses at Mount Holyoke), and
Mount Holyoke does give grades. An effort is under way this year to try to gauge
the relative importance of the effect on interchange enrollments of grades or
their absence, course descriptions practices, advising practices and other
internal policies at each of the Five Colleges, the adequacy of information ex-
change, and other factors.

A few specific Five College academic programs exist; there is a Five College
Astronomy Department to which all astronomers at all Five Colleges are appointed;
a Five College Black Studies Executive Committee coordinates faculty appoint-
ments and course offerings in Black Studies at all five institutions and has
recently presented a plan for a Five College Black Studies major; there are oc-
casional offerings of joint courses; one Five College faculty appointment has
been made this year (in Latin American Art) and three more have been funded for
the future; there is a Five College Lecture Fund. Other academic activities in-
clude more than a dozen Five College Faculty Seminars and the publication of
fifteen Five College course listings in areas ranging from Asian Studies and
Classics through philosophy, legal studies, Latin American Studies, Black Studies,
history, Western European Studies, Near Eastern and Judaic Studies, Women's
Studies, Slavic Studies, Environmental Studies, and courses on nutrition, on
art history, on anthropology, on religion, and on dance.
3.9 Leaves of Absence and Field Study Leaves

Hampshire does not at this time have any regular courses or programs offered by the College at off-campus locations, with the few exceptions of those science courses which have taken place mainly at off-campus field sites such as a project on the salt marsh at Gloucester offered in the spring of 1973 under the direction of a Hampshire faculty member with the teaching and coordinating assistance of advanced students. Other exceptions are several January Term courses offered by Hampshire faculty and students at off-campus sites: a film trip to Mexico, a local study of the coydog population just north of the College, a mountain climbing trip, and others.

Hampshire does encourage students to do independent projects or field work off-campus while on study leaves. (Appendix BB, the "Options" newsletter published by the Admissions Office, shows some of the activities students participate in while on leaves.) These studies are arranged with a faculty supervisor, approved by the student's adviser and by the faculty supervisor's School Dean, and may be included as part of a student's formal academic record when they have been evaluated by the student and the supervisor, following the same procedures as evaluation for any independent study carried out under faculty supervision on campus. (In cases of field study in the United States, the field study form must be signed by the Director of Field Studies at Hampshire; if the study is to be abroad, the form is signed by the Director of Foreign Studies.) Many Division II and III students are beginning to use such off-campus projects as part of their fulfillment of Division II and III contracts, and the student's concentration group or Division III committee may agree that part of the evaluation of the work may be done by qualified persons at the field site who are supervising or otherwise in close contact with the student's work. These evaluations are then included in the
3.9 Leaves of Absence and Field Study Leaves, continued

student's Hampshire record after they have been reviewed by the student's committee.

The Director of Foreign Studies is available to help students plan formal academic work at institutions abroad, and Hampshire students have in addition received helpful and generous assistance from the Office of International Programs at the University of Massachusetts and from individual faculty members at the other institutions in the consortium.

In addition to the field study leaves described above, many Hampshire students simply go on leave of absence for one or more semesters without any formal Hampshire supervision. An increasing number of such students have used their time while on leave of absence in jobs, travel, independent projects and study which they have subsequently been able to incorporate as major portions of their academic program. The table below shows the number of students on leave during the past two academic years.

<table>
<thead>
<tr>
<th>Leaves of Absence</th>
<th>Field Study</th>
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<tbody>
<tr>
<td>Full 1972-73 Academic Year</td>
<td>56</td>
</tr>
<tr>
<td>Fall 1972 only</td>
<td>101</td>
</tr>
<tr>
<td>Spring 1973 only</td>
<td>167</td>
</tr>
<tr>
<td>TOTAL</td>
<td>324</td>
</tr>
</tbody>
</table>

| Full 1973-74 Academic Year  | 64          | 4            |
| Fall 1973 only              | 162         | 43           |
| Spring 1974 only            | 186         | 65           |
| TOTAL                       | 412         | 112          |

Institute for Off-Campus Experience. Facilitated by a small, three year grant from the Braitmeyer Foundation, the College has recently become affiliated
the Institute for Off-Campus Experience and Cooperative Education of Northeastern University. The Institute makes available to its affiliates a vast array of employment and other forms of educational opportunities for students who wish to work in any one of many career fields while on leave. Every effort is made to find replacements which have both vocational and academic relevance. The student response to this arrangement has been very good, and at this writing eight students have been placed in positions by the Institute in the first three months of operation. A good many more students have discussed possibilities for future leaves with the Personnel Director who serves as the Institute's on-campus coordinator.

Students were placed by the Institute in the following positions during the fall 1973 semester:

- Micro-biological technician
  - H. V. Schuster, Inc.
  - Boston, Massachusetts

- Classroom Assistant
  - Tufts University
  - Medford, Massachusetts

- Researcher
  - County Courthouse
  - Cincinnati, Ohio

- Teaching Assistant
  - Brookline, Massachusetts

- Data Analyst
  - Cambridge, Massachusetts

- Copyperson
  - New York Times

- Officeperson
  - Associated Press
  - Boston, Massachusetts

  - Historical Interpreter
    - National Historic Sites
    - Brookline, Massachusetts

3.10 Outdoors Program

The Outdoors Program at Hampshire College offers its students a wide range of recreational activities. An alternative to compulsory physical education and intercollegiate team sports, the Outdoors Program provides voluntary coeducational
activities which attempt to open up possibilities for integrated learning of body and psyche, to promote an awareness and understanding of nature, to support students in creating their own physical and outdoor experiences, and to join physical ways of learning about oneself and the world with other ways of acquiring knowledge. The Program de-emphasizes competition and provides group and individual activities which can be sustained throughout a person's life on his/her own initiative. The Program de-emphasizes the competitive team ethic with its "win-at-the-cost-of-excluding" implications and team identities which are often carried beyond the duration of the activity. None of the recreational activities at Hampshire has a pre-determined regimen; none takes the form of a "course" with fixed objectives and criteria for success. No activity is offered with an ulterior motive (such as "character training"). Instead each activity in which a student chooses to engage is considered an individual experience, at its best a real interfusing of the intellectual and physical, with each person determining his/her own goals. Students are encouraged to relate their Outdoors Program experiences to their academic lives, and students have used these activities as material for examinations and papers.

Hampshire's Outdoors Program offerings at the present time include mountain-climbing, kayaking, cross-country skiing, snowshoeing, backpacking, biking, canoeing, and camping. Many of these activities are undertaken in the immediate area for a few hours or a day, but they have also been organized as long-term expeditions during January terms and vacations. Climbing trips have included the ascent of peaks in the Brooks Range of Alaska and in the Colorado mountains. Groups of students have kayaked on the Rio Grande in Big Bend National Park, along rivers in the Smoky Mountains, and along a wilderness river in Guatemala. Students have ski-mountaineered in the Tetons and Yellowstone. Most of these trips have been student-organized and run. Such trips usually urge the student into a self-motivated discovery of a new way of responding to the natural world, one of the purposes of the Outdoors Program.
3.10 Outdoors Program, continued

The Outdoors Program has made a conscious effort to "better serve the growth in every dimension--intellectual, emotional, sensuous--for those who comprise the Hampshire community and thus offer a more substantial ground for continuing self-education and self expression." To this end, members of the staff have worked closely with Hampshire faculty to introduce an experiential component into the academic program. During the fall term this was attempted in the American Literary Landscape and the Bio-Social Adaptations courses. Such cooperative activities will continue in the spring when the Program will conduct an outdoors education workshop within the School of Natural Science and Mathematics offerings.

At present limited facilities preclude the College's offering a wide variety of indoor sports. An air structure, known as the "Bubble", provides facilities for tennis, basketball, volleyball, and tumbling, as well as a trampoline and weight machine. An athletic-recreation center is scheduled for completion in the fall of 1974 and will house a swimming pool, basketball floor, indoor climbing space, saunas, and exercise area.

A hockey team and basketball team have been informally organized by students and occasionally schedule "underground" matches with other New England teams. Recently a women's basketball team including both students and staff has been formed.

This year a new aspect of the Outdoors Program has been initiated. Informal classes in body potential and sports/self-awareness are being offered to interested students as another means of "fusion of body and intellect," a goal of the Outdoors Program.

Appendix CC lists the Outdoors Program's activities during the 1972-73 academic year and the average number of students involved in each activity.
3.11 Summer Programs

Though Hampshire College offers no formal academic summer programs itself, it makes its facilities available to off-campus groups who wish to run summer programs, often including Hampshire faculty. For the past two years, a summer program in intensive mathematics for high school students, sponsored by the National Science Foundation, has been offered using both Hampshire faculty and outside faculty engaged by the Program Director, a professor of mathematics at Hampshire. Summer courses, seminars, workshops and lectures in film have been offered twice on the College's campus under the auspices of the University Film Study Center of Cambridge, Massachusetts. In addition, the Early Identification Program (described in Section 1.4) has offered summer programs for participants for the last three years.

A number of Hampshire students and faculty spend time on campus each summer planning new courses, new course materials, and new instructional programs under a grant from the Rockefeller Brothers Fund. These planning activities often serve to move many students forward in their progress toward divisional examinations.

As mentioned previously, a study of the feasibility of year round operation has recently been completed and is now being considered by the community.

3.12 Concentrations and Degrees Granted

Hampshire College does not require a "set" major with prescribed coverage of a certain field. The following list covers the Division III work of the Hampshire Fellows (students who had done three years work at other colleges and who came to Hampshire for their final year's work) for 1970-73 and of the ten students who completed all their work at Hampshire in three years.
### Concentrations and Degrees Granted, continued

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<td></td>
<td>Law and Education</td>
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</table>

| School of Social Science and School of Natural Science and Mathematics | Math and Education | 1 |

| School of Social Science and School of Humanities and Arts | Education and Psychology | 1 |

| School of Natural Science and Mathematics | Mathematics | 1 |
|                                          | Biology | 4 |
|                                          | Ecology | 1 |
|                                          | Nutrition | 1 |
|                                          | Neurophysiology | 1 |
|                                          | Chemistry | 1 |
|                                          | History of Science | 1 |

| School of Language and Communication | Computer Understanding of Natural Languages | 1 |

| School of Language and Communication and School of Social Science | Psychology | 1 |

| School of Language and Communication and School of Humanities and Arts | Philosophy | 1 |

| School of Humanities and Arts | Literature and Creative Writing | 6 |
|                              | Art, Art History, and Architecture | 3 |
|                              | Theater | 1 |
|                              | Philosophy | 2 |
|                              | Music | 1 |
|                              | Education | 1 |
|                              | Human Development | 1 |

Several Hampshire Fellows completed their senior year at Hampshire but took their
degrees at other schools. They received certificates from Hampshire in the following areas:

- Literature and Creative Writing: 3
- Art and Architecture: 2
- Philosophy: 1
- Philosophy of Science: 1
- Sociology: 1
- Anthropology and Urban Studies: 1

Three students taking their degrees in 1973 had completed two years at Hampshire (one in literature, one in philosophy, and one in psychology), and five students had completed their program at Hampshire in three years (one in neurophysiology, one in biology, one in cognitive psychology, one in law and education, and one in biology and nutrition). In addition, five students were awarded their degrees in December 1973 (one in sociology, one in statistics, one in psychology, one in music, and one in literature).

3.13 Evaluations and Records

Hampshire's early planning included the idea that students would not be given grades for course work, but would receive written evaluations instead. In the first year of operation, the Academic Council voted that all students in Divisions I and II would be required to write evaluations of their work in each course of independent study project. These evaluations were to be given to the instructor or supervisor, who would also write an evaluation of the student's work. Both evaluations would be sent to the student's adviser, who would discuss them with the student and then send them to the student's Academic File in the Central Records Office. It was also voted that these evaluations would be for internal use only; students who wished to have evaluative statements for use outside the College (the Placement File) would ask their instructors and supervisors to write separate statements.
When students began to ask for these separate statements (often a year or two after the work had been done), it became apparent that the system was inefficient and cumbersome, and faculty were asked to do evaluations on a two-part form which allowed for a statement for the Placement File (to be sent outside the College only at the student's request) to be done at the same time as that for the internal file. These course evaluations were often requested by other institutions for purposes of calculating transfer credit or for graduate school admissions.

Problems with this system have been numerous. Many students never completed their evaluations for some of their courses and projects. Although Academic Council legislation says that in such cases advisers will call into question the academic good standing of students who do not complete evaluations, that was almost never done. Courses or projects for which no evaluations exist may not be listed on the student's transcript; when transcripts are needed, the evaluations are sometimes written long after the course was done.

Some faculty members have been derelict in completing evaluations of student work, even when the student's own evaluation has been turned in promptly at the end of a term. Evaluation which comes a term or a year late, or never, does not give adequate feedback to students who want to know where they stand. In many cases, the faculty evaluations were inadequate either for feedback to students or for use outside the College, sometimes consisting merely of "I agree with Mary's evaluation". Faculty have complained that writing evaluations for every student's work is both overly time-consuming and tends to become meaningless; the same vague phrases are used repeatedly, and in larger classes it is difficult for the faculty to know each student well enough to write meaningful evaluations.

A more serious charge against the present evaluation system is that it is simply a substitute for grades and tends to reinforce "courses" as central, at the expense of
Hampshire's commitment to the measurement of academic progress by Divisional examinations only. This criticism has led to the formulation by the Educational Policy Committee of a new proposal for evaluations and records, to be presented to the Academic Council in February. This proposal calls for a conference for evaluation between the instructor or supervisor and each student at the end of each term and eliminates the requirement of written evaluations, although these may still be requested by the student. It is expected that only particularly important learning experiences (including things done outside of courses) would be evaluated in writing for the student's files. The official "transcript" would then be limited to records of the Divisional examinations, accompanied by other materials which the student chose to include. Most agree that this proposal would require considerably more thorough explanation and evaluation of the Divisional examinations than usually provided now, in order to give students adequate records of their achievements. The new system might also cause some problems for students who decide after one or two years to transfer to another institution, especially if they had not requested written evaluation of their course work at the time it was done. However, the proposed system has the advantage of putting the evidence of academic progress squarely on the Divisional examinations rather than on work in courses, which is more in accord with Hampshire's educational philosophy.

**Student Records and Transcripts**

Students at Hampshire have the principal responsibility for collecting information for their files in Central Records which describes and evaluates their learning experiences. In addition to descriptions and evaluations of School courses and Divisional examinations, they are encouraged to include in their files information on individual projects, House courses, field study, summer work, and other experiences, samples of work done, and letters of recommendation from faculty and employers. They can develop a portfolio of useful information which is a record of growth and accomplishments.
to be utilized for on-going educational purposes as well as for presentation to an employer or graduate school.

Unfortunately, many students do not realize the importance of collecting such a portfolio until they have a need to send it outside the College, so that it is frequently put together in a hurry and long after the learning experiences have occurred. In addition to the efforts of the Director of Graduate Relations to develop better systems of record-keeping, the Office of the Dean of the College has been counselling all students who take leaves from the College to get their records in order before they go.

The official "transcript" of the student's work presently consists of a list of courses for which evaluations (or grades, for off-campus courses) are in the Central Records file, a notation on Divisional examinations passed, and the title of the student's Division II concentration and Division III project. The proposal noted in the previous section would change this to put more emphasis on the Divisional examinations (perhaps including a brief description of the tasks accomplished for the examination) and would permit the student to list House courses, field experiences, or other learning activities in addition to formal courses and independent study projects.

In addition to the formal transcript, the placement file which the student asks to be sent to graduate or professional schools or to prospective employers may include descriptive and evaluative material on courses and other work written both by the student and by the student's adviser and other faculty members.

Summary letters of recommendation which synthesize and highlight the student's significant accomplishments at Hampshire College are written by the student's adviser or in some cases by the faculty member most familiar with the student's work. The letter is a combination of descriptive material about the student's experiences and evaluative comments, sometimes including excerpts from critical divisional examinations,
courses, or field study evaluations. This is a useful way of providing a graduate school or prospective employer with a thumbnail sketch of the student's interests and abilities before presenting the multitude of individual evaluations. The summary letter serves as an official letter of recommendation which is placed in the student's file in Central Records for future use as well as for current purposes.

The Director of Graduate Relations has been working with students and faculty to develop models of such summary letters. The process of composing the letter is difficult and time-consuming, especially for faculty doing it for the first time. Although students may help with the drafting of such letters by providing an outline of the things they want included, this system means that students are rather more dependent on the interest and ability of the adviser for their records than they are in conventional grading systems.

The Pre-Medical Committee at Hampshire provides students applying to medical schools with a jury letter, which is similar to the summary letter of recommendation except that it is usually a more extensive and in-depth summary of the student's accomplishments at the College, with special emphasis on work in the sciences, especially on performance in required science courses. The student's adviser has principal responsibility for writing the first draft and the Pre-Medical Committee, in consultation with the adviser and the student, modifies the letter as necessary and completes a final draft.

The jury letter provides a concise summary of the student's work which enables overburdened admissions committees to get a quick impression of the student's abilities and background. Reaction to these letters has been generally favorable, although some admissions committees would prefer shorter statements, and many ask that the Committee rank the students in the letters, which it refuses to do because of Hampshire's commitment to a non-graded system. (Many pre-med students take some
of their required science courses off-campus in order to accumulate some grades for purposes of medical school admissions."

In general, Hampshire is making progress in solving some of the problems involved in keeping track of student progress and in describing a student's work to those outside the College. Some difficulties remain. Although the placement file and transcript are accompanied by a "Note on the Hampshire College Academic Program" which endeavors to explain Hampshire's non-traditional system, other institutions sometimes have problems understanding student records, especially those of undergraduates attempting to transfer. A student who has not carried what appears to be a full load of courses or projects and who has no explanation in the placement file of what he or she was doing may encounter difficulties in obtaining credit for work done at Hampshire. However, experience has been mostly positive, with a number of Hampshire students receiving full credit for work done here from such colleges as Wesleyan, Williams, Brown, Swarthmore, and others. One interesting variation is that the University of Massachusetts at Amherst gives credit both for courses completed (and evaluated) and for Division I examinations passed; transfer of full credit for two years to that University requires the passage of all four Division I examinations. In general, Hampshire's Registrar does not attempt to translate work done at Hampshire into "credit" for transfer elsewhere, leaving that decision to the receiving institution.

Experience with applications to graduate and professional schools is more limited, but is also positive. Division I and II work has by then been completed and evaluated, and Division III contracts give a fairly accurate picture of the student's work in progress, as well as faculty references from the student's Division III committee.

In light of the widespread debate among secondary schools and colleges over the use of non-traditional methods of evaluation, the Hampshire faculty is at least agreed that
3.13 Evaluations and Records, continued

A non-graded system should be given an extensive trial. Our present evaluation procedure needs revision and refinement. We are working toward that goal. A return to grades is not anticipated by faculty.

3.14 Strengths and Weaknesses of the Academic Program

For the students at Hampshire College the following strengths of the academic program may be noted:

1. Being responsible for the design and pace of one's academic studies can produce rapid and enjoyable academic progress. Preliminary survey work by the Office of Institutional Research and Evaluation on the impact of Hampshire on its students shows that a sizable proportion report enjoying their studies, having frequent intellectual discussions with their peers, and being deeply engaged in their program of study.

2. The basic goal of becoming self-educating is being accomplished increasingly by our students in the judgment of our faculty who supervise them.

3. Students frequently report a genuine sense of enjoyment with their work.

The weaknesses of the program for students are as follows:

1. Students encountering difficulty with the program may not be identified early so that supportive and remedial assistance may be given.

2. Students who design programs which are beyond the capacity of the
College or the Five College area may not learn this in time to avoid having to transfer or take an extra term.

- Students failing to take seriously the need for sound transcripting materials may suffer permanent loss of some aspect of their performance record.

- A student may be greatly frustrated and angered by the unavailability of faculty for individual consultation.

- The student who does not become engaged with intellectual life may become isolated in the community to the point of being totally unproductive personally and wasteful of the College's resources.

From the point of view of the faculty the strengths of the program are:

- The question of pedagogical success of course offering or other instructional mode must be constantly addressed with consequent strengthening of teaching.

- The appeal of the teacher's offerings is in competition with that of all similar faculty in the Valley with a consequent heightening of awareness about one's offerings.

- The steady demand of students for tutorial advice enhances the opportunity for maintaining breadth and involving students in one's own areas of scholarship.

- One's research and scholarship may be directly reflected in course instruction.
. The School structures provide many opportunities to be engaged in teaching and scholarship with persons from other fields.

The weaknesses of the program from the point of view of the faculty are:

. The demand that formal and informal instruction be modulated across the divisions requires new and different skills and ways of thinking about teaching which must be essentially self-taught.

. The cost of participation in the academic organization places heavy demands against one's teaching.

. Faculty report personal satisfaction with their own teaching and work and a high degree of dissatisfaction with the accomplishments of the program, suggesting that there are standards of excellence and objectives possible which are not yet being realized.

. Many new faculty, for whom this is their first post, have little or no basis for comparing the quality of their work and that of their students against performance in more traditional comparable settings.

. Faculty find it difficult to be facilitative and supportive of the students' intellectual life when it may not be of sufficient interest to themselves.

. The absence of curricular structures creates confusion and conflict around the designation of scholarly areas for the recruitment of new appointees. There are not many guidelines for deciding what type of faculty skills should be recruited next.
The strengths of the curricular offerings may be summarized as follows:

- The emphasis on inquiry at the Division I level is successful in encouraging students to attempt subject areas and subject matters to which they are not immediately attracted.

- The variety of scholarship offered by the faculty provides a high degree of modernity and an extraordinary breadth of possibility.

- The use of independent study and field study as a normal part of one's college options proves a rich source of experience and work which may contribute directly to academic progress in the Divisional II and III examinations.

The weaknesses of the overall curriculum may be summarized as:

- The dependence on other Valley institutions for curricular strength in traditional courses may produce a greater outflow of enrollments than originally anticipated should the students become highly committed to such traditional courses.

The off-campus experiences students have while on leave, field study, or independent field study also displays certain strengths and weaknesses. The advantages of such flexibility in the program are:

- The student is often able to pause in his/her formal academic program at the precise moment when necessary for thinking through the next direction one's intellectual life is to take. Leave-taking is an extremely valuable option which permits the student to work
on this personal self-developmental task.

. The development of career plans while in an academic program may be greatly clarified and fostered by exercising the option to take time out to work for a term or a year within the anticipated career setting, such as a law office, public service agency, instructional setting or whatever.

. The pursuit of one's academic work may benefit greatly from an off-campus instructional site where the individual student works under the supervision of a non-faculty individual and returns to the College with a considerable amount of important work accomplished which then contributes directly to examination performance.

The chief difficulties encountered with off-campus work are:

. Students may be aware of the option but not sufficiently informed of how to exercise it so that their choice of leave site proves unproductive and inappropriate.

. Students who in fact are destined to withdraw from the College may be slow to acknowledge that fact thereby placing a burden upon the College which must maintain them as readmittable leave students whose numbers confuse sound planning.

On balance the academic program as presently designed has much to recommend it; and has some clearly identified weaknesses for which remedial and corrective action is now being taken.
4. FACULTY

4.1 Overview

The initial strategy for staffing the faculty of Hampshire emphasized the opportunity to appoint scholars whose interests would bring expertise in emerging areas not yet represented in the Five College faculties. A second emphasis was on recruiting strong young scholars, many of whom had interdisciplinary interests, who expressed the desire to pursue careers as undergraduate teachers. The most unusual departure undertaken was the decision to appoint faculty under a renewable contract plan rather than the 1940 Statement on Academic Freedom and Tenure procedures in force at the majority of institutions. The Statement on Academic Freedom was endorsed and additional procedures for safeguarding such freedom were adopted.

In 1971 the Trustees adopted a further guideline for appointment which requested that the instructional budget be limited to the level generated by a mean salary ratio among ranks of one full professor to two associate professors to four assistant professors.

The above constraints have shaped the present faculty and continue to guide the replacements for departures.
4.2 Contract Employment

At the time the decision was made to appoint faculty under renewable contracts, the advantages and disadvantages were carefully weighed. The major advantages were seen to be:

. the periodic evaluation of faculty effectiveness in the reappointment process helped insure sustained quality among faculty.

. career development would be encouraged among faculty who would be asked to periodically submit new proposals for their next phase of teaching and scholarship.

. the College could continue to sustain experimental efforts by having an opportunity to discontinue faculty no longer committed to the major mission of the College.

. the College was encouraged to develop new career opportunities for departing faculty.

The major disadvantages warned about were:

. peer evaluation across all ranks (i.e. the absence of a tenured senior faculty) would lead to a lowering of standards for reappointment below those maintained for tenure appointments.

. evaluation procedures having high consensual endorsement would be very difficult to achieve.
4.2 Contract Employment, continued

At this writing the recent revision of procedures for reappointment strongly suggests that both the advantages and disadvantages have appeared. The chief deficiency to date has been the slowness with which the College has developed a career opportunities service for young faculty. The creation of a new faculty, program, and physical campus is an exhausting, demanding challenge. It is not surprising that the initial round of reappointments shows a very low rate of non-renewal. However, consensus has been slow to form about the evaluation procedures, and a School may sometimes vote reappointment for a faculty member who does not receive subsequent endorsement from the College Committee on Reappointments, leaving the President to resolve the conflict. A majority of the faculty seems to favor a strong effort to establish a more effective evaluation system within the present framework. A minority favor a shift to a tenure system.

4.3 Faculty Composition

Hampshire College at present employs 125 faculty members with a total full time equivalent (FTE) strength of 86, funded at 78.5 FTE levels based on a 16:1 student-faculty ratio for assigning instructional budgets. (This number includes faculty members presently on leave and all short-term or visiting appointments.) The table on the following page illustrates the FTE faculty by School rank and the rank ratios. The rank ratio for the College as a whole is 1:2.1:4.5, very close to the 1:2:4 pattern originally proposed, though the patterns within individual Schools show a great deal of variation.

A roster of faculty by rank and FTE within each School is contained on pages 88-91 of the Faculty Handbook (Appendix NN). Hampshire does employ a large number of part-time faculty. This can be attributed to a number of reasons:
### FTE Faculty by School Rank

**Fall Term 1973**

<table>
<thead>
<tr>
<th>School</th>
<th>Rank</th>
<th>All Ranks</th>
<th>Ranks Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full Professor</td>
<td>Associate Professor</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Humanities and Arts</td>
<td>4</td>
<td>3.83</td>
<td>15.17</td>
</tr>
<tr>
<td>Language and Communication</td>
<td>.83</td>
<td>2.83</td>
<td>9.5</td>
</tr>
<tr>
<td>Natural Science and Mathematics</td>
<td>2</td>
<td>7.83</td>
<td>10.17</td>
</tr>
<tr>
<td>Social Science</td>
<td>3</td>
<td>7.67</td>
<td>11.67</td>
</tr>
<tr>
<td>Foreign Studies</td>
<td>.5</td>
<td>0</td>
<td>.33</td>
</tr>
<tr>
<td><strong>College</strong></td>
<td><strong>10.33</strong></td>
<td><strong>22.17</strong></td>
<td><strong>46.83</strong></td>
</tr>
</tbody>
</table>
. Split administration/faculty appointments

. Cross-School appointments

. Joint husband-wife appointments

. The appointment of women with young children

. The appointment of professionals (architects, television producers, etc.) who are interested in teaching only part-time while retaining their off-campus responsibilities

. The appointment of people in certain areas (e.g., human development) in order to permit one-year experiments

. Visiting appointments

Hampshire uses the traditional faculty ranks of Assistant Professor, Associate Professor, and Full Professor. In addition, a limited number of Faculty Associates are appointed for a term or a year. The Faculty Associate rank is a new one and is viewed by the College as a means of making available to young scholars primarily interested in developing teaching expertise the same sort of training that a laboratory post-doctoral position has provided for those new Ph.D.s whose major aim has been the acquisition of further research skills. Faculty Associates generally work closely with one or more older, experienced faculty member(s) who provide support and criticism. This position represents one attempt to make concrete Hampshire's belief that the College exists not only as a place where good teaching may flourish but also as a center for training teachers and sending them out to other institutions. Faculty Associates are
also hired to teach single courses in order to boost a School's offerings where they seem to need it. For the same reason, the College also employs Visiting and Adjunct Professors; these positions are described on page 73 of the Faculty Handbook.

The characteristics of the Hampshire College faculty, both full-time and part-time, by School or program, are contained in charts in Appendix DD. In addition, vitae for every faculty member are included in Appendix RR.

4.4 Definition and Responsibilities of Faculty

Article VII of the Bylaws of the Hampshire College Board of Trustees defines the faculty and delineates their responsibilities as follows:

The faculty of Hampshire College shall consist of the President of Hampshire College, all full-time officers of instruction, such lecturers, part time instructors, and visiting teachers as shall from time to time be appointed, and such officers of administration of Hampshire College as the Board of Trustees shall designate as members of the faculty. The President of Hampshire College shall appoint a Secretary to the Faculty who shall keep a record of the proceedings of the faculty and shall submit a copy thereof to the Board of Trustees whenever they shall so request. The faculty (subject to the control of the Trustees) shall fix the requirements of admission, the courses of study, and the conditions of graduation and shall recommend candidates for degrees to the Board of Trustees, and shall make and may from time to time change rules and regulations (consistent with the character, with these bylaws and with rules and regulations made by the Board of Trustees) for governing the deliberations of the faculty, for the conduct of the educational work of the College, for ascertaining the proficiency of the students and for assigning honors and courses and for the well-being and government of the College and students.

Except for a very few College-wide appointments, most faculty are assigned to one or two of the four Schools of the College. Because the College has actively
recruited people with wide-ranging interests and because faculty are encouraged to teach courses beyond their initial areas of expertise, faculty are often able to offer courses in more than one School. Crossdisciplinary appointments further exemplify Hampshire's focus on a unified treatment of a certain subject.

In 1970 the Board of Trustees of Hampshire College approved the Constitution of Hampshire College (pages 92-96 of the Faculty Handbook) which delegated to the Academic Council the authority to conduct the business of the Faculty. The Academic Council includes as members twenty students, five administration, and five staff representatives as well as all faculty, except faculty associates, adjunct, and visiting faculty unless individual contracts specify otherwise. The Academic Council, together with its subsidiary working committees (Executive Committee, Educational Policy Committee, Admissions Committee, and Financial Aid Committee), originates and recommends to the President and Board of Trustees all policies, practices, and changes therein relating to the academic program. The Schools have considerable autonomy in respect to the academic program (for example, all proposed course offerings must first be reviewed and approved at the respective School meetings before they are forwarded to the Academic Council) as long as their individual policies do not diverge from the broad guidelines adopted by the Academic Council and approved by the Dean of the College, the President, and the Board of Trustees. One faculty member serves as a full voting member on the Board of Trustees and several faculty members serve on the Trustee sub-committees.

Faculty members also participate in the formulation of other institutional policies and procedures by serving on the College Council, Community Council, and the other committees of the College including ad hoc committees formed to recommend institutional policies on such matters as sabbatical leaves, priorities and resources,
search procedures, etc. The Faculty Handbook describes in detail the function and composition of each council and committee. The "Bylaws of Academic Council" (pages 104-107) describe the manner in which the faculty participates in the formulation of academic policies through the agency of the governing body.

According to the "Statement on the Appointment of Faculty Members at Hampshire College" in the Faculty Handbook, the College negotiates with each faculty candidate to arrive at a final definition of the position to be filled. He/she is expected to understand the broad policies and goals of the College and to identify a role for him/herself in working toward these goals. Principal responsibility for defining a position rests with the Dean of the appropriate School who prepares a definition of duties, expectations, academic privileges, responsibilities, and accountability. The specific duties and responsibilities of each individual faculty member are outlined in the individual's appointment letter. In addition to the specific responsibilities agreed upon between the Dean of the School and the faculty candidate, most Hampshire College faculty share in the advising system and are responsible for the supervision of the academic program and progress of up to seventeen students (for a full-time faculty member). The advising function is fully explained in the Faculty Handbook. A faculty member is also expected to participate in the Academic Council and committee work of the College.

4.5 Recruitment, Selection, and Appointment

Policies and practices relating to recruitment, selection, and appointment of faculty at Hampshire College are described on pages 63 and 64 of the Faculty Handbook in the section entitled "Statement on the Appointment of Faculty Members at Hampshire College." This document was approved by the Hampshire College
4.5 Recruitment, Selection, and Appointment, continued

Board of Trustees on June 14, 1969.

Appointments in Educational Studies, Foreign Studies, and Field Studies are recommended to the President by the Dean of the College after consultation with the Vice-President and, in some cases, the School Deans.

The initial term of a faculty contract is generally four years.

4.6 Renewal and Termination of Contracts

The policies and procedures pertaining to the renewal and termination of faculty contracts and promotions published in the Faculty Handbook are those which were effected July 1, 1971. This past spring the College Committee on Faculty Reappointments made a number of specific recommendations for changes in and amplification of the reappointment document which were approved by the Academic Council and forwarded to the President for consideration. The President modified the document somewhat, and the policy was approved in October by the Academic Council and in December by the Board of Trustees. The revised reappointments policy may be found in Appendix N.

4.7 Fringe Benefits and Conditions of Employment

Information describing the conditions of employment of faculty and the fringe benefits available to them are described in full in the Faculty Handbook. In addition, each new member of the faculty is sent a letter outlining the various benefit options from the Director of Personnel.
4.8 Teaching Load

Each School is responsible for providing a number of enrollments (equivalent to one-third of a student's load) equal to the number of total FTE faculty times 48 (based on a 16:1 ratio and a "three course" student load) and an advising capacity of the total FTE faculty times 17.

The following policy determining faculty load was approved by the Academic Council on October 10, 1972:

Each School shall propose, in accordance with its own best judgment, the way it decides to meet its teaching and advising load, subject to review and approval of the Dean of the College.

Generally, most full-time faculty members have approximately seventeen advisees and teach two or three courses each long term, plus a course during January term every other year.

4.9 Leaves and Sabbaticals

The leaves and sabbaticals policy for Hampshire College faculty is outlined in Appendix EE, "Leaves and Sabbaticals," a policy statement approved by the Board of Trustees on March 17, 1973, and "Leaves and Sabbaticals: Policy Interpretation and Guidelines," a memorandum from the President addressed to all faculty on June 14, 1973.

For 1973-74, eleven faculty members were granted sabbatical leave. Included are two full professors (one receiving a full year's leave and the other being granted leave for January and spring terms), four associate professors (each receiving one term plus January leave), two assistant professors (each receiving
4.9 Leaves and Sabbaticals, continued

one term plus January leave), and two part-time (2/3) assistant professors (each receiving January plus one term leaves). The total number of semester leaves for 1973-74 is thirteen. Twenty-two semester leaves are projected for 1974-75.

4.10 Faculty Research

Faculty research is supported at Hampshire College provided it does not take precedence over or interfere with a faculty member's responsibilities to the College. Several faculty appointments have been made which permit an individual to teach part-time and to be actively engaged in research part-time; support for the teaching function comes from the College while support for research activities must come from other sources. Faculty members are encouraged to draft proposals for foundation and/or government support for research activities, particularly projects which will integrate research with course development. Grants from outside sources have been awarded to faculty members who wish to engage in research on innovative teaching methods and programs which will be incorporated into their School's curriculum. In addition, there is a regular College budget administered by the Dean of the College for this purpose.

From the Dean's fund, twenty faculty research grants were awarded during the 1971-72 academic year in the average amount of $100. In 1972-73 twenty-one such grants were awarded in the average amount of $225. For the current fiscal year the College has again budgeted $5,000 for this purpose. To date, funds have been granted for projects on: color research, transcript preparation, methods of recorder instruction, photography project, mitosis research, radio astronomy research, electronic sculpture, dog behavior research, participation of women in social movements, investigation of Eastern religions, environmental design, relationship of music to altered states of consciousness, application of mathematical
logic in psychology and linguistics, socio-economic development in Bali, basic
cognitive processes in human reasoning, investigation of small claims courts,
life in post-Civil War America, biography of George Santayana, political com-
munications and dissent in the Soviet Union, film documentaries, design of
sculptural wall hangings, dance projects in creative art, study of occupied Arab
territory, and a study of Soviet developments in linguistics.

The Five Colleges also offer a program of faculty seminars in which Valley
faculty meet their colleagues at other institutions and share ideas and research
in their fields. In 1973-74 such seminars are scheduled in Biological Development,
Chemistry, Comparative Politics, East Asian Studies, Field Studies, Humanities,
Italian Studies, Latin American Studies, Legal Studies, Library, Near East and
Judaic Studies, Religious Studies, Sensory Neurophysiology, Soviet and East
European Studies, Urban Studies, Victorian Studies, and Women’s Studies.

4.11 Outside Employment

Hampshire College discourages full-time faculty from undertaking any outside
employment. Indeed, regular faculty duties, combined with personal endeavors in
the areas of research and intellectual development, are so demanding in terms of
time and energy that adequate attention to any type of additional employment would
undoubtedly be precluded. Faculty are, from time to time, however, awarded
honorary sums as consultants and lecturers in their areas of expertise; such oc-
casional activity is encouraged by the College as important for the individual's
intellectual and professional growth. The Trustees are now considering a policy
governing the conditions under which outside compensation may be received.

The Five Colleges also have an exchange teaching program whereby a full-time
faculty member may, with the permission of the School Dean, the Dean of the
College and the President, teach a course at a sister institution while a faculty member of that campus in turn teaches a course at one's own institution. No extra compensation is awarded in connection with this arrangement.

A full-time faculty member in his/her second or more year of teaching may also teach the equivalent of one extra course per semester on a sister institution's campus with the permission of the President of the faculty member's home institution. Extra compensation for this additional teaching load is provided by the institution offering the course.

4.12 Strengths and Weaknesses of the Faculty

Hampshire College has attracted to it a strong young faculty. A high proportion of the faculty are dedicated to careers in teaching undergraduates and show great breadth of imagination in the instructional format they wish to test. The effort to appoint persons with scholarly interests new to the Five College area has created a faculty of unusual and unconventional academic credentials who are attractive in part because of the newness of their scholarly areas. The faculty has shown a high degree of willingness to engage with colleagues in the other colleges in the consortium and many of them now have productive working relationships with their counterparts.

The faculty is younger by far than most faculties of institutions of comparable size, and many of its members are engaged in their first full-time teaching. Senior faculty members who bring to the program considerable experience in instruction and advising are far fewer. The creation of the College was, of course, a very demanding time in the lives of the faculty members who took part. With the achievement of full growth, commitments to research and publication are being resumed.
The problems attendant upon the creation of the faculty stem in part from the above characteristics. Hampshire is a difficult place to begin one's teaching. The absence of a senior faculty contributes to the slowness with which some forms of program development and reform of instructional practices takes place since the necessary experience with faculty organization systems is lacking. The major threat to the success of the contract system is the possibility that consensus regarding standards of performance will not develop sufficiently at the faculty level to achieve the type of reappointment procedure which the creation of an excellent faculty will require. With the increasing number of persons seeking appointment who are unacquainted with Hampshire's chief purposes, the likelihood exists of appointments of persons who may not be committed primarily to the creation of an experimenting college.

Overall, the faculty of Hampshire College has much to be proud of. They have designed, implemented, and are maintaining one of the most significant departures from traditional academic programs in recent years. They remain deeply and heavily engaged with the intellectual development and growth of their students and are continually probing how best to discharge their roles.

The next five years are most difficult to predict. There is a wide range of opinion about the direction the Hampshire College faculty will now take. Some individuals believe that the contract system will remain but become part of a collective bargaining system. Still others are confident that there will be increased success at demonstrating the value of Hampshire College as a place through which young scholars should pass. This latter position holds that a role of master-teacher will in time emerge so that the stability and permanence of the faculty will be assured while maintaining a profile which is essentially youthful in character. There is an equal division of opinion about whether or not the growing success of
developing upper level students as advisers, teachers, and assistants will provide sufficient relief from the press of duties to permit faculty to achieve a balance between their teaching and scholarship sufficient to maintain their growth as academics. It can only be observed now that very few of the faculty show the familiar pattern of personal withdrawal from involvement, which is always an option open to a faculty member anywhere.
5. STUDENTS

5.1 Overview

Hampshire College seeks to recruit students who are genuinely capable and inclined to shape their own education and lives. Although traditional admissions criteria (SAT scores, class rank, teachers' recommendations) may be used, the Hampshire Admissions Staff looks beyond such standard measurements of achievement. Students' past experiences play a very important role in the Admissions Staff's evaluation of a student's ability to adapt to the Hampshire system. Those students who have already pursued in depth some special interest through study or experience and have proven that they are willing and able to take the major responsibility in educating themselves are of most interest to the Admissions Staff. Students are encouraged to submit samples of the type of work they believe they are capable of doing. As statistics show, Hampshire does attract students of high quality, both in traditional and non-traditional measurements. The drop in the applicant pool, experienced by institutions of higher education nationwide, has produced no negative effect on the calibre of the students Hampshire admits.

Hampshire encourages applications from students who have completed part of their education at another institution as well as from veterans, married students and older members of the local community.

The majority of students admitted into Hampshire's program adapt fairly well, and so far data shows no change in the per cent of students withdrawing each year. Those who do withdraw are largely those students who have been unable to "take hold" and have not yet identified themselves with one of the Schools or declared a concentration.
In seeking a self-reliant, creative student body, the College also seeks representation from a diversity of economic and social backgrounds. To this end, the College makes available to its applicants and students several hundred thousand dollars in financial aid each year. Approximately a quarter of the student body receives some form of financial aid from the College.

In addition to taking responsibility for their academic lives, students at Hampshire accept a sense of shared responsibility in the residential life of the College. Students may choose from several types of housing ranging from dormitory-style buildings to apartments with living and cooking facilities, thereby permitting students to determine their own roles and degree of participation in residential life. Each House strives to create a sense of community for its residents by providing, through the efforts of its students and staff, House courses, social events, and intellectual and cultural activities. House governance is conducted by student committees and councils. Each House is staffed by a resident House Master, Assistant House Master and Resident Associate (who are provided residential facilities), and who perform administrative, leadership, planning, and counseling functions. Perhaps the major function of the House staff is personal counseling. Though many problems may be solved through their efforts, some students do require the more professional services of the Hampshire Health Services counseling staff. The Health Services also provides medical care for all students, either in its on-campus facilities or at the University of Massachusetts Health Services, depending on the nature of the care required.

This year Hampshire will graduate its first sizeable class, and these students are now engaged in planning for the future. The College established a Graduate School Relations Office in the fall of 1973 to aid students in preparing their portfolio for presentation to graduate and professional schools. This Office also is in the process of developing relationships with medical and law schools in an attempt to explain the Hampshire educational philosophy and our non-traditional transcript.
5.1 Overview, continued

Our graduates have been admitted to some fine graduate schools, and we expect that this record will continue. Some problems in interpreting the Hampshire College program of study and student progress have been encountered by admissions staff at other institutions in the past, but through the efforts of the Office of Graduate School Relations and by virtue of the educational world's increasing interest in and knowledge about non-traditional programs, graduate school placement should be facilitated.

Hampshire students who seek employment after graduation may take advantage of the on-campus visits by recruiters at the other three colleges in the consortium. Hampshire has recently established a Placement Office which will focus its efforts on attracting recruiters to our campus, and will eventually provide our students with the full range of placement services.
5.2 Admissions

5.2.1 Criteria for Admission

Because Hampshire College is committed to the proposition that the most vital experience students in this period of our history should have is to learn the arts of self-education and to aiding its students in achieving independence, self-reliance, and responsibility for their learning, it must look beyond the usual criteria in evaluating students for admission.

The Admissions Staff is interested in students who have already undertaken some form of independent study, have pursued a special interest in depth, or have interrupted their formal academic program to engage in some insightful or meaningful experience. In general, Hampshire seeks students who have already proved that they are capable of shaping and inclined to shape significantly their own lives and education. Applicants should possess self-confidence, self-direction, self-discipline and curiosity, and be willing to learn to become effective participants and leaders in the College community, and be willing to develop a capacity to undertake meaningful field study. Hampshire is interested both in students who have demonstrated a great capacity or talent in their past achievements as in those whose past experiences demonstrate a potential for considerable academic and personal growth. The Admissions Staff carefully considers each applicant as a unique individual and attempts to choose as diverse and interesting a group of students as possible.

Hampshire does use some of the more traditional admissions criteria in selecting its students. Though it does not require any specific secondary school program (in fact, lack of a secondary school diploma in itself does not prevent acceptance), an applicant's record should indicate sufficient preparation to do college work. Class rank may be important if several Hampshire College applicants are from the same school, though students ranking lower than their
competitors may be given preference if they possess more of the qualities mentioned above.

Hampshire does not require SAT or ACT test scores but may find them helpful in conjunction with the rest of the student's records and achievements if they are submitted.

Recommendations are important if the readers know who is making the recommendations and what they mean by the words they use. Hampshire has attempted to design recommendation forms that will be more meaningful and to work with schools and teachers to develop more precise meanings for the words that are used. The Admissions Staff find recommendations especially helpful if they are anecdotal in nature and as specific as possible.

Students have the option of submitting samples of their work as personal statements of their interests and capabilities for assessment by admissions staff and faculty. Such samples might include a class paper, an autobiographical statement, a computer program, a literary piece, a science experiment, or a work of art.

Hampshire supports the alternative or free school movement and is receptive to applications from students with this background. This past year Hampshire had ninety applicants from alternative schools. The Admissions Staff is interested in secondary schools which have abandoned traditional grading practices and instead present written evaluations of students' work.

Hampshire College maintains a policy of admitting a class consisting of about equal numbers of men and women but does not follow a policy of achieving a wide geographical distribution or any particular pattern of representation from public and private schools; the tables on the following pages illustrate the actual compo-
5.2.1 Criteria for Admission, continued

situation of the entering classes during each year since Hampshire opened its doors to students.

Applications for admission to Hampshire College are reviewed and acted upon by the Admissions Staff whose membership is composed of the Director of Admissions, Associate Director of Admissions, Director of Financial Aid, and two Assistant Directors of Admissions. Three faculty representatives, a House Master, and four students comprise the Admissions Committee. The Committee meets regularly four times each year and at the discretion of the chairperson. This body sets policies and practices regarding the admissions process. Faculty members are also invited to offer input in the area of admissions. The Admissions Office staff continually attempts to solicit from the faculty information on what types of students would gain most from the Hampshire experience and would enhance the Hampshire community through their presence. Students are also asked to contribute to the question of admissions criteria and help is increasingly sought from the Office of Institutional Research and Evaluation.

The statistics shown on the following pages illustrate the status of matriculated Hampshire College students within the framework of the traditional college admissions criteria of class rank and SAT scores.
### Secondary School Type - Matriculated Students

**Matriculated students only:**

<table>
<thead>
<tr>
<th>Year</th>
<th># Matriculated</th>
<th>Public School</th>
<th>Private School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>1973</td>
<td>406</td>
<td>124</td>
<td>133</td>
</tr>
<tr>
<td>1972</td>
<td>437</td>
<td>137</td>
<td>130</td>
</tr>
<tr>
<td>1971</td>
<td>362</td>
<td>100</td>
<td>106</td>
</tr>
<tr>
<td>1970</td>
<td>249</td>
<td>60</td>
<td>57</td>
</tr>
</tbody>
</table>

**School type matriculated students - male and female combined:**

<table>
<thead>
<tr>
<th>Year</th>
<th># Matriculated</th>
<th>Public School</th>
<th>Private School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1973</td>
<td>406</td>
<td>257 (63%)</td>
<td>149 (37%)</td>
</tr>
<tr>
<td>1972</td>
<td>437</td>
<td>267 (61%)</td>
<td>170 (39%)</td>
</tr>
<tr>
<td>1971</td>
<td>362</td>
<td>206 (57%)</td>
<td>156 (48%)</td>
</tr>
<tr>
<td>1970</td>
<td>249</td>
<td>117 (47%)</td>
<td>132 (53%)</td>
</tr>
</tbody>
</table>
### SAT Scores - in 100 point ranges

#### Matriculated Males

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
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<tr>
<td>700-800</td>
<td>26</td>
<td>20</td>
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<td>22</td>
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<td>55</td>
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<tr>
<td>600-699</td>
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<td>75</td>
<td>84</td>
<td>88</td>
<td>47</td>
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<td>92</td>
</tr>
<tr>
<td>500-599</td>
<td>32</td>
<td>58</td>
<td>75</td>
<td>65</td>
<td>28</td>
<td>50</td>
<td>56</td>
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<tr>
<td>400-499</td>
<td>10</td>
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<td>23</td>
<td>14</td>
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<td>13</td>
</tr>
<tr>
<td>300-399</td>
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<tr>
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<td>128</td>
<td>186</td>
<td>230</td>
<td>202</td>
<td>128</td>
<td>186</td>
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#### Matriculated Females

<table>
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<tr>
<td>200-299</td>
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<td>5</td>
<td>12</td>
<td>15</td>
<td>0</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>121</td>
<td>176</td>
<td>207</td>
<td>204</td>
<td>121</td>
<td>176</td>
<td>207</td>
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</tbody>
</table>
Rank-in-Class in fifths: Matriculated males and females combined

<table>
<thead>
<tr>
<th>Years</th>
<th>1970</th>
<th>1971</th>
<th>1972</th>
<th>1973</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>123</td>
<td>190</td>
<td>199</td>
<td>177</td>
</tr>
<tr>
<td>2nd</td>
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<td>3rd</td>
<td>23</td>
<td>21</td>
<td>36</td>
<td>31</td>
</tr>
<tr>
<td>4th</td>
<td>14</td>
<td>14</td>
<td>3</td>
<td>12</td>
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<tr>
<td>5th</td>
<td>4</td>
<td>1</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>n.r.</td>
<td>30</td>
<td>66</td>
<td>105</td>
<td>128</td>
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<tr>
<td>Totals</td>
<td>249</td>
<td>362</td>
<td>437</td>
<td>406</td>
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</table>

Matriculated males only:

<table>
<thead>
<tr>
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<th>1970</th>
<th>1971</th>
<th>1972</th>
<th>1973</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>55</td>
<td>88</td>
<td>87</td>
<td>74</td>
</tr>
<tr>
<td>2nd</td>
<td>33</td>
<td>37</td>
<td>51</td>
<td>26</td>
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<tr>
<td>3rd</td>
<td>12</td>
<td>13</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>4th</td>
<td>8</td>
<td>6</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>5th</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>n.r.</td>
<td>17</td>
<td>41</td>
<td>65</td>
<td>71</td>
</tr>
<tr>
<td>Totals</td>
<td>128</td>
<td>186</td>
<td>230</td>
<td>202</td>
</tr>
</tbody>
</table>

Matriculated Females only:

<table>
<thead>
<tr>
<th>Years</th>
<th>1970</th>
<th>1971</th>
<th>1972</th>
<th>1973</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>68</td>
<td>102</td>
<td>114</td>
<td>103</td>
</tr>
<tr>
<td>2nd</td>
<td>22</td>
<td>33</td>
<td>28</td>
<td>25</td>
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<td>3rd</td>
<td>11</td>
<td>8</td>
<td>14</td>
<td>11</td>
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<td>4th</td>
<td>6</td>
<td>8</td>
<td>1</td>
<td>4</td>
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<tr>
<td>5th</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>n.r.</td>
<td>13</td>
<td>25</td>
<td>49</td>
<td>57</td>
</tr>
<tr>
<td>Totals</td>
<td>121</td>
<td>176</td>
<td>207</td>
<td>204</td>
</tr>
</tbody>
</table>
Our strategy for recruiting the majority of our students has been based on the following assumptions:

. Since we are a private college charging a high tuition, we assume that most students who can afford to come here will also be able to afford a visit to the campus and will indeed want to come for an interview and to see Hampshire College. Therefore, traveling to secondary schools, particularly the suburban secondary schools, has seemed to us a less than productive way to budget our funds.

. We assume that since studies have shown the college guidance counselor in the high schools to be less than effective in producing particular students for particular colleges, that our effort with the guidance counselors should be to keep them informed of Hampshire rather than see them as a resource or pipeline through which students will come to Hampshire. We have held numerous workshops on the campus for guidance counselors, and we have an every-other-year routine of guidance counselor luncheon meetings in various parts of the country.

. We assume that counselors and teachers will become interested in Hampshire College if they play an active part in our growth and development. Therefore, from the beginning we have developed a list of "advisers to Admissions." About three or four times a year we invite ten to twenty counselors and teachers to come at our expense to help us with a particular problem in the admission procedure. Counselor meetings on the Hampshire campus have helped us produce a Letter of Recommendation form, the application form itself, various procedures of transmission of information between secondary school
and college, our advising system, our publications, etc. We now have a list of about 300 counselors whom we call advisers.

We assume that many students hear about colleges through their teachers. We have developed a list of teachers similar to the list of counselors. We have about 1,700 teachers listed by subject matter, and we periodically send them material dealing with their subject as it relates to Hampshire College.

We are increasingly using the mail to attract students to apply to Hampshire College; we have used such sources as the College Board mailing lists and the National Achievement mailing lists.

We assume that the most effective way of generating applications is the treatment a student receives once he/she is on the campus. A great deal of time and effort is spent in interviews, group sessions, seminars, and tours of our campus. The average student spends at least two hours here. We employ over 25 students who do guiding, half of whom are called Admissions Interns who have been trained to do interviews. Students are given the choice of talking to an admissions person or a student intern. Our feedback suggests that this is a very successful operation.

The travel that we do is largely confined to secondary schools in urban areas and particularly minority areas, and also in the small towns in Western Massachusetts and New England. We have special recruiters for both these programs. We also do a variety of counselor meetings in places across the country where we do not visit very often. We
5.2.3 Recruitment Practices, continued

intend to do more of this over the next few years, while maintaining the liaison with our feeder schools in the eastern seabord and the mid-west.

5.2.3 Admissions in the Applicant Pool

For the first three years of Hampshire's operation, its applicant pool numbered about two thousand. Last year it dropped to about 1,800, and we anticipate we will have another small decline this year. As far as can be estimated, looking at the various national surveys that have been done, Hampshire College is one of the approximately eleven percent of the colleges and universities in the country which have more applicants than they have spaces for. It appears we will continue to experience a slow decline of applicants to private liberal arts colleges. This is partly due to a more relaxed feeling on the part of students about college, an absence of the draft, and a positive decline in the numbers of students graduating from secondary schools each year through the decade of the 1970's. Obviously, the cost of a college has a good deal to do with the decline in numbers as well. Our feeling has always been that between one thousand and 1,500 applicants would be a good number for us to maintain if the quality of those applicants continues to be strong. Our evidence to date suggests that quality is good. However, we are concerned about the proportional decline in applications from men and the increasing applications from women. The figures support the notion that there will be more women than men in the age group in the next six or seven years than men. The implications for our stated policy of 50-50 male/female population are obvious.
5.2.3 Admissions in the Applicant Pool, continued

It has been a positive goal at Hampshire since its opening to expand our applicant pool by appealing to older people in the community, veterans, married students, transfer students. We have been able to accommodate transfer students rather well, and we are beginning to deal more with veterans. We have not tapped the community area in any significant way except for an occasional special student taking or auditing one course. We are presently engaged in surveying the Amherst area to find out what interest there is for continuing education for older people. The Continuing Education Center at the University of Massachusetts obviously has an appeal because of the low cost and the fact that it is an already on-going situation. Hampshire must see whether there is a different kind of market available in the area. The cost factor will be a big one. We know that we cannot rely on our applicant pool being made up entirely of high school students, and we must enlarge that pool.

The applicant summary on the following page illustrates the number of applicants, students accepted, and students matriculated each year since 1970.

5.2.4 Admissions Office Budget

The chart on the following page contains comparative figures of admissions budget of 158 undergraduate institutions with enrollments of 1,000 to 2,499 students surveyed by the National Association of College Admissions Counselors in 1972 compared with Hampshire College.
## Applicant Summary

<table>
<thead>
<tr>
<th>Year</th>
<th>Total # apps.</th>
<th>Male</th>
<th>Female</th>
<th># Accepted Apps.</th>
<th>Male</th>
<th>Female</th>
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<tbody>
<tr>
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<td>1788</td>
<td>728</td>
<td>1060</td>
<td>597</td>
<td>290</td>
<td>307</td>
</tr>
<tr>
<td>1972</td>
<td>2146</td>
<td>913</td>
<td>1233</td>
<td>640</td>
<td>334</td>
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<td>1971</td>
<td>2559</td>
<td>1118</td>
<td>1441</td>
<td>460</td>
<td>236</td>
<td>224</td>
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<tr>
<td>1970</td>
<td>2002</td>
<td>886</td>
<td>1116</td>
<td>280</td>
<td>150</td>
<td>130</td>
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</table>

<table>
<thead>
<tr>
<th>Year</th>
<th># Matriculated</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1973</td>
<td>406</td>
<td>202</td>
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</tr>
<tr>
<td>1972</td>
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<tr>
<td>1971</td>
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<td>186</td>
<td>176</td>
</tr>
<tr>
<td>1970</td>
<td>249</td>
<td>128</td>
<td>121</td>
</tr>
</tbody>
</table>
**ADMISSIONS OFFICE BUDGET**

HC = Hampshire College applicants for class entering 1973

J = Average for 158 schools with undergraduate enrollment of 1,000 - 2,499 surveyed by the NACAC in 1972

<table>
<thead>
<tr>
<th></th>
<th>HC</th>
<th>J</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of applicants</td>
<td>1788</td>
<td>1307</td>
</tr>
<tr>
<td>Number of accepts</td>
<td>597</td>
<td>842</td>
</tr>
<tr>
<td>Number enrolled</td>
<td>403</td>
<td>414</td>
</tr>
<tr>
<td>% of applicants accepted</td>
<td>33.4%</td>
<td>64.7%</td>
</tr>
<tr>
<td>% of accepted enrolled</td>
<td>68.0%</td>
<td>51.2%</td>
</tr>
<tr>
<td>Total institutional operating budget</td>
<td>6.2 million</td>
<td>5.7 million</td>
</tr>
<tr>
<td>Total admissions budget</td>
<td>$110,222</td>
<td>$97,165</td>
</tr>
<tr>
<td>% of admissions budget to total institution budget</td>
<td>1.8</td>
<td>2.0</td>
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<tr>
<td>Admissions budget per applicant</td>
<td>$52.76</td>
<td>$101.22</td>
</tr>
<tr>
<td>Admissions budget per new student enrollment objective</td>
<td>$248.69</td>
<td>$208.78</td>
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<tr>
<td>Professional salary budget</td>
<td>$31,000</td>
<td>$43,693</td>
</tr>
<tr>
<td>Secretarial/Clerical salary budget</td>
<td>$30,510</td>
<td>$19,606</td>
</tr>
<tr>
<td>Travel budget</td>
<td>$6,000</td>
<td>$13,034</td>
</tr>
<tr>
<td>Professional Salary budget as % of total admissions budget</td>
<td>28.1</td>
<td>46.5</td>
</tr>
<tr>
<td>Secretarial/Clerical budget as % of total admissions budget</td>
<td>27.7</td>
<td>16.9</td>
</tr>
<tr>
<td>Travel budget as % of total admissions budget</td>
<td>5.4</td>
<td>13.7</td>
</tr>
<tr>
<td>Allocation of printing budget to applications (rel. to apps.)</td>
<td>767 (X $ spent)</td>
<td>10,843 (X # items)</td>
</tr>
<tr>
<td></td>
<td>$2,700</td>
<td>.07 (X $ per item)</td>
</tr>
</tbody>
</table>
5.2.5 Transfer Students

Hampshire College is committed to accepting a good number of transfer students each year, particularly those from different socio-economic groups and from more urban areas than the majority of our secondary school students who come from suburban schools. Since we have no credit system, this presents a rather large challenge to the Admissions Office in terms of making the transition as smooth as possible given our progress by examination mode.

We have had three trials of using a faculty Board of Examiners made up of faculty members and students from the four Schools here. Transfer candidates are asked to submit material of various kinds which is organized by the Admissions Office. The Board of Examiners comes to the Admissions Office at various times to read these materials. Students are awarded a pass, no pass, or no evidence category on the basis of these materials submitted for the four Schools. At the time of admission, accepted students are informed of their status and given the option of withdrawing their application if they feel that they would have to spend too much time at Hampshire College given their present background. The main problem with our transfer operation at the moment is the difficulty of communicating our system of Division I examinations to the interested applicants. We are presently engaged, with some funds from a small government grant, in attempting to improve this interpretation and communication process. It is our long-range goal that we would be able to set aside specific days at which time transfer students and others, having submitted material in advance, might present themselves to the Board of Examiners. We see coming a time when the Admissions Office and the Examining Office in practice would be one and the same. The advantage of this arrangement will be that we as a college will be able to handle or accommodate students who have had advanced placement work, independent work, a year off between school and college, older people who have had a variety of experience—in other words, a really sophisticated arrangement so that experiential and
competency based learning can have a fair trial.

The statistics on the following page show the number of transfer students who applied, were accepted, and matriculated at Hampshire during each year of its operation.

5.2.6 **Delayed Admission**

Hampshire actively encourages students who wish to take a year off between completing secondary school and beginning college. Many of these students spend their interim year working, traveling, or involved in some special program such as the Dymo Intern Program in Worcester, Massachusetts or the Habitat Environmental Program in Boston. Faculty members are enthusiastic about the increased level of maturity and motivation these students display upon return to the classroom. The statistics on the following page illustrate that a fairly large number of applicants apply and enter under Hampshire's delayed admission program.
### TRANSFER STUDENTS

<table>
<thead>
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<th>Applied</th>
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<tbody>
<tr>
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<td>301</td>
<td>57</td>
<td>49</td>
</tr>
<tr>
<td>Spring 1973</td>
<td>95</td>
<td>59</td>
<td>50</td>
</tr>
<tr>
<td>Fall 1972</td>
<td>402</td>
<td>104</td>
<td>70</td>
</tr>
<tr>
<td>Spring 1972</td>
<td>223</td>
<td>76</td>
<td>51</td>
</tr>
<tr>
<td>Fall 1971</td>
<td>223</td>
<td>76</td>
<td>51</td>
</tr>
<tr>
<td>Spring 1971</td>
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<td>0</td>
<td>4</td>
</tr>
<tr>
<td>1970</td>
<td>0</td>
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### DELAYED ADMISSION PROGRAM

<table>
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<th>Matriculated</th>
</tr>
</thead>
<tbody>
<tr>
<td>1974</td>
<td>110</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>1973</td>
<td>164</td>
<td>28</td>
<td>22</td>
</tr>
<tr>
<td>1972</td>
<td>150</td>
<td>49</td>
<td>47</td>
</tr>
<tr>
<td>1971</td>
<td>65</td>
<td>36</td>
<td>34</td>
</tr>
<tr>
<td>1970</td>
<td>49</td>
<td></td>
<td>21</td>
</tr>
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</table>
5.2.7 Future Directions

We assume that the high school student graduating population is declining, and the number of people in that population who can pay the Hampshire fees is an even smaller group. We assume that most private colleges in the country, if not all, are in for a slow decline in applicants, and that the recruiting for these students will become ever more severe and competitive. Therefore, we have recommended to the President that we begin serious consideration of implementing our long-held goal to include more people from our community in the Hampshire educational program. This means adult education. It means a variety of special opportunities on the campus during the summer for other kinds of students. It means workshops, weekend seminars, and week-long programs for parents as well as others. Hampshire has successfully modularized some of its offerings so that they can be dealt with by students here in short spans of time.

5.3 Withdrawals

Of the students who entered Hampshire College in 1970, 1971, and 1972, 250 had withdrawn by the end of spring semester 1973. The percentages of student withdrawals in each entering class are shown on the following page.

Approximately half of the withdrawn students were male and half were female. The greatest number of withdrawals were students who had graduated from high school in the top fifth of their class (forty-seven percent). Thirty-four percent had been accepted at Hampshire on the Early Decision Plan, and sixteen percent were transfer students.

In summarizing the status of students at the time of withdrawal, statistics show that the withdrawal rate is highest for those students not yet associated with one of the Schools and lowest for those associated with more than one School. Sixty-nine percent had not yet declared their initial concentration interest when they withdrew. Of those
<table>
<thead>
<tr>
<th>Academic Year of Withdrawal</th>
<th>Number of Students Enrolled</th>
<th>Number of Withdrawals</th>
<th>Term of Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>1970-71</td>
<td>249</td>
<td>22</td>
<td>Fall 1970</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>(8.8% of entering class)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>650</td>
<td>21</td>
<td>Fall 1970</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>Spring 1971</td>
</tr>
<tr>
<td></td>
<td></td>
<td>33*</td>
<td>Fall 1971</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6</td>
<td>Spring 1972</td>
</tr>
<tr>
<td>Total</td>
<td>64</td>
<td>(9.9% of enrollments)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>998</td>
<td>27</td>
<td>Fall 1970</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0</td>
<td>Spring 1971</td>
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<tr>
<td></td>
<td></td>
<td>58</td>
<td>Fall 1971</td>
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<td></td>
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<td>1</td>
<td>Spring 1972</td>
</tr>
<tr>
<td></td>
<td></td>
<td>53**</td>
<td>Fall 1972</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>Spring 1973</td>
</tr>
<tr>
<td>Total</td>
<td>144</td>
<td>(14.4% of enrollments)</td>
<td></td>
</tr>
</tbody>
</table>

* (7.5% of entering class)

** (9.0% of entering class)
5.3 Withdrawals, continued

students who gave their reasons for withdrawal, we have the following categories:

- **Personal**: 22%
- **Academic**: 15%
- **Administrative**: 15%
- **Financial**: 3%
- **Medical**: 2.5%

5.4 Financial Aid

Hampshire seeks a student body from diverse economic and social backgrounds. Because of the high fees Hampshire must charge at this time, qualified students from lower economic levels can attend Hampshire only by obtaining financial aid. The College is committed to helping students who are in need of full financial support as well as those with a minimum or medium financial need.

Financial aid is offered in three forms: direct grants, loans, and jobs. The first $1,000 to $1,500 of demonstrated need is met by self-help (loans and jobs) and the remainder by direct grant. During 1972-73, $309,350 was awarded in direct gifts, $71,150 in long-term loans, and $154,000 in term-time on-campus employment.

All financial aid from the College is based on demonstrated need revealed by either the Parents' Confidential Statement or the Student Financial Statement. Parents and students are also expected to supply a valid copy of the base year's 1040 tax return upon acceptance of the financial aid award. The College makes every effort to continue to meet the demonstrated need of its students in good standing who were admitted with financial aid. Each year the students and parents must furnish a new application.
5.4 Financial Aid, continued

The financial aid budget for 1973-74 is $510,000. Of this amount, 32% of first-year students (6% of the transfer students who entered in fall 1973) and 21% of the upperclass students are receiving aid. The average award figure for a Hampshire College grant and loan is $2,031. In addition, students hold a total of $145,500 in non-institutional financial aid.

The figures on the following page summarize the financial aid applicant pool over the past four years.

Complete statistics regarding Hampshire’s financial aid program may be found in Appendix FF. The Statement on Hampshire’s Financial Aid Policy may be found in Appendix GG.

5.5 Residential Life

In an attempt to enhance the desirability of living on-campus, Hampshire College offers its students a number of housing options. Each residence offers its students a sense of shared responsibility for residential life as well as a sense of freedom in determining their roles and degree of participation in the residential community. Each House provides a coeducational residence for about 250 students and is staffed by a House Master, Assistant House Master, and Resident Associate, all of whom reside in their respective House with their families. The various housing facilities from which students may choose are as follows:

**Merrill House**, the first student residence erected on the campus, consists of two four-story brick buildings, comprising three "cottages," which form two sides of a quadrangle. Single and double rooms are arranged in suites in a "typical" dormitory lay-out of corridors with rooms on either sides. Common lounge areas provide social space.
### Financial Aid Applications

<table>
<thead>
<tr>
<th>Year</th>
<th>Total # Completed Apps. - F.A.</th>
<th>Total # Accepted</th>
<th>Total # Matriculated</th>
</tr>
</thead>
<tbody>
<tr>
<td>1970</td>
<td>430 (21% of total apps. for adm)</td>
<td>95 (22% of F.A. app)</td>
<td>83 (87% of F.A. Acc)</td>
</tr>
<tr>
<td>1971</td>
<td>642 (25% of total apps. for adm)</td>
<td>128 (20% of F.A. app)</td>
<td>125 (98% of F.A. Acc)</td>
</tr>
<tr>
<td>1972</td>
<td>768 (36% of total apps. for adm)</td>
<td>132 (17% of F.A. app)</td>
<td>105 (80% of F.A. Acc)</td>
</tr>
<tr>
<td>1973</td>
<td>576 (22% of total apps. for adm)</td>
<td>100 (17% of F.A. app)</td>
<td>76 (76% of F.A. Acc)</td>
</tr>
</tbody>
</table>
for each twenty residents. One suite was converted during the summer of 1973 to provide a Resident Associate apartment, faculty offices, meeting and activities rooms.

Dakin House, is another dormitory-style residence comprised of a single four-story brick building divided into seven interconnected "cottages."

There is a living room/kitchen for each twelve students. One cottage has been converted to provide student and faculty offices and activities space.

Greenwich House (House III), the first of the modular structures, is a complex of five donut-shaped buildings, each divided into several apartments for seven or eight students with full cooking facilities, which encircle a common core for recreation and workshop space. Each "donut" houses 44 students or a mixture of students and staff, with some faculty and administrative offices.

Enfield House (House IV), consists of several modular townhouses arranged in clusters. Each townhouse is arranged on two or three levels and has from four to six bedrooms, a living room and kitchen.

Prescott House (House V), Hampshire's newest residential structure, completed in the fall of 1973, is a complex of buildings which house students in suites of four to fourteen people. Prescott also provides a dining room, conference room, and faculty offices.

During spring term 1972, a housing questionnaire was distributed to all new, returning, and transfer students in which they were invited to express their opinions about residential life at Hampshire. Their responses, summarized in a subsequent report included in Appendix HH, were utilized by the architects of Prescott House. The result is a complex of buildings which hopefully blends the best of the dormitories and the modular residences. First-year students generally reside in either Merrill or Dakin while older students often opt for one of the
5.5 Residential Life, continued

modular buildings. Those older students who desire privacy, independence, a single room and no cooking responsibilities and feel no need for intense interaction with other students choose Merrill or Dakin for their residence, whereas students seeking social fulfillment or wishing to live with established groups of friends select one of the modular residences. Currently there is a tendency for students with similar academic interests (e.g., educational studies, human development, Third World studies, feminist studies) to congregate in the same residential building, and, accordingly, several formal residential learning centers have been organized and more are proposed for future years. Approximately one hundred students live off-campus; they are often older students who feel they can get more for their money away from campus or who have been disappointed with their House experience.

All House suites or modules are co-educational throughout. The students face the demands of establishing mature and respectful relationships among themselves within their living groups and among neighbors. Social, ethical, intellectual, and sexual demands are encountered by many students for the first time. Behavioral norms for all these areas come primarily from the students themselves.

Each House attempts to create a sense of community by linking living and learning experiences and trying to enhance student affiliation with a particular House. Each House each year organizes a wide variety of social, cultural, and intellectual events and activities such as dinners, open houses, parties, musical events, lectures, exhibits, a coffee house, etc. Several Houses also provide work space for students particularly interested in arts and crafts (e.g. a pottery studio, a photography studio). In addition, a wide variety of House Courses are offered each semester. These are courses organized outside the regular course offerings and taught by interested faculty, staff, and students; they encompass a wide variety of subject areas not taught within the regular Schools' curriculum (e.g. Figure Drawing, To the Woods, Children's Books, Weaving, Auto-Mechanics for Women,
5.5 Residential Life, continued

Hard Core Science Fiction, Karate, Shakespearean Workshop, Theatrical Makeup, Free Schools). The House courses are generally viewed by students as auxiliary pursuits or supplementary to their main course of study. They do, however, provide an opportunity for shared activity and inquiry and allow faculty or non-faculty an opportunity to teach in areas where they are competent. Some of the Houses also provide for their residents small group seminars on group living and peer counseling in order to strengthen the sense of community in the House. In a further attempt to involve faculty in the House communities, each faculty member is assigned to one of the Houses and encouraged to participate in House activities.

5.5.1 House Governance

Each House has established its own mode of governance. Generally governance is carried out by a board or council of representatives of the various suites or apartments in each building in conjunction with the House staff and, in some cases, House faculty. This body considers quality of life problems within the respective House, and may deliberate on disciplinary problems, though House governance bodies in the past have shown a reluctance to become involved in disciplinary matters; students, as well, have been reluctant to have their cases heard by a House Council (most prefer to deal directly with the House Staff.) In addition, the House Council has responsibility for allocating funds for programming and entertainment, which are provided in the College's operating budget. Major issues affecting House life are discussed and actions voted upon at a Town Meeting, with the entire House present. Several Houses have also established codes of behavior for their residents.

Unfortunately the House governance system has proved somewhat disappointing. Many students in the dorms have little commitment to the House as a community
since their major commitments are to their personal interests, School, and studies.

Enfield residents showed a general lack of interest in House governance since interaction is minimal because of the separateness of living units.

5.5.2 House Staffs

Staffs of the Houses serve a variety of functions: administration, counseling, program planning and coordination, discipline, entertaining, and leadership and advocacy on behalf of their students. Their most vital functions are probably those of leadership and counseling. As counselors, the House staffs provide support and referrals for a wide range of problems. By being accessible 24 hours a day, seven days a week, they provide an alternative to the counseling facilities available at the Health Services; in fact, many students feel much more comfortable in approaching a House Staff member than a clinical psychologist at the Health Service. Several members of the House Staffs believe that counseling activities represent the greatest commitment of their time, so much in fact that one House Master has recommended the appointment of a full-time counselor in each House. Alternatively, one House Master and his wife taught a successful course on peer counseling; in this particular House students themselves form support groups and thus alleviate some of the necessity for students to seek out a staff member for counseling.

5.5.3 Quality of Residential Life

The great majority of students are satisfied with their House experience at Hampshire College (as indicated in a Housing Study undertaken by a student and the Office of Institutional Research and Evaluation during May of 1973). Although physical problems
5.5.3 Quality of Residential Life, continued

(noise and theft) plague some students, the problems students encounter most in their residential situations are social. Basically students choose a certain House because it provides (or they think it provides) the kind of social atmosphere they seek. If a student wishes to remain somewhat "isolated" or if he/she has a lot of work to do or doesn't have a group he/she wishes to live with, he/she will select a dorm setting. Students who seek depth and stability in their social contacts and have a pre-determined group of friends with whom they wish to reside fare best in one of the modules. Students who need social structure seem to have more problems while those who are extroverted and can create their own social activity feel more comfortable in one of the modules. Groups in the modules which developed from existing friendships have survived best. Thus, it has been suggested that priority for apartments in the future be given to friendship groups and groups with similar special interests and that new students, especially first-year students, be discouraged from choosing to live in Greenwich, Enfield, or Prescott Houses. The sense of community would thus be stimulated in the most positive way.

An even greater sense of solidarity might emerge if House courses developed into House education and eventually to all-College programs based in the Houses (as the Educational Studies and Human Development modules have done). Faculty then could become involved with a certain House by invitation rather than by assignment (as is now the case) and their involvement would be based upon their interests and prior relationship among the House staff and faculty and students and faculty. Such programs would also serve to further involve faculty in the life of the Houses. One recommendation has been that faculty be allowed to fill a portion of their teaching load within the Houses. To further integrate House life with a student's academic life, students might have the option of including House courses in their permanent record, or independent study credit might be offered to students who give or take a House course.
5.6 Resources for Personal Counseling

Hampshire College students have access to a number of people on campus who are well qualified to provide counseling services. On a highly professional level, the Hampshire College Health Service considers personal counseling to be a major component of its Health Care program and, to this end, is staffed by a 9/10-time Psychologist/Director (with a Ph.D. in Clinical Psychology) and a 1/2-time Psychological Counselor (with a M.A. in Counseling). These staff members provide individual counseling and psychotherapy to students who feel the need for professional consultation. In addition, Hampshire students have access to psychiatric consultation, psycho-active-medication, and inpatient care at the University of Massachusetts as part of their pre-paid medical program.

Approximately twelve per cent of the student body made use of the clinical services during 1972-73. 120 students were seen for a total of 777 scheduled interviews. The average length of treatment was 6.4 interviews per student.

The House Staffs devote up to half of their time to counseling services of a non-clinical nature as well as acting as a conduit and referral service for the professional counseling available at the Health Service. Because of the fact that the House Staffs reside on campus, they are more accessible to students, are usually the first contact a students makes when he/she seeks counseling of an informal or formal nature. House Staff are also in a position to identify students who would benefit from personal interaction with them. Though the Houses maintain a student-staff ratio of only 100:1, most students who are in need of counseling are helped. The House Staff have established a high degree of credibility among faculty and administrators, as well as among students themselves, as persons who can be sought out for helping students who have problems.

The largest number of students who approach House Staff for counseling are not
in need of professional clinical services. Most problems deal simply with the strains of maturation and adjustment to college life and many problems can be smoothed out in informal conversations growing out of a completely different context. Some students have deeper problems which would benefit from professional therapy, but often they are reluctant, perhaps from past experiences in therapy, to seek out professional help. Perhaps, too, based on past interaction with the House Staff, students see House Staff as persons who are more readily able to take into account their personal, emotional, and intellectual needs and counsel the "whole person".

All House Staffs meet weekly with the Health Service psychologists who serve as a source of support for the resident staff as well as offering a forum for getting advice and background for referral decisions. In cases where a member of a House Staff regularly counsels a student who might better benefit from professional counseling but is reluctant to seek it, the House Staff member closely coordinates his/her activities with the Health Service and may act as one step in a process whereby students who need it ultimately receive professional counseling.

A third alternative for students who feel they would benefit from personal counseling is the Peer Counseling Program. Thirteen Hampshire College students have been trained by a House Master (who is a clinical psychologist) in an intensive course combining various aspects of counseling and are now available for one-to-one counseling and as an "outreach" force in the community. Weekly meetings by the peer counselors with the House Master continue during which several hours are spent on cases, issues, and further training. During January Term 1974 a further training program for twelve to sixteen students will be offered, thus expanding the Peer Counseling Program's capacity for services. The Peer Counseling Program stresses its complementarity to the counseling services of the House Staffs and
5.6 Resources for Personal Counseling, continued

Health Services and attempts to create, through working with one's peers, a more effective and meaningful community atmosphere.

In addition, many faculty, administrators, and members of the administrative staff provide counseling to students in their roles of adviser, teacher, or friends.

5.7 Resources for Student Health Care

Hampshire College, through its Health Service and as a member of the American College Health Association accepts the following as its goals for student health:

. To promote and maintain those conditions which will permit each student to realize optimum physical, emotional, intellectual and social well-being.

. To attempt to control those factors in the College community and its environment which may compromise this well-being.

. To guide the individual in the acceptance of health as a positive value in life.

. To stimulate the capacity of the individual to make healthful adaptations to the environment.

To this end, the Hampshire College Health Service strives to:

. Prevent health hazards and health problems for members of the academic community,

Recognize developing problems, at an early stage,
Provide prompt and effective treatment of recognized health problems,

Rehabilitate those persons with health handicaps, acute or chronic, to maximum attainable restoration of well-being and function,

Educate members of the community in healthful living,

Control environmental factors influencing health.

All students are eligible for full medical services without additional charge. The Hampshire Health Service has facilities for providing daily outpatient clinical services for both medical and mental health care. It is staffed by three physicians (two internists and a general physician) who rotate coverage and by two nurse practitioners. Students are seen by appointment or on a drop-in basis during the regular clinic hours of 8:00 A.M.-5:00 P.M.

The Health Service keeps appropriate confidential records on all patient visits and generates statistical reports on a monthly basis. Each year an annual report of Health Services is compiled. (See Appendix II). The Health Service occupies Montague Hall which provides five professional offices, a secretarial office, waiting room, conference room, and adequate space for one acutely ill lying down patient under observation. Physical therapy services are also available.

Hampshire College maintains a cooperative arrangement with the University of Massachusetts Health Service. This unit provides services to Hampshire College students at no additional charge. It is a licensed hospital and provides inpatient care for Hampshire students. (Surgical care is provided through Hampshire's surgical consultants at Cooley Dickinson Hospital in Northampton). After-hour
emergency cases are treated at the University Health Service, transportation being provided by the Hampshire College security force. The University Health Service also provides complete pharmacy services, rehabilitation services for handicapped students, and complete diagnostic laboratory and x-ray services.

Specialty care and dental care are provided through referral to local medical specialists and dentists.

The mental health services component of the Hampshire College Health Service is comprised of a clinical psychologist and part-time psychiatric counselor who are available daily for outpatient consultation. Psychiatric consultation is available through the University Health Service psychiatrist. Scrupulous observance of the principles of confidentiality is maintained at all times regarding mental health services and records are maintained separate from other health records.

Emergency care and consultation for college staff who become ill or are injured at work are provided. The Health Service also does skin testing or x-rays on all staff for tuberculosis control.

In addition to its treatment and referral services, the Hampshire Health Service collaborates with other areas of the College to provide sanitation and safety surveillance and consultation. Through consultants from the University Department of Environmental Health and Safety, the Health Service has provided educational programs for food service staff on a yearly basis. At present it is organizing a joint program of safety control with Amherst College to meet OSHA standards. The Health Service has also joined with the School of Natural Science and Mathematics to provide health education through House and January Term activities. Mailings of health education materials (smoking hazards, drug use
5.7 Resources for Student Health Care, continued

driving safety, sun exposure, dental care, skin problems, and athletic injuries) to the student body are done on a periodic basis. The Health Service is also active in assisting students with health-related academic projects, and the Director of the Health Service serves on the pre-medical committee of the College.

5.8 Student Rights

Hampshire College students enjoy wide political rights and responsibilities. The Hampshire College Constitution provides for student representation on every governance body of the College, including such key committees as the College Committee on Faculty Reappointments. With respect to individual rights, the largely student-run Community Council, charged by the Constitution with responsibility for regulations affecting the quality of life and well-being of the community, ratified the Code of Rights in May 1973. The Code of Rights and Constitution are both published in the Student Handbook.

At this writing the Code of Rights is being amplified and enlarged by the Community Council with a provision for a Court of Rights where members of the Hampshire community may present evidence that their rights as delineated in the Code have been violated. This new version of the Code of Rights will be presented to the Board of Trustees in March.
5.9 After Hampshire

5.9.1 Graduate School Relations

Beginning with the 1973-74 academic year, Hampshire has established a Graduate School Relations Office within the Office of the Dean of the College. Its functions are as follows:

- To develop relationships with graduate schools and medical and law schools via individual visits, conferences at Hampshire, and professional association meetings in an attempt to explain the Hampshire educational philosophy as well as to help explain our non-traditional transcript and examination system. Many different groups at the College--the National Advisory Council, parents, administrators, faculty, and students--are engaged in this cooperative endeavor.

- To advise students and faculty as to the most appropriate and effective means of presenting the student's portfolio or academic record to an external institution, whether for the purposes of transferring to another college, applying to graduate and professional school, or seeking employment.

- To develop a resource center in the library for people who want to learn about opportunities for graduate study and professional careers.

5.9.2 Employment upon Graduation

The other colleges in the Five College consortium have employment recruiters for a number of firms visiting their campuses, and Hampshire students may participate in these interviews. Additionally, we will supplement these visits by inviting employers representing a number of particularly attractive firms to visit
5.9.2 Employment upon Graduation, continued

our campus. During the 1974-75 academic year we plan to expand the number of campus recruitment visits.

In addition, we are gathering reference materials relating to both career options and specific employment possibilities to establish a resource listing of potential employment opportunities. The Personnel Director is assisting students in investigating these possibilities and in resume and interview preparation.

5.9.3 Student Options Office

The College is currently attempting to solicit outside funding to establish a Student Options Office. The goal of this Office would be to establish a system of comprehensive services to advise students of opportunities for work during periods of leave, off-campus field study, foreign study, graduate school, career opportunities and other options students seek as education becomes increasingly less structured and as students become more pragmatic and confident in selecting other non-traditional courses of study.

Currently these services are decentralized and are being provided on a limited basis. Additional funding would enable us to strengthen, expand, and coordinate these various programs into a central unit.

5.10 Strengths and Weaknesses in the Area of Student Life

The primary strengths of the features of student life at Hampshire College are those which center on the opportunities available to students to test for themselves
5.10 Strengths and Weaknesses in the Area of Student Life, continued

various forms of social organization and association which they wish to experience. Evidence gathered from continuing housing surveys suggests that students experience rather different needs for social contexts as they move from their first to their last year of study. Overall, there is among the student body considerable aspiration for the achievement of a highly integrated sense of common purpose or community. At the same time, our studies strongly suggest it is those students who become part of a working intellectual group who report the best social adjustment. Persons whose energies are devoted to socializing per se seem to be less happy with their social situation. Just as the academic program shows an extraordinary variety, so, too, the conditions of student life present the student with a wide range of possible involvements. Again, testing and choosing absorbs considerable energy and students frequently turn to house staffs and counseling services for help with that aspect of their development. Generally, there seems to be satisfaction with the quality of those services.

The coeducational integration of residences leads to the emergence of respect for the personal privacy of others. At the same time, a variety of life styles may be successively adopted by students seeking to test themselves. At Hampshire, students have considerable freedom for such choosing within a supportive context provided by the House staffs.

The chief problem areas with coeducational living arise from the variety of student lifestyles and occasional excesses of behavior, whether sexual or social, which violate the privacy of others, or worse, provide provocation to excessive reaction which leads to serious conflict. A variety of responses to these pressures are being tried, e.g., use of Five College social opportunities, travel away from the Campus on weekends, a number of requests to live off campus, and a high degree of mobility among residential units on Campus.
The major weaknesses which have appeared in the inquiries into student life again seem to center on inefficient communication networks and, even more markedly, on a sharp division between that which is perceived as belonging to the student and that which is seen as belonging to the College. Those things identified as one's own are reasonably well cared for and there is a considerable amount of mutual support displayed. Unfortunately, both College and personal property show the familiar signs of vandalism and abuse which remain a constant feature of American public life. It is not yet possible to claim that Hampshire students appreciate the importance of public citizenship or fully understand how to achieve it when they do appreciate it. In general the philosophy has been to permit students to develop primary responsibility and the record suggests that the evolution has been slow.

The future development of student life at Hampshire College will probably continue to be fostered primarily by efforts of House staffs to create traditions of social organization and structure. At the same time, the individualistic emphasis would dictate that the social organization within most Houses will remain primitive and sporadic. The role of House staffs as leaders should be to provide a model for students of things that could be done in the Houses and occasionally to progressively draw back out into a support role as students begin to participate; they would continue to work as facilitators and links in the communication and information networks of the College. Students themselves, however, are primarily responsible for the creation and enforcement of rules, procedures, and guidelines for their respective Houses. Overall, it seems likely that the general quality of life achieved will be sufficiently acceptable that there will not be a high degree of commitment to its further development.

A proposed new position in the Office of the Dean of the College for an Assistant
or Associate Dean of Student Life is intended to facilitate the integration of the Houses and the academic program of the College. This person's principal responsibility will include providing leadership and coordination for the Houses in the area of planning, policy-making and academic program development. In addition, the Assistant/Associate Dean of Student Life would serve as the link between the Office of the Dean of the College and student services such as Health Services, Financial Aid and Admissions, and a kind of ombudsman for student problems.
6. **LIBRARY**

6.1 **Overview**

Hampshire College views its library as integrally related to those of the other four colleges in the consortium. Since there is a well-organized inter-library loan service in the Valley, and open access among the Five College libraries is being utilized this year, Hampshire has not felt it necessary to duplicate vast quantities of the materials available at the other institutions. Instead Hampshire has chosen to focus its holdings on strong reference resources to support our emphasis on independent study and on materials which provide broad support for the College’s curriculum—in non-print media, field studies, ecology, communications, architecture and urban design, and human biology. Our library also aims to provide a broad general collection of the classics in all disciplines. The Hampshire library collection is still in the developmental stage, but by the end of this academic year its holdings should be substantial. A recent subscription to the services of the New England Library Network plus use of the Ohio College Library Center, a co-operative computer-based cataloguing system, provide an important information base for ordering and reference.

Hampshire provides its students with a wide variety of audio-visual resources to enliven the learning process. Video tape, tape recorders, film projectors, and other equipment are widely used by Hampshire students. In addition the Hampshire College Library Center houses a television studio and other production facilities for use by students and faculty. Recently our facilities have been linked to the local CATV system by microwave, an unprecedented relationship between an academic institution
and a commercial system.

The Hampshire College library employs a large number of professionals with specialties in the areas of operation which the College emphasizes. Para-professionals and trained students round out a well-qualified staff. Members of the library staff participate in deliberations concerning collection development, special procedures, and policies affecting the library. Suggestions for collection growth are also solicited from faculty and students.

6.2 Library Holdings

Hampshire's varied interdisciplinary curriculum and emphasis on independent study implicitly require access to a range of resources exceeding those of many undergraduate institutions. We attempt to meet these needs both with strong reference and inter-library loan services, and with careful collection development.

In selecting materials for our collections we aim to develop broad support for the changing curriculum. We hope to keep Hampshire's collections relatively small and selective, and to insure that we have resources which are regularly used, current, and relative to the contemporary curriculum. A second aim is the development of a strong reference collection, to provide students with the access tools needed for effective independent study, unrestrained by limitations in our collection or even by those in neighboring libraries. Finally, we aim to create a carefully selected core collection of the classics across the traditional disciplines.

A program of acquisitions, based in part on titles from Books for College Libraries and Choice, is currently underway; this project is designed particularly to remedy the deficiencies in liberal arts areas, e.g., literature and history. More recent authoritative bibliographies are being used to develop resources in the sciences and
social sciences. Collections acquired during the past year are 2,500 volumes from the Hadley Bookstore and 700 volumes from the Commager Collection. Back files of periodicals on microfilm are in order which will further reduce Hampshire's dependence on inter-library loans of basic titles as well as bringing some unique holdings to the Valley. The figures below illustrate the Harold F. Johnson Library Center's holdings at the end of the 1972-73 academic year.

Circulation:

| Reserve material | 11,280 |
| Stack books      | 19,364 (1972-73) |

Collections:

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<th>Added, 1972-73</th>
<th>Held at end of year</th>
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<tbody>
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<td>Periodicals and Serials</td>
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<tr>
<td>Microforms</td>
<td>(750 est.)</td>
</tr>
<tr>
<td>Film</td>
<td>41</td>
</tr>
<tr>
<td>Records</td>
<td>(1,250 est.)</td>
</tr>
<tr>
<td>Slides</td>
<td>(3,000 est.)</td>
</tr>
</tbody>
</table>

(20,500 with duplicates)

Inter-library loans are secured from the other Five College libraries and the Hampshire inter-library collection (HILC). HILC is a repository collection maintained by the five libraries for rarely used materials. Inter-library loan statistics are given below:

<table>
<thead>
<tr>
<th>Inter-Library Loan</th>
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<tbody>
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<td>Received from Amherst</td>
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<tr>
<td>Mount Holyoke</td>
<td>725</td>
</tr>
<tr>
<td>Smith</td>
<td>1,013</td>
</tr>
<tr>
<td>U Mass</td>
<td>785</td>
</tr>
<tr>
<td>HILC</td>
<td>179</td>
</tr>
</tbody>
</table>
6.2 Library Holdings, continued

Inter-Library Loan, continued

Other 217

Loaned 11

Open access on a trial basis among the Five College libraries is being used this year in an attempt to reduce the number of inter-library loans.

6.3 Audio-Visual Resources

Hampshire College emphasizes the use of audio-visual materials to aid the learning process and to this end makes a wide variety of resources available to its students. Library collections include non-print resources—film, records, slides and microforms. The library also circulates equipment, including tape recorders, a variety of projectors, and video-taping equipment. In addition, the Library Center includes a television studio and other production facilities, and it is the hub of a cable television system for signal distribution throughout the campus.

The cable system has several functions, from distribution of signals received from the local CATV system to broadcasting live or taped programs produced on campus or elsewhere. Live events may be televised around the campus, permitting overflow crowds to watch a lecture or performance.

Recently the College has installed a microwave transmission facility as a link to the local CATV system. Permission was granted by the FCC last spring for this broadcasting capability, the first time such a license has been granted to connect an academic institution with a commercial cable system. Live or taped programming is transmitted from our studio facilities to the local cable system; we anticipate use of this resource both by groups on campus and by interested area residents.
6.3 **Audio-Visual Resources**, continued

The figures below illustrate volume of usage of audio-visual resources in 1972-73:

- **Equipment circulation:** 253 items available; 2,642 loans
- **Records:** 4,151 loans
- **Films:** (Hampshire collection use only) 907 on-campus
  1,272 Five College loans

6.4 **Staffing**

The library has twenty-seven full-time employees, five of whom hold Master’s Degrees in Library Science, with four other staff members holding professional degrees in Educational Technology and other audio-visual and electronics fields. The professional positions are organized as follows:

- **Director of the Library**
- **Acquisitions Librarian**
- **Non-Print Media Librarian**
- **Media Resources Advisor**
- **Cataloger**

- **Director of Educational Technology**
- **Operations Manager**
- **Chief Technician**
- **Senior Technician**

In addition to two full-time reference librarians (Media Resources Advisors), other members of the professional staff contribute time to reference work. We also have a group of trained students who regularly staff the reference desk and assist faculty and students in the use of the library. Para-professional positions (technicians) in acquisitions and non-print media have been created to provide well-qualified staffing as these areas of the library expand.

The library is accessible to students twenty-four hours a day, with desk services available ninety-nine hours per week. A survey from the Office of Institutional Research and Evaluation indicates that students are generally satisfied with the hours
of service and with user services, but are less enthusiastic about the use of the library as study space. (Spot checks on a daily basis have shown an average of fifty students studying in the library during any hour.) To evaluate users' reactions and to elicit suggestions, the library utilizes a "comments and suggestions" notebook, and staff members respond to the notes received.

The Library Committee on Resource Development comprises a group of library staff with responsibilities for acquisitions. This group meets regularly to deal with questions of collection development and seeks information from faculty and students on priorities and directions for collections growth in all media. Ad hoc committees of library staff are also occasionally organized to deal with special procedures and policies. Members of the professional library staff may become members of the Schools and participate in discussions of policy and curricular development. They also may serve on committees within the Schools and as members of student examination teams.

Faculty participate in the life and growth of the library through their suggestions for collection development and other aspects of library operations. Students, particularly those who are employed in the library, are regularly involved in discussions of proposed policy or procedural changes. Major policy statements are circulated in draft form to faculty, staff, and administration for their comments and suggestions.

6.5 Space

The Johnson Library Center is well-equipped with a variety of styles of study space and with special facilities for the use of audio and visual media including open and closed carrels and a film preview room. At present the library has carrel seating for sixty persons and seating at tables, index tables, and lounge areas for approximately sixty more persons. The third floor and part of the basement are currently
occupied by the School of Humanities and Arts. Within the next few years these areas will be vacated by the School and then will be utilized for carrel space for 134 more students and additional lounge seating. The third floor will also accommodate an increase of almost 200 percent of our current shelving space.

The Library Center houses the Hampshire College Gallery, which is administered by a member of the library staff and provides space for art, photographic, and other exhibits by members of the Hampshire community and artists from the surrounding area. It is also the site of lectures and musical performances. Other services housed in the Library Center are the Post Office, Duplication Center, Purchasing Office, and a bookstore operated under a lease arrangement by a private party.

6.6 Expenditures

OPERATING EXPENSES FOR THE HAROLD JOHNSON LIBRARY CENTER

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>$59,645</td>
<td>$49,345</td>
<td>$70,522</td>
</tr>
<tr>
<td>Periodicals and Serials</td>
<td>13,042</td>
<td>11,724</td>
<td>15,755</td>
</tr>
<tr>
<td>Binding</td>
<td>3,024</td>
<td>1,844</td>
<td>2,466</td>
</tr>
<tr>
<td>Supplies and Equipment</td>
<td>53,323</td>
<td>23,918</td>
<td>29,677</td>
</tr>
<tr>
<td>Library salaries:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional</td>
<td>60,782</td>
<td>61,614</td>
<td>70,370</td>
</tr>
<tr>
<td>Clerical</td>
<td>35,851</td>
<td>65,310</td>
<td>83,325</td>
</tr>
<tr>
<td>Total</td>
<td>96,633</td>
<td>126,924</td>
<td>153,695</td>
</tr>
<tr>
<td>Percent of institutional budget</td>
<td>NA</td>
<td>7.7</td>
<td>8.0</td>
</tr>
<tr>
<td>Non-Print Media</td>
<td>27,699</td>
<td>16,675</td>
<td>26,639</td>
</tr>
</tbody>
</table>
6.7 Strengths and Weaknesses of the Library

The strengths of the Library Center are to be found in its capacity for organizational integration of traditionally separate services. The architectural commitment to the gallery, bookstore, post office, film and television studios and bookshelves has produced a climate for operations in each of these areas which reflects a high degree of interdependence of services. This, in turn, is producing a steadily growing sophistication among users regarding multi-media techniques of presentation. Because such skills are still unconventional for many faculty, the library staff has accepted the mission of creating short instructional units designed to teach students and faculty how to use services efficiently. This view of the library as an instructional unit within the College is growing in importance.

The Library Center has increasingly established itself as a contributor to Five College holdings of films and non-print media; a role the other libraries appreciate.

The chief weaknesses displayed by the Library Center appear in the effort to serve a diverse and shifting set of curricular offerings. Since the size of the holdings will be held to a moderate level, there must be designed a sophisticated system for selection, acquisition, circulation and elimination of items. Close faculty cooperation is required if the collection is to be constantly updated and responsive to changing instructional needs. At the same time, the concept of a "core" collection must be honored if Hampshire is to avoid excessive dependence on the other Valley libraries. Such a system is genuinely difficult to achieve in a time of rapidly expanding lists of monographs whose lasting value takes years to establish, while those whose place is well-established must be selectively acquired.

Obviously the above problems will be less pressing when five more years of acquisition are behind us. The present staff can build the collection at a rate of
15,000 items per year though present funding does not permit that level. A serious problem for the future is that of periodical and serial holdings. The Five College librarians are currently trying to work through a common system for controlling duplication and fostering retirement of items so that acquisition of new items can be maintained. It is almost certain that the solution to this problem will be in the micro-storage of items. Hampshire’s Library Center intends to pursue these developments vigorously in the years ahead.

Another weakness experienced thus far has been in creating highly reliable and effective audio-visual services to classrooms. Given staff limits, much of the circulation of these items depends on faculty and student participation rather than permanent staff as is customary in many universities. The resulting effects of inexperience and variation in use produce a level of audio-visual usage well below that of a more conventional university service.

The library will continue to develop its material and personnel resources to meet the growing needs of faculty and students. But a major concern will be its role among the neighboring colleges, where two primary tasks are seen. The Hampshire library will attempt to develop complementary collections and services and to move toward more equal partnership among the Five College libraries. Second, it will act whenever possible as a catalyst for change, to promote greater cooperation, more effective utilization of collective resources, and the incorporation of technology to facilitate library operations. Consistent with the experimenting nature of the College, it will test new systems for the collection, organization, storage and dissemination of information, and will share its findings.
7. PHYSICAL PLANT

7.1 Overview

The physical development of the campus has followed a site plan originally developed by Sasaki Associates. The Trustees determined that a mix of architectural styles should be applied to the site rather than to commit the entire development to a single architectural "solution". The necessity to move toward a steady state of fiscal operation by admitting a new class in four successive years dictated a rapid construction schedule which is set out below. The guiding principles given architects to honor have been:

. To maintain a sense of spatial openness between structures.
. To provide a diversity of textures and facades consistent with emergent developments in building materials.
. To design interior space for multiple usage or function wherever possible.
. To provide interior decoration and amenities which emphasize light, warmth, and texture.

7.2 Physical Plant Development 1969-1974

A copy of the Hampshire College Space Book is found in Appendix SS. The table below provides a brief chronology of the development of the campus.

<table>
<thead>
<tr>
<th>Date</th>
<th>Name of Building</th>
<th>Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>1969</td>
<td>Stiles House</td>
<td>Admissions, Financial Aid</td>
</tr>
<tr>
<td>Date</td>
<td>Name of Building</td>
<td>Use</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>1969</td>
<td>Montague Hall</td>
<td>Health Services</td>
</tr>
<tr>
<td>1969</td>
<td>Red Barn</td>
<td>Miscellaneous storage (being renovated for use as students' social space)</td>
</tr>
<tr>
<td>1969</td>
<td>Warner House</td>
<td>Faculty offices</td>
</tr>
<tr>
<td>1969</td>
<td>Wayne Stiles House</td>
<td>Student crafts center</td>
</tr>
<tr>
<td>1969</td>
<td>Kermensky House</td>
<td>Miscellaneous</td>
</tr>
<tr>
<td>1969</td>
<td>Boat Shed</td>
<td>Kayak-building</td>
</tr>
<tr>
<td>1969</td>
<td>Blair Hall</td>
<td>Business office, Treasurer's Office, Personnel Office, Conference Room</td>
</tr>
<tr>
<td>1970</td>
<td>Franklin Patterson Hall</td>
<td>Classrooms, lecture hall, faculty offices</td>
</tr>
<tr>
<td>1970</td>
<td>Merrill House and Master's Residence</td>
<td>Student residence</td>
</tr>
<tr>
<td>1970</td>
<td>Dining Commons</td>
<td></td>
</tr>
<tr>
<td>1970</td>
<td>Harold P. Johnson Library Center</td>
<td></td>
</tr>
<tr>
<td>1971</td>
<td>Charles W. Cole Science Center</td>
<td>Administrative offices, faculty offices, science laboratories</td>
</tr>
<tr>
<td>1971</td>
<td>Dakin House and Master's Residence</td>
<td>Student residence</td>
</tr>
<tr>
<td>1971-72</td>
<td>Greenwich House and Master's Residence</td>
<td>Student residences</td>
</tr>
<tr>
<td>1972</td>
<td>Emily Dickinson Hall</td>
<td>Classrooms, lecture and performance rooms, faculty offices, snack bar</td>
</tr>
<tr>
<td>1972</td>
<td>Enfield House and Master's Residence</td>
<td>Student residence</td>
</tr>
</tbody>
</table>
### 7.2 Physical Plant Development 1969-1974, continued

<table>
<thead>
<tr>
<th>Date</th>
<th>Name of Building</th>
<th>Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>1972</td>
<td>Physical Plant Building</td>
<td>Offices, storage</td>
</tr>
<tr>
<td>1972</td>
<td>Recreational structure (air structure known as the &quot;Bubble&quot;)</td>
<td>Tennis courts, volleyball courts, other recreational space</td>
</tr>
<tr>
<td>1973</td>
<td>Prescott House</td>
<td>Student residence, faculty offices, conference rooms</td>
</tr>
<tr>
<td>1973</td>
<td>Extension to Montague Hall</td>
<td></td>
</tr>
<tr>
<td>1973</td>
<td>Greenhouse</td>
<td></td>
</tr>
<tr>
<td>1974</td>
<td>Robert Crown Recreation-Athletic Center*</td>
<td>Swimming pool, saunas, recreational and exercise space</td>
</tr>
<tr>
<td>1976</td>
<td>Humanities and Arts Center**</td>
<td></td>
</tr>
</tbody>
</table>

### 7.3 Equipment and Special Resources

As the College population has grown, its equipment and resource needs have steadily expanded. The College now owns several vehicles, recreational equipment including kayaks, canoes, skis, camping gear, etc., musical equipment, audio-visual equipment, studio art equipment, plus fully equipped science instructional laboratories.

Special equipment resources include the electronic music synthesizer, the television studio, and a network of computer services for faculty and instructional use. The computer resources consist of the following capabilities:

- Access to the University of Massachusetts CDC 3800 computer

* Currently under construction

** Projected for construction
system (time-sharing or batch process), and to the Amherst College computer center (IBM 1130).

- Nine terminals provided for tie-in with the time-sharing system at the University of Massachusetts.
- Associated materials for self-instruction in computer languages (techniques instruction), mathematics (statistics, calculus), and foreign language instruction (under development).

Hampshire also cooperates with Amherst and Mount Holyoke College in operating the Three College Computer Center (at Amherst College). This center provides programming development and records maintenance for various administrative purposes.

7.4 Future Physical Development

Campus development is periodically reviewed by the Board of Trustees Architecture and Campus Planning Committee as well as by space and planning committees within the Schools. Appendix JJ contains the "Report to Hampshire College: Non-Residential Physical Plant Requirements" which provides detailed information on space requirements for each function and activity of this College as well as projections for future campus development.

Present buildings reflect the stringent economic limits under which they were planned and built. The scale of space assignment is spare and demands efficient use by occupants. At the same time the philosophy of space design has been that of maximizing diversity of solution rather than seeking one harmonic mode progressively played out.
Spaces are viewed as college-wide resources which may be committed to constantly changing needs. This is a demanding posture which requires minor changes with each new use assignment. But it does avoid excesses of disuse so often associated with territoriality.

The present plans for Humanities and Arts building will add sufficient space to achieve adequate housing for all functions in the College. This means that earlier projections of specialized space for the Social Sciences, Human Development, and Conference Center will be viewed in the future as desired additions rather than absolute necessities. During the interim until the Humanities and Arts building is completed, it will be necessary to provide some relief space for studio arts, library acquisitions, and administrative offices.

A major weakness in present buildings may be due to certain design errors whose correction will prove to be costly. Reference is made to acoustical problems, heating systems, and difficulties in establishing physical security over some major buildings. If the next major development of building is tied to the growth of Hampshire Village, we may find increased use of rental spaces rather than College owned buildings.
8. **FINANCIAL RESOURCES**

8.1 **Overview**

The following summary of the financial resources of the College is taken from the financial statement submitted by Coopers and Lybrand in their audit presented to the Trustees for the year ending June 30, 1973. Their first note contains the following two paragraphs:

- The College has financed construction from gifts and grants donated for that purpose, from available cash (including, on a temporary basis, advance tuition receipts), from general funds, from bank borrowing on a interim basis, and by borrowing from funds restricted for other purposes. All financing to date has been made available by individual gifts, foundation grants, bank financing guaranteed by third party, and government grants and loans.

- The College has no significant endowment income or other recurring income except student fees with which to meet operating expenses. To date, the College has met operating expenses through tuition, through student fees of gifts and grants. The College does not have an alumni group or sufficient experience with other resources to predict the level of gift support.

8.2 **Institutional Finances**

The balance sheet taken from the auditors report referred to above is offered as the first exhibit (a) on the following page. The next table (b) shows the statement of current funds, revenues, and expenditures in the format requested. Table (c)
THE TRUSTEES OF HAMPSHIRE COLLEGE

BALANCE SHEET, June 30, 1973

ASSETS

<table>
<thead>
<tr>
<th>ACCOUNTS RECEIVABLE</th>
<th>ACCOUNTS PAYABLE</th>
<th>OTHER LIABILITIES</th>
<th>DEFERRED INCOME</th>
<th>GIFTS AND GRANTS EXPENDABLE FOR DESIGNATED PURPOSES</th>
<th>INSTRUCTION</th>
<th>SCHOLARSHIPS (NOTE 7)</th>
<th>LIBRARY DEVELOPMENT AND TECHNOLOGY</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash</td>
<td>$ 253,514</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts receivable, students</td>
<td>$ 2,656,376</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other receivables</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial aid loans</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee notes and second mortgages</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unreimbursed costs of grants</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepaid expenses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Due from plant fund (Notes 3 and 6)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$ 3,792,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| CURRENT FUNDS TOTAL | $ 7,875,602 |
| ENDOWMENT FUNDS     |             |
| Cash                | $ 101       |
| Investments (Notes 2 and 7) | $ 237,905 |
| $ 238,006            |             |

PLANT FUNDS (Notes 1 to 5)

<table>
<thead>
<tr>
<th>INVESTED IN PLANT</th>
<th>INVESTMENT IN PLANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Land and improvements</td>
<td>Mortgages payable</td>
</tr>
<tr>
<td>Buildings</td>
<td>RUD</td>
</tr>
<tr>
<td>Equipment</td>
<td>Other</td>
</tr>
<tr>
<td>Library collection</td>
<td>Construction note payable</td>
</tr>
<tr>
<td>Construction in progress</td>
<td>Accounts and contracts payable</td>
</tr>
<tr>
<td>Due to current fund (Notes 3 and 6)</td>
<td>Purchase agreements payable</td>
</tr>
<tr>
<td>$ 28,001,022</td>
<td>Provision for life tenancy agreements</td>
</tr>
<tr>
<td>(3,792,000)</td>
<td>Net investment in plant</td>
</tr>
</tbody>
</table>

$20,501,022

The accompanying notes are an integral part of the financial statements.
NOTES TO FINANCIAL STATEMENTS

1. The College is in the process of developing a campus and matriculating a full student body. Academic operations commenced in the fiscal year ended June 30, 1971. The College had a student enrollment of approximately 1,000 during the year ended June 30, 1973 and plans to add 250 students in 1974 with a total enrollment of 1,250 in the fiscal year ending June 30, 1974, the first year of operations with four full classes. At June 30, 1973, the College had sufficient academic and housing facilities to accommodate the total June 30, 1974 enrollment of 1,250.

The College has financed construction from gifts and grants donated for that purpose, from available cash (including, on a temporary basis, advance tuition receipts), from general funds, from bank borrowing on an interim basis, and by borrowing from funds restricted for other purposes. All long-term financing to date has been made available by individual gifts, foundation grants, bank financing guaranteed by third party, and government grants and loans.

The College has no significant endowment income or other recurring income except student fees from which to meet operating expenses. To date, the College has met operating expenses through the addition to student fees of gifts and grants. The College does not have an alumni group or sufficient experience with other sources to predict a level of gift support.

2. At June 30, 1973, the College was obligated to the United States, through the Secretary of Housing and Urban Development (HUD) in the amount of $3,795,000 for assisting in financing housing and dining facilities (Merrill House and Dakin House). The debt carries 3% annual interest and matures serially to April 1, 2019.

The loan agreement also contains, among other things, a first mortgage on the projects, a first lien on and pledge of net revenues derived from the operation of the projects, and the establishment of certain accounts and other requirements and restrictions common to such financing agreements.

The College has not made the payments to various reserve accounts pending an interpretation of the requirements under the indenture.
The College, on July 11, 1972, executed a promissory note for $705,750. Property known as the First Academic Building and the Library Building is pledged as collateral on this mortgage. The Kendall Foundation has unconditionally guaranteed payment and fulfillment to the bank of all liabilities, obligations and undertakings of the College under this note. The mortgage is payable in quarterly payments through July 2002 with a balance of $701,743 at June 30, 1973. The note was executed under an agreement dated July 11, 1972 with Amherst Savings Bank for a line of loans up to a principal amount of $2,823,000 with interest at the rate of 8-1/2%. Interest is subsidized by the Department of Health, Education and Welfare under the Higher Education Facilities Act of 1963. The effective rate to the College is 3%.

Included in current fund bank loans payable of $3,013,000 is a demand note of $200,000 collateralized by the investments carried in the endowment fund at $174,150. The remaining noncollateralized loans due in July and August have been extended to November 1973. The College intends to repay the loan from the proceeds of $3,000,000 HUD mortgage loan described below.

3. The College has financed certain plant construction from current funds. The College plans to repay the interfund loan ($3,700,000 at June 30, 1973 after permanent transfer of $3,476,537 of current funds to plant) and ultimately finance certain construction in process from the proceeds of the following federal mortgage loans in process:

The loan application at June 30, 1973, for $764,000 at 3% interest rate from HUD, collateralized by a mortgage on a portion of House III (occupied in September 1971), was finalized and the proceeds were received in July 1973. (HUD CH-Mass. 163D)

The College has applied for and HUD as reserved funds for an additional college housing construction loan in the amount of $3,000,000. The College expects the closing of this loan to occur in December 1973. (HUD CH-Mass. 154D)

HUD has approved the College's preliminary application for debt service grant funds in the amount of $542,880, such funds being reserved to support a non-Federal loan of $2,357,000 to assist in financing House V under construction. Although HUD has made no firm commitments, the College expects that if the non-Federal loan is not forthcoming, HUD will award the College a direct loan for $2,357,000 at an effective interest rate of 3%. (HUD CH-Mass. 180D)
The Department of Health, Education and Welfare has approved a loan of up to $556,000 at an interest rate of 3% for the construction of House III/IV Academic Building (Emily Dickinson Hall). The College expects the closing of this loan early in 1974. (HEW 5-1-00267-0)

4. The remaining commitments outstanding for construction contracts, mainly for House V ($1,480,000) and the Robert Crown Center ($1,560,000), were approximately $3,100,000 at June 30, 1973.

5. Certain grants with a remaining balance of approximately $383,000 at June 30, 1973 have been awarded to Hampshire College. These grants are subject to certain compliance regulations.

6. In fiscal 1973, the College permanently transferred $3,476,537 from the Current Fund to the Plant Fund to eliminate a portion of the interfund obligations.

7. The College has reclassified certain 1972 items to conform to the 1973 presentation.
STATEMENT OF CURRENT FUNDS REVENUES, EXPENDITURES, AND TRANSFERS
FOR THE YEAR ENDED January 30, 1973

Revenues

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational and General</td>
<td></td>
</tr>
<tr>
<td>Student Tuition and Fees</td>
<td>$3,061,930</td>
</tr>
<tr>
<td>Governmental Appropriations</td>
<td>-</td>
</tr>
<tr>
<td>Endowment Income (including funds held in trust by others)</td>
<td>-</td>
</tr>
<tr>
<td>Gifts</td>
<td>$295,478</td>
</tr>
<tr>
<td>Sponsored Research</td>
<td>-</td>
</tr>
<tr>
<td>Governmental</td>
<td>-</td>
</tr>
<tr>
<td>Nongovernmental</td>
<td>-</td>
</tr>
<tr>
<td>Other Separately Budgeted Research</td>
<td>-</td>
</tr>
<tr>
<td>Other Sponsored Programs</td>
<td></td>
</tr>
<tr>
<td>Governmental</td>
<td>$138,225</td>
</tr>
<tr>
<td>Nongovernmental</td>
<td>$259,341</td>
</tr>
<tr>
<td>Recovery of Indirect Costs - Sponsored Programs</td>
<td>$22,803</td>
</tr>
<tr>
<td>Sales and Services of Educational Departments</td>
<td></td>
</tr>
<tr>
<td>Organized Activities Relating to Educational Depart-</td>
<td></td>
</tr>
<tr>
<td>ments</td>
<td></td>
</tr>
<tr>
<td>Other Sources</td>
<td>$91,805</td>
</tr>
<tr>
<td><strong>Total Educational and General</strong></td>
<td>$3,869,582</td>
</tr>
<tr>
<td>Student Aid</td>
<td>$222,708</td>
</tr>
<tr>
<td>Auxiliary Enterprises</td>
<td>$1,105,807</td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td>$5,198,097</td>
</tr>
</tbody>
</table>

Expenditures

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational and General</td>
<td></td>
</tr>
<tr>
<td>Instruction and Departmental Research</td>
<td>$1,478,465</td>
</tr>
<tr>
<td>Organized Activities Relating to Educational Depart-</td>
<td></td>
</tr>
<tr>
<td>ments</td>
<td>-</td>
</tr>
<tr>
<td>Sponsored Research</td>
<td>-</td>
</tr>
<tr>
<td>Other Separately Budgeted Research</td>
<td>-</td>
</tr>
<tr>
<td>Other Sponsored Programs</td>
<td>$113,601</td>
</tr>
<tr>
<td>Extension and Public Service</td>
<td>-</td>
</tr>
<tr>
<td>Libraries</td>
<td>$210,042</td>
</tr>
<tr>
<td>Student Services</td>
<td>-</td>
</tr>
<tr>
<td>Operation and Maintenance of Physical Plant</td>
<td>$587,899</td>
</tr>
<tr>
<td>General Administration</td>
<td>$447,856</td>
</tr>
<tr>
<td>Staff Benefits</td>
<td>$225,686</td>
</tr>
<tr>
<td>General Institutional Expenses</td>
<td>$251,103</td>
</tr>
<tr>
<td><strong>Total Educational and General</strong></td>
<td>$3,314,652</td>
</tr>
<tr>
<td>Student Aid</td>
<td>$351,838</td>
</tr>
</tbody>
</table>
STATEMENT OF CURRENT FUNDS REVENUES, EXPENDITURES, AND TRANSFERS
FOR THE YEAR ENDED June 30, 1973

Auxiliary Enterprises 1,105,807

Total Expenditures $4,772,297

Transfers
To -
  Loan funds for supplements to U. S. Government grants -
  Quasi-endowment funds -
  Plant funds for
    Additions 3,476,537
    Renewals and replacements -
    Retirement of indebtedness -

  Total Transfers $3,476,537

Excess of Revenues over Expenditures and Transfers $(3,050,737)

HAMPshire COLLeGE  
Amherst, Massachusetts

FISCAL YEAR 1974  
OPERATING BUDGETS

SUMMARY OF EXPENSES

<table>
<thead>
<tr>
<th>Category</th>
<th>Fiscal Year 1974</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Administration</td>
<td>700,811</td>
</tr>
<tr>
<td>Instruction</td>
<td>2,110,507</td>
</tr>
<tr>
<td>Student Services</td>
<td>391,997</td>
</tr>
<tr>
<td>Libraries</td>
<td>272,798</td>
</tr>
<tr>
<td>Physical Plant and Security</td>
<td>792,302</td>
</tr>
<tr>
<td>Other</td>
<td>554,016</td>
</tr>
<tr>
<td>Auxiliary Enterprises</td>
<td>903,960</td>
</tr>
<tr>
<td>Student Financial Aid</td>
<td></td>
</tr>
<tr>
<td>Basic</td>
<td>460,000</td>
</tr>
<tr>
<td>Supplemental</td>
<td>50,000</td>
</tr>
<tr>
<td><strong>TOTAL EXPENSES</strong></td>
<td><strong>$6,236,391</strong></td>
</tr>
<tr>
<td><strong>TOTAL INCOME</strong></td>
<td><strong>$6,172,460</strong></td>
</tr>
<tr>
<td><strong>SURPLUS (DEFICIT)</strong></td>
<td><strong>$ (63,931)</strong></td>
</tr>
</tbody>
</table>
(d)

HAMPShIRE COLLEGE
Amherst, Massachusetts

SOURCES AND APPLICATION OF LONG-TERM DEBT FUNDS

<table>
<thead>
<tr>
<th></th>
<th>Federal Loans, at 3%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Franklin Patterson Hall</td>
<td>$ 705,750 HEW</td>
</tr>
<tr>
<td>Merrill House</td>
<td>1,670,000 HUD</td>
</tr>
<tr>
<td>Dakin House</td>
<td>2,185,000 HUD</td>
</tr>
<tr>
<td>Greenwich House</td>
<td>1,907,765 HUD</td>
</tr>
<tr>
<td>Enfield House</td>
<td>1,774,835 HUD</td>
</tr>
<tr>
<td>Emily Dickinson Hall</td>
<td>504,000 HEW</td>
</tr>
<tr>
<td>Prescott House</td>
<td>2,357,000 HUD</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$11,104,350</strong></td>
</tr>
</tbody>
</table>
HAMPshire college
Amherst, Massachusetts

Annual surplus (deficit) table for the period 1969-1973

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Surplus (Deficit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1969</td>
<td>$2,487,004</td>
</tr>
<tr>
<td>1970</td>
<td>(127,834)</td>
</tr>
<tr>
<td>1971</td>
<td>(434,233)</td>
</tr>
<tr>
<td>1972</td>
<td>523,128</td>
</tr>
<tr>
<td>1973</td>
<td>425,800</td>
</tr>
</tbody>
</table>
shows the summary of the operating budget for the current fiscal year, based on the general categories used for the covering sheet of the detailed budget submitted to the Board of Trustees.

The total indebtedness of the College has been incurred through 3% loans to finance construction received mortgages, as summarized in the statement which follows table (c) prepared for the Board of Trustees for their December 1973 meeting. At this writing approximately $5.5 million in loan funds remain to be received for transfer from HUD to replace other funds and gifts committed on a short-term basis to financing of the buildings. With the completion of that transfer the account will stand as shown under table (d).

The annual surplus (deficit) table for their period 1969 through 1973 appears in table (e).

8.3 Budget-Making Process

The budget-making process begins in September when the Treasurer’s Office mails to each senior administrator an operating and capital budget form for all units reporting to the individual. (See Table of Organization, Section 2.1.) The senior administrator briefs each unit manager on the guidelines to be followed for budget-making. The unit manager then begins a round of conferences with members of the College served by his/her budget to determine the need levels of the coming year. The unit manager, in conference with the senior administrator, arrives at the budget request to be filed. Upon receipt of these requests, the Treasurer has copies placed on reserve in the Library Center so that all interested persons may review the amounts and the justifications. The estimated instructional budget line and the estimated change in tuition are submitted separately by late November so that conditional approval by the Board of Trustees may be secured for purposes of recruitment and financial aid in planning.
8.3 Budget-Making Process, continued

By mid January all budget proposals have been submitted for compilation into the first total estimate of the total budget. The Treasurer's Office prepares estimates of income and these are then combined with the proposals to yield the first view of the new proposed goals for the following fiscal year. This document is distributed to all unit managers and is placed in the Library Center. There is then initiated by the President a series of meetings designed to provide a forum to inform the administration so that that its final budget has a maximum opportunity for support by the Board of Trustees, members of the administration, faculty, staff, and students. By the March meeting of the Trustees, the President must submit a budget which he feels represents a realistic and achievable set of goals. Final budget approval is voted by the Board at its June meeting.

8.4 Endowment

Endowment income has grown very slowly in the past five years. Present holdings reflect the initial funding strategy of concentrating on funds available for operating purposes and capital construction rather than development of endowment. (See table on following pages.)

8.5 Fund Raising

Since 1965 Hampshire College has raised more than $32 million in gifts, grants, and loans from private and public sources. This record of financial support reveals recognition by persons beyond the College community that Hampshire College is engaged in building an exciting new enterprise in education that deserves the necessary support to bring the College to a condition of financial maturity. Among the many gifts provided by individuals and foundations, two are especially noteworthy. In 1965 Mr. Harold F. Johnson, for whom the Library Center is named, made a
HAMPshire college
Amherst, Massachusetts

Schedule of endowments as of December 31, 1973
(All securities are common stock unless otherwise indicated)

<table>
<thead>
<tr>
<th>Beinecke Endowment (Financial Aid)</th>
<th>Number of Shares</th>
<th>Market Value as of 12/31/73</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arkansas Louisiana Gas ( ASE)</td>
<td>200</td>
<td>$ 4,950</td>
</tr>
<tr>
<td>Boston Edison (NYSE)</td>
<td>100</td>
<td>2,600</td>
</tr>
<tr>
<td>CPC International (NYSE)</td>
<td>200</td>
<td>5,375</td>
</tr>
<tr>
<td>International Harvester (NYSE)</td>
<td>200</td>
<td>5,150</td>
</tr>
<tr>
<td>Montana Power (NYSE)</td>
<td>300</td>
<td>9,788</td>
</tr>
<tr>
<td>New England Telephone (NYSE)</td>
<td>200</td>
<td>5,925</td>
</tr>
<tr>
<td>New York State Electric Gas (NYSE)</td>
<td>200</td>
<td>9,400</td>
</tr>
<tr>
<td>EXXON (NYSE)</td>
<td>100</td>
<td>9,413</td>
</tr>
<tr>
<td>Panhandle Eastern Pipe</td>
<td>300</td>
<td>10,275</td>
</tr>
</tbody>
</table>

TOTAL                                                  |                  | $62,876                     |

Findlay Endowment (Financial Aid)

<table>
<thead>
<tr>
<th>Findlay Endowment (Financial Aid)</th>
<th>Number of Shares</th>
<th>Market Value as of 12/31/73</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continental Corp. N. Y. (NYSE) cv. pd. A 2.50</td>
<td>500</td>
<td>$22,125</td>
</tr>
<tr>
<td>Pacific Power &amp; Light (NYSE)</td>
<td>1000</td>
<td>20,000</td>
</tr>
<tr>
<td>North American Philips (NYSE) cv. 4's 92</td>
<td>33</td>
<td>17,903</td>
</tr>
<tr>
<td>Tenneco Corp. (NYSE) 6 1/4 s 92</td>
<td>25</td>
<td>21,594</td>
</tr>
</tbody>
</table>

TOTAL                                                  |                  | $81,622                     |
Schedule of Endowments, continued

<table>
<thead>
<tr>
<th>J. M. Huber Endowment - Financial Aid</th>
<th>Number of Shares</th>
<th>Market Value as of 12/31/73</th>
</tr>
</thead>
<tbody>
<tr>
<td>J. M. Huber Company</td>
<td>677</td>
<td>$210,019</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>$210,019</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>H. F. Johnson Endowment - Debt Reduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boise Cascade 10% 6/15/75</td>
</tr>
<tr>
<td>New England Merchants CD's</td>
</tr>
<tr>
<td>American Electric Power (NYSE)</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

TOTAL ENDOWMENT FUNDS $510,543
gift of $6 million to determine whether sufficient interest could be aroused to begin a new experimenting institution. Mr. Johnson, an Amherst alumnus, served as the first Chairman of the Board of Trustees and remains a close friend of the College. In 1967 the Ford Foundation, whose original grant had funded the four college committee which wrote the New College Plan, awarded the College a matching grant providing that the Foundation would give $3 million on a one to two matching dollar basis. This is the largest single grant the Ford Foundation has ever made to one college. Since those early years the College has received many important grants for educational and capital development. The latest of these, received in 1972, was $500,000 from the Richard King Mellon Foundation of Pittsburgh, Pennsylvania. Appendix KK contains the Founders Fund Reports to the Board of Trustees which summarizes the entire record of grants, loans and pledges received by the College.

Approximately $9 million remains to be raised by December 31, 1975 in order to meet the original fund raising objectives. Specific fund raising goals of the College are: Humanities and Arts Center, $3,500,000; acquisition of books and non-print media material for the Library, $1,100,000; money needed for programs to support institutional curricular development; $800,000; total, $5,400,000. The remaining balance of $3,600,000 constitutes a set of goals for the growth of the Hampshire College endowment funds. It is assumed that each of the following sums will provide, at a reasonable rate of 6% return, $72,000 per year. Such monies will assure greater fiscal flexibility in meeting the continuing needs of the College.

Endowment for:

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Aid</td>
<td>$1,200,000</td>
</tr>
<tr>
<td>Faculty Salaries</td>
<td>1,200,000</td>
</tr>
<tr>
<td>Unrestricted use</td>
<td>1,200,000</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>3,600,000</strong></td>
</tr>
</tbody>
</table>
8.5 Fund Raising, continued

To evaluate properly the possibility of meeting these goals, one must inquire into current conditions. At this writing the securities market is in a severe slump which may well anticipate a period of recession in at least some quarters of 1974. The energy crisis will continue to throw its pall over industrial growth. Government loans continue to shrink. Large government grants are equally difficult to obtain; nevertheless, we intend to pursue actively these funding sources with their grant objectives to match those of Hampshire College. Direct corporate giving may well be affected by higher costs and diminished profit margins.

Thus, our best two potential fund sources are individuals and foundations. If there is general agreement with the conditions described above, one can readily believe that competition among institutions of higher learning for philanthropic gifts will be especially tense. Hampshire College will pursue its development activities through careful analysis of potential donors and persistent efforts by leading senior members of the College administration and its Trustees, improve proposal writing services for faculty and staff, and emphasize especially the cultivation of parents, whose interest in Hampshire has traditionally been extremely high. Parents have already done much to support the College financially well beyond the level of the comprehensive fee for attending the College. A recently organized parents fund group gives great promise of becoming an important source of contributions to the development objectives of the College.

8.6 Fee Structure

The Trustees of Hampshire College set the tuition fee for the 1973-74 academic year at $1,650 per term. (The fee paid for the fall term also covers the January Term.) Students who reside on campus pay $400 per term for room rental; students who arrange through the January Term Office to be away on an authorized
study project for that month and for whom a replacement has been found through that office may receive a partial rebate for January rent. Various board options are available and range in cost from $210 to $295 per term. Students who reside in the apartments and prepare their own meals pay no board. Thus the basic comprehensive fee for a student who resides on campus (without including such miscellaneous charges as telephone installation and service, medical insurance, student activities fee, etc.) may range from $4,100 to $4,690 per year. During the first two years of the College's operation, before the modular residences were completed, all students lived in a dormitory, took their meals in the dining commons, and paid the same comprehensive fee. The table reflects the fee during the four years of the College's operation.

<table>
<thead>
<tr>
<th></th>
<th>Tuition</th>
<th>Room Rental</th>
<th>Board</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1970-71</td>
<td></td>
<td></td>
<td></td>
<td>$3,800</td>
</tr>
<tr>
<td>1971-72</td>
<td></td>
<td></td>
<td></td>
<td>4,300</td>
</tr>
<tr>
<td>1972-73</td>
<td>$3,200</td>
<td>$800</td>
<td>$380-500</td>
<td>4,380-4,500 (with meals)</td>
</tr>
<tr>
<td>1973-74</td>
<td>3,300</td>
<td>800</td>
<td>420-590</td>
<td>4,520-4,690</td>
</tr>
</tbody>
</table>

A fee increase of $300 is anticipated for the 1974-75 academic year. The rise in the cost of food will precipitate an increase in board charges of approximately ten percent. Since Hampshire's Federal government housing obligation will increase as most of our projects will be paying both interest and principal and as our required reserve accounts must be established, room rental costs will probably be increased about ten percent. Tuition will also rise in order to make funds available for salary increases and increased costs in general.

Other fees. Hampshire does accept Special Students (students who do not wish to take a full program and are not admitted through the Admissions Office); they
pay a fee of $400 per course. Persons who "audit" courses are charged $15 per course. A $600 fee is charged each term that a student is on field study leave. If he/she completes an examination while on field study leave there is no examination fee. If, however, a student does an examination while on a leave of absence he/she must pay a $200 examination fee.

Refund policy. Hampshire College's refund policy is as follows:

Withdrawal for Non-Medical Reasons:

- Prior to the first day of registration: refund of all fees, less deposit

- From the first day of registration through the first week of classes: refund of board fees (pro rata) and 50% tuition

- During the second week of classes: refund of board fees only (pro rata)

- Thereafter: no refund

Withdrawal for Medical Reasons:

- Prior to the first day of registration: refund of all fees, less deposit

- From the first day of registration through the first week of classes: refund of room and board fees (pro rata) and refund of tuition, less deposit
8.6 Fee Structure, continued

- During the second week of classes: refund of room and board fees (pro rata) and refund of 75% of tuition
- During the third week of classes: refund of room and board fees (pro rata) and refund of 50% of tuition
- During the fourth week of classes: refund of room and board fees (pro rata) and refund of 25% of tuition
- Thereafter - refund of board fees only (pro rata)

8.7 Financial Concern

The greatest single financial concern at this time is to raise sufficient endowment to provide support for debt services, depreciation, and those general institutional expenses which cannot be met from tuition and fees. The economic model for the College has worked with considerable efficiency, but as we approach a steady state in size with a sizeable physical plant we must create the income base for the operation of that plant.

The College benefits from having a new plant which is efficient and relieved from serious depreciation expenses. At no point has it been necessary, as is often the case with colleges operating without endowment, to use as collateral future anticipated fees in order to meet current cash flow requirements. The techniques of controlling expenditures had approved quite effective, and we can be optimistic that the Development Office will become increasingly effective in its basic mission. There is no reason to believe that we cannot continue to achieve a very high proportion of operating expenses from tuition and fees.
However, the reliance on student generated income leaves the College vulnerable to sudden changes in the attractiveness of its program and its educational offerings to student tastes. In other words, the College’s operating budget is extremely sensitive to the degree to which students, their parents, and educational counselors believe in the value of the Hampshire College education. It is also true that the overall control system is not so well designed as to avoid occasional uncontrolled expenditures which could seriously threaten the achievement of a balanced budget. In particular, there are certain academic options open to students and controlled by faculty which can seriously jeopardize fiscal planning by making income excessively susceptible to change in student plans.