

Hampshire College
Faculty Handbook

Revised 1989

be renewed.

The responsibilities of an emeritus faculty member may vary widely and in every case will be negotiated individually with the school dean and the dean of faculty. These responsibilities may include teaching, advising, and serving on examination committees. An emeritus professor may chair Division I examinations and may serve as a faculty member on Division II and III examinations.

Staff Faculty Associates

A full-time member of the administration or administrative staff may be appointed as a staff faculty associate. The appointment must be recommended by a school and approved by the dean of faculty. Prior written consent by the person's supervisor must be sent to the relevant school dean. Such appointments shall be for a period of not less than one term and not more than three years and shall be co-terminus with the administrative appointment.

Before the end of the third year, the school shall carry out an appropriate review and shall either terminate the appointment or recommend continuation. Notification of the school decision and accompanying documentation shall be sent to the dean of faculty and the candidate shall be informed.

All arrangements (e.g., released time) for staff members to fulfill their responsibilities as faculty associates shall be negotiated by the staff member with his/her supervisor. Full salary will continue to be covered by the administrative salary.

The Staff Faculty Associate may:

- teach no more than one course per year in either of the two long terms (eligibility for teaching in January term is not affected)
- have the number of advisees appropriate to a 0.17 FTE appointment.
- negotiate with the school dean a specific divisional examination load
- chair Division I but not Division II and III examination committees, although he/she may serve on such committees as a faculty member.

Reappointment and Promotion Procedures

I. Principles and Criteria

Hampshire College's non-traditional curricular structure and pedagogical strategies make unusual demands on the faculty. The faculty must develop special skills as teachers and advisors and supervise a broad range of students' work. Faculty members must be innovative, developing and experimenting with new teaching methods. The faculty are the principal contributors to the continuing process of building and rebuilding the institution. For Hampshire College to continue to be an experimenting institution, it is essential that faculty be actively involved in governance, pedagogical innovation and curriculum development.

At the same time, it is important to acknowledge that Hampshire is connected to a wider intellectual community. It is essential that the work of the Hampshire faculty be informed by broad intellectual interchange and by the emerging work of other scholars and teachers. It is hence important that we maintain close ties to our colleagues beyond Hampshire, sharing our work with them, and reviewing and criticizing their work in return.

The process and criteria for appointment, reappointment, and promotion reflect these special demands. They are intended to encourage the faculty to pursue excellence in teaching, scholarship/art, and community service, and to ensure that all faculty members' contributions to each of these activities are to be evaluated. Within the constraints established by these criteria there will be many different profiles exhibited by Hampshire professors. There is no single set of characteristics shared by all faculty members. Teaching is the central activity for Hampshire faculty, and a high level of teaching effectiveness is the most important criterion for reappointment and promotion. Some faculty members will make their most significant contributions beyond teaching in the domain of scholarship, while other will do so in community service. The college values both of these choices concerning the allocation of faculty resources.

These criteria are to be interpreted as characterizing norms of faculty performance in each area of evaluation. We recognize that there will be variation in the degrees to which individual faculty members satisfy these criteria.

Procedural Principles

The basis for judgment in reappointment and promotion decisions is the quality of the faculty member's work. The reappointment and promotion process should encourage and honor excellence.

Judgments can only be as sound as the evidence on which they are based. The schools are responsible for continuing evaluation that encourages growth and provides bases for sound judgment.

Student participation in all phases of the process is essential and expresses a willingness to accept student judgment on the quality of faculty work.

Confidentiality of any kind is inappropriate except as specifically described in this handbook.

Faculty members have access to appropriate procedures for appealing a judgment. (See section *Statement and Procedures on Academic Freedom*.)

Teaching

Teaching takes place in the classroom, in advising, and in the divisional examination system at all three levels. Strong records of performance in each of these areas are essential for all the faculty. This includes encouraging active involvement in learning, strong supervising of student projects and programs of study, preparing carefully written, rigorous evaluations of course and divisional work, and guiding students effectively in the use of Five College, and leave/field study opportunities. The candidate's teaching should reflect currency in her/his field, imagination and freshness, and an appreciation for interdisciplinary approaches to liberal education.

Scholarship/Art

Teaching in the Hampshire curriculum requires sustained intellectual growth and scholarly/artistic development on the part of the faculty. There must be tangible evidence of this development and that evidence has to be in forms capable of being fairly evaluated. Teaching by itself is not sufficient as a means for demonstrating scholarship/art.

The substantive range of faculty scholarship that is encouraged and rewarded at Hampshire is much wider than that of conventional disciplinary research and creative endeavor. For example, the definition of valued scholarship/art includes, but is not restricted to, the exploration of non-