

Amended April 27, 2012

The twenty-sixth meeting of the Committee of Six for the academic year 2011-2012 was called to order by President Martin in the her office at 3:30 P.M. on Monday, April 23, 2012. Present were Professors Basu, Ferguson, Hewitt, Loinaz, Ratner, and Umphrey, Dean Call, and Assistant Dean Tobin, Recorder.

The meeting began with “Announcements from the President.” President Martin informed the members that, in response to a suggestion by the Employee Council, she will hold an open meeting for staff on May 9, from 1:00 P.M. to 2:00 P.M., in Johnson Chapel to discuss the state of the College. The President said that all supervisors will be asked to permit staff members to attend. Continuing, the President notified the members that time has been set aside at their next meeting to discuss the Provost position with representatives from the search firm Isaacson, Miller. The representatives from the firm will also hold two open meetings for the campus community.

President Martin next discussed with the Committee a cartoon that had been published in the recent issue of *The Indicator*. The cartoon prompted two graduate students at the University of Massachusetts to send the President a thoughtful letter of concern that addressed issues of prejudice and insensitivity toward Native Americans that the cartoon may communicate. The students also noted that the cartoon image and its messages raise questions about the College’s mascot and its association with Lord Jeffery Amherst. President Martin said that the students responsible for the cartoon have drafted a letter of apology, and those who wrote the letter of concern have been invited to submit it for publication in *The Indicator*, with the hope that doing so will generate discussion about the issues raised. The Committee turned to personnel matters.

Professor Basu next offered a brief report about a meeting that had been held over the weekend that had focused on issues surrounding sexual misconduct on campus. In attendance were a small group of faculty members; Charri Boykin-East, Senior Associate Dean of Students and Title IX Coordinator; Gretchen Krull, Assistant Director of Health Education and Sexual Assault Counselor; and around twenty students, most of whom are members of The Women of Amherst who had performed in “If These Lips Could Talk.” The discussion had been candid and far-reaching, and Professor Basu said that some of the survivors of sexual violence on campus had detailed experiences that were shocking and disturbing. The tone of the conversation had been productive and open, Professor Basu commented. The discussions initially focused on the underlying culture and climate at Amherst that may be contributing to sexual misconduct, including issues surrounding students’ excessive alcohol consumption and the role of all-male groups like athletic teams and underground fraternities. Students had expressed concern about a lack of clarity about the College’s procedures for reporting and adjudicating acts of sexual misconduct. Professor Basu said that some students had said that some faculty members may not be aware of the vulnerabilities of survivors of sexual violence, and do not seem to feel that it may be important to make students aware in advance if films and readings might have content of a disturbing sexual nature. It had been noted that some faculty members had seemed dismissive when this issue had been raised previously at a Faculty Meeting, as they had seemed to view this concern primarily as an issue of academic freedom and had not been responsive to making changes to their practices. Currently, the onus seems to be on students to leave class if the content of materials assigned by faculty members makes them feel upset or uncomfortable. Professor Basu expressed the view that ways should be found to facilitate discussions on campus, perhaps most effectively in small groups, about these issues. In addition, it would be important for the Faculty as a whole to focus on these concerns, perhaps as part of a Faculty Meeting. It was noted that efforts such as the athletics department’s Leadership Institute, which is a relatively new initiative, that are designed to educate the student body about issues surrounding gender and sexuality, and other programs that might focus on substance abuse, for

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example, could be helpful in working toward changing the climate and culture on campus. The members agreed that Orientation provides an initial opportunity to focus on some of these themes with students.

Continuing the discussion, Professor Basu commented that students have raised concerns about a lack of transparency in the process for reporting and adjudicating complaints of sexual misconduct. It was noted that, if cases are settled outside the College's process, because of confidentiality agreements, it is often not possible to know how cases are resolved. President Martin and members of the Committee expressed the view that more information needs to be gathered and made available about the number of cases that are reported and the sanctions that are given. (Later in the meeting, Dean Hart noted that the Dean of Students Office provides information on disciplinary matters, including sexual misconduct cases, to the community each year. In addition, each year the College produces and publishes an annual report containing statistics regarding forcible sex offenses and other serious offenses, in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. If a settlement occurs—which most often involves attorneys representing the complainant and respondent—the College may still investigate the matter to determine if there are any concerns about the safety of the student body beyond the individual case, President Martin said.)

The Committee noted that it appears that the current procedures for addressing cases of sexual misconduct have evolved from a system, i.e., the Honor Code, that was designed originally primarily to address cases of academic dishonesty. Tailoring procedures to meet specific needs associated with cases of sexual misconduct would result in improvements to the system, it was agreed. Since Amherst is such a small community, issues of how to maintain and protect confidentiality are salient. Under the current system, when pursuing a complaint, complainants may have to share highly personal and difficult experiences with members of the community who are their teachers, friends of friends, and deans, for example, since faculty, Deans of Students, and students serve on the Committee on Discipline. Members of the committee may even have overlapping roles in the complainant's life at the College, it was noted. A student might find herself or himself in the classroom with a student or faculty member who served on the committee. The members agreed to return to this discussion when Allen Hart, Dean of Students, and Liza Nascembeni, Assistant Dean of Students and Dean of Student Conduct/Title IX Deputy Coordinator for Students, joined the meeting to discuss proposed changes to the Student Rights and Policies section of the *Student Handbook*, which have been approved by the College Council. (See Professor Bosman's [letter on behalf of the College Council](#).)

The members next reviewed [clarifications and draft College Catalog language for the proposal that Amherst participate in the Five College Architectural Studies major](#) that had been submitted by the Amherst College Architectural Studies Advisory Committee (Professors Clark, Courtright, Gilpin, Long, Rosbottom, and K. Sweeney), in response to questions raised by the Committee of Six previously. Professor Hewitt commented that the Amherst proposal does not include requirements that majors take courses in mathematics and science, as the Smith program does. The Committee noted that the major will be flexible and that students may structure a major that has a more technical emphasis, if they desire. Professor Hewitt expressed a general concern that the major might represent a shift toward the pre-professional, a direction in which she worries the liberal arts are moving more generally. Professors Umphrey and Ferguson expressed support for the major's gesture and inflection toward a profession, within a liberal arts context. The members then voted six in favor and zero opposed to forward the proposal and College Catalog language to the Faculty and six in favor and zero opposed on substance.

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The members next reviewed a [proposal for revisions to the College Catalog language within the section on the liberal arts curriculum concerning general and institutional learning goals](#), which had been prepared by Professor Griffiths. With this document, Professor Griffiths responded to questions raised by the Committee when it had reviewed an earlier draft of these goals. There is a need to develop the goals for inclusion in the five-year reaccreditation report that the College will submit in January 2013 to the New England Association of Schools and Colleges (NEAS&C). (For more information, see [Professor Griffiths's report to the Committee on Educational Policy \(CEP\)](#) about the learning goals project, as well as [a related letter from the CEP](#).) After some discussion and further revisions, the members voted six in favor and zero opposed to forward the proposal to the Faculty and six in favor and zero opposed on substance. The members next voted on the [proposal, which included language for the College Catalog](#), that Amherst participate in the Five-College Sustainability Studies Certificate Program, which they had discussed previously. The members then voted six in favor and zero opposed to forward the proposal and College Catalog language to the Faculty and six in favor and zero opposed on substance. The members next considered the following motions, which reflect their previous conversations:

Motion 1: (to inform Committee of Six deliberations)

To revise the *Faculty Handbook*, III., D., 4. Reappointment Procedures, paragraph 4 (to become effective in the academic year 2012-2013) as indicated in bold caps.

BY DECEMBER 1, Candidates for reappointment will each submit a letter to their department/s **DESCRIBING THEIR TEACHING EXPERIENCE AT THE COLLEGE, THE PRESENT STATE OF THEIR SCHOLARSHIP OR CREATIVE WORK AND THEIR AIMS AND PLANS FOR THE FUTURE, AND THEIR ENGAGEMENT IN COLLEGE LIFE. THAT LETTER, OR A MODIFIED VERSION ADDRESSING NON-SPECIALIST READERS, WILL BE INCLUDED IN THE REAPPOINTMENT DOSSIER AND FORWARDED TO THE COMMITTEE OF SIX.** ~~Candidates should address their teaching experience at the College, the present state of their scholarship or creative work and their aims and plans for the future, and their engagement in College life.~~ The letter/S will serve as the basis for a conversation between the candidate and tenured members of the department/s before the department meets to finalize the reappointment recommendation. ~~The letter itself will not become part of the reappointment or tenure dossier.~~ (Voted by Faculty, February 2005)

Motion 2: (to inform Committee of Six deliberations)

To revise the *Faculty Handbook*, III., E., 4., d. Rights of Candidates for Tenure (to become effective in the academic year 2012-2013) as indicated in bold caps.

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d. *Rights of Candidates for Tenure.* Candidates for tenure ~~are invited but not obligated to~~ **WILL** submit letters on their own behalf to the Committee of Six by October 1st. If they wish to comment on the departmental recommendation, they may send written commentary, in confidence, to the Committee of Six by October 15~~th~~.

The Committee voted six in favor and zero opposed to forward the motions to the Faculty and six in favor and zero opposed on substance.

The members then reviewed a draft Faculty Meeting Agenda for May 1 and voted six in favor and zero opposed to forward it to the Faculty.

At 5:45 P.M., Deans Hart and Nascembeni joined the meeting. Dean Hart, referring to his [memo of March 9, 2012, to the College Council](#) requesting approval for proposed modifications to the 2012-2013 *Student Handbook*, explained that the changes are needed for a number of reasons. (Two documents are appended via link here. [One indicates the revisions to the current language](#) and the other presents [the revised version of the handbook language with the changes incorporated.](#)) The modifications, Dean Hart noted, will ensure that the College is in compliance with laws governing higher education administration, including Title IX; ensure consistency with current practices; and adjust language in the handbook so that it conforms with best practices in student conduct administration. If the changes are approved, the Dean of Students will be given the ability to establish standards in the future that further the principles of the Honor Code and/or to comply with legal requirements and to make modifications of the student conduct process, as appropriate, to comply with relevant legal requirements and best practices. The Dean of Students would continue to keep the College Council informed of such actions. Having this flexibility will enable the College to respond more nimbly to new requirements, such as those recommended by the Office of Civil Rights.

Continuing, Dean Hart noted that changes are being proposed to the hearing procedures for cases of sexual misconduct, providing a number of new options for complainants and respondents; eliminating the Disciplinary Hearing Officer role, except in complaints on behalf of the College; no longer allowing attorneys to be in the hearing room (they would be allowed to be present outside the hearing room for consultation); increasing the student membership on the Committee on Discipline (the name of which the proposal suggests should now be the Honor Code Hearing Board) from four students to six, since three are needed at each hearing; making available to students a list of trained hearing advisors; keeping a copy of the finding in cases in a confidential file in the Dean of Students' office; and having the Association of Amherst Students (AAS) oversee the election of student members to the Committee on Discipline, including appointing an alternate in the case of a student's resignation. Some small changes have been suggested to correct grammatical errors.

Dean Hart noted that the disciplinary system within the *Student Handbook* has not been revised since 1998. Recommendations of the U.S. Department of Education and its Office of Civil Rights for implementing Title IX regulations have prompted some of the changes currently being proposed, he explained; many peer institutions have also been re-examining their policies and procedures in light of the new recommendations of the Office of Civil Rights. The changes being proposed should aid the College in addressing complaints of sexual misconduct. Dean Hart commented that the College has, in recent years, been focusing greater attention on this issue and has made a commitment to continuing to do so. The creation of the full-time position devoted to student conduct, which is occupied by Dean Nascembeni, who has substantial experience in this area, is a significant step that has been taken, for example. In the past, student conduct was part of the portfolio of responsibilities of one of the class deans.

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President Martin asked if it makes sense to make the changes being proposed now, since there is a possibility that more significant changes to the system might be recommended after further review of the system. Dean Nascembeni said that the changes being proposed at this time should be implemented as soon as possible, in order to ensure compliance with Title IX regulations. Doing so would not preclude further examination of the procedures. In fact, she said, it is her hope that, from this point on, the procedures will be reviewed with great regularity and that revisions will be made, as needed. Dean Hart noted that, as a trend, the language of the procedures, in accordance with best practices, is moving away from a legalistic, adversarial approach and toward giving fuller access to the process to all parties involved in a complaint. When a discipline violation case is brought forward, what are the procedures for deciding whether it will be heard, Professor Basu asked. Dean Nascembeni said that, when a complaint is received, she meets with the complainant and the respondent. If the respondent takes responsibility and the sanction that is warranted is a one-semester suspension or less, the Dean of Student Conduct can implement the sanction. If the sanction that is warranted rises above this threshold, which is usually the situation for cases involving sexual misconduct, the Committee on Discipline will hear the case. If the respondent disputes the facts presented by the complainant, the case is heard by the Committee on Discipline.

Continuing, Dean Nascembeni noted that, if a student who makes a complaint later withdraws it, the College will continue to investigate the case, if it is felt that there is a risk to the Amherst community that extends beyond the complainant; as part of the investigation, the complainant may be interviewed. The College is constrained, however, in the absence of a complainant, Dean Nascembeni explained. Professor Umphrey asked Deans Hart and Nascembeni how they would re-imagine the procedures if there were no constraints on doing so. Dean Hart noted that, on some levels, he favors having students and faculty participate in the discipline process because the community is then involved in setting its standards and holding its members accountable. At the same time, he said that he wonders whether, because of the difficulty of maintaining confidentiality in such a small community and the overlapping roles of those who are currently involved in the process, a system that made use of individuals who are not involved in campus life, who are objective, and who have been trained specifically for this type of work might be preferable. Dean Nascembeni said that she has explored models used at peer institutions, many of which make use of outside investigators. In relation to the closeness of the community, Professor Basu expressed some concern that the students on the Committee on Discipline are selected by the AAS, as this approach could insert bias into the process. Dean Hart noted that the pool from which students are drawn to serve on the Committee on Discipline is balanced by gender. Dean Nascembeni said that conflicts of interest are often a problem because of the size of the community, which can make it difficult to staff the Committee on Discipline for hearings, at times. This is one reason that the proposal is being made to increase the number of student members on the committee from four to six, since three students are needed at each hearing. Professor Ferguson expressed the view that removing faculty and students from the process and having outside objective parties hear the cases seems ideal, and would likely make it easier to gather the necessary parties on the committee to hear cases. Dean Hart agreed that this idea was worth further investigation, while noting that there is a misperception on campus that the process for addressing complaints is a lengthy one. Complaints of sexual misconduct, when brought to the attention of the Dean of Students Office, are generally heard within thirty days and are concluded within sixty days, he said. He also commented that many of the New England Small College Athletic College (NESCAC) schools have moved away from students and faculty serving on hearing boards for cases of sexual misconduct, instead using boards made up of administrators or letting the Dean of Students

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decide cases. It was noted that the proposal allows for the Dean of Student Conduct, or his or her designee, to conduct investigations. The designee could be an individual from outside the College community, if desired, Dean Hart noted.

Continuing the conversation, Professor Umphrey asked if the structure of the current process tends to encourage complainants to settle cases, rather than seeking sanctions through the College's procedures. Dean Nascembeni responded that students' misperceptions about the discipline system often lead them not to pursue cases or to settle them outside the process. Unfortunately, students often make comments such as the following: "The College isn't going to do anything anyway" or "The last thing you want is a trial." In response, she tries to explain that the process is a thoughtful and fair one, and that the College takes complaints of sexual misconduct very seriously. President Martin said that it appears that the incentives are high not to go through the process. This suggests that complainants are concerned about what their experience will be and about the ramifications of following through with complaints, such as being exposed as a victim of sexual violence on a small campus. She also expressed concern about inequities in the system, as students from wealthier families can hire attorneys to settle cases, while students with fewer economic resources may be faced with a choice of not pursuing their complaint, or going through a process that they feel may prove to be uncomfortable and challenging to endure.

The Committee discussed possible different models for investigating and adjudicating complaints of sexual misconduct, including having a professional investigator investigate complaints and having a small committee, made up of deans, perhaps (rather than students and faculty), hear cases. Appeals could then be heard, perhaps, by the Dean of Students. Such a system would allow for more anonymity for the students involved. Professor Umphrey expressed some concern that such a system might breed a culture in which incidents of sexual misconduct become shrouded in secrecy, exacerbating a problem that already seems to exist on campus. The President expressed the view that there are ways of educating the community about the presence of sexual misconduct on campus, while also making it possible for the process of adjudicating complaints to be as confidential as possible, in order to protect complainants. With the Senior Staff, and drawing on the expertise of Deans Hart and Nascembeni, President Martin said that she would like to consider whether a new process for addressing complaints of sexual misconduct may be needed, rather than trying to patch a system that was not designed for this purpose. In the meantime, it seems necessary to make the changes being proposed, the Committee agreed. Dean Call asked whether the Committee felt that a vote of the Faculty would be required to implement the proposed changes to the *Student Handbook*. Since the changes are designed to ensure compliance with the law and focus largely on issues surrounding complaints of sexual misconduct and not academic dishonesty, the Committee agreed that it does not seem necessary to draw on the Faculty's expertise, beyond the review of the proposal by the College Council, to implement these changes.

The Committee agreed that the changes could go forward as outlined, with the exception of the proposal to change the name and membership of the Committee on Discipline, which is a standing committee of the Faculty. Doing so would require a vote of the Faculty. It may be possible to bring this proposal to the Faculty in the form of a motion at the Commencement Faculty Meeting. At the conclusion of the meeting and in response to concerns that have been raised about the transparency of the system, President Martin asked that Deans Hart and Nascembeni provide the community with statistics that include the number of cases of sexual misconduct that were settled outside the process. The Committee thanked Deans Hart and Nascembeni for attending the meeting and for their helpful contributions to the discussion.

The meeting adjourned at 7:05 P.M.

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Respectfully submitted,

Gregory S. Call
Dean of the Faculty

March 28, 2012

Dear Greg and colleagues on the Committee of Six:

On behalf of the College Council, I write to share proposed modifications to the Student Handbook, for your consideration and for forwarding to the faculty.

The rationale for and summary of these modifications are set out by Dean Hart in the attached memo. After reviewing a draft document from the Office of the Dean of Students, the College Council met with Assistant Dean of Student Conduct Nascembeni to review the background to the proposed changes and the current state of student conduct documentation nation-wide. The College Council suggested friendly amendments to the draft and approved the revised version on March 8, 2012.

Please let us know if we can be of any assistance as the Committee of Six discusses the substance of the document and procedures for moving it forward.

Sincerely,

Anston Bosman
Chair, College Council



AMHERST COLLEGE

Department of German

April 13, 2012

TO: The Committee of Six
Amherst College

FROM: The Amherst College Architectural Studies Advisory Committee:
Carol Clark, William McCall Vickery 1957 Professor of the History of Art and American Studies;
Chair, History of Art
Nicola Courtright, Professor of the History of Art
Heidi Gilpin, Associate Professor of German; Chair, European Studies
Thom Long, Five College Assistant Professor of Architectural Studies
Ronald Rosbottom, Winifred Arms Professor in the Arts and Humanities and Professor of French and
European Studies
Kevin Sweeney, Professor of American Studies and History

CC: Lyle McGeoch, Chair, Committee on Educational Policy

RE: **Clarifications and Catalog language for the Five College Architectural Studies major proposal**

In response to your queries during our meeting with the Committee of Six on February 20, 2012, we offer the following clarifications about our proposal of September 27, 2011 that Amherst College participate in the Five College Major in Architectural Studies. In response to the Dean of the Faculty's request, we also include language for the College Catalog devised in accordance with suggestions from the Dean of the Faculty's office and vetted by Associate Dean of the Faculty Frederick Griffiths and Registrar Kathleen Goff.

We appreciate your attentiveness to what we are trying to create; it has been very helpful as we work to strengthen both the rigor of the program and its appropriateness to our own liberal arts curriculum. Please do not hesitate to contact us if you have other queries.

How will an Amherst student declare and be guided through this major?

An Amherst student wishing to pursue this major must meet with one of the Amherst College faculty members on the College's Architectural Studies Advisory Committee to discuss his or her interests, intentions, and coursework options. Following this discussion, the student should submit a proposal that identifies a focus within the major, as well as the courses already taken and those planned. This proposal must be approved by the College's Architectural Studies Advisory Committee, which will forward it to the Five College Architectural Studies (FCAS) review committee (see p. 4 of the FCAS proposal of September 2010). In this manner, a student's major coursework decisions will be discussed and vetted first by Amherst faculty and subsequently by Five College faculty in Architectural Studies. We intend that this will ensure students will have appropriate preparation and a strong plan for the major.

Once the Amherst student's proposal has been approved, he or she will meet subsequently at least twice per semester with his or her Amherst faculty advisor to discuss continued progress in the major. Amherst students, preferably before senior year, will be required to take **four** foundational courses focused on architectural history and design, and **five** intermediate courses in which they develop their particular field of concentration. **A senior thesis will be required for the major at Amherst.** (This is a change we would like to propose here, as a result of our conversation with you.) Thus the Amherst FCAS major requires 9 courses plus two thesis courses, for a total of 11 courses. Before the second semester of junior year, the Amherst student must submit to his or her College advisor a significant research project (which may constitute a final project for a course taken) that demonstrates the ability to undertake rigorous research. Before the end of the junior year, the Amherst student must propose a senior thesis project, and identify a total of three potential thesis advisors (two of whom must be

Amherst faculty members). The student's thesis advisor will be designated by the Advisory Committee.

An Amherst student may choose from a variety of courses in pursuit of his or her individualized major in Architectural Studies. What follows are a few examples of possibilities selected from recent offerings at Amherst and in the Five Colleges:

Example of Student A: Studio Architecture Focus

Student objective:	To develop and/or create skills in form-making and studio architecture	
Foundation courses:	Studio:	Introduction to Sculpture (AC) Introduction to Architectural Design
	History/Theory:	History of Art (AC) History of Modern Architecture (AC)
Intermediate courses:	Studio:	Intermediate Architectural Design Digital Architectural Design (AC)
	History/Theory:	CityScapes (AC) SPACE (AC)
	Focus Area:	Intermediate Sculpture (AC)
Capstone/Thesis:	Studio:	Studio Architecture Concentrator Course/Thesis Senior Thesis (AC)

Example of Student B: Architectural and Urban History

Student objective:	Study of architectural and urban history/theory	
Foundation courses:	Studio:	Introduction to Sculpture (AC) Introduction to Architectural Design
	History/Theory:	History of Art (AC) History of Modern Architecture (AC)
Intermediate courses:	History/Theory:	Material Culture (AC) Arts of Japan (AC) Making Memorials (AC)
	Focus Area:	Cityscapes (AC) Architectures of Disappearance (AC)
Capstone/Thesis:	History/Theory	Senior Thesis (AC) Senior Thesis (AC)

Example of Student C: Sustainable Architecture

Student objective:	Study of architecture and the environment	
Foundation courses:	Studio:	Introduction to Drawing (AC) Introduction to Architectural Design
	History/Theory:	History of Art (AC)
	Focus Area:	Introduction to Environmental Studies
Intermediate courses:	Studio:	Intermediate Architectural Design

	History/Theory:	SPACE (AC) Environmental Issues 19 th Century (AC)
	Focus Area:	Social Construction of Nature (AC) Ecology (AC)
Capstone/Thesis:	Studio:	Studio Architecture Concentrator Course/Thesis Senior Thesis (AC)

The following, upon the Dean of the Faculty’s request, is language for the Amherst College Catalog (vetted by Associate Dean of the Faculty Frederick Griffiths and Registrar Kathleen Goff):

ARCHITECTURAL STUDIES

Advisory Committee: Professors Clark, Courtright, Rosbottom, and Sweeney; Associate Professor Gilpin; Five College Assistant Professor Long.

Amherst College participates in the Five College Architectural Studies (FCAS) major with the unique requirements indicated below.

The FCAS major firmly places the study of architecture in the liberal arts by encompassing the history, theory, philosophy, design, and science of the built environment. The major draws on resources and faculty from a range of disciplines across the colleges, which include art history, cultural studies, history, literature, economics, urban studies, visual and media arts, gender studies, physics, sociology, and environmental studies. With the guidance of their Amherst FCAS advisor, Amherst students create an individualized course of study that may include, among others, sustainable design, urban planning, and architectural history, theory, and criticism.

An Amherst student wishing to pursue this major will meet with one of the faculty members on the College’s Architectural Studies Advisory Committee to discuss his or her interests, intentions, and coursework options. Following this discussion, the student will submit a proposal that identifies a focus within the major, courses already taken, and those planned. This proposal must be approved by the College’s Architectural Studies Advisory Committee, which will forward it to the Five College Architectural Studies (FCAS) review committee. In this manner, a student’s major coursework decisions are discussed and vetted first by Amherst faculty and subsequently by Five College faculty in Architectural Studies to ensure that students will have appropriate preparation and a strong plan for the major.

Once the student’s proposal has been approved, he or she will meet at least twice per semester with his or her Amherst faculty advisor to discuss continued progress in the major. Amherst students, preferably before senior year, will be required to take four foundational (normally 100 level) courses focused on architectural history and design, and five intermediate (normally 200 and 300 level) courses in which they develop their particular field of concentration. A senior thesis is required. Consequently, the Amherst FCAS major requires nine (9) courses plus two (2) thesis courses, for a total of eleven (11) courses. The student may choose to take a double senior thesis course (ARCH 499D) in the second semester of senior year, in which case the total number of courses required to complete the major becomes twelve (12). Before the second semester of junior year, the student must submit to his or her College advisor a significant research project (which may constitute a final project for a course taken) that demonstrates the ability to undertake rigorous research. This will constitute the comprehensive requirement for the major. Before the end of the junior year, the student will propose a senior thesis project and three potential advisors (two of whom must be Amherst faculty members) to the College’s Architectural Studies Advisory Committee; an Amherst College thesis advisor will be designated.

Courses offered at **Amherst** 2012-13:

Fall

ARHA 111	Drawing I
ARHA 151	Twenty-four Buildings
ARHA 214	Sculpture I
ARHA 222	Drawing II
ASLC 220	Reinventing Tokyo
HIST 242	Material Culture of American Homes
GERM 365	Making Memorials

Spring

ARHA 102	Practice of Art
ARHA 111	Drawing I
ARHA 137	American Art and Architecture
ARHA 148	Arts of Japan
ARHA 149	Survey of African Art
ARHA 214	Sculpture I
ARHA 216	Intermediate Architectural Design
COLQ 237	The Senses in Motion
ARHA 280	Cathedral/City/Crown
ARHA 324	Sculpture II
AMST 360	Public Art
GERM 368	SPACE

ARCH 390	Special Topics. Fall and spring semesters.
ARCH 490	Special Topics. Fall and spring semesters.
ARCH 498	Senior Departmental Honors. A full course. Fall semester.
ARCH 499	Senior Departmental Honors. A full course. Spring semester.
ARCH 499D	Senior Departmental Honors. A double course. Spring semester.

THE LIBERAL STUDIES CURRICULUM [Incorporating the revision of the First-Year Seminar program voted by the Faculty in April, 2009]

Under a curriculum adopted in 1996, the first-year students are required to take a First-Year Seminar. These courses are planned and taught by one or more members of the Faculty as a way to introduce students to liberal studies through a range of innovative and often interdisciplinary approaches. The subject matter of the courses varies, as do the capabilities they seek to encourage. Each seminar constitutes an inquiry-based introduction to critical thinking and active learning at the college level. To achieve this goal, all courses have an enrollment limit of 15 students and provide discussion-based classes, writing-attentive instruction with frequent and varied assignments, close reading and critical interpretation of written texts, and careful attention to the analysis of argument in speech and writing. The courses offered for _____ are described on pages _____.

Amherst's liberal studies curriculum is based on a concept of education as a process or activity rather than a form of production. The curriculum provides a structure within which each student may confront the meaning of his or her education, and does it without imposing a particular course or subject on all students. Students are encouraged to continue to seek diversity and attempt integration through their course selection and to discuss this with their advisors. Under the curriculum, most members of the Faculty serve as academic advisors to students. Every student has a College Advisor until he or she declares a major, no later than the end of the sophomore year; thereafter each student will have a Major Advisor from the student's field of concentration.

~~As student and advisor together plan a student's program, they should discuss whether the student has selected courses that:~~

- ~~• Provide knowledge of culture and a language other than one's own and of human experience in a period before one's lifetime.~~
- ~~• Analyze one's own polity, economic, order, and culture;~~
- ~~• Employ abstract reasoning;~~
- ~~• Work within the scientific method;~~
- ~~• Engage in creative action—doing, making, and performing;~~
- ~~• Interpret, evaluate, and explore the life of the imagination."~~

IN PLANNING A PROGRAM, A STUDENT AND ADVISOR SHOULD DISCUSS BOTH HOW THE COURSES SELECTED LEAD TO MASTERY OF ONE OR MORE AREAS OF KNOWLEDGE OR ARTISTIC CREATION THROUGH A MAJOR AND HOW THE COURSES SUPPORT THE GOALS AFFIRMED IN THE MISSION STATEMENT TO SEEK, VALUE, AND ADVANCE KNOWLEDGE AND TO LEAD A PRINCIPLED LIFE OF CONSEQUENCE. OF PRIMARY IMPORTANCE ARE COURSES THAT ENABLE THE STUDENT TO:

- DEVELOP FUNDAMENTAL CAPABILITIES SUCH AS WRITTEN AND ORAL EXPRESSION, QUANTITATIVE REASONING, AND PROFICIENCY IN USING INFORMATION RESOURCES;**
- ACHIEVE BREADTH OF UNDERSTANDING THROUGH STUDY IN THE NATURAL SCIENCES, MATHEMATICS, SOCIAL SCIENCES, HUMANITIES, LANGUAGES, AND THE ARTS.**

February 28, 2012

To: The CEP
From: Rick Griffiths
Re: College learning goals

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[Appendix 2](#): Phrasing options for learning goals

[Appendix 3](#): Learning goals at peer institutions

1) What do we need?

We should answer the question, *What should an Amherst graduate know and be able to do?*, by articulating learning goals that are understandable and credible in themselves, few enough to be discussed in advising, and concrete enough to be assessed. We need to emphasize not what Amherst offers but what students take away from the experience (“outcomes”).

Since December departments have been formulating and posting the [learning goals for their majors](#). The Faculty must decide about learning goals on two higher levels:

- *general education*, that is, what students should take away from academic work outside of the major;
- *students' overall experience*, that is, what students should have gained not just intellectually but also in terms of personal growth, social interaction, commitment to the greater good, and the capacity and inclination for lifelong learning (= “institutional goals”).

These two areas overlap, and some schools adopt a single set of goals that covers both (see [Appendix 3](#)). Amherst has largely handled them separately. I use “college learning goals” to cover both categories.

2) General education: What needs fixing?

Since 1977, with a revision in 1993, we have had – and increasingly ignored – an advisory in the course catalogue under “The Liberal Studies Curriculum”:

As student and advisor together plan a student’s program, they should discuss whether the student has selected courses that:

- Provide knowledge of culture and a language other than one’s own and of human experience in a period before one’s lifetime.
- Analyze one’s own polity, economic, order, and culture;
- Employ abstract reasoning;
- Work within the scientific method;
- Engage in creative action – doing, making, and performing;
- Interpret, evaluate, and explore the life of the imagination.

Other than on p. 72 of the 2011-2012 catalogue, this statement is invisible to the outside world and little used in advising. Thus phrased, it cannot serve to inform or map the course choices of a cosmopolitan student body that now has dozens of “own” cultures, languages, and polities. We also have trouble pinning down which courses do not “employ abstract reasoning” or exclude “the life of the imagination.”

Because of these deficiencies, the CEP has been developing a keyword matrix for advising (currently with ten items) to compensate for the above list’s vagueness and its omissions, such as “writing attentive,” “speaking attentive,” and “quantitative reasoning.” Somewhat differently, the Learning Portfolio asks new students to rank fourteen goals (“Understand concepts and principles,” et al.). These two useful but partial lists of descriptors do not convey our educational priorities and cannot serve as a basis for evaluating how well our students learn.

In advising, then, we use something like general education goals but without any collective decision on what they currently are. To our credit, we have articulated the overall aims of the Amherst education in our [Mission Statement](#) (2007) and defined the goals of the First Year Seminars (2009). But it is rare for any school to let its general education learning goals fall out of use to the degree that Amherst has, as our accreditors have noted with increasing impatience over the last fifteen years. In the 10-year review of 1998, NEASC asked us to adopt and assess workable learning goals by 2003. In the [review of 2008](#) they asked in stronger language for results by January of 2013. Moreover, as of 2011 all NEASC schools face more stringent reporting standards for learning goals on all levels (institutional, general education, and now departments; see NEASC's [Student Achievement E-series](#)).

For colleges with open curricula, the new emphasis on learning assessment brings both bad news and some good news. It is seriously bad news to have neither a structured "curriculum" (core courses or distributionals) nor a "living" set of general education goals. We are left trying to assess students' attainment of learning goals that we never actually convey to them – or convey only implicitly, confusingly, and in part. As far as I can tell, Amherst is the only college among our peers in this position. Our open-curriculum peers in NEASC have appointed blue-ribbon committees that have formulated learning goals: [Wesleyan in 2005](#), [Smith in 2007](#), and [Brown in 2008](#). In other regions, [Hamilton](#) and [Grinnell](#) also foreground their learning goals. See [Appendix 3](#). These statements make an obvious point: *We don't have requirements, but our general education program has goals and direction that we achieve by other means.* Given the distrust of the open curriculum, this is doubtless a point worth making. For all schools, the shift away from "inputs," including what they *require*, to what students *learn* in effect levels the playing field and lets us make the case – if we can – that students do indeed learn uniquely well in the open curriculum.

NEASC prescribes what learning goals should be assessed in ways that closely coincide both with our 1977 list of *areas of knowledge* and with our current focus on *capabilities* (such as writing and quantitative skills). *The areas / capabilities* distinction is useful, so I mark it in brackets in this paragraph from NEASC's 2011 [Standards for Accreditation](#):

4.19 {Capabilities:} Graduates successfully completing an undergraduate program demonstrate competence in written and oral communication in English; the ability for scientific and quantitative reasoning, for critical analysis and logical thinking; and the capability for continuing learning, including the skills of information literacy. {Areas of knowledge:} They also demonstrate knowledge and understanding of scientific, historical, and social phenomena, and a knowledge and appreciation of the aesthetic and ethical dimensions of humankind.

In terms of compliance with NEASC, we would need only to find workable phrasing for our six goals and to add written and oral communication, quantitative reasoning, and information literacy in some form (see [Appendix 1](#)). About information literacy, NEASC is particularly insistent:

4.6 The institution ensures that students use information resources and information technology as an integral part of their education. The institution provides appropriate orientation and training for use of these resources, as well as instruction and support in information literacy and information technology appropriate to the degree level and field of study.

If one broadens this area to include research skills and the ethical use of intellectual property, it describes one of Amherst's current educational priorities. The most problematic area may be "critical analysis and logical thinking" (§4.19), because of its vagueness (cf. our current "abstract reasoning") and redundancy.

In sum, with just tightened phrasing of the *areas* and a few additional *capabilities* we may catch our goals list up to our current practices and to NEASC's expectations. A possible solution is proposed below (p. 6). We may, of course, want something fresher and more poetic. Before addressing that question it will be helpful to consider whether we have to add any big-picture goals to a revision of the 1977 list.

3) Institutional goals: what needs fixing?

In educating the whole person, we also have aspirations for students' personal growth, social development, real-world engagement, commitment to cultural diversity, and capacity for life-long learning. Many schools combine general education and institutional goals to create lists that stretch from 10 to often 10-20 and even 200+ items (see the lists in [Appendix 3](#)). Where the general education goals correspond to a map of knowledge that is marked out by departments and disciplines and that stays much the

same from college to college and from decade to decade, schools vary wildly in how they articulate their big-picture, whole-person goals (see the phrasing options listed in [Appendix 2](#)). The comprehensive lists are often organized around broad categories such as “Intellectual and Practical Skills” and “Integrative and Applied Learning,” with the *areas of knowledge* often playing a relatively minor role (e.g., lumped together under “Knowledge of Human Cultures and the Physical and Natural World”). These categories derive from the influential [“Essential Learning Outcomes”](#) of the American Association of Colleges and Universities. The NEASC *Standards* indicate no expectation of a structure this elaborate. Capturing these aspirations in words might well need an intensive year(s)-long conversation among faculty, students, staff, and alumni – a worthy project, though one that we have reasons to postpone until we know more about how to assess student learning and have more institutional capacity to focus on the conversation.

Here I believe that we have the option to declare victory and go home, at least for the time being. That is, we can argue that our institutional goals do not need fixing, since we had a broadly inclusive conversation in 2006-2007 in adopting a mission statement that spells out our aspirations about what students will take away from Amherst:

Terras irradiant
“Let them give light to the world.”
1821

Amherst College educates men and women of exceptional potential from all backgrounds so that they may seek, value, and advance knowledge, engage the world around them, and lead principled lives of consequence.

Amherst brings together the most promising students, whatever their financial need, in order to promote diversity of experience and ideas within a purposefully small residential community. Working with faculty, staff, and administrators dedicated to intellectual freedom and the highest standards of instruction in the liberal arts, Amherst undergraduates assume substantial responsibility for undertaking inquiry and for shaping their education within and beyond the curriculum.

Amherst College is committed to learning through close colloquy and to expanding the realm of knowledge through scholarly research and artistic creation at the highest level. Its graduates link learning with leadership—in service to the College, to their communities, and to the world beyond.

Our Mission Statement has significant operational language:

- “Seek, value, advance knowledge”
- “Engage the world”
- “Lead principled lives of consequence”
- Experience “diversity of experience and ideas”
- Expand “the realm of knowledge through scholarly research and artistic creation”
- Take responsibility for “for undertaking inquiry and for shaping their education within and beyond the curriculum.”

A [2008 survey](#) of member institutions of the American Association of Colleges and Universities provides the terms of art for categorizing such aspirations. Our final sentence (“Its graduates link learning with leadership—in service to the College, to their communities, and to the world beyond.”) invokes: *civic engagement*, *application of learning*, *skills for lifelong learning*, and (along with the earlier “principled lives of consequence”) *ethical reasoning*. In the second paragraph, the phrase “diversity of experience and ideas within a purposefully small residential community” entails *intercultural skills*. The phrase “responsibility for undertaking inquiry” and the inclusion of students in “expanding the realm of knowledge through scholarly research and artistic creation” imply *research skills* as well as *working independently*. We may want to expand on these goals or clarify them in some other list of declared learning goals, but in terms of reaccreditation we are under no immediate obligation to do so.

4) A possible solution

If we assume that the institutional learning goals are adequately articulated by the Mission Statement, we need only cite it to the section on “The Liberal Studies Curriculum” in the catalogue. In that section we need to revise our expectation for breadth in *areas of knowledge* with greater clarity and inclusiveness (e.g., no more “one’s own [US American] polity”) and in ways that can be used to map the curriculum. To this end, it may be clearest and briefest simply to cite the conventional academic areas (natural sciences, humanities, et al.). We certainly must add *capabilities* such as written and oral expression and quantitative reasoning, which, as noted are prescribed by NEASC and have been under vigorous development at Amherst since the Special Committee on the Amherst Education (SCAE) of 2002-2003. All that is missing is the equally self-evident, if awkwardly named, *capability*, “information literacy” in *Standards* ¶ 4.19 and ¶4.6 (both above). Thus revised, the general education goals, in tandem with

the Mission Statement, would cover NEASC's expectations and put us in line with peer institutions (see the chart in [Appendix 1](#)). We'll probably be safe in arguing that the vacuous "critical thinking" is already built in everywhere.

The resulting statement of general education goals is clear, if not poetic, and compact enough to allow discussion by advisors and advisees. The language on First-Year Seminars also needs to be updated with the [language voted by the Faculty in 2009](#). The new language is in bold face. College Catalogue 2011-2012, [pp. 71-72](#).

THE LIBERAL STUDIES CURRICULUM

Under a curriculum adopted in 1996, the first-year students are required to take a First-Year Seminar. These courses are planned and taught by one or more members of the Faculty as a way to introduce students to liberal studies through a range of innovative and often interdisciplinary approaches. The subject matter of the courses varies, as do the capabilities they seek to encourage. ~~These range from writing, quantitative skills, scientific reasoning, oral presentation, and argumentation, to performing, creating and contemplative learning.~~ All seminar instructors share the goal of helping students develop an analytic approach to the course material. Through these classes, first-year students are exposed to the diversity of learning that takes place at the College. Small groups of students work closely with professors in a collaborative atmosphere and immerse themselves deeply in the course's particular subject matter. Typically, informed discussion is a major component of a first-year seminar. **All courses have an enrollment limit of 15 students and provide discussion-based classes, writing-attentive instruction with frequent and varied assignments, close reading and critical interpretation of written texts, and careful attention to the analysis of argument in speech and writing.** The courses offered for 2011-12 are described on pages 78-88.

Amherst's liberal studies curriculum is based on a concept of education as a process or activity rather than a form of production. The curriculum provides a structure within which each student may confront the meaning of his or her education, and does it without imposing a particular course or subject on all students. Students are encouraged to continue to seek diversity and attempt integration through their course selection and to discuss this with their advisors. Under the curriculum, most members of the Faculty serve as academic advisors to students. Every student has a College Advisor until he or she declares a major, no later than the end of the sophomore year; thereafter each student will have a Major Advisor from the student's field of concentration.

~~As student and advisor together plan a student's program, they should discuss whether the student has selected courses that:~~

- ~~• Provide knowledge of culture and a language other than one's own and of human experience in a period before one's lifetime.~~
- ~~• Analyze one's own polity, economic, order, and culture;~~
- ~~• Employ abstract reasoning;~~
- ~~• Work within the scientific method;~~
- ~~• Engage in creative action — doing, making, and performing;~~
- ~~• Interpret, evaluate, and explore the life of the imagination."~~

As preparation for life-long learning and engagement with the world as articulated in the College's Mission Statement, and for mastery of one or more areas of knowledge or artistic creation

through a major, students in consultation with their advisors should select courses that enable them to

- **develop fundamental capabilities such as written and oral expression, quantitative reasoning, and proficiency in using information resources;**
- **achieve breadth of understanding through study in the natural sciences and mathematics, social sciences, humanities, languages, and the arts.**

[REVISED LANGUAGE APPROVED BY THE COMMITTEE OF SIX (APRIL 23, 2012)

IN PLANNING A PROGRAM, A STUDENT AND ADVISOR SHOULD DISCUSS BOTH HOW THE COURSES SELECTED LEAD TO MASTERY OF ONE OR MORE AREAS OF KNOWLEDGE OR ARTISTIC CREATION THROUGH A MAJOR AND HOW THE COURSES SUPPORT THE GOALS AFFIRMED IN THE MISSION STATEMENT TO SEEK, VALUE, AND ADVANCE KNOWLEDGE AND TO LEAD A PRINCIPLED LIFE OF CONSEQUENCE. OF PRIMARY IMPORTANCE ARE COURSES THAT ENABLE THE STUDENT TO:

- **DEVELOP FUNDAMENTAL CAPABILITIES SUCH AS WRITTEN AND ORAL EXPRESSION, QUANTITATIVE REASONING, AND PROFICIENCY IN USING INFORMATION RESOURCES;**
- **ACHIEVE BREADTH OF UNDERSTANDING THROUGH STUDY IN THE NATURAL SCIENCES, MATHEMATICS, SOCIAL SCIENCES, HUMANITIES, LANGUAGES, AND THE ARTS.]**

THE MAJOR REQUIREMENT

Liberal education seeks to develop the student's awareness and understanding of the individual and of the world's physical and social environments. If one essential object in the design of education at Amherst is breadth of understanding, another purpose, equally important, is mastery of one or more areas of knowledge in depth. Upperclassmen are required to concentrate their studies—to select and pursue a major—in order to deepen their understanding: to gain specific knowledge of a field and its special concerns, and to master and appreciate the skills needed in that disciplined effort. A major normally consists of at least eight courses pursued [etc.]

The above revision would allow advisor and advisee to get down to business and, in using well-understood terms, would lend itself to assessment. For example, the distribution of student course-taking in the natural sciences, arts, and other areas is something we can already track. The statement does not interfere with the useful aspects of the keyword matrix and might accommodate additions (e.g., about using information resources). We may amend and elaborate the statement at any time, or completely replace it. But, as mentioned, there are good reasons to see how this modest

re-description of our current practice works in advising students and in assessing their learning before we undertake sweeping rethinking of our educational model.

It may be helpful to think of this statement as an executive summary of our goals. We are free to use more elaborate explanations of these core values elsewhere to guide the advising process or to inform prospective or new students. Most important is that we use these goals in advising and give them prominence on our website and in our catalogue.

5) What next?

Once the Faculty has decided about our revised general education goals and, if needed, about institutional goals other than in the Mission Statement, the following burdens and benefits can be anticipated:

For the administration:

The [Reaccreditation Steering Committee](#) must in the 5-year report (January of 2013) explain to NEASC how we can build up to a full assessment plan for our general education and institutional goals by the time of the 10-year review in 2018. In terms of indirect evidence, we already have a rich set of instruments: surveys of current students and alumni, tracking of post-graduate study and employment, and transcript analysis. More difficult for all schools is the direct evidence of student achievement in essays, art works, tests, and performances. The Committee is pursuing two pilot projects. One is a test of students' skills in using information resources, which Amherst is developing with four other schools. A second project will follow a cohort of current students by means of interviews and an analysis of portfolios. The College needs to propose a year-by-year roll-out of an assessment plan with benchmarks, as well as with some institutional structure, such as a (sub)committee to oversee and to connect the results to planning and budgeting. We will need to demonstrate that students and advisors make active use of our declared learning goals and that we use the results of learning assessment to improve our educational program.

For the Faculty:

The Faculty's responsibilities will chiefly involve advising, but this is not a new issue. The Ad Hoc Committee on Advising co-chaired by Pat O'Hara and Austin Sarat will report at the end of the spring semester on ways to enhance our advising system and enable discussion of whatever learning goals the Faculty decides on.

Departments will not – and cannot – do the heavy lifting in assessing college learning goals, since the evidence is too widespread and assessment is too complicated. Nor in the college-wide evaluation of writing or quantitative capabilities or of individuals' breadth of study will the performance of particular departments or instructors come into question.

Departments will need to report, probably only briefly, on what they are finding out about the strengths and weaknesses of their graduating majors and on how they act on that information. How hard NEASC will push us on this issue remains unclear. But, as we have discussed, a well-running system of self-monitoring and regular course direction – which Amherst departments generally have – is the best defense against bureaucratic pressures.

For the College:

There is an obvious benefit in being less evasive about the aims of the open curriculum and, once we have some measures of learning, in being candid with students about the strengths and weaknesses of what they take away from this curriculum.

For forty years we have been casting about for evidence to answer the question – from parents, alumni, foundations, government agencies, and accreditors – *How do you know that this curriculum is working?* In the last decade we have made large, if not sustained, efforts to formulate answers: the SCAE (2002-2003), the five academic-area working groups (2003-2005), and the Committee on Academic Priorities (CAP) (2005-2006). Now NEASC is asking us to devise mechanisms that are systematic and

sustainable – and sustainable because they claim less faculty time than these ambitious committees.



AMHERST COLLEGE

Department of Computer Science

March 5, 2012

The Committee of Six
Amherst College

Dear Colleagues:

In preparation for the five-year reaccreditation report that Amherst College will submit in January 2013, the Committee on Educational Policy has been examining the issue of learning goals for our general education program.

Amherst's institutional learning goals are, to a substantial extent, already described in the Mission Statement that the College adopted in 2006-2007. Rick Griffiths, who is coordinating the Reaccreditation Steering Committee, has proposed a modest change to the College Catalogue that would replace the current list of six advising areas with language that references the Mission Statement and that should meet the reaccreditation association's expectations concerning goals for general education.

The proposal is explained in the attached report. The CEP asks that a motion be brought to the Faculty to modify the Catalogue as shown on pages 6 and 7 of the report. We believe that the proposed language describes the College's learning goals accurately and elegantly. We appreciate Rick's work preparing the report and guiding the College through reaccreditation.

Best regards,

Lyle A. McGeoch

On behalf of the Committee on Educational Policy

CEP Members:

Anthony Bishop

Gregory Call, *ex officio*

Carol Clark

Javier Corrales

Matthew DeButts '14

Rick Lopez

Lyle A. McGeoch, chair

Jacob Ong '14

Elizabeth Scott '13

MEMO

To: Neal Abraham, Executive Director of Five Colleges, Inc. and the Five College Deans
From: Five College Sustainability Studies Group
Date: December 2, 2010
RE: Proposal for Five College Sustainability Studies Certificate

In December 2009, an interdisciplinary, multi-institutional faculty group interested in Sustainability Studies first met to discuss possible collaborations. At this meeting, there was a groundswell of interest in exploring the possibility of a Five College Sustainability Studies certificate program. Since March 2010, a dedicated group has created a Five College certificate program in Sustainability Studies, drawing upon the existing courses, faculty research interests, and campus facilities available at each campus. We are pleased to submit our proposal for a Five College Sustainability Studies (FCSS) certificate program.

As part of our aim to increase the visibility of the possible FCSS certificate program, we will host a seminar series in Spring 2011, which has been funded by the Five College lecture fund. By linking the sustainability seminar series with other Five College programs and academic departments at each of the campuses, we hope to build the Five College intellectual community and engage many faculty members in the collaborative FCSS program while addressing current topics critical to sustainability.

Thank you for your consideration of this exciting new certificate program. Please do not hesitate to contact any of us for further information.

Respectfully submitted,

Jan Dizard, Amherst College
Steve Roof, Hampshire College
Michael Klare, Hampshire College
Fred Wirth, Hampshire College
Lauret Savoy, Mount Holyoke College
Beth Hooker, Mount Holyoke College
Andrew Guswa, Smith College
Joanne Benkley, Smith College
Craig Nicolson, UMass Amherst
Josh Stoffel, UMass Amherst
John Gerber, UMass Amherst
Eve Vogel, UMass Amherst
Henry Geddes, UMass Amherst

PROPOSAL: FIVE COLLEGE SUSTAINABILITY STUDIES CERTIFICATE PROGRAM

Rationale

In 2009, the U.S. National Science Foundation's (NSF) Advisory Committee for Environmental Research and Education (AC-ERE) issued a "call for action" to researchers, educators and policy makers to foster research and education that improves our ability to live sustainably on Earth and to work to strengthen our understanding of the links between human behavior and natural processes. Because many critical current environmental challenges are global in scale with concomitant consequences of broad scope, it is crucial to consider solutions from an interdisciplinary perspective. Concurrently, many students seek academic programs that train them to address contemporary environmental and sustainability problems by combining scholarly pursuits and engagement with "real world" issues using interdisciplinary approaches. Despite current student demand and societal calls for students trained in sustainability studies, relatively few sustainability studies majors or minors exist at undergraduate institutions similar to ours—and there are no sustainability studies programs at consortia. A Five College certificate program in Sustainability Studies will attract prospective students, address current student demand, and strengthen a community of interdisciplinary scholars who address sustainability in their research and pedagogical activities.

The goal of the proposed Five College Sustainability Studies certificate program is to create opportunities for students: to pursue a structured course of study drawing on coordinated offerings across the campuses while completing their majors; engage in contemporary sustainability issues through an internship, independent research project or advanced course work; participate in an annual seminar speaker series, capstone student symposium, and other associated activities. Through the FCSS certificate, students will:

- Gain a firm grounding in the foundations of sustainability studies by taking courses in the core areas of Environmental Sustainability, Sustainable Economics and Politics, and Sustainable Society and Culture.
- Focus study in a concentration area (*proposed concentration areas include: Agriculture and Food Systems; Energy, Climate, and Water; Culture, History, and Representation; Politics and Policy; Green Infrastructure, Design, and Technology*).
- Engage actively with a contemporary "real world" problem through an internship, thesis, Division III project, independent study, or advanced study. (In addition to funded internships on each campus, opportunities for a Five College Sustainability internship program will be explored.)
- Participate in a capstone symposium, which will highlight student projects with an emphasis on the ways in which projects address the core areas of sustainability.
- Join a community of students, scholars, and professionals in the Five College area through participation in annual seminar speaker series, the capstone symposium, and other associated activities.

In addition to providing varied and important opportunities to students, the FCSS certificate program will provide many benefits to the Five College community. The FCSS certificate program will:

- Strengthen partnerships among scholars by creating and maintaining a searchable inventory of research interests and facilities on the five campuses.
- Compile and maintain a searchable database of course offerings, internship opportunities, sustainability-related events, and campus sustainability initiatives.

- Articulate the certificate program with the Master of Science in Sustainable Systems proposed at the University of Massachusetts.

Comparison with existing programs at the Five Colleges

The proposed FCSS certificate differs from or complements existing majors and minors, generally serving different student populations than those served by existing programs. As in the case of other Five College certificate programs, there will be no bar to students fulfilling certificate program requirements with courses also taken to fulfill requirements of their majors (except in the case of Mount Holyoke students using the certificate to fulfill the College's minor requirement).

AMHERST COLLEGE: The Environmental Studies major was added to Amherst's curriculum three years ago. Enrollments have been robust (nearly forty majors) and if there is one concern that brings students to the major, it is a concern over sustainability. The ES program is developing courses that specifically address this concern. But this is a slow process since faculty members don't consider themselves "experts" in the field. The Five College Sustainability Studies certificate will enhance the Environmental Studies major by offering additional courses at other colleges, with concurrent course development at Amherst College. It will also give the ES faculty increased contacts with colleagues at sister institutions. This will enhance course development. Beyond the ES faculty and majors, the proposed certificate will attract many students who, for whatever reason, will not major in environmental studies but are nevertheless very concerned about systems of food production, green architecture, and sustainable development. This certificate will enable them to pursue their concerns in a focused but limited fashion while completing a major in some other field.

HAMPSHIRE COLLEGE: Hampshire College students will benefit from the Five College Sustainability Certificate Program in numerous ways. Hampshire students negotiate a custom concentration contract with a team of two faculty members, so the FCSS certificate will not conflict with predefined major and minor programs. Many students would welcome the guidance offered by the structure of the program, particularly the list of courses and other resources. Establishment of the program is likely to result in the creation of new courses in this field at other member institutions, expanding offerings available to Hampshire students. On the faculty side, the program will make it easier to advise students who are forming their concentrations, and it will also provide a valuable lever for encouraging students to move past self-imposed boundaries of interest and comfort. The certificate, by recognizing and acknowledging focused study in sustainability studies, will strengthen the transcripts and resumes of Hampshire students completing the certificate, making their expertise more apparent to potential employers and graduate programs. Approximately 30-50 students graduate from Hampshire College each year with Division III projects related to sustainability, and we expect that about half of them would pursue the FCSS certificate.

MOUNT HOLYOKE COLLEGE: The FCSS certificate is similar to a minor in Environmental Studies at Mount Holyoke College. However, the FCSS certificate allows students to focus course work in a particular concentration area; and it requires that students complete an engagement component. The FCSS certificate program will assist ES faculty in advising students by compiling and maintaining a list of research interests, course offerings, internship opportunities, and campus sustainability initiatives across the Five Colleges. At MHC, a large number of students completing a major in a particular discipline are interested in sustainability issues. The FCSS certificate will appeal to these students, especially as they can use the certificate to fulfill the College's requirement for a minor.

The Mount Holyoke College Nexus minor in Sustainable Development consists of 4 courses and an engagement component. Because the FCSS certificate requires more course work, it will draw a different population of students. Also, like the ES program, the Nexus minor in Sustainable

Development will be enhanced by the availability and delineation of courses, research expertise, and internship opportunities compiled by the FCSS certificate program.

SMITH COLLEGE: The Five College Sustainability Studies Certificate is similar in spirit to the Landscape Studies and Environmental Science and Policy minors offered at Smith College. These programs recognize the importance of integrating knowledge across disciplines for the study of the environment. The strength of FCSS certificate program is that it identifies clearly for our students the richness of environmental courses and resources available across the Five Colleges. The Certificate program also provides a framework for faculty communication related to environmental education and scholarship. The program will be particularly attractive to Smith students who are seeking to diversify their educational experience by taking courses across the Five Colleges.

UMASS AMHERST: UMass Amherst has increased its commitment to sustainability over the last five years through the establishment of new courses, efforts to conserve energy, construction of “green” buildings, and involvement of students in sustainability-related projects across the campus. While there are many academic majors, minors, and programs that have some focus on sustainability, no single academic unit fully encompasses the three central tenants of sustainability: the environment, the economy and the engagement of all people. Also, unlike many Research I institutions around the country, UMass Amherst does not offer students the option to major or minor in sustainability. The collaboratively created FCSS certificate program would provide opportunities for students from every major to engage in a concise and holistic academic program that focuses on sustainability. The popularity of transdisciplinary programs such as the Bachelor’s Degree with Individual Concentration (BDIC), through which many students have crafted degrees around an aspect of sustainability, and the Eco-Rep Program, illustrate the strong desire of UMass students to pursue academic options involving sustainability. The FCSS certificate program will make this pathway more apparent to students, while facilitating advisement and expanding opportunities by facilitating course coordination across the campuses and encourage development of new courses.

Recently proposed, the Master of Science in Sustainable Science would allow students who are interested in environmental, social, and economic sustainability to pursue an advanced degree at UMass Amherst. The FCSS program at the undergraduate intuitions, Amherst, Hampshire, Mount Holyoke, and Smith Colleges, is designed to articulate with the MS-SS, which will create the opportunity to earn a Master’s degree by attending UMass for one additional year. This cross-campus promotion will also bring a diverse and interested pool of applicants to the MS-SS Program.

Faculty Development

The FCSS certificate program has been designed to leverage existing capabilities at the Five College campuses. By strengthening an existing community of scholar-teachers, it will also increase options for course development across the campuses. We expect, too, it will expand opportunities for seeking external grants in support of scholarship, professional faculty development, and development of new courses.

In summary, a Five College certificate program in Sustainability Studies will provide opportunities for students, scholars, and the larger Five College community to address important environmental and sustainability problems in an interdisciplinary, multi-institutional setting. It will also provide the foundation for pursuing many of the initiatives regarding sustainability that have been proposed in the draft Five College Strategic plan. The following pages provide details about the logistics of the FCSS program, lists of approved courses, and a compilation of faculty and staff members with research interests, course offerings, or other interests related to sustainability.

CATALOG LANGUAGE

THE FIVE COLLEGE SUSTAINABILITY STUDIES CERTIFICATE PROGRAM

Sustainability will be essential to the formulation of sound environmental, economic, and social progress in the 21st Century. It is important for academic institutions to provide students with broad opportunities to pursue their interest in this pivotal topic. The Five College Sustainability Studies Certificate program (FCSS) is designed to engage students in a structured course of study that will draw on courses from across the campuses in a range of disciplines. Students will also complete an internship, independent research project, or advanced course work in sustainability studies. On each participating campus, program advisors will work with students to design a course of study tailored to students' interests and faculty strengths at the Five Colleges. The FCSS program has identified three core course areas and five concentration areas for elective study based on current student interest as well as Five College faculty expertise. These elective concentration areas are: 1) Agriculture and Food Systems, 2) Energy, Climate, and Water, 3) Culture, History, and Representation, 4) Politics and Policy, and 5) Green Infrastructure, Design, and Technology.

Program Advisors: On each campus, program advisors will work with students to design courses of study fulfilling program requirements while tailored to students' special interests. The following faculty members will serve as Program Advisors for the FCSS certificate program.

Amherst College: Jan Dizard, Ethan Temeles, Joseph Moore, Anna Martini, Katherine Sims, Edward Melillo, Sam Morse

Hampshire College: Alan Goodman, Steve Roof, Michael Klare, Fred Wirth

Mount Holyoke College: Lauret Savoy, Martha Hoopes, Beth Hooker, Jill Bubier

Smith College: Drew Guswa, L. David Smith, Ann Leone

University of Massachusetts, Amherst: Craig Nicolson, John Gerber, Eve Vogel, Henry Geddes, Dan Gordon

CERTIFICATE PROGRAM REQUIREMENTS

Course requirements: A minimum of seven courses are required for the Five College Sustainability Studies certificate program. At least five of the courses must be above the introductory level, and two of the five courses must be at the advanced level.

Students will complete **3 core courses** in the areas of “Environmental Sustainability”, “Sustainable Economy and Politics”, and “Sustainable Society and Culture” (one course from each area). Students will also complete a minimum of **3 courses in one of five concentration areas** (Agriculture and Food Systems; Energy Systems, Climate, and Water; Green Infrastructure, Design, and Technology; Politics and Policy; Culture, History, and Representation); another **course should be chosen from a different concentration area**. (One of the required core courses may also be counted toward fulfillment of the concentration requirement.) At least one of the concentration area courses must be at the advanced level.

Core Courses (3): The core courses are intended to expose students to the interconnectedness and significance of economic, environmental, and social aspects of sustainability. All students are required to complete three core courses, one from each of the following areas: (1) Environmental Sustainability; (2) Sustainable Economics and Politics; and (3) Sustainable Society and Culture. (*See Appendix A for representative course offerings*).

Concentration Area Courses (4): Students pursuing a Five College Certificate in Sustainability Studies must choose an area of concentration from the following five areas of study (*see Appendix B for representative course offerings*). Students will take at least 3 courses within their declared concentration area (at least one at the advanced level) and one other course chosen from a different concentration area. The following descriptions place the concentration areas in the broad context of sustainability and detail how inquiry in these areas is vital to understanding sustainable systems.

- I. Agriculture and Food Systems:** By its very nature, food is central to society, culture, and basic survival. However, our current, predominantly industrial agricultural system takes a reductionist approach to growing food, with minimal concern for the resulting environmental, economic and societal impacts. In order to maintain our agricultural and food systems into the future, an integrated approach which takes environment, economy, and equity into account is critical. In this concentration, students will integrate the science, technology, policies, and ethics of agriculture and food systems, and will examine the relationships among agriculture, food choices, nutrition, and economic and social well-being.
- II. Energy, Climate, and Water:** More than ever before, society is coming to appreciate the complex inter-relationships between energy use, climate change, and global water availability. The production and consumption of fossil fuels is the leading source of greenhouse gases promoting climate change, which affects not only temperature but also precipitation patterns. Any effort to slow or reverse the process of global warming requires a fundamental shift to cleaner energy technology; likewise, any effort to adjust to global warming requires improved water management in order to ensure adequate water supplies. This concentration explores the changing nature of global climate and the solutions required for sustainable energy and water management in the 21st century.
- III. Culture, History, and Representation:** Nature was once autonomous but at least for the past fifty thousand years, humans have dramatically affected nature. We cannot understand and promote sustainability without understanding the ways humans have constructed nature, both symbolically and materially. Indeed, the social construction of both nature and sustainability has given rise to conflicts over meaning and policy in the wake of growing environmental awareness and activism. This history has often been portrayed as elegy--what we have lost. But we also have to acknowledge what we have gained. This concentration invites students to explore the tension between notions of progress and loss, a tension which itself promotes the desire for sustainability. It challenges the student to consider the constitutive role of culture in defining nature and sustainability across a range of public discourses and practices.
- IV. Politics and Policy:** In many parts of today's world, people and environments suffer from ecological degradation, resource scarcity, economic decline and social exploitation -- none of which promotes sustainability. Transitioning to sustainability will require societal and political action at local, regional, national, international and global levels. In some cases, new norms, laws, treaties and institutions will need to be crafted and enforced in order to improve environmental and other standards. In other cases, people whose livelihood practices sustain and depend on human and ecological communities may challenge policies and political systems that favor environmental and social exploitation. The politics of sustainability will be full of contest and conflict, but it carries the transformative potential to build a far better world. This concentration will examine the role of governments, businesses, non-governmental organizations, community groups and others in devising, supporting, fighting over, negotiating and enacting sustainable policies and practices.

- V. **Green Infrastructure, Design, and Technology:** For the first time in history, more than half the world's population now lives in cities. A sustainable future for 7 billion people therefore requires sustainable urban systems, buildings and infrastructure. The aim of this concentration is to provide a broad understanding of the challenges, strategies and opportunities that face modern society as we seek to move toward more sustainable built environments. The concentration includes the study and practice of design, as well as planning policy. The course selections and project work in this concentration will examine the interrelationships between urban design and planning, ecosystem processes, green building technologies, policy-making and social equity.

EXPERIENTIAL COMPONENT

Internship, Independent Research Project, or Advanced Study in Sustainability Studies: Students will work with their campus program advisor to identify and complete an internship *that leads to an* independent research project that addresses a contemporary, "real world" problem. Alternatively, students may work with their program advisor to identify a suitable advanced course within their concentration area. *Approved internships that lead to an* independent research project, or an independent research project (e.g., a special topics course or an honors thesis) or upper level course within the area of concentration may be counted toward fulfillment of the advanced course requirement.

Internship opportunities: The FCSS program will work with campus committees and offices to compile a list of available internships on each campus as well as a list of internships (domestic and international) available to Five College students. In addition to funded internships on each campus, opportunities for a Five College Sustainability internship program will be explored.

Capstone Symposium: Advanced students will present work fulfilling this component at an annual symposium. For these presentations, students will be encouraged to consider the ways in which their projects address the core areas of sustainability and their linkages.

CERTIFICATE LOGISTICS

Certificate Application Form/Declaration of intent: Students will submit to their campus program advisor a Declaration of Intent, outlining a potential course of study, by the second semester of their sophomore year. They will complete and submit Applications during Fall of sophomore year. Completed applications will be reviewed and approved by a committee composed of program advisors from each participating campus.

APPENDIX A: AFFILIATED FACULTY AND STAFF FOR THE FIVE COLLEGE SUSTAINABILITY STUDIES CERTIFICATE PROGRAM

AMHERST COLLEGE	SMITH COLLEGE
<p>Jan Dizard, Professor of Sociology Katherine Sims, Assistant Professor of Economics Anna Martini, Associate Professor of Geology Edward Melillo, Assist. Professor of History and Environmental Studies Ethan Temeles, Professor of Biology Joseph Moore, Professor of Philosophy</p>	<p>Andrew Guswa, Director of the Center for the Environment, Ecological Design, and Sustainability (CEEDS), Professor of Engineering Joanne Benkley, Coordinator Environmental Science and Policy Program, CEEDS L. David Smith, Director of Environmental Science and Policy Program, Professor of Biological Sciences Ann Leone, Director of Landscape Studies Program, Professor of French</p>
HAMPSHIRE COLLEGE	MOUNT HOLYOKE COLLEGE
<p>Dula Amarasiriwardena , Professor of Chemistry Christina Cianfrani, Assistant Professor of Hydrogeology Charlene D'Avanzo, Professor of Ecology Rayane Moreira, Assistant Professor of Organic Chemistry Steven Roof, Associate Professor of Earth and Environmental Science Brian Schultz, Associate Professor of Entomology and Ecology Lawrence Winship, Professor of Botany Frederick Wirth, Associate Professor of Physics Myrna Breitbart, Professor of Geography/Urban Studies Robert Rakoff, Professor of Politics and Environmental Studies Susan Darlington, Professor of Anthropology and Asian Studies Elizabeth Hartmann, Professor of Development Studies Michael Klare, Five College Professor of Peace and World Security Studies Stan Warner, Professor of Economics Peter Kallok, Assistant Professor of Theatre Design Colin Twitchell, Director of the Lemelson Assistive Technology Development Center Donna Cohn, Visiting Assistant Professor of Applied Design Karen Koehler, Associate Professor of Architectural History Thom Long, Five College Assistant Professor of Architectural Studies Omar Dahi, Assistant Professor of Economics</p>	<p>Jill Bubier, Professor of Environmental Studies Lauret Savoy, Professor of Environmental Studies Catherine Corson, Assistant Professor of Environmental Studies Beth Hooker, Visiting Assistant Professor of Environmental Studies Martha Hoopes, Associate Professor of Biological Sciences Doug Amy, Professor of Political Science Tim Farnham, Director, Miller Worley Center for the Environment Robert Schwartz, Professor of History Holly Hanson, Professor of History Jens Christensen, Professor of Economics Girma Kebede, Professor of Geography</p>
UNIVERSITY OF MASSACHUSETTS, AMHERST	
<p>Steve Goodwin, Dean of the College of Natural Sciences Guy Lanza, Associate Dean of the College of Natural Sciences Craig Nicolson, Professor of Environmental Conservation Henry Geddes, Professor of Communications Eve Vogel, Professor of Geosciences John Gerber, Professor of Sustainable Agriculture and Sustainability Studies Dan Gordon, Director of BDIC and Professor of History Josh Stoffel, Sustainability Coordinator</p>	<p>Paul Fissette, Department Head of Environmental Conservation David Kastor, Professor of Physics Lee Badgett, Director of the Center of Public Policy and Administration Mark Leckie, Department Head of Geosciences Victoria Matthew, Director of Winter/Summer Session; Continuing and Professional Education Dave Damery, Professor of Building and Construction Technology Steve Schreiber, Professor of Architecture Jack Ahern, Professor of Landscape Architecture and Regional Planning</p>

APPENDIX B. REPRESENTATIVE COURSES FOR THE FCSS CERTIFICATE PROGRAM

CULTURE, HISTORY, AND REPRESENTATION		AGRICULTURE AND FOOD SYSTEMS	
AC Psych 46	Environmental Psychology (3)	AC ES52-01	Sustainable Agriculture (1)
AC Soc 40	The Social Construction of Nature (3)	HC NS0150	Agriculture, Ecology, Society (1)
AC HIS20	Environmental Issues in the 19th Century (3)	HC NS0256	Soil Science (1)
AC HIS 27	Global Environmental History in the 20th Century	HC NS0239	Agriculture, Food, and Health (1)
AC ENST 50	Sustainable Agriculture (1)	HC NS0374	Food and Water
HC NatSci 01	Sustainable Living (3)	HC SS154	Food/Health/Law
HC SocSci 07	Readings in Environmental History (3)	HC NS0294	Sustainable Agriculture
HC SocSci 28	Environmental Social Justice (3)	HC SS0336	Local Food Systems
HC INTDIS 338	Art/Nature/Technology	MHC ENVST321	Agroecosystems
MHC ARCH 280	Old is New Again? Dir in Sustainable Practice (3)	MHC ANTH316	Gender, Food, Agriculture
MHC ENVST 210	Political Ecology (2)	MHC REL260	Food, Eating and the Sacred (3)
MHC ENVST 240	The Value of Nature (3)	MHC ECON207	Political Economy of Food (2)
MHC ENVST 267	Reading and Writing in the World (3)	MHC HIS321	Food and Famine in African History
MHC PHIL 240	Environmental Ethics: Nature/Culture/Values (3)	SC ECON213	The World Food System
MHC ENGL 373	Nature and Gender: A Landscape of One's Own	SC ANTH342	The Anthropology of Food
MHC ENVST 333	Landscape and Narrative	UM PLSOILIN105	Soils
MHC HIST 284	History, Ecology and Landscape (3)	UM PLSOILIN115	Plant, Soils, and the Environment
MHC HIST 256	Interpreting Nature: Environmental Thinking/Practice in Europe (3)	UM PLSOILIN140	Plagues: The Ecology of Disease
SC Soc 216	Environment & Society (3)	UM PLSOILIN197	Healthy Food: Disease, Agriculture and Ecology
SC Phil 238	Environmental Ethics (3)	UM PLSOILIN265	Sustainable Agriculture
SC Phil 304	Colloquium in Applied Ethics: Sustainability	UM PLSOILIN342	Pesticides, Public Policy and the Environment
SC LDSTUD 255	Art and Ecology (3)	UM PLSOILIN375	Soil and Water Conservation (1)
UM COMM297SS	Communication for Sustainable Social Change (3)	UM PLSOILIN397C	Community Food Systems
UM COMM397M	New Media Technologies and Social Change	UM PLSOILIN510	Management and Ecology of Plant Diseases
UM COMM497K	Communication, Ecology, and Sustainability	UM PLSOILIN590B	Project Development in Sustainable Food and Farming
ENERGY, CLIMATE, AND WATER			
HC NS-106	Earth Resources (1)		
HC NS-107	Sustainable Living (3)		
HC NS-157/357	Sustainable Water Resources (1)		
HC NS-181	Sustainable Technologies (1)		
HC NS-195	Pollution and Our Environment		
HC NS-276	Elements of Sustainability (1)		
HC SS-xx	Resources, Climate, and Security		
MHC Geology 101	Environmental Geology (1)		
SC Physics 100	Solar Energy and Sustainability		
UM Physics 190E	Energy and Society (3)		
UM CHMENG290A	Intro to Energy Engineering		
UM GEO-SCI 354	Climatology		
UM GEO-SCI 458	Climatic Change		

These courses are representative of courses that will satisfy core requirements: (1) Environmental Sustainability, (2) Sustainable Economy and Politics, (3) Sustainable Society and Culture

APPENDIX B. REPRESENTATIVE COURSES FOR THE FCSS CERTIFICATE PROGRAM

POLITICS AND POLICY			GREEN INFRASTRUCTURE, DESIGN, AND TECHNOLOGY	
AC	ES40269	Environmental Risk & Choice	HC NS385	Sustainability Seminar
AC	INTREL 241	Global Resource Politics (Five-College Course) (2)	HC NS276	Elements of Sustainability (1)
AC	ENST 53	Race, Gender, and Class in US Environmentalism	HC NS157	Sustainable Water Resources Design (1)
AC	HIST 27	Global Environmental History in the 20th Century	HC NS184	Topics in Renewable Energy
AC	COLL22-01	The Resilient Earth	HC HACU289	Architecture + Design
HC	SS0129	Saving the Planet	HC NS143	Biotechnology for Beginners
HC	NS0155	Earth Science Frontiers	MHC ARCH280	Sustainable Practice
HC	SS 125	This Land is Your Land (2)	MHC GEO 107	Introduction to the Physical Environment
HC	SS 256	Framing Climate Change	MHC GEO 205	Mapping and Spatial Analysis
HC	SS 285	Environment and Social Justice (3)	MHC ENVST 267	Reading and Writing in the World (3)
HC	SS 314	Environment and Community (3)	SC ARH 150	Architecture and the Built Environment
MHC	ENVST241	Environmental Issues (2)	SC LSS105	Introduction to Landscape Studies
MHC	ECON203	Environmental Economics (2)	SC LSS 250	Studio: Landscape and Narrative
MHC	POLIT 366	Environmental Politics (2)	SC LSS 300	Rethinking Landscape
MHC	HIST 284	History, Ecology, and Landscape (3)	UM CE-ENGIN370	Environmental Engineering Principles
MHC	PHIL 240	Environmental Ethics: Nature/Culture/Values (3)	UM ENVIRDES398	Practicum
MHC	ENVST 317	Perspectives on American Environmental History	UM PUBHLTH565	Environmental Health Practices
MHC	ENVST 340	Political Economy of International Conservation	UM ENVIRDES574	City Planning
MHC	GEOG 304	Regional and Town Planning	UM CE-ENGIN770	Env&Water Resource Eng Design
MHC	GEOG 311	Seminar: Geographies and Globalization	UM BCT191 A	The Built Environment
MHC	GEOG 313	Seminar: Third World Development	UM CE-ENGIN490	Sustainable Aspects of CE-ENG
MHC	POLIT 345	Memories of Overdevelopment	UM CE-ENGIN690	Environmental Remote Sensing
SC	PP222-01	Colloquium: U.S. Environmental History and Policy	UM LARP397	Open Space and Parks planning
SC	ECON284	Environmental Politics (2)	UM LARP497	Landscape Planning
SC	EVS 205	Environmental Policy: Economic Perspectives (2)	UM LARP497	Urban Design
SC	GOV 254	Colloquium: Politics of the Global Environment	UM ENG211	Energy Efficient Housing
SC	PPL 222	US Environmental History and Policy (2)	UM ENVIRSCI445	Environmental Problem Solving in the Community
SC	GOV 306	Seminar in Politics and the Environment	UM PLSCI397 M	Applied Marketing: Green Industry
UM RESECON263		Natural Resource Economics (2)	UM SCH-MGMT797	Marketing for Sustainability
UM POLISCI252		Globalization & Governance (2)		
UM POLISCI382		Environmental Policy (2)		
UM POLISCI253		International Environmental Politics and Policy (2)		
UM ECON308		Political Economy of the Environment		
UM LEGAL497		Environmental Justice		
UM PUBADM197B		US Environmental Policy		

These courses are representative of courses that will satisfy core requirements: (1) Environmental Sustainability, (2) Sustainable Economy and Politics, (3) Sustainable Society and Culture



AMHERST COLLEGE

Office of the Dean of Students

March 9, 2012

Memo to: College Council

From: Allen Hart, Dean of Students

Purpose: Request to Approve Proposed Modifications to the 2012-13 Student Handbook

Rationale for Modifications:

- 1) Confirm compliance with laws governing higher education administration, including Title IX
- 2) Ensure consistency with current practices
- 3) Conform to best practices and national trends in student conduct administration, including changing terminology, e.g., "The Discipline System" to "The Student Conduct System", "accused student" to "respondent", "Committee on Discipline" to "Honor Code Hearing Board", "penalties" to "sanctions" and "academic dishonesty" to "violation of intellectual responsibility".

Most Substantive Modifications Include:

- 1) Dean of Student's ability to establish standards in furtherance of principles embodied by the Honor Code and/or to comply with legal requirements and to modify the Student Conduct Process as appropriate to comply with applicable legal requirements and best practices. Dean of Students must keep College Council informed of such actions.
- 2) Hearing procedures for cases of sexual misconduct
 - a. Alternative testimony options for complainant and respondent
 - b. Complainant and respondent have option to submit Impact Statements to be considered by the Honor Code Hearing Board while determining sanctions
- 3) Eliminated the Disciplinary Hearing Officer role, except in complaints on behalf of the college
- 4) Attorneys can no longer participate in the hearing process but may be present outside the hearing room for consultation.

- 5) Increased student membership of Honor Code Hearing Board from 4 students to 6, since 3 are needed at each hearing
- 6) A list of trained hearing advisors is now available to support students through the process
- 7) A copy of the finding is kept in a confidential file in the Dean of Students' Office, but will not be destroyed.
- 8) AAS will oversee the election of student members to the Honor Code Hearing Board. AAS will appoint an alternate in the case of a student's resignation.

Student Rights ~~and~~ & Policies

Amherst College Honor Code

Preamble

Amherst College, as a place of teaching and learning dedicated to promoting intellectual and social growth in its students, depends for its effective operation on the personal concern of its members for each other and on the concern of all to maintain the community standards of conduct set forth in this statement. It is each student's responsibility to contribute to an environment of trust that protects the freedom of all to exchange ideas and to grow. Only in such trust and freedom will it be possible for students to live together and learn from one another.

Every student enjoys the right to full participation in the academic and social life of the college, regardless of race, color, religion, national origin, ethnic identification, age, political affiliation and/or belief, sexual orientation, gender, gender identity, gender expression, economic status or physical or mental disability. Any instance of failure to realize this expectation undermines the ability of the college to achieve its purposes and diminishes the educational experience of each of its members.

The **Amherst College Honor Code** consists of the **Statement of Intellectual Responsibility**, the **Statement of Respect for Persons**, the **Statement of Freedom of Expression and Dissent** and the **Statement of Student Rights**, given below. It is collectively shaped and upheld by students, faculty and staff. At least every fourth academic year, the College Council will review the current Honor Code and, if appropriate, will propose ~~a new~~ changes to the Honor Code to the campus community. ~~(A new Honor Code might contain no revisions of the current Honor Code.)~~ The ~~proposed new~~ revised Honor Code will be voted on by the students and, if it passes, by faculty. If it is not favored by the majorities of both, then the current Honor Code will stay in effect while the College Council reviews it again the following year, and will remain in effect until an alternative version is passed by the majorities of both the students and ~~the~~ faculty.

The Dean of Students may publish statements and establish standards as appropriate to further the principles embodied by the Honor Code and/or to comply with applicable legal requirements. Similarly, the Dean of Students may make changes to the Student Conduct Process as appropriate to address behavior which violates principles embodied by the Honor Code and/or to comply with applicable legal requirements. The Dean of Students will keep the College Council informed of all such actions.

Upon entering the college, each student will sign a pledge to abide by the **Honor Code**. The signing will be administered by the Dean of ~~Students~~Students' Office. In signing this pledge, students acknowledge that they have read the **Honor Code**, including all related statements and standards, and understand their obligations to subscribe to its principles, to respect the rights of other members of the college community and to avoid behavior which violates the community standards embodied in it.

Any student's behavior alleged to violate the principles of the **Honor Code**, or rules of behavior elsewhere in the *Student Handbook* or in other documents of the college, will be thoroughly investigated in a manner that protects the rights of all parties to the issue. If, as a result of such an investigation, a student is charged with violation of the **Honor Code** or other documents referred to above, ~~she or he~~the student is entitled to have the charge resolved through the adjudicatory process described below. When charges are upheld at the conclusion of this process, appropriate sanctions will be imposed.

Statement of Intellectual Responsibility

Every person's education is the product of ~~his or her~~their intellectual effort and participation in a process of critical exchange. Amherst College cannot educate those who are unwilling to submit their own work and ideas to critical assessment. Nor can it tolerate those who interfere with the participation of others in the critical process. Therefore, the college considers it a violation of the requirements of intellectual responsibility to submit work that is not one's own or otherwise to subvert the conditions under which academic work is performed by oneself or by others.

Article 1. Student Responsibility

Section 1. In undertaking studies at Amherst College, every student agrees to abide by the above statement.

Section 2. Students shall receive a copy of the Statement of Intellectual Responsibility with their initial course schedule at the beginning of each semester. It is the responsibility of each student to read and understand this statement and to inquire as to its implications in ~~his or her~~their specific course.

Section 3. Orderly and honorable conduct of examinations is the individual and collective responsibility of the students concerned in accordance with the above statement and Article 2, Section 3, below.

Article 2. Faculty Responsibility

Section 1. Promotion of the aims of the Statement of Intellectual Responsibility is a general responsibility of the faculty.

Section 2. Every member of the faculty has a specific responsibility to explain the implications of the statement for each of ~~his or her~~their courses, including a specification of the conditions under which academic work in those courses is to be performed. At the beginning of each semester, members of the faculty will receive with their initial class lists a copy of the Statement of Intellectual Responsibility and a reminder of the duty to explain its implications in each course.

Section 3. Examinations shall not be proctored unless an instructor judges that the integrity of the assessment process is clearly threatened. An instructor may be present at examinations at appropriate times to answer questions.

Statement on Respect for Persons

Respect for the rights, dignity and integrity of others is essential for the well-being of a community. Actions by any persons which do not reflect such respect for others are damaging to each member of the community and hence damaging to Amherst College. Each member of the community should be free from interference, discrimination, intimidation, sexual harassment or disparagement in the classroom; the social, recreational and residential environment; or the work place. Any behavior which constitutes sexual harassment or other verbal or physical abuse of any member of the community for reasons that include but are not limited to race, color, religion, national origin, ethnic identification, age, political affiliation or belief, sexual orientation, gender, gender identity, gender expression, economic status or physical or mental disability will be regarded as a serious violation of the **Honor Code**, and anyone found ~~guilty of~~responsible for such behavior will be disciplined. (The college's comprehensive **Statements on Sexual Harassment, Consensual Sexual Relationships Between Faculty Members and Students and Sexual Assault appear as Appendix A to the Code of Student Conduct and Resolution of Grievances.**)

Statement of Freedom of Expression and Dissent

Amherst College prizes and defends freedom of speech and dissent. It affirms the right of teachers and students to teach and learn, free from coercive force and intimidation and subject only to the constraints of reasoned discourse and peaceful conduct. It also recognizes that such freedoms and rights entail responsibility for one's actions. Thus, every student bears the responsibility to protect the rights of all to express their views so long as there is neither

use nor threat of force nor interference with the rights of others. Demonstrated cases of disruption of classes (whether, for example, by the abridgement of free expression in a class or by obstructing access to the place in which the class normally meets) or similarly of other academic activities will be regarded as serious breaches of this Statement and community standards and will receive appropriate sanctions.

Statement of Rights

Subject to respect for the rights of others, every student enjoys the assurance of the full exercise of those rights expressed in the **Honor Code** and the preceding three **Statements**, including but not limited to the following specific rights:

- The right to engage in the free exchange of ideas.
- The right to protest and to dissent in a peaceable manner and to join with others in other nonviolent forms of common action.
- The right to complain of injustice and to bring grievances to the appropriate offices of the college without fear of retaliation.
- The right to attend functions and to utilize college facilities, subject to prescribed rules.
- The right to reasonable peace and quiet in residential and academic facilities and to an atmosphere conducive to work and study.
- The right to privacy in one's assigned room, subject to compliance with the college's regulations, and to the security of one's own property and property furnishing the common and public spaces at the college.
- The right, when participating in any aspect of life of the college or traveling among the Five Colleges, to be free from harassment for reasons of one's race, color, religion, national origin, ethnic identification, age, political affiliation and/or belief, sexual orientation, ~~sex~~gender, gender identity, gender expression, economic status or physical or mental disability.

The ~~Discipline System~~ Student Conduct Process

Teachers, students, administrators and staff will exercise their best will and seek to resolve disagreements as amicably or informally as possible. The Dean of Students' Office is available to help reach such informal resolutions. ~~A disciplinary system~~ A student conduct process exists for those situations and acts which will not, or cannot, be resolved through amicable discussion.

NOTE: All references to the Dean of Students and the Dean of Student Conduct in the Student Conduct Process include the Dean or their designee.

Each constituency in the college has access to a particular procedure for resolving violations of

the **Honor Code** or other forms of grievance. All alleged violations of the **Honor Code** fall within the jurisdiction of the Dean ~~for~~of Student Conduct, ~~who is appointed by the Dean of Students,~~Class Deans and of the ~~Committee on Discipline~~Honor Code Hearing Board. If students believe their rights under the **Honor Code** have been violated by a faculty member, they should consult the Dean of Students or the Dean of the Faculty about the procedures for resolving their grievances. If they have complaints against members of the staff or visitors, they should consult the ~~Dean~~Director of ~~Students~~Human Resources or the Director of ~~Human Resources,~~the Office of Diversity and Inclusion. (See the ~~section~~sections of the *Student Handbook* titled The Resolution of Student Grievances with Members of the Faculty and The Resolution of Student Grievances with Administrators, Staff or Visitors for additional details. The sections of this **Code** dealing with sexual harassment also provide guidance for a ~~student~~students who ~~believes she or he has~~believe that they have been harassed by a member of the faculty or the administration.)

In all instances when students are charged with violating community standards set forth in this **Code** or infringing on the rights of individual students, or other members of Amherst College, or members of the Five Colleges, the procedures set forth in this section of the **Code** will be used to investigate and resolve grievances.

All proceedings under the **Code** will be confidential to the extent practicable. ~~Students~~ However, students should be aware that ~~a federal statute requires the disclosure of serious crimes on campus. While the college will not disclose the name of a victim of a crime,~~ the college may be required by applicable law to ~~reveal other~~disclose information ~~about the crime~~relating to such proceedings.

Jurisdiction

Amherst students have a responsibility to adhere to local, state and federal laws while on the campus. The college cannot protect Amherst students from the consequences of violations of local, state and federal law.

Amherst students are expected to adhere to the **Honor Code** whether they are on the campus; in the town of Amherst; attending classes or functions at Smith College, Mount Holyoke College, Hampshire College ~~and~~OR the University of Massachusetts; traveling on a Five College bus; or participating in college activities, wherever these are held.

Amherst College has joined with Smith College, Mount Holyoke College, Hampshire College and the University of Massachusetts to form the Five Colleges. Amherst College students, when studying or visiting on the campus of one of the Five Colleges, will be subject, in addition to the standards set forth in this **Code**, to the regulations and procedures of that

institution. (See the **Regulations and Procedures** section in the Five College Cooperation chapter in this *Handbook*.)

If a student is charged with a violation of the **Honor Code** in locations or situations specified in the foregoing paragraphs, college ~~disciplinary~~**student conduct** proceedings may be initiated by a member of one of the constituent Five Colleges, by a member of Amherst College or by the Dean ~~for~~**of** Student Conduct.

If conduct which is or would be a violation of the **Honor Code** occurs in situations or locations other than those specifically named in this section or to persons other than those covered in this section, the Dean ~~for~~**of** Student Conduct may petition the ~~Committee on Discipline~~**Honor Code Hearing Board** to accept a complaint. In determining to do so, the ~~Committee~~**Board** will follow the general guideline that jurisdiction will only be extended where the alleged violation appears to be of sufficient gravity to ~~pose a threat to~~**have an actual or potential adverse impact on** the college community or its members.

The college reserves the right to initiate or carry out its own ~~disciplinary~~**student conduct** proceedings, regardless of the prospect or the pendency of civil or criminal proceedings, against a student accused of violating the **Honor Code**, even if legal sanctions have already been incurred, and whether or not the ~~accused student~~**respondent** participates in the college proceedings. ~~An accused student~~ **A respondent** who is also facing a criminal charge or the possibility of a criminal charge is advised to seek legal counsel before participating in any college proceedings.

A student who withdraws from the college in order to defend himself or herself in off-campus civil or criminal proceedings arising from events which are also the subject of a complaint being heard by the ~~Committee on Discipline~~**Honor Code Hearing Board** will not be allowed to re-enroll, pending the outcome of college ~~disciplinary~~**student conduct** proceedings.

A student who withdraws from the college after a complaint has been filed for an alleged violation of the Honor Code but before the complaint has been resolved in accordance with the student conduct process will only be allowed to re-enroll at the discretion of the Dean of Students.

Any reference to a “student” includes any person pursuing a degree from the college and any person who is not officially enrolled for a particular semester but who has a continuing academic relationship with the college.

Resources

A student charged with a violation of the **Honor Code** or a student considering the initiation of charges against another student under the **Honor Code** may turn for consultation or advice to one or more of the following individuals and ~~College~~college support systems: Dean of Students, Dean ~~for~~of Student Conduct, Class Deans, staff of the ~~College~~college Health ~~Service~~Center, Health Education or Counseling ~~Service~~Center, Campus Police, ~~The~~ Director of the Office of Diversity and Inclusion, ~~faculty~~Title IX Administrators, Faculty, Area Coordinators, Resident Counselors, ~~Disciplinary Advocates~~ and Peer Advocates.

Students considering the initiation of a complaint against a member of the faculty or the administration or a member of the college staff may consult with, in addition to those enumerated above, the Dean of the Faculty and the Director of the Office of Diversity and Inclusion or Director of Human Resources, respectively. Students considering the initiation of criminal charges against another student may consult with the Campus Police, the Town of Amherst Police or the office of the Hampshire County District Attorney, in addition to those potential ~~advisers~~advisors listed above.

Initiating a Complaint

Any member of Amherst College, including students, faculty, administrators, staff members and Campus Police Officers, or members of one of the constituent institutions of the Five Colleges, may bring a complaint against a student of the college through the Dean ~~for~~of Student Conduct.

Members of the college community who consider filing a complaint within the college's ~~disciplinary system~~student conduct process for a violation that could also be considered a felony under the law are urged to discuss the possibility for filing criminal charges through the Campus Police, the Town of Amherst Police or the Hampshire County District Attorney's Office.

It is in the interest of the college community that violations of the Code of Conduct be handled expeditiously. Any complaint should be initiated within 90 days after the alleged violation of the **Honor Code** occurs. However, in recognition that students or other members of the community may have valid motives that would inhibit the initiation of a complaint, the Dean ~~for~~of Student Conduct may extend the period for bringing a charge well beyond the normative 90-day framework. Examples of valid motives range from difficulties related to the calendar and absence from campus to ~~the possible consequences of cases~~impacts relating to complaints of sexual ~~assault~~misconduct or harassment. However, in order for any complaint to be accepted, the respondent must be a student at the time the complaint is made.

Examples of what constitute violations of the **Honor Code** ~~will be~~ found in ~~Appendix B~~ **the Appendices** to the **Code**, in the statement on **Housing Regulations** and in the statement on **Fire Policy**.

The Dean ~~for~~ **of** Student Conduct will ~~assist~~ **direct** the complainant to ~~prepare a brief statement of the~~ **submit a written** complaint, ~~which must be signed by the complainant.~~ The ~~accused student~~ **respondent** will be given a copy of the complaint and ~~may~~ **the Dean of Student Conduct will direct the respondent to** submit a **written** response ~~or answer to~~ **within three business days of receipt of** the complaint. The **complainant and respondent may work with an advisor on preparing these documents.**

The Dean ~~for~~ **of** Student Conduct will ~~investigate~~ **conduct or arrange for the investigation of** all complaints. **made in good faith.** In the course of an investigation, the Dean ~~for~~ **of** Student Conduct ~~or his or her designee~~ will ordinarily interview the complainant, the ~~accused student~~ **respondent**, and any other person whose testimony may be useful to the process of determining the merit of the charge, **including witnesses identified by the complainant and respondent. All relevant materials and evidence, including a list of witnesses, should be shared with the Dean of Student Conduct immediately upon submission of the complaint or response.**

~~The Dean for Student Conduct will not accept a formal complaint on the basis of anonymous charges or anonymous evidence of alleged wrongdoing.~~ Within 10 ~~working~~ **business** days of the receipt of a complaint, the Dean ~~for~~ **of** Student Conduct will make one of the following determinations:

1. There is no substance to the charge, in which ~~case it~~ **event the complaint** will be dismissed, **the determination will be noted** and the ~~accused student is entitled to have any reference to the charges removed from the records of the college.~~ **will take no further action.**
2. There is no dispute about the material facts of the case, but the act or acts committed by the ~~accused student~~ **respondent** do not represent a violation of the **Honor Code**. No formal action is warranted by the Dean ~~for~~ **of** Student Conduct.
3. The complaint has merit, and all parties to the dispute agree about the material facts of the case. Therefore, a finding is warranted that the ~~student accused~~ **respondent** has violated the **Honor Code**. Guided by the statement on **Penalties Sanctions**, the Dean ~~for~~ **of** Student Conduct, within ~~40 working~~ **20 business** days **following receipt of the complaint**, will assess appropriate ~~penalties~~ **sanctions**, which may include warnings, fines, limitations on participation in college life, community service, probation, denial of campus residence and suspension from the college for no more than one semester. **The Dean of Student**

Conduct will notify the complainant and the respondent of the determination. Any ~~penalties~~sanctions resulting from this determination may be appealed by the complainant or the respondent to the President of the ~~College~~college, within 10 ~~working~~business days of receipt of the Dean's determination.

4. The complaint appears to have merit, but material facts of the case are disputed. Therefore, the case will be referred by the Dean ~~for~~of Student Conduct to the ~~Committee on Discipline~~Honor Code Hearing Board for adjudication.
5. The complaint has merit, and, whether or not there is a dispute about the material facts of the case, a finding that the ~~accused student~~respondent has violated the **Honor Code** as charged could result in a ~~penalty~~sanction greater than one semester suspension from the college. Therefore the case will be referred by the Dean ~~for~~of Student Conduct to the ~~Committee on Discipline~~Honor Code Hearing Board for adjudication.
6. The complaint, which the Dean ~~for~~of Student Conduct considers to involve exceptional circumstances, will be referred to the ~~Committee on Discipline~~Honor Code Hearing Board for adjudication.
7. The complaint alleges a violation of the **Statement on Intellectual Responsibility**, and it will be processed in accordance with the procedures set forth in the Academic Honesty section of this **Code**.

The Dean of Student Conduct may impose interim measures or restrictions when he or she believes that a student's continued presence on campus, or in certain locations on campus, may endanger the physical safety or emotional state of others or may disrupt the educational process.

Complaints on Behalf of the College

As set out in the **Jurisdiction** section of this **Code**, or if otherwise in the ~~interests~~interest of the ~~College~~college, the Dean ~~for~~of Student Conduct may initiate a complaint and assign sanctions or refer it to the ~~Committee on Discipline~~Honor Code Hearing Board for adjudication if necessary.

Mediation

In cases where parties to a dispute wish to settle their differences through mediation as an alternative to initiating a formal proceeding with the Dean ~~for~~of Student Conduct, and when the Dean ~~for~~of Student Conduct concurs with this course of action, mediated negotiation may be attempted to resolve disputes. The agreed-upon terms of a mediated resolution will be

incorporated in a statement which must be signed by the complainant, the responding student and the mediator. ~~Mediation will be discontinued after 10 working days unless the parties and the Dean for Student Conduct agree, in writing, to continue.~~ (s). Failure of mediation will result in the matter reverting to the Dean ~~for~~of Student Conduct, who will then be guided by the options specified in **Initiating a Complaint**, above. The rules of confidentiality that apply to all proceedings under the **Code** apply equally to mediated negotiations and settlements. Students electing to resolve grievances through mediated dispute resolution should seek guidance from the Dean ~~for~~of Student Conduct, the Director of the Office of Diversity and Inclusion, Title IX Administrators and/or other appropriate officers of the college and parties listed in **Resources**, above. In some cases, including complaints of sexual misconduct, mediation will not be offered as a grievance procedure.

Adjudication Before the ~~Committee on Discipline~~ Honor Code Hearing Board

Membership on the ~~Committee~~ Board

The ~~Committee~~ Board will consist of ~~two~~ three male and ~~two~~ three female students and four members of the faculty. The Dean of Students or their designee will ordinarily serve as nonvoting Chair and ~~as record-keeper.~~ The ~~the~~ Dean of Students may delegate this responsibility to a faculty member who has previously served on the Committee on Discipline when the dean has supervised or been involved in an investigation of the complaint at issue. ~~The~~ Student Conduct will elect one of these faculty members to serve as ~~Committee Coordinator, who will establish the rotation of Committee members to hearing panels.~~ record-keeper.

Each case will normally be heard by a ~~panel~~ rotation of panels of two faculty members and three student members. A panel may consist of one faculty member and two student members when a normal quorum is unavailable. ~~In cases of alleged academic dishonesty, a student selected at random from the sophomore, junior or senior classes will replace one of the elected student members on the hearing panel.~~

The faculty members of the ~~Committee on Discipline~~ Honor Code Hearing Board will be elected during a meeting of the faculty after nomination by the Committee of Six or after nomination from the floor. They will normally serve three-year terms and their terms, when possible, will be staggered so as to maintain continuity from year to year. When any faculty member of the ~~Committee~~ Board disqualifies ~~himself or herself~~ themselves from hearing a case, or is disqualified for a conflict of interest, ~~he or she~~ or is otherwise unavailable, they will be replaced by a substitute appointed by the Committee of Six, if a substitution is required to maintain the quorum.

Student members of the ~~Committee on Discipline~~Honor Code Hearing Board will be chosen in an election conducted by the middle of the second semester of each academic year. ~~The Committee on Discipline~~ The AAS (Association of Amherst Students) will oversee the following procedures:

- ~~1. An informational meeting or meetings will be held, to be attended by all potential candidates.~~
- ~~2. Each candidate will submit a nomination petition signed by no fewer than 10 students and a statement specifying his or her interest and qualifications for the position. These statements should be distributed to all students prior to the election.~~

~~3.1.~~ **1.** The election will be conducted according to the procedures outlined in the **Code of Elections**. The ~~two~~three men and the ~~two~~three women candidates who receive the highest number of votes will be elected. If this procedure cannot be followed because of an insufficient number of candidates, then the College Council will appoint a student to any position unfilled by election.

~~4.2.~~ **2.** If one of the elected students resigns, the ~~College Council~~AAS will appoint an alternate of the same gender. ~~If a student substitute is~~In the event elected students are not available, and substitutes are required to maintain the quorum for a case, a substitute ~~of the same gender~~ will normally be appointed by the ~~College Council, or, if necessary, by the~~ Chair of the College Council.

Student members will begin their ~~one~~two year term on July 1 of the year of their election.

At the beginning of each academic year, the Dean of Students, with the assistance of the Title IX Coordinator and Director of ~~the Office of~~ Diversity and Inclusion, will schedule training for all members of the ~~Committee on Discipline~~Honor Code Hearing Board in the special complexities of cases involving a violation of respect for persons, particularly of sexual or racial harassment. In consultation with the ~~Committee~~Board, the Dean of Students may, from time to time, schedule other such training to assist the ~~Committee~~Board in considering issues raised by other categories of cases which have, or may, come before it.

Preparation for a Hearing

When a complaint against a student is referred to the ~~Committee on Discipline~~Honor Code Hearing Board, the Dean ~~for~~of Student Conduct will transmit to the Chair of the ~~Committee~~Board all materials related to the charge.

Prior to a hearing before the ~~Committee on Discipline~~Honor Code Hearing Board the Dean ~~for~~of Student Conduct will acquaint the ~~accused student~~respondent and complainant with the procedures followed by the ~~Committee on Discipline~~Honor Code Hearing Board and will also

inform them of their rights under these procedures. These rights are:

- 1.** To a fair and unbiased hearing.
- 2.** To receive a written statement of the complaint, ~~any~~ **and** response ~~or answer submitted by the accused student,~~ a copy of the procedures of the ~~Committee on Discipline~~ **Honor Code Hearing Board**, notice of the time and location of the hearing, a list of the members of the ~~Committee~~ **Board** who will hear the case and the name of the Chair. This information should normally be received at least seven calendar days in advance of any hearing, ~~so that the accused student may prepare adequately for the hearing.~~ The ~~accused student~~ **complainant or respondent** may petition the Chair of the ~~Committee~~ **Board** for more time to prepare the student's case.
- 3.** To select an ~~adviser~~ **advisor** from ~~the College community~~ **a list of trained advisors provided by the Dean of Student Conduct** and to have ~~that adviser~~ **the advisor** present **with them** during the hearing. The ~~advisers~~ **advisors** to the ~~accused student~~ **complainant** and the ~~complainant~~ **respondent** may assist them in preparing **for** the case and provide support during the hearing. The ~~advisers~~ **advisors** are present not to act as legal counsel, but to assist and support the students and to give advice to the students on procedural matters.

~~A student who is or may be the subject of criminal proceedings arising from the events which are the subject of a complaint being heard. The advisors, appointed by the Committee on Discipline may~~ **Dean of Students,** ~~have present at the hearing legal counsel retained at the student's own expense. been trained to help the student not only to understand the nature of the complaint and processes involved but also to be aware of possible support structures and other resources. Students are strongly encouraged to choose and work with a trained advisor.~~ A student intending to be accompanied by an ~~attorney~~ **advisor** must notify the ~~Chair of the Committee on Discipline~~ **Dean of Student Conduct of the identity of the individual** at least ~~two working~~ **three business** days prior to the hearing. ~~The attorney~~ **A student** will ~~not be permitted to speak or participate directly in the hearing. If the accused is accompanied by~~ **promptly notify an attorney, the advisor of the scheduled date and time of the hearing because delays will not normally be allowed.**

- 4.** ~~The complainant may also~~ **and respondent** have legal counsel present at his or her own expense. ~~The complainant's attorney also will not be permitted to speak or participate directly in the hearing~~ **the right to consult with an attorney at their own expense. Attorneys cannot participate in**

the Honor Code Hearing Board hearings. Attorneys may be present on campus during a hearing; however, they are required to remain outside of any hearing rooms. If a party wishes to consult with their attorney during a hearing, they may do so by making a request to the Chair. If the request is granted, such consultation must occur outside the hearing room. An attorney may be present to provide legal counsel ~~for~~to the ~~Committee on Discipline~~Board at the discretion of the Chair. ~~The Committee's attorney will not be permitted to speak or participate directly in the hearing.~~

~~While the college will not provide legal representation for students, it routinely refers students who cannot afford to hire an attorney to local attorneys who may offer to represent those students on a pro bono or reduced fee basis.~~

- 5.** To have a hearing before the ~~Committee~~Board as soon as practicable, consistent with the right to seven calendar days' advance notice.
- 6.** To challenge any member of the ~~Committee on Discipline~~Honor Code Hearing Board on the basis ~~of~~that they are unable to be impartial due to an actual or perceived interest in the outcome of the case. Prior acquaintance does not, in itself, constitute such "actual or perceived interest." The challenge must be submitted in writing within two ~~working~~business days after receiving the list of ~~Committee~~Board members. The Dean of Students will rule on the challenge and, if the challenge is accepted, take appropriate steps to secure a replacement. If the ~~Dean of Students~~individual serving as Chair is challenged, then the ~~matter~~Dean of Students will ~~be referred to the President of the College to~~ appoint a substitute Chair for the hearing.
- 7.** To be present at the hearing. For cases of sexual misconduct, complainants and respondents will be offered alternative testimony options, including the use of a privacy screen or the use of Skype to allow the complainant to testify, to question witnesses, to make a closing statement and/or to observe the respondent's testimony from another room. Such an accommodation provides a comfortable space for participation while not depriving either party of their rights in the process. While these options are intended to help make the parties more comfortable, they are not intended to work to the disadvantage of either party.
- 8.** To decline to answer any questions or make any statements during the hearing. However, the outcome of the hearing will be based upon the information or lack of information presented at the hearing.
- 9.** To call witnesses ~~and present evidence, to~~of relevance to the complaint. Individuals whose

sole purpose is to serve as character witnesses will not be allowed to participate. A student intending to call witnesses must provide the names and contact information of the witnesses to the Dean of Student Conduct within two business days after receiving from the Dean of Student Conduct notice of the time and location of the hearing. The Dean of Student Conduct may interview witnesses to make a determination on their relevance to the hearing. When necessary, and with the advance approval of the Dean of Students, witnesses who are unable to appear in person may be permitted to testify via technology, if available.

10. To hear and to question witnesses and to respond to all written testimony submitted.

The Committee However, in cases of sexual misconduct, the complainant and respondent questioning of each other and each other's witnesses will be directed through the Chair. The complainant and respondent will submit the question they wish to ask in writing to the Chair, and the Chair will make a determination on its relevance. The Chair will either reject the question or ask it on behalf of the requesting party. Past sexual history or sexual character of a student will not be permissible in a sexual misconduct hearing. However, if the Board finds the respondent has violated the policy on sexual misconduct, then during its deliberation of the sanctions to be imposed the Board will be informed of any previous violation of the policy on sexual misconduct by the respondent.

11. To present evidence of relevance. A student intending to present evidence should do so when submitting their complaint or response to the Dean of Student Conduct, but must do so within two business days after receiving from the Dean of Student Conduct the notice of the time and location of the hearing. The Board shall not consider evidence against a student unless the student has been advised of its content and source and given the opportunity to respond.

12. To be judged solely upon the ~~evidence submitted~~ information available during the formal hearing of the ~~Committee~~ Honor Code Hearing Board.

13. In cases of sexual misconduct, the complainant and respondent have the right to prepare an Impact Statement to be considered by the Board while determining sanctions. Both parties will prepare a written statement and provide it in a sealed envelope to the Chair on ~~Discipline~~ the day of the hearing. The statements will only be opened if the respondent is found responsible. Otherwise, they will be destroyed by the Chair.

14. To submit an appeal for cause to the President of the College at the conclusion of the hearing before the ~~Committee on Discipline~~ Honor Code Hearing Board.

The Hearing

The Chair will transmit a copy of the complete materials of the case to each member of the ~~Committee on Discipline~~ Honor Code Hearing Board selected to participate in a hearing.

The ~~Dean of Students or her or his designee or replacement, serving as~~ Chair (nonvoting ~~Chair~~) of the ~~Committee on Discipline~~ Honor Code Hearing Board, will preside in all hearings. The Chair will work with the Dean of Student Conduct to maintain decorum during hearings and will be the final arbiter in questions of procedure. The Chair makes decisions about the admission or exclusion of evidence and witness testimony. The Honor Code Hearing Board may consider any testimony or evidence it has reason to believe is trustworthy and pertinent.

Hearings ~~shall~~ will be ~~tape~~-recorded by the Dean of Student Conduct. The recording will be the official record of the hearing. The complainant and the ~~accused student~~ respondent, should either wish to file an appeal, will have access to the recording or a transcript of the recording, if one exists, which remains the property of the college.

All proceedings under the Code will be confidential to the extent practicable. ~~Participation of Attendance at~~ hearings before the ~~Committee on Discipline~~ Honor Code Hearing Board by other members of the Amherst community will occur only when the ~~accused student~~ respondent and the complainant agree to open the hearing and when the Dean of Students concurs. The Chair of the ~~Committee on Discipline~~ Honor Code Hearing Board shall close an open hearing when ~~he or she determines~~ they determine that the integrity of the hearing might be compromised by continued public ~~participation~~ attendance.

~~The~~ In general, Honor Code Hearing Board hearings will proceed in the order outlined below. However, the Chair retains discretion at any time to alter the order of the hearing will begin with a reading of the process as needed.

Opening statement ~~of the charges by the Chair of the Committee on Discipline. The Chair will then ask:~~

Introductions of people present

Description of process of hearing

Opportunity for questioning about the process

Presentation by Dean of Student Conduct:

Brief presentation of complaint
Brief presentation of respondent's answer

Questioning of complainant ~~to present her:~~

Board questions complainant
Opportunity for additional questioning of complainant

Questioning of respondent:

Board questions respondent
Opportunity for additional questions of respondent

Complainant's witnesses appear individually:

Opening statement by witness (optional)
Complainant questions witness
Board questions witness
Respondent questions witness
Opportunity for additional questions before witness is dismissed

Respondent's witnesses appear individually:

Opening statement by witness (optional)
Respondent questions witness
Board questions witness
Complainant questions witness
Opportunity for additional questions before witness is dismissed

Chair offers final opportunity for any additional questions and reminds that no questions will be permitted during or his case. The Chair will then ask after the accused to respond to the charges closing statements.

Closing statements:

Complainant's closing statement
Respondent's closing statement
Closing remarks by Chair

The complainant and the ~~accused student~~ **respondent** are responsible for presenting ~~their own cases before~~ relevant information to the ~~Committee on Discipline~~ **Honor Code Hearing Board**. The complainant and the ~~accused student~~ **respondent** may consult with their ~~advisers~~ **advisors** at any stage of the hearing, but those ~~advisers~~ **advisors** cannot address the ~~Committee~~ **Board** or otherwise participate directly in the hearing.

Where a charge is brought on behalf of the college, a ~~Campus Police officer, a member of the administration, a member of the college staff or, in some instances, a member of the faculty, or by a representative of one of the Five Colleges,~~ the Disciplinary Hearing Hearing Officer, who is appointed by the Dean of Students, will serve as the complainant. ~~In exceptional circumstances, the Dean of Student Conduct will direct the Disciplinary Hearing Officer to appear as the complainant with respect to the complaint of an individual student. In such cases, the student complainant must appear as a witness at the hearing. The complainant and the accused student have the right to present witnesses, to question opposing witnesses, to present documentary and physical materials as evidence and to respond to such materials.~~ The members of the ~~Committee on Discipline~~ Honor Code Hearing Board may question witnesses and may request the presence of any member of the college community as a ~~Committee~~ Board witness. If witnesses are called by the ~~Committee~~ Board, the complainant and the ~~accused student~~ respondent will be afforded the opportunity to question them. Students called to give testimony before the ~~Committee on Discipline~~ Honor Code Hearing Board are obliged to appear. A student called as a witness who fails to appear at the hearing may be charged with a violation of the **Honor Code**. ~~The burden of proof rests on the complainant or on the Disciplinary Hearing Officer if the Disciplinary Hearing Officer presents the case on behalf of the college. The Committee on Discipline may consider any testimony or evidence it has reason to believe is trustworthy and pertinent. The admission or exclusion of evidence is within the discretion of the Chair of the Committee on Discipline.~~

When the hearing has concluded, the ~~Committee on Discipline~~ Honor Code Hearing Board will withdraw and will determine by majority vote whether there has been a violation of the **Honor Code** or other offense as charged. The ~~Committee's~~ Board's determination will be made on the basis of the preponderance of evidence, that is, whether the ~~complainant demonstrated that it~~ alleged violation was more likely than not ~~that the violation or offense~~ to have occurred.

If the ~~Committee~~ Board determines that the ~~accused student~~ respondent has not violated the **Honor Code**, the charge will be dismissed ~~and the accused student is entitled to have any reference to the charges removed from the records of the college.~~

If the ~~Committee~~ Board determines that the ~~accused student~~ respondent has violated the **Honor Code**, it will then determine what sanction(s) to impose. The ~~Committee~~ Board will be guided by the statement of ~~Penalties~~ Sanctions in the imposition of sanctions. At this stage in the proceeding, the ~~Dean of Students~~ Chair will inform the ~~Committee~~ Board of the ~~accused student's disciplinary~~ respondent's student conduct record, if any. The ~~Dean of Students~~ Chair will provide information about ~~penalties~~ sanctions imposed for ~~similar violations~~ arising in the past. This information will be used at the discretion of the ~~Committee~~ Board. A statement of the ~~Committee's~~ Board's findings and sanctions will be prepared by the Chair of the ~~Committee~~ Board. After it has been approved by the ~~Committee on Discipline, copies~~ Honor Code Hearing Board, the

Chair of the Board will be delivered to notify the ~~accused student~~ respondent and to the complainant of the outcome, generally within 48 hours after the Board decides on the case. Both parties will be notified in writing concurrently.

A copy of the finding will also be kept in a confidential file ~~on the Honor Code~~ in the Dean of Student's Students' Office. ~~This file will be accessible exclusively to the Dean of Students and, through him or her, to the members of the Committee on Discipline at such time as the Committee has determined that a student has committed another violation.~~ The ~~tape~~ recording of the hearing will be deposited in the same confidential file in which the other records of the case are kept. ~~Unless the student accused of an offense requests otherwise, the Dean of Students will destroy all these records upon the student's graduation. After the elimination of personally identifiable information, the file will be available to the chair of any future committee charged with reviewing and making possible revisions of the Code. In addition, a permanent record of all cases with names of the parties removed will be maintained by the Dean of Students.~~

Violations of Intellectual Responsibility and Academic Dishonesty

Since grading is the province of the instructor of any course, the possibility of imposing a course penalty necessarily involves the instructor in the process of deciding punishments in cases of demonstrated ~~academic dishonesty~~ violations of intellectual responsibility. The **Honor Code** allows for two methods of handling ~~a case of academic dishonesty~~ such cases, depending on the circumstances of the case:

1. In cases in which there is a clearly demonstrated infraction—that is, in which there is unambiguous and conclusive evidence of plagiarism or cheating and no disagreement on the facts of the case—the instructor will normally speak to the student and ascertain the circumstances of the incident. The instructor will then consult the Dean ~~for~~ of Student Conduct, who will inform the instructor whether the student has been found ~~guilty~~ responsible of previous ~~acts of academic dishonesty~~ violations of intellectual responsibility. In the case of a first offense, the instructor and the Dean ~~for~~ of Student Conduct will confer about the appropriate ~~penalty~~ sanction, and the Dean ~~for~~ of Student Conduct will keep a record of the infraction and its resolution in a confidential ~~judicial~~ student conduct file ~~that will be destroyed upon the student's graduation.~~ If the student has ~~committed~~ a previous infraction, the ~~Disciplinary Hearing Officer~~ Dean of Student Conduct will ~~present~~ refer the new case to the ~~Committee on Discipline~~ Honor Code Hearing Board for resolution, since the offense may warrant a penalty greater than a one term's semester suspension.

2. In cases in which the instructor suspects that a student may have committed ~~an act~~ **violation** of ~~academic dishonesty~~ **intellectual responsibility** and, after speaking to the student, feels that adjudication is necessary to determine ~~if the student's guilt~~ **student is responsible** or ~~innocence~~ **not responsible**, the instructor will refer the case to the Dean ~~for~~ **of** Student Conduct. In such instances, since the instructor and the student disagree on the facts of the case—that is, on whether ~~an act~~ **violation** of ~~academic dishonesty~~ **intellectual responsibility** occurred—the Dean ~~for~~ **of** Student Conduct will send the case to the ~~Committee on Discipline~~ **Honor Code Hearing Board**. In all cases in which the ~~Committee on Discipline~~ **Honor Code Hearing Board** finds a student ~~guilty of an act~~ **responsible for a violation** of ~~academic dishonesty~~ **intellectual responsibility**, the ~~Committee~~ **Board** will determine all ~~penalties~~ **sanctions** except for course penalties, which are imposed at the discretion of the instructor. The recommended ~~penalty~~ **sanction** for ~~an act~~ **violation** of ~~academic dishonesty~~ **intellectual responsibility**, whether or not it is adjudicated by the ~~Committee on Discipline~~ **Honor Code Hearing Board**, is failure in the course.

All faculty members are strongly encouraged to discuss suspected ~~instances~~ **violations** of ~~academic dishonesty~~ **intellectual responsibility** with the Dean ~~for~~ **of** Student Conduct in order to help ensure that a student who commits ~~an act of academic dishonesty~~ **a violation** is effectively deterred from doing so again. Faculty members are also encouraged to discuss these procedures with the Dean ~~for~~ **of** Student Conduct if they have any questions about them. In cases adjudicated before the ~~Committee on Discipline~~ **Honor Code Hearing Board**, a faculty member may request the Dean of Students to appoint a Disciplinary ~~Hearing~~ **Officer** to serve as the complainant on the faculty member's behalf. In such instances, the faculty member must appear as a witness at the hearing.-

PenaltiesSanctions

The Dean ~~for~~ **of** Student Conduct or the ~~Committee on Discipline~~ **Honor Code Hearing Board** hears ~~all~~ **most** cases involving violations or alleged violations of the **Honor Code**, and ~~only they~~ are empowered to impose ~~penalties~~ **sanctions** upon persons found to have violated provisions of the Code. ~~The only exceptions shall be: (1) in cases of academic dishonesty in which~~ **Class Deans may also impose sanctions for infractions such as violations of the statement on alcohol and other drugs (AOD). For violations of intellectual responsibility,** the instructor is responsible for imposing a course penalty, ~~and (2) in~~ **In** cases in which the Dean of Students ~~is convinced~~ **believes** that a student might pose a physical danger to a member of the college community. ~~In the latter case,~~

the Dean of Students may ~~either have a student removed from, or prevent his or her access to, a college building or residence or the campus itself. The President shall appoint a substitute Chair for the Committee on Discipline, and.~~ **In this case,** the Dean of Students, who will act as the complainant, must bring the case against the student before the ~~Committee~~**Honor Code Hearing Board** within ~~one week of denial of access to, or~~ **14 calendar days of** removal from, ~~any of the college premises~~ **campus and the President will appoint a substitute Chair for the Honor Code Hearing Board.**

~~A student~~**Students** found to have violated the **Honor Code** ~~is~~**are** subject to one or more of the following ~~penalties~~**sanctions**, depending on the nature of the violation and of ~~his or her~~**their** prior ~~disciplinary~~**student conduct** record:

Warning: A written admonition which will be considered in determining ~~penalties~~**sanctions** if future violations occur.

Fines: These may be assigned for minor infractions of the **Honor Code** when appropriate. They may also be used in cases of damage to college or personal property, but in cases of serious and/or repeated acts of destruction or vandalism, the imposition of fines must be combined with other ~~disciplinary penalties~~**sanctions**.

Limitations on Participation or Loss or Privileges: A student may be ~~penalized by being barred~~**prohibited** from participating in intramural or intercollegiate athletics, Room Draw, eating at Valentine and/or other college activities. **including attending campus events**

Community Service and Other Alternatives: The Dean ~~for~~**of** Student Conduct or the ~~Committee on Discipline~~**Honor Code Hearing Board** can impose particular forms of community work, on or off campus, and a number of hours to be worked. The Dean ~~for~~**of** Student Conduct will be responsible for supervising the student's implementation of the community service. The Dean ~~for~~**of** Student Conduct or the ~~Committee on Discipline~~**Honor Code Hearing Board**, may also require attendance, when appropriate, at drug or alcohol workshops, **sexual respect counseling**, or other similar programs suitable to the nature of the infraction.

Educational Project: **Students may be required to complete a project or research/reflection paper articulating the harm caused by their actions and/or strategies they may adopt to prevent further disruptive behavior.**

Parental Notification: **At the discretion of the Dean of Student Conduct or a Class Dean, students may be required to notify their parents/guardians of the violations or alleged violations of the Honor Code, and the Dean of Students will also discuss the infraction with**

the parent/guardian.

Disciplinary Probation: This consists of a warning in writing which specifies that further infractions of the **Honor Code** during a student's time at Amherst will, in most instances, lead to suspension, dismissal or, in very serious cases, expulsion from the college. A student on disciplinary probation may be barred from some or all extracurricular activities for a defined period. This ~~penalty~~**sanction** may be strengthened, at the discretion of the ~~Committee on Discipline~~**Honor Code Hearing Board**, by recording it on the student's transcript, but normally it will only be part of a student's ~~disciplinary~~**conduct** record and can be disclosed in response to requests for information only with the student's consent.

Course Penalties: Acts of cheating, plagiarism or other forms of ~~academic dishonesty~~ **violation of intellectual responsibility** should result in a student's receiving a failing grade. The recommended ~~penalty~~**sanction** for ~~an act of academic dishonesty~~ **a violation of intellectual responsibility** is failure for the course, though grade penalties are always imposed solely at the discretion of the instructor. All such acts will be part of the student's ~~disciplinary~~**conduct** record in the Dean of Students Office official record and may, at the ~~judgment~~**discretion** of the ~~Committee on Discipline~~**Honor Code Hearing Board**, be recorded on the student's transcript. The ~~Committee on Discipline~~**Honor Code Hearing Board** or the Dean ~~for~~**of** Student Conduct may impose other ~~penalties~~**sanctions** as well—from disciplinary probation to expulsion, depending on the seriousness of the offense and the student's previous record.

Denial of Residence on Campus: A student who violates standards of conduct associated ~~especially~~ with residential and/or social life at the college or involving respect for persons, or who is found to have engaged in sexual harassment **or sexual misconduct**, may be required to vacate ~~his or her~~**their** residence and be denied permission to live on campus, either for a specified time or permanently. Other ~~penalties~~**sanctions** may be imposed as well, but if residential denial is the only ~~penalty~~**sanction**, the student will continue to be enrolled as a degree candidate and will be allowed to attend all academic exercises.

Suspension: The rights and privileges of being a student at Amherst College may be suspended for a specific period of time, the minimum of which will be to the end of the current semester. The student must leave the campus and may return at the end of the period of suspension without petitioning for readmission. During the period of suspension, the student is not permitted on the Amherst College campus, except with advance written permission from the Dean of Students' Office.

Withholding of Degree: In ~~disciplinary~~**student conduct** cases involving second-semester

seniors when probation or suspension might otherwise be imposed, the college may withhold the student's Amherst College degree for a specified period of time. When this occurs, the student ~~is~~may be permitted to remain on campus to complete the requirements for the degree, although its award will be delayed. At the discretion of the ~~Committee on Discipline~~Honor Code Hearing Board, this ~~penalty~~sanction may be recorded on the student's transcript.

Dismissal: A student may be required to leave the campus for at least one semester and must petition for readmission at the end of that time. The student may be required to fulfill particular obligations while away from the college and to provide evidence of having done so, along with evidence of ~~his/her~~their readiness to return to Amherst and to meet its standards of conduct. During the period of dismissal, the student is not permitted on the Amherst College campus, except with advance written permission from the Dean of Students' Office.

Expulsion: This means the permanent termination of student and degree-candidate status at Amherst College. It may be imposed only in the most serious of cases, or when a student has been dismissed previously and commits another offense judged to be worthy of a second dismissal. -A student expelled from Amherst College is not permitted on campus, except with advance written permission from the Dean of Students' Office.

~~Any student found under the provisions of this Code to have committed violence against another person will normally be dismissed from the college for a period no shorter than one semester and will have recorded on his or her transcript the fact and the length of the dismissal. Those who threaten violence, or otherwise seek to intimidate others, depending upon the circumstances of the individual case, may have equally severe or more severe penalties imposed upon them.~~

Repeated minor violations may require ~~penalties~~sanctions of probation or higher.

Appeal

Either the ~~accused student~~respondent or the complainant may appeal a decision of the ~~Committee on Discipline~~Honor Code Hearing Board, a Class Dean, or the Dean of Student Conduct. All appeals are directed to the President ~~of the College.~~ An appeal may come forward based on the following grounds: bias by the Class Dean or the Dean of Student Conduct or shown during the hearing or meeting on the part of ~~Committee~~one or more Board members, material procedural error, the inappropriateness of the sanction or the discovery of substantive new evidence which was not available at the time ~~of the hearing.~~decision was made. The ~~accused~~respondent or the complainant must submit a written statement of appeal to the President, which must state the grounds and reason for the appeal, within 10 ~~working~~business days of ~~his or her~~their receipt of the finding of the ~~Committee on Discipline~~Class Dean, Dean of Student Conduct or the Honor Code Hearing Board if the appeal is based on bias, procedural

error or severity of ~~penalty~~sanction, or as soon as practicable if the appeal is based on new evidence.

Upon receipt of the statement of appeal, the President will review the official ~~record~~records of the ~~Committee's~~Class Dean, Dean of Student Conduct or the Board's proceeding and other materials bearing on the case. In cases of sexual misconduct, where an appeal is submitted by the complainant or respondent, the other party will be notified of the appeal and offered an opportunity to provide a written response that must be submitted within three business days of receiving notification. The President may interview the parties to the dispute. ~~The President~~

For an appeal of a decision by a Class Dean or the Dean of Student Conduct the President may refer the case to a panel of the Honor Code Hearing Board, consisting of two faculty members, one of whom will act as Chair, and one student. For an appeal of a decision by the Honor Code Hearing Board, the President may refer the case back to the original panel with instructions or ~~she or he~~ may direct that the case ~~should~~ be reviewed or reheard by a different panel of the ~~Committee on Discipline~~Honor Code Hearing Board, consisting of two faculty members, one of whom will act as Chair, and one student. In either~~the~~ case of any such referral, the panel of the ~~Committee on Discipline~~Honor Code Hearing Board will report its ~~finding~~findings and recommendations to the President who will resolve the appeal. ~~There will be~~

The President will render a decision with such terms as the President determines to be appropriate. The President's decision is final and no further appeal ~~beyond the President of the College.~~will be permitted.

Interpretation

Any question of interpretation regarding the **Honor Code** will be referred to the Dean of Students ~~or his or her designee~~ for final determination.

Time Limits

The Dean of Student Conduct may extend any deadline associated with the student conduct process.

Records

Normally only suspension, dismissal and expulsion are recorded on a student's transcript. However, as an additional form of ~~penalty~~sanction, the ~~Committee on Discipline~~Dean of Student Conduct or the Honor Code Hearing Board may record on the transcript a ~~penalty~~sanction

other than suspension, dismissal or expulsion. Otherwise, a student's disciplinaryconduct record is confidential, and, except as otherwise providedpermitted or required by the Family Educational Rights and Privacy Act or any other applicable law, no information from this record will be released without a student's consent, ~~and the~~. The college will respond to requests for information about a student's disciplinaryconduct record which may not be released by explaining its policy of treating as confidential the existence of such information as well as the specific information itself.

Reports

The Dean ~~for~~Of Student Conduct or the Dean of Students shall make annual reports to the ~~Committee on Discipline~~Honor Code Hearing Board and to the faculty summarizing the nature and number of complaints, whether these were settled with or without hearing and the disposition of cases arranged in some form of useful categories—either by ~~penalties~~sanctions assigned, by the nature of the infraction, or under some other heading. The Dean of Student Conduct or the Dean of Students may publish similar reports which include summary descriptions of the complaints and the sanctions, if any, imposed, so long as such summary descriptions do not include the names of the complainants or the respondents.

Appendices

Adopted by Faculty vote, March 3, 1998

Appendices

Appendix A: College Council Statement on Sexual Harassment

Sexual Harassment

Amherst College is committed to establishing and maintaining an environment free of all forms of harassment. Sexual harassment **breaches the trust** that is expected and required in order for members of an educational community to be free to learn and work. It is a **form of discrimination**, because it unjustly deprives a person of equal treatment. Sexual harassment can injure anyone who is subjected to it, regardless of gender or sexual orientation.

The college's policy on sexual harassment is directed toward behavior and does not purport to regulate beliefs, attitudes or feelings. It is based on federal and state law, which prohibit certain specific forms of sexual harassment; on the ~~college's~~[College's](#) Statement on Respect for Persons, which requires that a person's sex and sexual orientation be treated with respect; and on the following statement on sexual harassment passed by the Faculty on May 23, 1985:

Unwelcome sexual advances, requests for sexual favors and other unwelcome verbal or physical conduct of a sexual nature constitute sexual harassment when: (1) submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment, academic work or participation in social or extracurricular activities; (2) submission to or rejection of such conduct by an individual is used as the basis for decisions affecting the individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or demeaning working, academic or social environment.

The college believes that sexual harassment, besides being intrinsically harmful and illegal, also corrupts the integrity of the educational process.

Because it is possible for one person to act unintentionally in a manner that sexually harasses another, it is imperative that all members of the college community understand what kinds of behavior constitute sexual harassment. Hence, we provide here **a general description of sexual harassment**.

Sexual harassment occurs when one person attempts to coerce another into a sexual relationship or to punish a refusal to respond or comply with sexual advances. Attempts to subject a person to unwanted attention of a sexual character, sexual slurs or derogatory language directed at another person's sexuality or gender also can be forms of sexual harassment. Thus, sexual harassment can include a wide range of behavior, from the actual coercing of sexual relations to the forcing of sexual attentions, verbal or physical, on a nonconsenting individual. It is also possible that sexual harassment can occur unintentionally when behavior of a sexual nature has the effect of creating a hostile environment. In some cases, sexual harassment is obvious and may involve an overt action, a threat or reprisal. In other instances, sexual harassment is subtle and indirect, with a coercive aspect that is unstated.

Sexual harassment also occurs when a position of authority is used to threaten the imposition of penalty/sanction or the withholding of benefit unless sexual favors are granted, whether or not the threat is carried out. Sexual harassment, when it exploits the authority the institution gives its employees, or otherwise compromises the boundary between personal and professional roles, is an abuse of the power the college entrusts to them. The potential for sexual harassment exists in any sexual relationship between a student and a member of the faculty, administration or staff. Anyone in a position of authority should thoroughly understand the potential for coercion in sexual relationships between persons who are professionally affiliated. These relationships may involve persons in a position of authority over their colleagues (e.g., tenured faculty and nontenured faculty; administrators and staff), or they may involve those who teach, advise or supervise students.

Sexual harassment also takes on the form of unwanted attention among peers. Sexual harassment by peers may have the purpose or effect of creating an intimidating, hostile or demeaning environment. Sexual harassment by peers can occur between strangers, casual acquaintances, hall-mates and even friends.

Because sexual harassment is a direct violation of the college's **Statement on Respect for Persons**, Amherst College will seriously and thoroughly investigate any complaints of sexual harassment and will discipline/sanction those found guilty/responsible. Any student who believes she or he/they may be the victim of sexual harassment by a member of the faculty should consult for further information about grievance procedures **The Resolution of Student Grievances with Members of the Faculty**, which appears in the *Student Handbook* as the section following the **Honor Code**. Any student who believes she or he/they may be the victim of sexual harassment by a peer should consult the section of the **Honor Code** titled

Initiating a Complaint.

Consensual Sexual Relationships Between Faculty Members and Students

Experience has shown that consensual sexual relationships between faculty members and students can lead to harassment. Faculty members should understand the potential for coercion in sexual relationships with students with whom the faculty members also have instructional, advisory or supervisory relationships.

Even when such relationships do not lead to harassment, they can compromise the integrity of the educational process. The objectivity of evaluations which occur in making recommendations or assigning grades, honors and fellowships may be called into question when a faculty member involved in those functions has or has had a sexual relationship with a student.

For those reasons, the college does not condone, and in fact strongly discourages, consensual sexual relationships between faculty members and students. The college requires a faculty member to remove himself or herself from any supervisory, evaluative, advisory or other pedagogical role involving a student with whom ~~he or she~~they has had or currently has a sexual relationship. Since the absence of this person may deprive the student of educational, advising or career opportunities, both parties should be mindful of the potential costs to the student before entering into a sexual relationship.

In cases in which it proves necessary, the ~~dean~~Dean of ~~faculty~~Faculty, in consultation with the ~~dean~~Dean of ~~students~~Students and the ~~chair~~Chair (or ~~head~~Head) of the relevant department, will evaluate the student's situation and take measures to prevent deprivation of educational and advising opportunities. The appropriate officers of the college will have the authority to make exceptions to normal academic rules and policies that are warranted by the circumstances.

Approved by the Faculty, Dec. 1, 1992

Appendix B: Examples of Violations to the Honor Code

~~The following sections were voted on by the College Council. The material in them is intended to be illustrative and advisory and does not have the status of legislation passed by the faculty.~~

Any of the following acts can constitute a violation of the **Honor Code** and of the standards designed to assure individuals at the college the full enjoyment of their rights. The violations listed here are intended to be illustrative rather than exhaustive.

1. Disruption or obstruction of teaching, research, administration, ~~disciplinary student conduct~~ proceedings or other college activities or disruption or interference with the exercise by members of the college community of their rights under the **Statement of Freedom of Expression and Dissent**.
2. ~~Physical~~ Abusive, disruptive, or harassing behavior, verbal or physical, which endangers another's mental or physical health, including but not limited to, threats ~~that intimidate any person or that result in limiting a person's full access to all aspects,~~ acts of life of the college. violence, assault and relationship violence.
3. Activity that constitutes sexual harassment or sexual misconduct of another person (see above) or involves harassment of a person for reasons of ~~his or her~~ their gender, sexual orientation, race, religion, gender identity, gender expression, national origin or physical disability.
4. ~~Academic~~ Violations of intellectual responsibility, such as academic dishonesty, ~~such as~~ cheating, plagiarism or any misrepresentation of classroom, laboratory or other course-related work.
5. Refusing to appear or giving false testimony when one is asked to present evidence in any case involving the **Honor Code**.
6. Abuse of equipment or disregard for the rules governing the use of or access to the Library, the Computer Center, the Dining Services or other facilities and services for which specific restrictions have been established and made public.
7. Theft or other abuse of computer time, including but not limited to:
 - a. Unauthorized entry into a file, to use, read or change the contents, or for any other purpose.
 - b. Unauthorized transfer of a file.
 - c. Unauthorized use of another individual's identification and password.

- d. Use of computer facilities to interfere with the work of another student, faculty member or college official.
 - e. Use of computing facilities to send obscene or abusive messages.
 - f. Use of computing facilities to interfere with normal operation of the college computing system.
8. Causing physical damage to the buildings or furnishings of the college.
 9. Theft or attempted theft of personal or college property.
 10. Possession or distribution of firearms, ammunitions or explosives or of other harmful weapons.
 11. The possession, distribution or sale of illegal drugs.
 12. Altering, forging or contributing to fraudulent use of college transcripts, identification (IDs) or other official records or forging the signature of an ~~adviser~~advisor on a program or change-of-program form.
 13. Knowingly giving false information, or refusing to identify oneself or ~~refusing~~ to present college identification to campus security personnel or to other authorized college personnel.
 14. Driving a car on campus while intoxicated.
 15. Fire policy violations, including but not limited to discharge of fire extinguishers, possession or discharge of fireworks, false fire alarms or tampering with a smoke detector.
 16. Violation of the Commonwealth of Massachusetts law prohibiting the practice of hazing (see section on ~~hazing~~hazing).
 17. Violation of the Trustees' Resolution on Fraternities (see section on ~~fraternities~~fraternities).
 18. Violation of any regulations governing the use of college housing, as specified in the section on **Housing Regulations**. Potential violations include but are not limited to damage to individual rooms or common areas, violation of the prohibition on pets in residence halls or violation of the prohibition on dropping or throwing objects from windows.
 19. Acts of violence against another person, threatening violence, or otherwise seeking to intimidate others.

20. Acts of retaliation against an individual who initiates or participates in a complaint is prohibited.

Student Rights & Policies

Amherst College Honor Code

Preamble

Amherst College, as a place of teaching and learning dedicated to promoting intellectual and social growth in its students, depends for its effective operation on the personal concern of its members for each other and on the concern of all to maintain the community standards of conduct set forth in this statement. It is each student's responsibility to contribute to an environment of trust that protects the freedom of all to exchange ideas and to grow. Only in such trust and freedom will it be possible for students to live together and learn from one another.

Every student enjoys the right to full participation in the academic and social life of the college, regardless of race, color, religion, national origin, ethnic identification, age, political affiliation and/or belief, sexual orientation, gender, gender identity, gender expression, economic status or physical or mental disability. Any instance of failure to realize this expectation undermines the ability of the college to achieve its purposes and diminishes the educational experience of each of its members.

The **Amherst College Honor Code** consists of the **Statement of Intellectual Responsibility**, the **Statement of Respect for Persons**, the **Statement of Freedom of Expression and Dissent** and the **Statement of Student Rights**, given below. It is collectively shaped and upheld by students, faculty and staff. At least every fourth academic year, the College Council will review the current Honor Code and, if appropriate, will propose changes to the Honor Code to the campus community. The revised Honor Code will be voted on by the students and, if it passes, by faculty. If it is not favored by the majorities of both, then the current Honor Code will stay in effect while the College Council reviews it again the following year, and will remain in effect until an alternative version is passed by the majorities of both the students and faculty.

The Dean of Students may publish statements and establish standards as appropriate to further the principles embodied by the Honor Code and/or to comply with applicable legal requirements. Similarly, the Dean of Students may make changes to the Student Conduct Process as appropriate to address behavior which violates principles embodied by the Honor Code and/or to comply with applicable legal requirements. The Dean of Students will keep the College Council informed of all such actions.

Upon entering the college, each student will sign a pledge to abide by the **Honor Code**. The signing will be administered by the Dean of Students' Office. In signing this pledge, students acknowledge that they have read the **Honor Code**, including all related statements and standards, and understand their obligations to subscribe to its principles, to respect the rights of other members of the college community and to avoid behavior which violates the community standards embodied in it.

Any student's behavior alleged to violate the principles of the **Honor Code**, or rules of behavior elsewhere in the *Student Handbook* or in other documents of the college, will be thoroughly investigated in a manner that protects the rights of all parties to the issue. If, as a result of such an investigation, a student is charged with violation of the **Honor Code** or other documents referred to above, the student is entitled to have the charge resolved through the adjudicatory process described below. When charges are upheld at the conclusion of this process, appropriate sanctions will be imposed.

Statement of Intellectual Responsibility

Every person's education is the product of their intellectual effort and participation in a process of critical exchange. Amherst College cannot educate those who are unwilling to submit their own work and ideas to critical assessment. Nor can it tolerate those who interfere with the participation of others in the critical process. Therefore, the college considers it a violation of the requirements of intellectual responsibility to submit work that is not one's own or otherwise to subvert the conditions under which academic work is performed by oneself or by others.

Article 1. Student Responsibility

Section 1. In undertaking studies at Amherst College, every student agrees to abide by the above statement.

Section 2. Students shall receive a copy of the Statement of Intellectual Responsibility with their initial course schedule at the beginning of each semester. It is the responsibility of each student to read and understand this statement and to inquire as to its implications in their specific course.

Section 3. Orderly and honorable conduct of examinations is the individual and collective responsibility of the students concerned in accordance with the above statement and Article 2, Section 3, below.

Article 2. Faculty Responsibility

Section 1. Promotion of the aims of the Statement of Intellectual Responsibility is a general responsibility of the faculty.

Section 2. Every member of the faculty has a specific responsibility to explain the implications of the statement for each of their courses, including a specification of the conditions under which academic work in those courses is to be performed. At the beginning of each semester, members of the faculty will receive with their initial class lists a copy of the Statement of Intellectual Responsibility and a reminder of the duty to explain its implications in each course.

Section 3. Examinations shall not be proctored unless an instructor judges that the integrity of the assessment process is clearly threatened. An instructor may be present at examinations at appropriate times to answer questions.

Statement on Respect for Persons

Respect for the rights, dignity and integrity of others is essential for the well-being of a community. Actions by any persons which do not reflect such respect for others are damaging to each member of the community and hence damaging to Amherst College. Each member of the community should be free from interference, discrimination, intimidation, sexual harassment or disparagement in the classroom; the social, recreational and residential environment; or the work place. Any behavior which constitutes sexual harassment or other verbal or physical abuse of any member of the community for reasons that include but are not limited to race, color, religion, national origin, ethnic identification, age, political affiliation or belief, sexual orientation, gender, gender identity, gender expression, economic status or physical or mental disability will be regarded as a serious violation of the **Honor Code**, and anyone found responsible for such behavior will be disciplined. (The college's comprehensive **Statements on Sexual Harassment, Consensual Sexual Relationships Between Faculty Members and Students and Sexual Assault appear as Appendix A to the Code of Student Conduct and Resolution of Grievances.**)

Statement of Freedom of Expression and Dissent

Amherst College prizes and defends freedom of speech and dissent. It affirms the right of teachers and students to teach and learn, free from coercive force and intimidation and subject only to the constraints of reasoned discourse and peaceful conduct. It also recognizes that such freedoms and rights entail responsibility for one's actions. Thus, every student bears the responsibility to protect the rights of all to express their views so long as there is neither use nor threat of force nor interference with the rights of others. Demonstrated cases of

disruption of classes (whether, for example, by the abridgement of free expression in a class or by obstructing access to the place in which the class normally meets) or similarly of other academic activities will be regarded as serious breaches of this Statement and community standards and will receive appropriate sanctions.

Statement of Rights

Subject to respect for the rights of others, every student enjoys the assurance of the full exercise of those rights expressed in the **Honor Code** and the preceding three **Statements**, including but not limited to the following specific rights:

- The right to engage in the free exchange of ideas.
- The right to protest and to dissent in a peaceable manner and to join with others in other nonviolent forms of common action.
- The right to complain of injustice and to bring grievances to the appropriate offices of the college without fear of retaliation.
- The right to attend functions and to utilize college facilities, subject to prescribed rules.
- The right to reasonable peace and quiet in residential and academic facilities and to an atmosphere conducive to work and study.
- The right to privacy in one's assigned room, subject to compliance with the college's regulations, and to the security of one's own property and property furnishing the common and public spaces at the college.
- The right, when participating in any aspect of life of the college or traveling among the Five Colleges, to be free from harassment for reasons of one's race, color, religion, national origin, ethnic identification, age, political affiliation and/or belief, sexual orientation, gender, gender identity, gender expression, economic status or physical or mental disability.

The Student Conduct Process

Teachers, students, administrators and staff will exercise their best will and seek to resolve disagreements as amicably or informally as possible. The Dean of Students' Office is available to help reach such informal resolutions. A student conduct process exists for those situations and acts which will not, or cannot, be resolved through amicable discussion.

NOTE: All references to the Dean of Students and the Dean of Student Conduct in the **Student Conduct Process** include the Dean or their designee.

Each constituency in the college has access to a particular procedure for resolving violations of

the **Honor Code** or other forms of grievance. All alleged violations of the **Honor Code** fall within the jurisdiction of the Dean of Student Conduct, Class Deans and of the Honor Code Hearing Board. If students believe their rights under the **Honor Code** have been violated by a faculty member, they should consult the Dean of Students or the Dean of the Faculty about the procedures for resolving their grievances. If they have complaints against members of the staff or visitors, they should consult the Director of Human Resources or the Director of the Office of Diversity and Inclusion. (See the sections of the *Student Handbook* titled The Resolution of Student Grievances with Members of the Faculty and The Resolution of Student Grievances with Administrators, Staff or Visitors for additional details. The sections of this **Code** dealing with sexual harassment also provide guidance for students who believe that they have been harassed by a member of the faculty or the administration.)

In all instances when students are charged with violating community standards set forth in this **Code** or infringing on the rights of individual students, or other members of Amherst College, or members of the Five Colleges, the procedures set forth in this section of the **Code** will be used to investigate and resolve grievances.

All proceedings under the **Code** will be confidential to the extent practicable. However, students should be aware that the college may be required by applicable law to disclose information relating to such proceedings.

Jurisdiction

Amherst students have a responsibility to adhere to local, state and federal laws while on the campus. The college cannot protect Amherst students from the consequences of violations of local, state and federal law.

Amherst students are expected to adhere to the **Honor Code** whether they are on the campus; in the town of Amherst; attending classes or functions at Smith College, Mount Holyoke College, Hampshire College or the University of Massachusetts; traveling on a Five College bus; or participating in college activities, wherever these are held.

Amherst College has joined with Smith College, Mount Holyoke College, Hampshire College and the University of Massachusetts to form the Five Colleges. Amherst College students, when studying or visiting on the campus of one of the Five Colleges, will be subject, in addition to the standards set forth in this **Code**, to the regulations and procedures of that institution. (See the **Regulations and Procedures** section in the Five College Cooperation chapter in this *Handbook*.)

If a student is charged with a violation of the **Honor Code** in locations or situations specified in the foregoing paragraphs, college student conduct proceedings may be initiated by a member of one of the constituent Five Colleges, by a member of Amherst College or by the Dean of Student Conduct.

If conduct which is or would be a violation of the **Honor Code** occurs in situations or locations other than those specifically named in this section or to persons other than those covered in this section, the Dean of Student Conduct may petition the Honor Code Hearing Board to accept a complaint. In determining to do so, the Board will follow the general guideline that jurisdiction will only be extended where the alleged violation appears to be of sufficient gravity to have an actual or potential adverse impact on the college community or its members.

The college reserves the right to initiate or carry out its own student conduct proceedings, regardless of the prospect or the pendency of civil or criminal proceedings, against a student accused of violating the **Honor Code**, even if legal sanctions have already been incurred, and whether or not the respondent participates in the college proceedings. A respondent who is also facing a criminal charge or the possibility of a criminal charge is advised to seek legal counsel before participating in any college proceedings.

A student who withdraws from the college in order to defend himself or herself in off-campus civil or criminal proceedings arising from events which are also the subject of a complaint being heard by the Honor Code Hearing Board will not be allowed to re-enroll, pending the outcome of college student conduct proceedings.

A student who withdraws from the college after a complaint has been filed for an alleged violation of the Honor Code but before the complaint has been resolved in accordance with the student conduct process will only be allowed to re-enroll at the discretion of the Dean of Students.

Any reference to a “student” includes any person pursuing a degree from the college and any person who is not officially enrolled for a particular semester but who has a continuing academic relationship with the college.

Resources

A student charged with a violation of the **Honor Code** or a student considering the initiation of charges against another student under the **Honor Code** may turn for consultation or advice to one or more of the following individuals and college support systems: Dean of

Students, Dean of Student Conduct, Class Deans, staff of the college Health Center, Health Education or Counseling Center, Campus Police, Director of the Office of Diversity and Inclusion, Title IX Administrators, Faculty, Area Coordinators, Resident Counselors and Peer Advocates.

Students considering the initiation of a complaint against a member of the faculty or the administration or a member of the college staff may consult with, in addition to those enumerated above, the Dean of the Faculty and the Director of the Office of Diversity and Inclusion or Director of Human Resources, respectively. Students considering the initiation of criminal charges against another student may consult with the Campus Police, the Town of Amherst Police or the office of the Hampshire County District Attorney, in addition to those potential advisors listed above.

Initiating a Complaint

Any member of Amherst College, including students, faculty, administrators, staff members and Campus Police Officers, or members of one of the constituent institutions of the Five Colleges, may bring a complaint against a student of the college through the Dean of Student Conduct.

Members of the college community who consider filing a complaint within the college's student conduct process for a violation that could also be considered a felony under the law are urged to discuss the possibility for filing criminal charges through the Campus Police, the Town of Amherst Police or the Hampshire County District Attorney's Office.

It is in the interest of the college community that violations of the Code of Conduct be handled expeditiously. Any complaint should be initiated within 90 days after the alleged violation of the **Honor Code** occurs. However, in recognition that students or other members of the community may have valid motives that would inhibit the initiation of a complaint, the Dean of Student Conduct may extend the period for bringing a charge well beyond the normative 90-day framework. Examples of valid motives range from difficulties related to the calendar and absence from campus to possible impacts relating to complaints of sexual misconduct or harassment. However, in order for any complaint to be accepted, the respondent must be a student at the time the complaint is made.

Examples of what constitute violations of the **Honor Code** are found in the **Appendices** to the **Code**, in the statement on **Housing Regulations** and in the statement on **Fire Policy**.

The Dean of Student Conduct will direct the complainant to submit a written complaint. The

respondent will be given a copy of the complaint and the Dean of Student Conduct will direct the respondent to submit a written response within three business days of receipt of the complaint. The complainant and respondent may work with an advisor on preparing these documents.

The Dean of Student Conduct will conduct or arrange for the investigation of all complaints made in good faith. In the course of an investigation, the Dean of Student Conduct or his or her designee will ordinarily interview the complainant, the respondent, and any other person whose testimony may be useful to the process of determining the merit of the charge, including witnesses identified by the complainant and respondent. All relevant materials and evidence, including a list of witnesses, should be shared with the Dean of Student Conduct immediately upon submission of the complaint or response.

Within 10 business days of the receipt of a complaint, the Dean of Student Conduct will make one of the following determinations:

1. There is no substance to the charge, in which event the complaint will be dismissed, the determination will be noted and the college will take no further action.
2. There is no dispute about the material facts of the case, but the act or acts committed by the respondent do not represent a violation of the **Honor Code**. No formal action is warranted by the Dean of Student Conduct.
3. The complaint has merit, and all parties to the dispute agree about the material facts of the case. Therefore, a finding is warranted that the respondent has violated the **Honor Code**. Guided by the statement on **Sanctions**, the Dean of Student Conduct, within 20 business days following receipt of the complaint, will assess appropriate sanctions, which may include warnings, fines, limitations on participation in college life, community service, probation, denial of campus residence and suspension from the college for no more than one semester. The Dean of Student Conduct will notify the complainant and the respondent of the determination. Any sanctions resulting from this determination may be appealed by the complainant or the respondent to the President of the college, within 10 business days of receipt of the Dean's determination.
4. The complaint appears to have merit, but material facts of the case are disputed. Therefore, the case will be referred by the Dean of Student Conduct to the Honor Code Hearing Board for adjudication.
5. The complaint has merit, and, whether or not there is a dispute about the material facts of the case, a finding that the respondent has violated the **Honor Code** as charged could result in a sanction greater than one semester suspension from the college. Therefore

the case will be referred by the Dean of Student Conduct to the Honor Code Hearing Board for adjudication.

6. The complaint, which the Dean of Student Conduct considers to involve exceptional circumstances, will be referred to the Honor Code Hearing Board for adjudication.
7. The complaint alleges a violation of the **Statement on Intellectual Responsibility**, and it will be processed in accordance with the procedures set forth in the Academic Honesty section of this **Code**.

The Dean of Student Conduct may impose interim measures or restrictions when he or she believes that a student's continued presence on campus, or in certain locations on campus, may endanger the physical safety or emotional state of others or may disrupt the educational process.

Complaints on Behalf of the College

As set out in the **Jurisdiction** section of this **Code**, or if otherwise in the interest of the college, the Dean of Student Conduct may initiate a complaint and assign sanctions or refer it to the Honor Code Hearing Board for adjudication if necessary.

Mediation

In cases where parties to a dispute wish to settle their differences through mediation as an alternative to initiating a formal proceeding with the Dean of Student Conduct, and when the Dean of Student Conduct concurs with this course of action, mediated negotiation may be attempted to resolve disputes. The agreed-upon terms of a mediated resolution will be incorporated in a statement which must be signed by the complainant, the responding student and the mediator(s). Failure of mediation will result in the matter reverting to the Dean of Student Conduct, who will then be guided by the options specified in **Initiating a Complaint**, above. The rules of confidentiality that apply to all proceedings under the **Code** apply equally to mediated negotiations and settlements. Students electing to resolve grievances through mediated dispute resolution should seek guidance from the Dean of Student Conduct, the Director of the Office of Diversity and Inclusion, Title IX Administrators and/or other appropriate officers of the college and parties listed in **Resources**, above. In some cases, including complaints of sexual misconduct, mediation will not be offered as a grievance procedure.

Adjudication Before the Honor Code Hearing Board

Membership on the Board

The Board will consist of three male and three female students and four members of the faculty. The Dean of Students or their designee will ordinarily serve as nonvoting Chair and the Dean of Student Conduct will serve as record-keeper.

Each case will normally be heard by a rotation of panels of two faculty members and three student members. A panel may consist of one faculty member and two student members when a normal quorum is unavailable.

The faculty members of the Honor Code Hearing Board will be elected during a meeting of the faculty after nomination by the Committee of Six or after nomination from the floor. They will normally serve three-year terms and their terms, when possible, will be staggered so as to maintain continuity from year to year. When any faculty member of the Board disqualifies themselves from hearing a case, or is disqualified for a conflict of interest, or is otherwise unavailable, they will be replaced by a substitute appointed by the Committee of Six, if a substitution is required to maintain the quorum.

Student members of the Honor Code Hearing Board will be chosen in an election conducted by the middle of the second semester of each academic year. The AAS (Association of Amherst Students) will oversee the following procedures:

1. The election will be conducted according to the procedures outlined in the **Code of Elections**. The three men and the three women candidates who receive the highest number of votes will be elected. If this procedure cannot be followed because of an insufficient number of candidates, then the College Council will appoint a student to any position unfilled by election.
2. If one of the elected students resigns, the AAS will appoint an alternate of the same gender. In the event elected students are not available, and substitutes are required to maintain the quorum for a case, a substitute will normally be appointed by the Chair of the College Council.

Student members will begin their two year term on July 1 of the year of their election.

At the beginning of each academic year, the Dean of Students, with the assistance of the Title IX Coordinator and Director of Diversity and Inclusion, will schedule training for all members of the Honor Code Hearing Board in the special complexities of cases involving a violation of respect for persons, particularly of sexual or racial harassment. In consultation with the

Board, the Dean of Students may, from time to time, schedule other such training to assist the Board in considering issues raised by other categories of cases which have, or may, come before it.

Preparation for a Hearing

When a complaint against a student is referred to the Honor Code Hearing Board, the Dean of Student Conduct will transmit to the Chair of the Board all materials related to the charge.

Prior to a hearing before the Honor Code Hearing Board the Dean of Student Conduct will acquaint the respondent and complainant with the procedures followed by the Honor Code Hearing Board and will also inform them of their rights under these procedures. These rights are:

1. To a fair and unbiased hearing.
2. To receive a written statement of the complaint and response, a copy of the procedures of the Honor Code Hearing Board, notice of the time and location of the hearing, a list of the members of the Board who will hear the case and the name of the Chair. This information should normally be received at least seven calendar days in advance of any hearing. The complainant or respondent may petition the Chair of the Board for more time to prepare the student's case.
3. To select an advisor from a list of trained advisors provided by the Dean of Student Conduct and to have the advisor present with them during the hearing. The advisors to the complainant and respondent may assist them in preparing for the case and provide support during the hearing. The advisors are present not to act as legal counsel, but to assist and support the students and to give advice to the students on procedural matters. The advisors, appointed by the Dean of Students, have been trained to help the student not only to understand the nature of the complaint and processes involved but also to be aware of possible support structures and other resources. Students are strongly encouraged to choose and work with a trained advisor. A student intending to be accompanied by an advisor must notify the Dean of Student Conduct of the identity of the individual at least three business days prior to the hearing. A student will promptly notify an advisor of the scheduled date and time of the hearing because delays will not normally be allowed.
4. The complainant and respondent have the right to consult with an attorney at their own

expense. Attorneys cannot participate in the Honor Code Hearing Board hearings. Attorneys may be present on campus during a hearing; however, they are required to remain outside of any hearing rooms. If a party wishes to consult with their attorney during a hearing, they may do so by making a request to the Chair. If the request is granted, such consultation must occur outside the hearing room. An attorney may be present to provide legal counsel to the Board at the discretion of the Chair.

5. To have a hearing before the Board as soon as practicable, consistent with the right to seven calendar days' advance notice.
6. To challenge any member of the Honor Code Hearing Board on the basis that they are unable to be impartial due to an actual or perceived interest in the outcome of the case. Prior acquaintance does not, in itself, constitute such "actual or perceived interest." The challenge must be submitted in writing within two business days after receiving the list of Board members. The Dean of Students will rule on the challenge and, if the challenge is accepted, take appropriate steps to secure a replacement. If the individual serving as Chair is challenged, then the Dean of Students will appoint a substitute Chair for the hearing.
7. To be present at the hearing. For cases of sexual misconduct, complainants and respondents will be offered alternative testimony options, including the use of a privacy screen or the use of Skype to allow the complainant to testify, to question witnesses, to make a closing statement and/or to observe the respondent's testimony from another room. Such an accommodation provides a comfortable space for participation while not depriving either party of their rights in the process. While these options are intended to help make the parties more comfortable, they are not intended to work to the disadvantage of either party.
8. To decline to answer any questions or make any statements during the hearing. However, the outcome of the hearing will be based upon the information or lack of information presented at the hearing.
9. To call witnesses of relevance to the complaint. Individuals whose sole purpose is to serve as character witnesses will not be allowed to participate. A student intending to call witnesses must provide the names and contact information of the witnesses to the Dean of Student Conduct within two business days after receiving from the Dean of Student Conduct notice of the time and location of the hearing. The Dean of Student Conduct may interview witnesses to make a determination on their relevance to the hearing. When necessary, and with the advance approval of the Dean of Students,

witnesses who are unable to appear in person may be permitted to testify via technology, if available.

10. To hear and to question witnesses and to respond to all written testimony submitted. However, in cases of sexual misconduct, the complainant and respondent questioning of each other and each other's witnesses will be directed through the Chair. The complainant and respondent will submit the question they wish to ask in writing to the Chair, and the Chair will make a determination on its relevance. The Chair will either reject the question or ask it on behalf of the requesting party. Past sexual history or sexual character of a student will not be permissible in a sexual misconduct hearing. However, if the Board finds the respondent has violated the policy on sexual misconduct, then during its deliberation of the sanctions to be imposed the Board will be informed of any previous violation of the policy on sexual misconduct by the respondent.
11. To present evidence of relevance. A student intending to present evidence should do so when submitting their complaint or response to the Dean of Student Conduct, but must do so within two business days after receiving from the Dean of Student Conduct the notice of the time and location of the hearing. The Board shall not consider evidence against a student unless the student has been advised of its content and source and given the opportunity to respond.
12. To be judged solely upon the information available during the formal hearing of the Honor Code Hearing Board.
13. In cases of sexual misconduct, the complainant and respondent have the right to prepare an Impact Statement to be considered by the Board while determining sanctions. Both parties will prepare a written statement and provide it in a sealed envelope to the Chair on the day of the hearing. The statements will only be opened if the respondent is found responsible. Otherwise, they will be destroyed by the Chair.
14. To submit an appeal for cause to the President of the college at the conclusion of the hearing before the Honor Code Hearing Board.

The Hearing

The Chair will transmit a copy of the complete materials of the case to each member of the Honor Code Hearing Board selected to participate in a hearing.

The Chair (nonvoting) of the Honor Code Hearing Board, will preside in all hearings. The Chair will work with the Dean of Student Conduct to maintain decorum during hearings and will be the final arbiter in questions of procedure. The Chair makes decisions about the admission or exclusion of evidence and witness testimony. The Honor Code Hearing Board may consider any testimony or evidence it has reason to believe is trustworthy and pertinent.

Hearings will be recorded by the Dean of Student Conduct. The recording will be the official record of the hearing. The complainant and the respondent, should either wish to file an appeal, will have access to the recording or a transcript of the recording, if one exists, which remains the property of the college. All proceedings under the **Code** will be confidential to the extent practicable. Attendance at hearings before the Honor Code Hearing Board by other members of the Amherst community will occur only when the respondent and the complainant agree to open the hearing and when the Dean of Students concurs. The Chair of the Honor Code Hearing Board shall close an open hearing when they determine that the integrity of the hearing might be compromised by continued public attendance.

In general, Honor Code Hearing Board hearings will proceed in the order outlined below. However, the Chair retains discretion at any time to alter the order of the hearing process as needed.

Opening statement by Chair:

- Introductions of people present
- Description of process of hearing
- Opportunity for questioning about the process

Presentation by Dean of Student Conduct:

- Brief presentation of complaint
- Brief presentation of respondent's answer

Questioning of complainant:

- Board questions complainant
- Opportunity for additional questioning of complainant

Questioning of respondent:

- Board questions respondent
- Opportunity for additional questions of respondent

Complainant's witnesses appear individually:

Opening statement by witness (optional)
Complainant questions witness
Board questions witness
Respondent questions witness
Opportunity for additional questions before witness is dismissed

Respondent's witnesses appear individually:

Opening statement by witness (optional)
Respondent questions witness
Board questions witness
Complainant questions witness
Opportunity for additional questions before witness is dismissed

Chair offers final opportunity for any additional questions and reminds that no questions will be permitted during or after the closing statements.

Closing statements:

Complainant's closing statement
Respondent's closing statement
Closing remarks by Chair

The complainant and the respondent are responsible for presenting relevant information to the Honor Code Hearing Board. The complainant and the respondent may consult with their advisors at any stage of the hearing, but those advisors cannot address the Board or otherwise participate directly in the hearing.

Where a charge is brought on behalf of the college, a Hearing Officer, who is appointed by the Dean of Students, will serve as the complainant. The members of the Honor Code Hearing Board may question witnesses and may request the presence of any member of the college community as a Board witness. If witnesses are called by the Board, the complainant and the respondent will be afforded the opportunity to question them. Students called to give testimony before the Honor Code Hearing Board are obliged to appear. A student called as a witness who fails to appear at the hearing may be charged with a violation of the **Honor Code**.

When the hearing has concluded, the Honor Code Hearing Board will withdraw and will determine by majority vote whether there has been a violation of the **Honor Code** or other offense as charged. The Board's determination will be made on the basis of the preponderance of evidence, that is, whether the alleged violation was more likely than not to have occurred.

If the Board determines that the respondent has not violated the **Honor Code**, the charge will be dismissed.

If the Board determines that the respondent has violated the **Honor Code**, it will then determine what sanction(s) to impose. The Board will be guided by the statement of **Sanctions** in the imposition of sanctions. At this stage in the proceeding, the Chair will inform the Board of the respondent's student conduct record, if any. The Chair will provide information about sanctions imposed for violations in the past. This information will be used at the discretion of the Board. A statement of the Board's findings and sanctions will be prepared by the Chair of the Board. After it has been approved by the Honor Code Hearing Board, the Chair of the Board will notify the respondent and the complainant of the outcome, generally within 48 hours after the Board decides on the case. Both parties will be notified in writing concurrently.

A copy of the finding will also be kept in a confidential file in the Dean of Students' Office. The recording of the hearing will be deposited in the same confidential file in which the other records of the case are kept.

Violations of Intellectual Responsibility and Academic Dishonesty

Since grading is the province of the instructor of any course, the possibility of imposing a course penalty necessarily involves the instructor in the process of deciding punishments in cases of demonstrated violations of intellectual responsibility. The **Honor Code** allows for two methods of handling such cases, depending on the circumstances of the case:

1. In cases in which there is a clearly demonstrated infraction—that is, in which there is unambiguous and conclusive evidence of plagiarism or cheating and no disagreement on the facts of the case—the instructor will normally speak to the student and ascertain the circumstances of the incident. The instructor will then consult the Dean of Student Conduct, who will inform the instructor whether the student has been found responsible of previous violations of intellectual responsibility. In the case of a first offense, the instructor and the Dean of Student Conduct will confer about the appropriate sanction, and the Dean of Student Conduct will keep a record of the infraction and its resolution in a confidential student conduct file. If the student has a previous infraction, the Dean of Student Conduct will refer the new case to the Honor Code Hearing Board for resolution, since the offense may warrant a penalty greater than a one semester suspension.

2. In cases in which the instructor suspects that a student may have committed a violation of intellectual responsibility and, after speaking to the student, feels that adjudication is necessary to determine if the student is responsible or not responsible, the instructor will refer the case to the Dean of Student Conduct. In such instances, since the instructor and the student disagree on the facts of the case—that is, on whether a violation of intellectual responsibility occurred—the Dean of Student Conduct will send the case to the Honor Code Hearing Board. In all cases in which the Honor Code Hearing Board finds a student responsible for a violation of intellectual responsibility, the Board will determine all sanctions except for course penalties, which are imposed at the discretion of the instructor. The recommended sanction for a violation of intellectual responsibility, whether or not it is adjudicated by the Honor Code Hearing Board, is failure in the course.

All faculty members are strongly encouraged to discuss suspected violations of intellectual responsibility with the Dean of Student Conduct in order to help ensure that a student who commits a violation is effectively deterred from doing so again. Faculty members are also encouraged to discuss these procedures with the Dean of Student Conduct if they have any questions about them. In cases adjudicated before the Honor Code Hearing Board, a faculty member may request the Dean of Students to appoint a Disciplinary Officer to serve as the complainant on the faculty member's behalf. In such instances, the faculty member must appear as a witness at the hearing.

Sanctions

The Dean of Student Conduct or the Honor Code Hearing Board hears most cases involving violations or alleged violations of the **Honor Code** and are empowered to impose sanctions upon persons found to have violated provisions of the Code. Class Deans may also impose sanctions for infractions such as violations of the statement on alcohol and other drugs (AOD). For violations of intellectual responsibility, the instructor is responsible for imposing a course penalty. In cases in which the Dean of Students believes that a student might pose a physical danger to a member of the college community, the Dean of Students may have a student removed from campus. In this case, the Dean of Students, who will act as the complainant, must bring the case against the student before the Honor Code Hearing Board within 14 calendar days of removal from campus and the President will appoint a substitute Chair for the Honor Code Hearing Board.

Students found to have violated the **Honor Code** are subject to one or more of the following

sanctions, depending on the nature of the violation and of their prior student conduct record:

Warning: A written admonition which will be considered in determining sanctions if future violations occur.

Fines: These may be assigned for minor infractions of the **Honor Code** when appropriate. They may also be used in cases of damage to college or personal property, but in cases of serious and/or repeated acts of destruction or vandalism, the imposition of fines must be combined with other sanctions.

Limitations on Participation or Loss or Privileges: A student may be prohibited from participating in intramural or intercollegiate athletics, Room Draw, eating at Valentine and/or other college activities including attending campus events

Community Service and Other Alternatives: The Dean of Student Conduct or the Honor Code Hearing Board can impose particular forms of community work, on or off campus, and a number of hours to be worked. The Dean of Student Conduct will be responsible for supervising the student's implementation of the community service. The Dean of Student Conduct or the Honor Code Hearing Board, may also require attendance, when appropriate, at drug or alcohol workshops, sexual respect counseling, or other similar programs suitable to the nature of the infraction.

Educational Project: Students may be required to complete a project or research/reflection paper articulating the harm caused by their actions and/or strategies they may adopt to prevent further disruptive behavior.

Parental Notification: At the discretion of the Dean of Student Conduct or a Class Dean, students may be required to notify their parents/guardians of the violations or alleged violations of the Honor Code, and the Dean of Students will also discuss the infraction with the parent/guardian.

Disciplinary Probation: This consists of a warning in writing which specifies that further infractions of the **Honor Code** during a student's time at Amherst will, in most instances, lead to suspension, dismissal or, in very serious cases, expulsion from the college. A student on disciplinary probation may be barred from some or all extracurricular activities for a defined period. This sanction may be strengthened, at the discretion of the Honor Code Hearing Board, by recording it on the student's transcript, but normally it will only be part of a student's conduct record and can be disclosed in response to requests for information only

with the student's consent.

Course Penalties: Acts of cheating, plagiarism or other forms of violation of intellectual responsibility should result in a student's receiving a failing grade. The recommended sanction for a violation of intellectual responsibility is failure for the course, though grade penalties are always imposed solely at the discretion of the instructor. All such acts will be part of the student's conduct record in the Dean of Students Office official record and may, at the discretion of the Honor Code Hearing Board, be recorded on the student's transcript. The Honor Code Hearing Board or the Dean of Student Conduct may impose other sanctions as well—from disciplinary probation to expulsion, depending on the seriousness of the offense and the student's previous record.

Denial of Residence on Campus: A student who violates standards of conduct associated with residential and/or social life at the college or involving respect for persons, or who is found to have engaged in sexual harassment or sexual misconduct, may be required to vacate their residence and be denied permission to live on campus, either for a specified time or permanently. Other sanctions may be imposed as well, but if residential denial is the only sanction, the student will continue to be enrolled as a degree candidate and will be allowed to attend all academic exercises.

Suspension: The rights and privileges of being a student at Amherst College may be suspended for a specific period of time, the minimum of which will be to the end of the current semester. The student must leave the campus and may return at the end of the period of suspension without petitioning for readmission. During the period of suspension, the student is not permitted on the Amherst College campus, except with advance written permission from the Dean of Students' Office.

Withholding of Degree: In student conduct cases involving second-semester seniors when probation or suspension might otherwise be imposed, the college may withhold the student's Amherst College degree for a specified period of time. When this occurs, the student may be permitted to remain on campus to complete the requirements for the degree, although its award will be delayed. At the discretion of the Honor Code Hearing Board, this sanction may be recorded on the student's transcript.

Dismissal: A student may be required to leave the campus for at least one semester and must petition for readmission at the end of that time. The student may be required to fulfill particular obligations while away from the college and to provide evidence of having done so, along with evidence of their readiness to return to Amherst and to meet its standards of

conduct. During the period of dismissal, the student is not permitted on the Amherst College campus, except with advance written permission from the Dean of Students' Office.

Expulsion: This means the permanent termination of student and degree-candidate status at Amherst College. It may be imposed only in the most serious of cases, or when a student has been dismissed previously and commits another offense judged to be worthy of a second dismissal. A student expelled from Amherst College is not permitted on campus, except with advance written permission from the Dean of Students' Office.

Repeated minor violations may require sanctions of probation or higher.

Appeal

Either the respondent or the complainant may appeal a decision of the Honor Code Hearing Board, a Class Dean, or the Dean of Student Conduct. All appeals are directed to the President. An appeal may come forward based on the following grounds: bias by the Class Dean or the Dean of Student Conduct or shown during the hearing or meeting on the part of one or more Board members, material procedural error, the inappropriateness of the sanction or the discovery of substantive new evidence which was not available at the time the decision was made. The respondent or the complainant must submit a written statement of appeal to the President, which must state the grounds and reason for the appeal, within 10 business days of their receipt of the finding of the Class Dean, Dean of Student Conduct or the Honor Code Hearing Board if the appeal is based on bias, procedural error or severity of sanction, or as soon as practicable if the appeal is based on new evidence.

Upon receipt of the statement of appeal, the President will review the official records of the Class Dean, Dean of Student Conduct or the Board's proceeding and other materials bearing on the case. In cases of sexual misconduct, where an appeal is submitted by the complainant or respondent, the other party will be notified of the appeal and offered an opportunity to provide a written response that must be submitted within three business days of receiving notification. The President may interview the parties to the dispute.

For an appeal of a decision by a Class Dean or the Dean of Student Conduct the President may refer the case to a panel of the Honor Code Hearing Board, consisting of two faculty members, one of whom will act as Chair, and one student. For an appeal of a decision by the Honor Code Hearing Board, the President may refer the case back to the original panel with

instructions or may direct that the case be reviewed or reheard by a different panel of the Honor Code Hearing Board, consisting of two faculty members, one of whom will act as Chair, and one student. In the case of any such referral, the panel of the Honor Code Hearing Board will report its findings and recommendations to the President who will resolve the appeal.

The President will render a decision with such terms as the President determines to be appropriate. The President's decision is final and no further appeal will be permitted.

Interpretation

Any question of interpretation regarding the **Honor Code** will be referred to the Dean of Students for final determination.

Time Limits

The Dean of Student Conduct may extend any deadline associated with the student conduct process.

Records

Normally only suspension, dismissal and expulsion are recorded on a student's transcript. However, as an additional form of sanction, the Dean of Student Conduct or the Honor Code Hearing Board may record on the transcript a sanction other than suspension, dismissal or expulsion. Otherwise, a student's conduct record is confidential, and, except as otherwise permitted or required by the Family Educational Rights and Privacy Act or any other applicable law, no information from this record will be released without a student's consent. The college will respond to requests for information about a student's conduct record which may not be released by explaining its policy of treating as confidential the existence of such information as well as the specific information itself.

Reports

The Dean of Student Conduct or the Dean of Students shall make annual reports to the Honor Code Hearing Board and to the faculty summarizing the nature and number of complaints, whether these were settled with or without hearing and the disposition of cases arranged in some form of useful categories—either by sanctions assigned, by the nature of the infraction, or under some other heading. The Dean of Student Conduct or the Dean of Students may publish similar reports which include summary descriptions of the complaints and the sanctions, if any, imposed, so long as such summary descriptions do not include the names of

the complainants or the respondents.

Appendices

Appendix A: College Council Statement on Sexual Harassment

Sexual Harassment

Amherst College is committed to establishing and maintaining an environment free of all forms of harassment. Sexual harassment **breaches the trust** that is expected and required in order for members of an educational community to be free to learn and work. It is a **form of discrimination**, because it unjustly deprives a person of equal treatment. Sexual harassment can injure anyone who is subjected to it, regardless of gender or sexual orientation.

The college's policy on sexual harassment is directed toward behavior and does not purport to regulate beliefs, attitudes or feelings. It is based on federal and state law, which prohibit certain specific forms of sexual harassment; on the College's Statement on Respect for Persons, which requires that a person's sex and sexual orientation be treated with respect; and on the following statement on sexual harassment passed by the Faculty on May 23, 1985:

Unwelcome sexual advances, requests for sexual favors and other unwelcome verbal or physical conduct of a sexual nature constitute sexual harassment when: (1) submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment, academic work or participation in social or extracurricular activities; (2) submission to or rejection of such conduct by an individual is used as the basis for decisions affecting the individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or demeaning working, academic or social environment.

The college believes that sexual harassment, besides being intrinsically harmful and illegal, also corrupts the integrity of the educational process.

Because it is possible for one person to act unintentionally in a manner that sexually harasses another, it is imperative that all members of the college community understand what kinds of behavior constitute sexual harassment. Hence, we provide here **a general description of sexual harassment**.

Sexual harassment occurs when one person attempts to coerce another into a sexual relationship or to punish a refusal to respond or comply with sexual advances. Attempts to subject a person to unwanted attention of a sexual character, sexual slurs or derogatory

language directed at another person's sexuality or gender also can be forms of sexual harassment. Thus, sexual harassment can include a wide range of behavior, from the actual coercing of sexual relations to the forcing of sexual attentions, verbal or physical, on a nonconsenting individual. It is also possible that sexual harassment can occur unintentionally when behavior of a sexual nature has the effect of creating a hostile environment. In some cases, sexual harassment is obvious and may involve an overt action, a threat or reprisal. In other instances, sexual harassment is subtle and indirect, with a coercive aspect that is unstated.

Sexual harassment also occurs when a position of authority is used to threaten the imposition of sanction or the withholding of benefit unless sexual favors are granted, whether or not the threat is carried out. Sexual harassment, when it exploits the authority the institution gives its employees, or otherwise compromises the boundary between personal and professional roles, is an abuse of the power the college entrusts to them. The potential for sexual harassment exists in any sexual relationship between a student and a member of the faculty, administration or staff. Anyone in a position of authority should thoroughly understand the potential for coercion in sexual relationships between persons who are professionally affiliated. These relationships may involve persons in a position of authority over their colleagues (e.g., tenured faculty and nontenured faculty; administrators and staff), or they may involve those who teach, advise or supervise students.

Sexual harassment also takes on the form of unwanted attention among peers. Sexual harassment by peers may have the purpose or effect of creating an intimidating, hostile or demeaning environment. Sexual harassment by peers can occur between strangers, casual acquaintances, hall-mates and even friends.

Because sexual harassment is a direct violation of the college's **Statement on Respect for Persons**, Amherst College will seriously and thoroughly investigate any complaints of sexual harassment and will sanction those found responsible. Any student who believes they may be the victim of sexual harassment by a member of the faculty should consult for further information about grievance procedures **The Resolution of Student Grievances with Members of the Faculty**, which appears in the *Student Handbook* as the section following the **Honor Code**. Any student who believes they may be the victim of sexual harassment by a peer should consult the section of the **Honor Code** titled **Initiating a Complaint**.

Consensual Sexual Relationships Between Faculty Members and Students

Experience has shown that consensual sexual relationships between faculty members and

students can lead to harassment. Faculty members should understand the potential for coercion in sexual relationships with students with whom the faculty members also have instructional, advisory or supervisory relationships.

Even when such relationships do not lead to harassment, they can compromise the integrity of the educational process. The objectivity of evaluations which occur in making recommendations or assigning grades, honors and fellowships may be called into question when a faculty member involved in those functions has or has had a sexual relationship with a student.

For those reasons, the college does not condone, and in fact strongly discourages, consensual sexual relationships between faculty members and students. The college requires a faculty member to remove himself or herself from any supervisory, evaluative, advisory or other pedagogical role involving a student with whom they has had or currently has a sexual relationship. Since the absence of this person may deprive the student of educational, advising or career opportunities, both parties should be mindful of the potential costs to the student before entering into a sexual relationship.

In cases in which it proves necessary, the Dean of Faculty, in consultation with the Dean of Students and the Chair (or Head) of the relevant department, will evaluate the student's situation and take measures to prevent deprivation of educational and advising opportunities. The appropriate officers of the college will have the authority to make exceptions to normal academic rules and policies that are warranted by the circumstances.

Approved by the Faculty, Dec. 1, 1992

Appendix B: Examples of Violations to the Honor Code

Any of the following acts can constitute a violation of the **Honor Code** and of the standards designed to assure individuals at the college the full enjoyment of their rights. The violations listed here are intended to be illustrative rather than exhaustive.

1. Disruption or obstruction of teaching, research, administration, student conduct proceedings or other college activities or disruption or interference with the exercise by members of the college community of their rights under the **Statement of Freedom of Expression and Dissent**.
2. Abusive, disruptive, or harassing behavior, verbal or physical, which endangers another's mental or physical health, including but not limited to, threats, acts of violence, assault and relationship violence.
3. Activity that constitutes sexual harassment or sexual misconduct of another person (see above) or involves harassment of a person for reasons of their gender, sexual orientation, race, religion, gender identity, gender expression, national origin or physical disability.
4. Violations of intellectual responsibility, such as academic dishonesty, cheating, plagiarism or any misrepresentation of classroom, laboratory or other course-related work.
5. Refusing to appear or giving false testimony when one is asked to present evidence in any case involving the **Honor Code**.
6. Abuse of equipment or disregard for the rules governing the use of or access to the Library, the Computer Center, the Dining Services or other facilities and services for which specific restrictions have been established and made public.
7. Theft or other abuse of computer time, including but not limited to:
 - a. Unauthorized entry into a file, to use, read or change the contents, or for any other purpose.
 - b. Unauthorized transfer of a file.
 - c. Unauthorized use of another individual's identification and password.
 - d. Use of computer facilities to interfere with the work of another student, faculty member or college official.
 - e. Use of computing facilities to send obscene or abusive messages.
 - f. Use of computing facilities to interfere with normal operation of the college computing system.
8. Causing physical damage to the buildings or furnishings of the college.

9. Theft or attempted theft of personal or college property.
10. Possession or distribution of firearms, ammunitions or explosives or of other harmful weapons.
11. The possession, distribution or sale of illegal drugs.
12. Altering, forging or contributing to fraudulent use of college transcripts, identification (IDs) or other official records or forging the signature of an advisor on a program or change-of-program form.
13. Knowingly giving false information, or refusing to identify oneself or to present college identification to campus security personnel or to other authorized college personnel.
14. Driving a car on campus while intoxicated.
15. Fire policy violations, including but not limited to discharge of fire extinguishers, possession or discharge of fireworks, false fire alarms or tampering with a smoke detector.
16. Violation of the Commonwealth of Massachusetts law prohibiting the practice of hazing (see section on **hazing**).
17. Violation of the Trustees' Resolution on Fraternities (see section on **fraternities**).
18. Violation of any regulations governing the use of college housing, as specified in the section on **Housing Regulations**. Potential violations include but are not limited to damage to individual rooms or common areas, violation of the prohibition on pets in residence halls or violation of the prohibition on dropping or throwing objects from windows.
19. Acts of violence against another person, threatening violence, or otherwise seeking to intimidate others.
20. Acts of retaliation against an individual who initiates or participates in a complaint is prohibited.