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Hamilton

**HAMILTON COLLEGE**

**Periodic Review Report**

**May 2006**

**Joan Hinde Stewart, President**

**Affirmation of Accreditation: June 2001**

**Evaluation Team Visit: February 2001**

**HAMILTON COLLEGE**  
**Middle States Periodic Review Report 2006**  
**May 2006**

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**I: INTRODUCTION AND EXECUTIVE SUMMARY**

Hamilton College, named for Alexander Hamilton, the first secretary of the US Treasury and a charter trustee of the College's predecessor institution, the Hamilton-Oneida Academy, is the third oldest institution of higher education in New York State. Founded in 1793 as the Hamilton-Oneida Academy and chartered in 1812, Hamilton today ranks among the top 15 liberal arts colleges in the nation, enrolls 1775 students, and offers 40 majors taught by over 180 faculty members. The College is a coeducational, residential liberal arts community that values and seeks intellectual and cultural diversity. Throughout Hamilton's nearly two-century history, the College's rigorous curriculum and intimate atmosphere have attracted some of the nation's most capable students and faculty to its scenic hilltop campus in central New York.

Education in all its forms is the central mission of Hamilton College. At Hamilton, it is understood that the pivotal commitment of the faculty, administration, and staff to the intellectual and personal development of students is the College's most important and enduring tradition. Hamilton's curriculum reflects an appropriate respect for breadth and depth in the study of the liberal arts, while continuing its traditional emphasis upon oral and written communication. The fundamental purpose of a Hamilton education is to enable young men and women of unusual gifts to realize their fullest capabilities, for their own benefit and for the world in which they live.

Hamilton College continues to be a highly selective institution that provides its students with an academic environment worthy of their talents and abilities. The College community represents a diverse group of intellectuals from across the country. The faculty is composed of men and women who are dedicated to the promotion of academic achievement, human decency, and personal growth. The evolving pedagogical strategies of the faculty continue to define a Hamilton education – traditional lecture formats have given way to instruction that is active, hands-on, and collaborative. Such strategies challenge and motivate our student and often result in original student-faculty collaborative research projects.

Hamilton College has become an institution of higher learning that draws students from across the country and beyond. Although Hamilton remains small by present-day standards, it provides resources and facilities for a high quality education that compare favorably with those offered by undergraduate institutions substantially larger in size. While remaining steadfastly dedicated to our traditional liberal arts mandate, we have evolved from a small frontier school to a thriving modern institution prepared to meet the educational demands of the 21st Century.

### Executive Summary: The Last Five Years

The last five years have been characterized by both progress and turmoil. The implementation of a new curriculum began shortly after the re-accreditation review, and a five-year Strategic Plan was developed at about the same time and approved in June 2002. The sudden and unexpected announcement in October 2002 of President Eugene Tobin's departure created considerable controversy and division in the Hamilton community around issues of academic norms and collegial governance. The planning and expected launch of a capital campaign was delayed during the search for a new president.

With the appointment in April 2003 of the College's first woman president, Joan Hinde Stewart, a scholar of French literature and Dean of the College of Liberal Arts at the University of South Carolina, attention could then be refocused on curriculum, planning and development. The appointment of a new Dean of Admission, Monica Inzer, brought even greater energy and focus to an already healthy and successful admissions operation. The announcement of the \$175 million "Excelsior" capital campaign in December 2004 included ambitious goals for facilities in the social sciences and arts (Appendices R, S, T).

At the same time, the campaign launch and much of the 2004-05 academic year were attended by controversies concerning the Kirkland Project: specifically, an adjunct appointment for Susan Rosenberg, a former member of the Weather Underground, and a speaking invitation to Ward Churchill, a University of Colorado ethnic studies professor who had made controversial remarks about the victims of 9/11. These controversies sparked renewed conversations on campus and off about issues of academic freedom and institutional responsibility.

Despite these issues and controversies, the College has made considerable progress over the last five years. The report below describes:

- The implementation of a new, distinctive curriculum that will soon be reexamined in light of ongoing assessment
- The implementation of the Strategic Plan, including integrated budget and facilities planning and the opening of a new \$56 million Science Center in 2005
- Increased support for faculty scholarship and teaching and new programs for faculty development and diversity
- An extremely strong and improving financial condition and physical plant with greater transparency and efficiency in financial and facilities planning
- Effective efforts in communications and development that will lead to a successful campaign and heightened visibility
- A continuously improving admissions profile on almost all dimensions, including one of the largest and best classes ever to enroll at Hamilton in 2005

- Improved academic support, particularly in Information Technology Services and the Burke Library
- Several new initiatives in the area of student life, including new alcohol and behavior policies, integration of residential and academic life, and greater attention to the linking of athletics and academics

The various strengths in all these areas have created a kind of synergy in which improvements in one area have positive effects for others, producing visible, demonstrable progress for the College as a whole. There are no particular weaknesses or pressing problems, and the future looks very bright.

### **Development of the Periodic Review Report**

This Periodic Review Report was developed through first drafts written by members of the President's cabinet and other administrators. These drafts were shared with relevant campus committees, and a penultimate draft was posted on the College's website for comment. The College would be happy to provide further information or clarification as needed.



## II: CURRICULUM, ACADEMIC SUPPORT AND ASSESSMENT

### A "New" Curriculum

The 2001 reaccreditation review took place just after Hamilton's faculty had completed a major review and revision of the curriculum. The new curriculum eliminated the traditional system of divisional requirements in favor of encouraging writing and speaking-intensive pro-seminars and a required inter- or multidisciplinary sophomore seminar. The sophomore seminar aims to provide a kind of "capstone" experience for general education that includes a public presentation. Certain other requirements – passing a quantitative literacy exam or quantitatively-based course and taking three writing intensive courses – were preserved. The curriculum review also left in place the requirement that departments offer some kind of senior experience, either an independent project or thesis, or senior seminar paper (Appendix B).

The reaccreditation review noted some of the potential difficulties in implementing the new curriculum, including providing good advising in the absence of distribution requirements, staffing and assessing the sophomore seminars and providing appropriate support services for faculty members and students. Fortunately, the College received a major grant from the Mellon Foundation for a five year assessment project, described below and in Appendix F, that primarily focused on the first class ('05) to matriculate under the new curriculum, which included the required sophomore seminar. Hamilton therefore has developed a fairly clear picture of how the new curriculum is affecting students.

Perhaps not surprisingly, the picture is mixed. Advising has developed differently and in some ways better than expected in the new system. The sophomore seminars have been somewhat difficult to implement and not as well received by students as might have been hoped. Students value the support and instruction they receive in writing and speaking in all segments of the curriculum. Whatever the future of these particular curricular arrangements, Hamilton's academic programs continue to be strong and well regarded by students.

### Advising

The review report stated that in the absence of distribution requirements, "the area of greatest concern is advising." Students would need guidance in planning a curriculum of the breadth consistent with a liberal education, and advisors would need to recognize the "fact that advising has both an academic and personal component." Encouraging good advising and the development of more of a mentoring relationship would in turn require the College to clarify how advising could be evaluated and "counted" in terms of workload.

Advising under the new system has turned out to be both less and more successful than might have been predicted. On the one hand, there has been some movement in course selection away from sciences and mathematics; ten percent of the graduating class 2005 did not take a course in these areas. A similar percentage did not take a course in the arts, though this may be more a function of the availability of seats in studio courses

than lack of interest. Some science students report "loading up" on science courses to pursue their interests. On the other hand, enrollments and majors in foreign languages have held and in some cases increased. In many areas, particularly the social sciences and humanities, there seems to have been little change in enrollment patterns.

Similarly, a mixed picture has emerged regarding advising relationships. Students are assigned advisors on the basis of areas of interest and, where possible, with a faculty member who will be the instructor of a course the student intends to take. To ensure continuity and equity in service obligations, all faculty who are available for the upcoming two years and who have fewer than twenty major advisees are assigned to first-year advising. After the first few weeks of the semester, students are given the option of changing advisees, but few students do so. Thus the vast majority of students have the same advisor for the first two years.

Nevertheless, our assessment studies have produced little evidence that students are developing close relationships with their initial advisors. Students tend to see their advisors primarily as "functionaries" who can help them maneuver through the bureaucratic requirements of course selection and registration. They typically see their advisors only a few times a year and seldom in settings (orientation, registration, pre-registration) conducive to mentoring. Curricular planning and mentoring largely occur with friends and other faculty with whom they are developing deeper relationships. At the same time, senior survey data show far greater levels of satisfaction with advising in the first two years at Hamilton than at peer institutions. Similarly, very few students take the opportunity to change advisors, far fewer than did under the old system.

These results perhaps say more about misguided or inflated expectations about advising than its realities for students and faculty. Advising cannot and should not be seen as faithfully reproducing course selections that occurred with distribution requirements. Although some shifts are a legitimate cause for concern, moving to an "open" curriculum will inevitably produce these kinds of changes. Similarly, as the Mellon Assessment Report indicates (12-15), the expectation that advisors and advisees will develop close personal or mentoring relationships is unrealistic. There is little or nothing in the nature of their interaction that would foster such relationships.

More positively, students do seem to be satisfied with the more bureaucratic aspects of advising. The College has intentionally developed more systematic communication with accepted students, including an electronic "advising tour" and the opportunity to be given preference for registering for a desired course. Careful efforts are made to match students with advisors in areas of student interest, and advisors now have a handbook to help them with advising (Appendix C). Advising is now counted as part of an expected service obligation for all faculty members. Instead of having an evaluation of advising akin to evaluation of teaching, the College treats it in the same way as committee service—again, as part of a service expectation.

Overall, then, the advising system under the new curriculum is successful in certain ways and less so in others. Student satisfaction is high. Course selection has shifted in some ways that are a concern but in other ways not at all. Many of the perceived shortcomings may be a function of unrealistic expectations about course

selection and mentoring. The College needs to continue to monitor student satisfaction and course selection and consider ways to encourage students to broaden their choice of courses—as well as ensuring that such courses are available.

### Sophomore Seminars

The sophomore seminar is the centerpiece of the general education curriculum. Students are required to take a seminar that is either team-taught by faculty members from two different departments or one that is part of a cluster—a group of seminars around a theme that has specified overlaps in meetings, readings and assignments. Each student is required to give some kind of public presentation of his or her research. There has been an impressive variety of seminars offered, from clusters on globalization, the Adirondacks, and food to team-taught courses on opera and the physics of musical sound.

One of the difficulties in the program has been developing enough seminars to provide both a sufficient number of seats and some choice for students. In the first year of the program there were too many seminars, and some had to be cancelled. Since then it has become more difficult to get faculty members to provide enough sections. Although there has been no serious problem in sophomores being able to fulfill the requirement, each year it has become more important for the Dean's Office to persuade departments to offer seminars and to hire adjuncts (for three to six sections out of roughly forty-five) to do so. Obviously, part of the difficulty is that the program is labor intensive. Developing and managing courses is more time consuming than preparing standard offerings, and some departments find it difficult to contribute to the program and simultaneously staff and serve their majors.

Beyond these logistical difficulties, as noted in the Mellon Assessment Report (18-33), sophomore seminars have yet to catch on with students. Students are often uncomfortable with the team or cluster setting, preferring to work with, and be evaluated by, their primary instructor. Many fail to see the point of interdisciplinary study, particularly when they end up taking a seminar that they did not prefer but were still required to take. In larger clusters and in some team-taught courses students perceive it more as a large class than a seminar, and some small seminars seem little different from other small classes. Although student evaluations have improved over the first four years of the program, they are now only roughly on par with other Hamilton courses.

At the same time, students have “noted ways in which these classes have helped them improve academically.” Students have responded positively to having to write a significant paper that demands that they do independent research and deal “with issues of structure, argument, and style in longer papers.” Perhaps more important, students report that the presentation requirement in the seminar has been valuable, particularly for those inexperienced in making oral presentations. Students often reported learning some of the basic technical aspects of speaking – eye contact, pace – as well as more conceptual considerations of audience and purpose. The Mellon Assessment Report concludes that the oral presentation results are probably the most positive outcomes so far of sophomore seminars.

As sophomore seminars have become the central concern of the faculty in the new curriculum, pro-seminars have received less attention. Since they are not required, departments have not given significant thought or attention to providing them. This is especially true since it has been difficult each year to get the requisite number of sophomore seminars—each year a faculty coordinator has had to do considerable work to ensure enough seminars are offered—let alone enough seminars so that students end up in a preferred course. Our best guess is that pro-seminars do contribute positively to oral communication instruction at the College, particularly with regard to classroom discussion, but are not a major factor in the curriculum. Indeed, both sophomore seminars and pro-seminars illustrate some of the logistical difficulties of balancing the demands for dedicated general education courses with the needs of the discipline and major.

In the spring, the faculty began discussing possible adjustments to the sophomore seminar program (e.g. loosening requirements for interdisciplinarity) that would make it more attractive to students and easier to administer. With the arrival of a new VPAA/Dean of Faculty in the fall of 2006, it is expected that the faculty will review the curricular changes, and particularly the sophomore seminar program. At a minimum, it is expected that something will be done to make the development of seminar sections easier. For example, instead of requiring all sections to be team-taught or clustered, the Committee on Academic Policy is allowing some single sections to be offered with the proviso that instructors spell out how they will introduce interdisciplinary concerns into the course. Certainly, the review will consider other alternatives, but it is clear that there will probably be some adjustments to the curriculum in light of the assessment results.

As important as the development of this new curriculum has been, other aspects of the academic program have evolved as well. The program for undergraduate research has expanded, and nearly one hundred students now take advantage of opportunities to do collaborative work in the sciences, in the social sciences, through the Arthur Levitt Public Affairs Center and under Emerson grants for summer collaborative research in any area of the curriculum. New majors were approved in Communications (2003) and Environmental Studies (2005), and language instruction in Japanese has expanded, including a new minor. Needless to say, the departments and interdisciplinary programs have continued to do their usual rigorous, fine work with students. It is perhaps no surprise then that graduating students in exit survey routinely rate the academic experience at Hamilton very highly.

### **Academic Support**

Several centers and programs—the Nesbitt-Johnston Writing Center, the Quantitative Literacy Center, the peer Tutoring Program and the Language Learning Center—have continued to assist student learning and support the curriculum. Similar support has been provided by the Arthur Levitt Public Affairs center, the Emerson Gallery, several lecture and performing arts series and the Kirkland Project for the Study of Gender, Culture and Society. Since the reaccreditation review, two new centers have been added—the Oral Communication Center and the Multimedia Presentation Center—in response to the new curriculum and in support of it. Although Hamilton does not have an assessment “office” or “center,” there is, under a Mellon grant, a group of faculty and

students doing assessment that informs some of the work of these support groups and the faculty more generally.

In 2003, the College established the Oral Communication Center in a shared classroom space (Appendix D). In addition to a part-time director, one full-time staff person was added to provide videotape consultations for students wishing to improve their presentation skills. The center has developed a set of materials to help students think about making presentations, leading discussions, etc. The Center has been heavily used, and, as noted in the assessment study, students welcome the opportunity to receive coaching concerning public speaking. The Center will be moved to a new space in Spring 2006 and in a few years will have a larger, dedicated space, including a videotaping lab, after the expansion and renovation of the Kirner-Johnson building.

The Multimedia Presentation Center was established in the Burke Library in 2002. It is an advanced computing facility for the use of all forms of media. MPC staff provide services to assist students and faculty with multimedia presentations, from assignment through delivery, with a focus on developing students' abilities to communicate effectively and persuasively what they have learned. The MPC is a tangible recognition that student presentations will increasingly incorporate many forms of media as part of the communication process. The basis of any student presentation is knowledge acquired and this knowledge results from collaboration with others to access, evaluate, synthesize, analyze, and create information. Librarians and technologists are important partners in this process, and as such, they support the work in the MPC.

The other curricular support centers have, in general, continued their work as before. The Levitt Center has expanded its programs to include the use of VISTA workers to support community service experiences in Utica that have an academic focus. The Emerson Gallery has inaugurated a series of exhibitions, "Hamilton Collects," that have recognized alumni collectors and raised interest in plans for a museum. The arts in general have done significant planning in anticipation of major new facilities including the museum, a theater and studios for instruction (Appendix L).

The Kirkland Project has offered thematic speakers' series, brown bag luncheons, support for faculty development and several other programs related to diversity. The Project was the subject of considerable controversy in 2004-05. In the spring of 2006 the Project changed its name to the Diversity and Social Justice Project.

### **Assessment**

Like most institutions, Hamilton has in place many different kinds of assessment: grading of students; annual evaluation of faculty for merit raises; faculty evaluation through reappointment, tenure and promotion reviews; periodic review of departments and programs. And, as at many institutions, there are mixed feelings about many of these forms of assessment: concerns about grading standards and grade inflation, about the criteria and legitimacy of merit pay, about clarity and weighing of standards in personnel reviews, about the value of external evaluations of departments and programs. Finally, also as at many institutions, the issue of assessing the effectiveness of programs and outcomes for students has been a topic of discussion.

The response to these concerns has been likewise varied. There is still discussion and debate about grading standards and inflation but no serious consideration of setting some kind of limit on distribution of grades. After a two year discussion with department chairs and the Committee on Appointments, the VPAA/Dean instituted a rough set of weightings for considering merit raises and a general distribution of merit increases. The VPAA/Dean has met with the COA and junior faculty periodically to (re)state the understanding of the various criteria for reappointment and tenure. In all these areas conversation is like to continue, particularly with the arrival of a new VPAA/Dean in 2006-07.

There have been three major changes touching on assessment at Hamilton since the reaccreditation review. Beginning in 2000 with a five-year, \$600,000 grant from the Mellon Foundation, the College launched a longitudinal study of the liberal arts experience for students with a particular focus on the Class of 2005. The study has a number of components: an evaluation of progress in writing using blind, external evaluation; focus groups and surveys of a large sample (a cohort of 100) of the Class of 2005; assembly and evaluation of various survey data; and several "opportunistic" studies of topics such as course selection and attitudes toward various skills (Appendix F).

Each year, the Project has reported its findings, and some of these—for example, issues of advising described above—have led to changes in Hamilton's approach to various issues. We have been gratified by some results, such as the clear improvement in students' writing over the course of their college careers. Similarly, the importance of certain kinds of personal interactions with faculty mentors and friends, as opposed to particular majors, has provided us with opportunities to ask further questions about the relationship of the curriculum to residential life. The results have also posed some problems we need to address, such as reactions to the sophomore seminars. We are pleased with the way in which this project has evolved, and the Mellon Foundation has extended the project for another three years. Obviously, the Mellon Assessment Project has and will continue to have a major impact on conversations at the College about a range of issues.

Hamilton is also currently part of two consortial grants for assessment, one from the Teagle Foundation for assessing various aspects of curriculum and the second a major longitudinal study of outcomes organized by the Center for Inquiry in the Liberal Arts at Wabash College. In both these consortia, Hamilton has had a key role in helping to define the issues and provide materials for further study. Numerous institutions have asked for information on and presentations about our assessment efforts. In short, Hamilton has become one of the institutions regularly involved in national conversations about assessment.

A second major change in assessment at the College concerns post-tenure review. Hamilton, along with Colgate, Skidmore and Union, received a career development grant from Mellon in 2004. The centerpiece of the grant is support for faculty planning efforts at the time of sabbatical (Appendix OO). Instead of sabbatical proposals merely spelling out scholarly plans for a leave, a faculty member is now expected to provide a five-year perspective on his or her career trajectory. The proposal becomes the basis for consultation with senior departmental colleagues and the faculty personnel committee, as well as a one-on-one discussion with the VPAA/Dean. The result of these consultations

and the meeting is a letter from the VPAA/Dean spelling out shared expectations about activity during the leave and beyond. Our limited experience with this system so far has been positive; faculty members have generally embraced the idea of such conversations and the resulting clarification of expectations. Thus post-tenure review has become a formative, rather than summative, mode of assessment at Hamilton.

Finally, this year the College has developed a new, flexible departmental planning process that include departments developing their own approaches to assessment, again emphasizing planning rather than evaluation. Instead of the traditional self-study submitted to an external review panel that then visits the campus and submits an evaluation, departments are now encouraged to develop a plan (Appendix E). Such development might include visiting other institutions that they regard as doing things well or differently in interesting ways or doing whatever else the department thinks it needs to do to in planning. A three- to five-year plan is then developed in consultation with the faculty's curriculum committee and the VPAA/Dean, which in turn is sent out to external "consultants" for comment and feedback. These individuals may or may not be invited to campus as part of this discussion, the point being that we will take whatever steps are most likely to promote agreement and enthusiasm on the part of all parties with respect to the plan. This process was developed based on the experience of two of our departments pursuing institutional grants from the Research Corporation. Several departments have started the process this year, and, as with post-tenure review, it has thus far been positively received.

Taken together, these developments indicate Hamilton's commitment to assessment at all levels, from individual faculty members and departments developing plans to the broadest measures of students' experience. What we can expect between now and the next reaccreditation review is a continued refinement and use of these forms of assessment.

### III: PLANNING

The 2001 Reaccreditation Report made four suggestions related to planning:

- Clarify the roles and members of the various planning bodies
- Involve faculty and student representatives in planning discussions with Trustees
- Engage the Budget and Finance Committee in the early stages of budget building
- Involve faculty, through the existing committee structure, in planning

Planning during the last five years has been primarily focused on achieving the goals contained in the College's Strategic Plan, adopted in 2002. Other studies and plans related to diversity, student life and facilities have been completed, along with an overall integrated facilities plan for the campus that creates a tentative fifteen-year plan for building renovation and construction (Appendix L). Similarly, the Budget and Finance Committee has become actively involved in the annual budget creation process. More recently, President Stewart has clarified the purpose of the Campus Planning Committee with the goal of creating an annual planning process that more broadly involves members of the campus community and that is driven by both short- and long-term goals.

#### **The 2002 Strategic Plan**

Shortly after the review team's visit, the Senior Officers, at the direction of the Board of Trustees, drafted a strategic plan. The resulting document was the subject of many committee and community meetings. Revisions pared the original document down considerably, and the Trustees approved the plan in June 2002. The 2002 Strategic Plan (Appendix G) has six goals:

- Becoming national leaders in teaching students to demonstrate their knowledge through oral and written communication
- Becoming national leaders in offering a challenging academic program including opportunities for student-faculty collaborations and student responsibility
- Providing the infrastructure necessary to support the academic program
- Increasing support for employees, particularly with respect to diversity
- Promoting distinctive academic programs
- Assessing student academic performance

Progress has been made on all six goals (for details, see Implementation Plan Update in Appendix H). Specifically,

- The College has continued to offer outstanding instruction in writing and documented its successes as part of an ongoing assessment project.



- One and a half support positions have been added to assist students in developing skills in oral presentations through an Oral Communications Center. Dedicated space has recently been allocated to the Center with larger space planned in the upcoming renovation of the Kirner-Johnson building.
- The programs for collaborative undergraduate research have been expanded in all areas of the curriculum.
- There is now a five-year plan for facilities financing and construction of social science facilities. The College has also established a prioritized list of longer-term projects with particular emphasis on student activities, art (museum, studio arts, and theater), and library projects (Appendix L).
- The College has developed a strategic plan for diversity (Appendix I) that pursues issues from recruitment to climate for all groups in the community.
- The College has provided resources to certain areas of distinction, including opening its new \$56 million science center in the fall of 2005, planning for Kirner-Johnson construction and renovation for the social sciences and adding positions in Asian Studies and in the social sciences through grants from the Luce and Freeman foundations.

Perhaps the most extensive work in implementing the plan has involved developing “the infrastructure to support the core strategies.” This goal has driven substantial facilities planning over the last three years including: programmatic planning for a renovation of the Kirner-Johnson building to support the social sciences and distinctive academic centers (Writing, Oral Communications, Levitt), programmatic planning for the visual and performing arts, student life, the humanities, athletics and the Library. These programmatic studies were then integrated together with a land use study to provide a comprehensive look at campus plant changes over the next fifteen years (Appendix L). Several of these facility needs are incorporated as goals in the \$175 million Excelsior (capital) Campaign.

The Faculty Committee on Budget and Finance has focused its efforts over the last four years on improving integration of financial plans with planning initiatives. In 2001 the Strategic Plan was quantified in financial terms and became the basis for a new five-year budget projection. Subsequently, capital project plans, reviewed during development by the Planning Committee, were integrated into a comprehensive facilities plan. Corresponding operating costs and projections for new debt service were taken into account to develop a plan that is achievable (Appendix L). During 2004-2005 the Committee on Budget and Finance met several times with the Campus Planning Committee to share issues of mutual concern including capital planning and overall staffing.

### **Planning in Other Areas**

One of Hamilton’s strategic goals is to increase the diversity of the campus community. Much progress has been made in this area, in part guided by the Diversity

Strategic Plan that was developed in 2004 (Appendix I). Of particular note has been the improvement in the representational diversity of the student body and the faculty. The figures for diversity in the entering classes have gone from roughly 15% to nearly 25% in the past few years. Approximately 40% of the tenure-track hires in the last five years have been from underrepresented groups, and roughly half were women. Further efforts have been made to make Hamilton a welcoming and inclusive environment for all its members. In conjunction with Cambridge Associates, the College has sponsored workshops on relationships with student workers, recruitment and classroom climate and "stereotype threat."

In Spring 2004, President Stewart formed a Task Force on Academic and Student Life (Appendix J). The purpose of the task force was to assess ways of coordinating the Division of Student Life and the Dean of Faculty office with regard to their mutual pursuit of the educational mission of the College. The Committee issued its recommendations in November of 2004. These recommendations are in various stages of implementation.

In Fall 2005, President Stewart resumed chairing the Campus Planning Committee (over the last five years this had been delegated to the Vice-President for Academic Affairs) and clarified the roles and membership of the committee, as recommended by the Middle States Visiting Committee. She indicated that the committee was to be advisory to her and should be focused on thinking through major strategic issues along with strategies for addressing them. As we entered the fourth year of implementing the current strategic plan, she asked the committee to help inform an annual ongoing planning focus, driven by relevant data and guided by the wisdom of the campus community, with short and long-term goals and assessment built into the process. The Dean of Faculty would continue to lead academic planning, with the faculty being responsible for the curriculum. Dave Smallen, Vice-President for ITS, was asked to help to facilitate the planning process, assuring that the committee was presented with relevant background information, and that progress on achieving goals was annually assessed and reported to the community and the Board of Trustees.

Committee members emphasized the need for them to be informed about campus issues, to integrate the work of the planning committee with other standing committees, and to find ways to involve the broader community in the work of the committee. The first topic addressed by the committee was student retention.

The membership of the committee returned to that indicated in its original charge, namely the President (chair), Vice-President for Academic Affairs, Vice-President for Administration and Finance, Dean of Students, two student representatives and one administrator from Communications and Development. In addition, one member of the staff and the Director of Institutional Research were asked to join the committee, with the Vice-President for ITS acting as facilitator. The committee met roughly twice each month during the 2005-2006 academic year.

## **IV: FACULTY AND GOVERNANCE**

### **Faculty**

The 2001 reaccreditation review rightly praised the “faculty’s perseverance and commitment.” The report duly noted that that the faculty had adopted a new curriculum that placed new demands on teaching while faculty members would continue to maintain and improve their scholarship and play a major role in service and governance. The report also suggested that the College continue to maintain, and where possible, increase support for the faculty’s work. It also suggested expanding efforts to recruit and retain a more diverse faculty and clarify the role of adjunct faculty. For the most part, the faculty has successfully balanced these demands, and there are several initiatives with respect to support and recruitment that are noteworthy. The use of adjunct faculty has continued to be varied, particularly given the new curriculum, but policies on the hiring and compensation of adjuncts have been become more consistent.

In order to help implement the new curriculum, the faculty expanded by five positions. Because of fluctuations in the size of the student body, the student:faculty ratio has ranged from 9:1 to 10:1. As of Fall 2005 Hamilton’s teaching faculty comprised 175 full-time teacher-scholars. This figure does not include Physical Education faculty or various postdoctoral fellows. About 70% of the total faculty are tenured associate or full professors, roughly 15% are tenure-track instructors or assistant professors and approximately 5% are on term appointments (roughly 10% are in Physical Education). In any given year, approximately 40 faculty members are visitors replacing faculty on sabbatical or term appointments in two-year positions renewable for up to six years.

### **Diversity/Recruitment**

Achieving greater recruitment and retention of women and persons of color is a primary goal of the College. With regard to diversity, 42% of Hamilton’s full-time faculty members are women while 58% are men. Currently 13% of Hamilton’s faculty are faculty of color as defined by US Census Bureau categories (African-American, Asian-American/Pacific Islander, Latino or Hispanic, and Native American U.S. citizens). Another 4% are non-resident alien international faculty. Since 1999, roughly 40% of the tenure-track hires have been from underrepresented groups, and 48% of the hires have been women.

Much of this success is attributable to greater efforts by departments and more formal procedural requirements for searches. Job descriptions are vetted by the faculty’s Committee on Academic Policy with an eye to the kind of pool an ad might produce. As affirmative action officer for faculty recruitment, the Associate Dean of the Faculty reviews applicant pools, conferring with search committees regarding the composition of short lists and finalist groups prior to invitations to campus. Departments have also used videoconferencing with and letters to potential candidates of color as means for diversifying the pool of candidates. The results have been very positive. The College has seen successes in hiring diverse cohorts of excellent faculty. In 2004-05, for example, three women faculty of color were hired from six tenure-track searches.

There have been a number of efforts to support faculty diversity efforts, including a workshop on diversity recruitment for department chairs and eight focus groups of faculty to discuss the College's diversity efforts. Also, Hamilton recently established a Diversity Initiatives Fund in the VPAA/Dean's office, from which faculty and others can request funds to support curricular development, speaking events and other projects.

### Support

General support for faculty teaching and scholarship has also increased. Several endowed funds provide support for faculty development of sophomore seminars. With respect to scholarship, the College has established separate start-up funds to support research for faculty outside of the sciences similar to the usual start-up packages provided to scientists. For senior faculty a grant from Mellon has provided funds for support for faculty plans in conjunction with sabbaticals. Under this program, instead of the usual process of submitting a research proposal for the sabbatical, the process now involves submission of a three-five year plan that is reviewed by the department and discussed with the VPAA/Dean. The VPAA/Dean writes a letter summarizing the discussion and the general expectations for the next few years; the faculty Committee on Appointments also reviews the proposal and letter and comments as appropriate. Resources are then earmarked in support of the plea. Finally, as departments develop collective plans (Appendix RR), it is expected that the College will provide travel and other support to help departments review their programs and resources.

As is the case at many schools like Hamilton, faculty members both want to participate in service and governance and are concerned about the time these activities might take from teaching and scholarship. To address this, the VPAA/Dean has, in consultation with the faculty's executive committee, the Academic Council, taken two steps. First, they established a rough definition of a service "workload" that would create common expectations and equity in service. Second, the Academic Council has taken responsibility for nominating individuals for committee service, thereby spreading the opportunities for committee service and preventing committees from "replicating" themselves. There is now greater clarity about expectations and systematic efforts to even out service commitments.

At the time of reaccreditation review, there was some discussion on campus, particularly among members of the subcommittee dealing with this area, concerning policies and levels of compensation for adjuncts. The report suggested that there be closer tracking of adjunct appointments and clearer guidelines for compensation. The VPAA/Dean's Office now has established systematic monitoring of appointments. The adjunct budget has been cut back to eliminate non-essential offerings. Compensation remains varied, simply because of the differences among adjuncts (e.g. emeriti vs. teachers of introductory courses), but now there is greater clarity about proper compensation for each of the various categories.

Perhaps more important, adjuncts have regularly become a part of the sophomore seminar program. This is a mixed blessing. On the one hand, these adjuncts are usually connected to the Hamilton community and this opportunity offers them a way of being

more fully involved, often bringing different skills and perspectives to the program. On the other hand, given the centrality of the program, it probably should not be dependent upon adjunct support. The Committee on Academic Policy will address this as it reviews the new curriculum over the next year or two.

Overall, the faculty is as strong as ever and support for their work in teaching and scholarship has grown since the reaccreditation review. Certainly there are and will continue to be issues of evaluation, of balancing the several roles of faculty members, of maintaining vitality over a career and other issues. Nevertheless, on all these dimensions the College has developed clearer policies and greater levels of support and will continue to do so.

### **Governance**

Two of the dominant “themes” of the 2001 reaccreditation report were “the need to adopt and begin to implement an institutional strategic plan” and “the need to consider a more consultative and participatory process for making and communicating decisions.”

At the time of the reaccreditation review, the Trustees had charged the administration with drafting a new Strategic Plan independently, at least initially, of other committees or campus constituencies. This charge was given, rightly or not, because of the perception on the part of the Board that the Faculty had not been, as the Review phrased it, “exercising strong leadership in this area.” Predictably, many felt “disenfranchised by this planning process.” Several drafts of the plan were vetted with the Board and the community, sometimes with considerable controversy, and the Board approved the Plan in 2002. Since its passage, the function of the On-Campus Planning Committee has been oversight of the implementation of the plan, mainly through receiving reports from senior administrators.

For the most part the governance process at Hamilton works in a way similar to that at other institutions. Committees meet regularly with administrators, who often serve ex officio, and there is typically considerable consultation before making decisions (Appendix M). For example, the Faculty’s Committee on Budget and Finance, with the VPAF and the VPAA/Dean sitting ex officio, has routinely given advice that has altered the developing budget. Similarly, the Committee on Admissions and Financial Aid recently revisited the question of the “SAT-optional” admissions policy adopted several years ago and proposed that it be made permanent; the faculty unanimously passed the motion. There are many other ongoing instances in which faculty committees make decisions and give advice to the administration. With the exception of the Vice President for Communication and Development, each senior administrator meets, consults with and receives regular advice from one or more committees.

Two constant issues with this system are the degree and scope of consultation and the role of the monthly faculty meeting. It is occasionally, and even often, the case that individuals will feel that an issue should have been discussed more broadly beyond a committee, perhaps at a faculty meeting or other forum, before a decision is made.

Similarly, legislation brought by committees to the faculty meeting, even if widely discussed, is often subject to amendment or liable to be sent back to committee, causing frustration all around. In either case there is the sense, perhaps inevitably, that somehow there is a better process or that more communication would alleviate some feeling of inadequate consultation.

During the current academic year the VPAA/Dean instituted a system of regular reporting by committees to the monthly Faculty Meeting. In previous years, there was resistance to such reporting, the feeling being that unless legislation were being presented there was no reason to have reports or perhaps even to meet. To this point at least the new system has been reasonably well received and will, like the system of governance generally, be an ongoing experiment. Overall, it seems that Hamilton's governance system works in ways comparable to other institutions of this type with some tensions as described above.

#### IV: FINANCIAL CONDITION

The report issued by Middle States in 2001 accurately captured the strength of Hamilton's financial condition. In 2006, the College continues to focus on, and benefit from, financial health. Since 2001, a number of key objectives have been accomplished. Two overarching goals framed these improvements; first, to create a more transparent budget process, and second, to look for, and implement, ways to maximize the use of financial resources including finding efficiencies in budgeting, processes, and personnel. These initiatives were undertaken in the context of a third related goal of preserving and enhancing programmatic and financial health.

##### **Budget and Endowment Performance**

Hamilton continues to run a balanced budget each year. Substantial progress was made on several budget objectives, including increasing funds for plant renewal, maintaining competitive wages and benefits for faculty and staff, maintaining the financial aid discount, and maintaining program quality while holding most budgets to minimal growth. A special draw from the endowment was authorized to support the investment in the science building and corresponding debt service, which resulted in three years of endowment spending slightly over the five percent guideline. As planned, endowment spending was curtailed to bring it back into the guideline range for 2006-2007.

Hamilton's endowment has performed superbly compared to benchmarks. In January 2006, including Planned Giving assets, the endowment stands at \$626 million. Returns have been top ranked in the universe of endowments reported by NACUBO, 13.9% for one year (53<sup>rd</sup> of 687 endowments), 13.2% for three years (17<sup>th</sup> of 633 endowments), 7.3% for five years (27<sup>th</sup> of 552 endowments) and 13.5% for ten years (15<sup>th</sup> of 463 endowments). Careful manager selection, an early move into private equity, and asset allocation in favor of value investments allowed the endowment to weather a significant downturn in the market. Hamilton set up a separate investment office to provide closer oversight to the endowment. A very active trustee committee continues to be deeply involved in strategy, asset allocation, and investment selection. Over the past three years, this committee has reallocated a portion of the portfolio from U.S. equities to international funds, domestic hedge funds, and real estate.

In 2001 the Administration and Finance division embarked on a project to improve budget transparency and overall partnership with efforts in other areas of the College. Dubbed REACH (Resources-Environment-Alignment-Community-Highest Quality) (Appendix P), this effort set the stage for a more open and collaborative way of working on financial matters. The vision was to give the On-Campus Budget Committee and area budget managers whatever tools they needed to understand financial issues and make responsible and useful recommendations for financial allocation. Improvements include:

- Two major revisions of the annual budget report resulting in a more revealing and understandable document.

- Establishing a Health Care Task Force, the membership of which includes a broad representation of campus employees. This group reviews health plans and make recommendations for choices among and within the plans to help live within financial means while providing needed support for employee health care expenses.
- A new On-line Budget Tool that allows ready access to review budgets on-line during the year and submit budget requests for subsequent years (Appendix O).
- A balanced Five-Year Financial Forecast integrated with a Five-Year Capital Master Plan (Appendix N). These reports were then subsequently enhanced to calculate the financial connection between the annual operating budgets and the audited financial statements, projecting another look at financial health.
- Preparation of Financial Ratio Analysis comparing Hamilton's financial profile to Moody's AA rated institutions. This report was presented to the On-Campus and Trustee Budget Committees.
- Moving data and reports about Hamilton on-line, including the Planning Notebook that was previously only narrowly distributed on paper. This effort by the Office of Institutional Research made information available to everyone within the Hamilton community. New summary reports were also developed to assist key decision-makers by providing a more transparent look at the meaning of, and trends related to, the large volume of data Hamilton collects.
- Creation of a Dashboard Indicators Report (Appendix Q) that summarizes financial and performance factors for the College in a format that is easy to read and interpret.
- Frequent presentations offered to all employee groups, trustees, and alumni groups above where revenues come from and how money is allocated.

### **Maximizing Use of Financial Resources**

The College recognizes that good stewardship of available resources is a responsibility to our current and future students, to our generous alumni, and to the overall social good. To that end, many initiatives have been undertaken to optimize labor, achieve lowest cost for services, and improve processes. These efforts include:

- Improving internal controls such as banking procedures, including implementing Positive Pay, new and more secure check printing software, an accounts payable policy and procedures manual for adding vendors, printing checks, authorization limits, etc., review and consolidation of college brokerage accounts, an internal controls audit and insurance review of program and facilities in Madrid, a stipend policy, employee background screening for regular and temporary employees, and procedures for handling petty cash. Internal controls in athletics were also reviewed, including education sessions for coaches.
- Formation of a Trustee Audit Committee, separate from the Trustee Budget Committee, to oversee the audit and discuss matters in internal financial control. Part of this committee's work was to develop a Policy on Protecting Employees Reporting Financial Misconduct. The Committee also implemented an annual certification process related to Conflict of Interest for trustees, officers, and certain employees with financial authority.



- Integrating the payroll system with Human Resources employee and benefit data through the implementation of Kronos HRIS software. We expect that this new system, when fully implemented, will yield significant efficiency gains and budget savings. It will also eventually enable employee on-line self-service for personal information updates and electronic timesheet submission.
- Improvements in endowment utilization including additional attention to spending of funds that are narrowly restricted, purchase of an automated system to account for endowed funds, and pursuit of a private letter ruling from the IRS to allow Hamilton to commingle charitable trusts fully with the endowment, thereby maximizing diversification and performance. We have also started to design a database to track and display restrictions and budgets for endowed funds to allow budget managers ready access to this information.
- Improving support of Hamilton employee resources by beginning the transition from a Personnel Office to a more progressive Human Resources functionality. Changes underway include clarifying roles and responsibilities within their office, developing a “partnership mentality” between the HR team and College management, and developing an “early diagnosis” model for employee relations.
- Achieving other efficiency gains by reviewing all positions on campus to reallocating staffing to meet current needs. We also realigned custodians to manage more square footage with no increase in staffing.
- Implementing a new summer camp accounting structure so that over time revenues from summer programs will increase to cover costs.
- Implementing automation initiatives such as on-line work order requests and on-line tuition payments, saving office supplies, postage, and labor.
- Reducing budget variability by locking in rates for foreign currency and energy in advance.
- Reviewing and rebidding all Hamilton insurance for both the Clinton campus and off-campus programs.
- Development of an ambitious environmental protection plan; the results of which include receiving a clean bill of health from the EPA.
- Implementing a number of energy conservation initiatives including geothermal heating and cooling (Skenandoa and Science atrium), new windows and insulation in numerous buildings, and investment in energy efficient heating and cooling equipment manufactured in Germany.

### **Development and Renewal of Campus Facilities**

Hamilton’s physical facilities are the home for the activities of this residential college (Appendix K). The ages of the facilities span two centuries. Since 2001, a more complete assessment of long-term needs has been completed, resulting in a Campus Land Use Plan and a Campus Integrated Master Plan. A tentative long-range plan has been developed, spanning fifteen years. Projects completed or underway:

- Renovation of most of the fraternity houses purchased after the 1995 Residential Life decision, including Woolcott (20 beds), Eells (65 beds), Ferguson (58 beds), Spencer House (Business and Human Resources Offices and public meeting

rooms), Skenandoa (51 beds), Wertimer (45 beds) and Sigma Phi (scheduled for renovation as Admission building in 2006).

- Improvements in academic facilities including construction and opening of a 208,000 square foot unified Science Center and component renewal of Couper Hall. A major expansion and renovation of Kirner-Johnson for the social sciences will commence in 2007 and architect selection is underway for arts projects, including a black box theater, studio arts, and a museum. Longer-term improvements for the library, humanities, languages, and math have been identified. The Molly Root House was renovated into classrooms and offices for Art History, beginning progress on the future projects in the arts.
- Improvements in student life facilities, including converting the former Saunders Chemistry building to a fitness and dance center, and building new squash courts attached to the Field House. Planning is underway to add ELS as a functional component of the Student Activities Village and we are seeking gifts to convert a house alongside the Root Glen to an Outdoor Education Center.
- Utility upgrades including completion of sprinkler systems in all residence halls, construction of a 46KV electric substation.
- Landscape improvements including development of a campus arboretum and the extension of Martin's Way.
- Three significant properties were acquired. 3 College Hill Road (currently in service for student housing), the gift of the fifty acre D'Agostino Forest, and the Molly Root House located at the entrance to the south campus, a property with four acres of land that opened many new opportunities for campus development.
- Three faculty rental housing units were converted to student housing to provide beds lost in other residence halls due to fire code upgrades and renovations. The basement rooms in Dunham were also renovated and upgraded.

### **Challenges Ahead**

Hamilton is very successful and financially secure. However, looking forward, it is clear that the College will continue to be challenged to achieve its own ambitions and respond to competitive pressures for program and plant development within its financial means. We must also guard against undue burden on students and their parents through adequate financial aid and insure that we protect the long-term purchasing power of the endowment. As in the past, the challenges will be to contain tuition and fees, offer financial aid, avoid irresponsible spending from the endowment, provide for competitive wages and benefits, manage energy costs, and avoid deferred maintenance of plant.

As we look to the next five years and beyond, several specific pressures must be addressed:

- Growth in the number of employees must be contained if the size of the student body is held constant. The faculty has been charged with considering ways to reallocate faculty positions as programmatic demands change, an effort which will be challenging. Physical plant and other areas have been instructed to benchmark their allocations of labor against industry standards with the goal of

further streamlining the workforce. This will minimize the number of positions that must be added as facilities are expanded.

- Hamilton intends to implement an ambitious capital plan that is dependent on fundraising and new debt service. Not only must gift goals be attained, but limiting the amount of debt to a level that ensures financial health and does not impose a burden on the operating budget is essential. To that end, a more formal debt policy will be developed.
- Even as the capital plan is being implemented, further attention must be given to preserving existing physical plant assets. Additional funds for the renewal and replacement budget for existing plant must be allocated, for example, for residence halls on the south campus. The current goal is one percent of plant value. The College has commissioned a full inventory and analysis of plant through Sightlines, Inc. in order to determine a more fine-tuned goal, one that is likely to be much larger than the current budget.
- As the economic condition of the central New York region continues to decline, the Town of Kirkland and Village of Clinton are pressing for increased support from the College. Overarching issues of economic development in the region and the health of the “college town” are likely to come up as future concerns. The College has started a working group to discuss items of common concern and to look for solutions. No immediate goals have been set and this topic will be fleshed out over the next few years.
- The creation of the Investment Office started a process of closer monitoring and management of the endowment. The long-term management of this key asset of the College is becoming increasingly complex as the size of the endowment grows. As the endowment approaches \$1 billion, the College will need to decide whether the current model is optimal. Growing our investment office or outsourcing parts of the management will need to be examined.
- A number of different optimization efforts have been undertaken to achieve the maximum number of beds on campus within existing facilities. Enrollment of the College has grown such that housing capacity is now fully utilized. Management of the college’s housing capacity will be challenging as we go forward. Indeed, if the College continues to grow, new housing will need to be constructed. This housing would probably be townhouse style residences:

## VI: COMMUNICATIONS AND DEVELOPMENT

### Communications

Since the College's last reaccreditation in 2001, the Office of Communications and Development (Appendix U) has focused its efforts on representing Hamilton more consistently, both visually and editorially, and on securing the funding necessary to achieve the objectives identified in the College's five-year strategic plan that was adopted in June 2002. In particular, the College adopted a new graphic identity and undertook the reputational research necessary to develop a comprehensive marketing plan. Similarly, we planned and launched the Excelsior Campaign and that attempts to refocus donors on facilities priorities, while at the same time maintaining their commitments to the Annual Fund.

Hamilton College continues to refine the messages it sends graphically and editorially to its various constituencies. In response to concerns at the time of the last Middle States review that the College's graphic identity was diffused, and in light of the adoption of a new Strategic Plan for Hamilton, the Office of Communications instituted a new graphic identity system in 2002-03. The logo design of the College Chapel cupola – with its unique quill weather vane – signals Hamilton's historical roots and the College's commitment to clear and effective oral and written communication. That design represents a refinement rather than a revolutionary change in the way we present ourselves visually and helps ensure that we present a positive, unified and memorable image of the College to our various constituents.

The first two core strategies (oral and written communication and individualized instruction) of the Strategic Plan adopted in June 2002, have been the editorial focal points for the College's communications efforts. Student recruitment materials, *Alumni Review* feature stories and other communications aimed at Hamilton's primary audiences have attempted to carry these messages. Nonetheless, in arriving at these core strategies, the College relied on a strong intuitive sense of what it does well currently and what it has done well traditionally.

A new president and renewed interest in heightened visibility forced the College to look more critically at its core messages. Within two months of her arrival at Hamilton in the summer of 2003, President Stewart formed a senior-level committee to consider ways to enhance the College's visibility. That group quickly recommended the establishment of a complementary committee of alumni and parents with expertise in communications, public relations and marketing to assist on this project. Together, the two groups concluded that Hamilton needed to assess its reputation and test its messaging by surveying its primary constituencies.

In January 2005, Hamilton retained the services of George Dehne and Associates (GDA), and that firm surveyed employees, current students, prospective students and alumni about the College's reputation and institutional strengths (Appendix T). Also, the College began working with Citigate Sard Verbinen (CSV), a New York public relations firm. A primary reason for retaining CSV was the development of a long-term positioning plan using the research data from the Dehne study.

The survey work confirmed that much of the intuitive messaging was appropriate and the long-term positioning plan resulted in the development of three core messages and a more refined branding statement. The College is now developing a series of marketing plans segmented for different audiences, but all linked by the strategic vision defined by the long-term positioning plan.

The College's web site is a primary medium for conveying Hamilton's core messages. Several times during the past five years, the College has "modernized" the design of its web site, but the first major new design in five years, including a radically different home page concept, was launched in January 2006. In addition to being more deliberate about conveying certain messages about the College, the new design attempts to incorporate more seamlessly Hamilton's visual identity.

To accomplish these objectives, Hamilton added a full-time administrative position (currently shared by the media relations office and the electronic media office) and a half-time secretarial position to provide editorial support for the editor of the Alumni Review. The office was also reorganized into five teams to better serve campus clients: Creative Services, Editorial Services, Project Management, Media Relations and Electronic Communications.

### **Development**

With the successful completion in December 2000 of the College's New Century Campaign that raised \$108 million in five years, the Development Office turned its attention to its next major fund-raising effort, while at the same time continuing to focus donors at all levels on Hamilton's highly successful unrestricted Annual Fund.

Using the College's Strategic Plan as a guide, and in close consultation with the trustees and president's cabinet, the Development Office identified the priorities for its next capital campaign (Appendices T,U). Ultimately a goal of \$175 million was chosen and the College announced that \$80 million in gifts and pledges had been secured when the Excelsior Campaign was kicked off officially in December 2004. The campaign has an unprecedented emphasis (\$60 million) on new and renovated facilities and includes \$40 million in unrestricted annual giving and \$75 million in endowment priorities.

Prior to the launch of the Excelsior Campaign and in the years since the kickoff, Hamilton has continued to focus donors on the importance of unrestricted giving through the Annual Fund. In each year since the last Middle States review, the College has exceeded its unrestricted Annual Fund dollar goals, setting a record each time. Alumni participation in the Fund is a source of institutional pride and one of the Development Office's primary goals is to lead the country in the percent of alumni who participate in the unrestricted Annual Fund.

The College has added nine development positions to support the campaign, including two in Donor Relations, two in the Annual Fund, one in Alumni Programs, three in Major Gifts and one in Information Services.

Over the past decade, investments in donor stewardship and information services have sought to improve data sharing with other offices on campus, most importantly Financial Aid, the Business Office and the Office of the Dean of Faculty. The result has been better coordination between these offices, which has led to improved use of endowed funds and better donor relations.

A new point of emphasis in the past five years has been the addition of a government relations position within the foundations and corporations office. That function resided formerly within the Office of the Dean of Faculty. Already, annual receivables from state and federal contracts and grants have tripled to \$1.5 million.

The College continues to advance an "alumni education" philosophy through the programming of its Alumni Relations Office. Both on campus and off, and especially during Fallcoming and Reunion Weekend, the Alumni Office has been focusing graduates less on social functions and more on educational opportunities. A key component of this strategy, for example, is the scheduling of more than two dozen "Alumni Colleges" during Reunions. Such opportunities are also provided during Fallcoming, Volunteer Weekend and, as more extended week-long mini-courses, during the summer. Even off-campus programs now typically involve faculty members traveling to alumni association events to share their scholarly expertise off College Hill. And when faculty members are not part of the program, local alumni association presidents often build a program around the expertise of fellow graduates.

In the next several years, the College's Office of Communications and Development, in cooperation with the appropriate offices and programs on campus, will develop, implement and assess a marketing plan that has as its core a new model of research-driven decision-making. At the same time, the office will continue to focus major donors on the priorities of the Excelsior Campaign, while still seeking to lead the nation in alumni participation in the Annual Fund.

## VII: ADMISSION AND FINANCIAL AID

The 2001 Accreditation Review of the Admission and Financial Offices was very positive. Since that report, the offices have continued to experience great success. The attached "Ten Year Admission Trends" report documents these positive developments (Appendix W).

In particular, we are proud of our increases in the quality and diversity of our student body. Over the past five years, average SATs for incoming students improved 75 points to a new record-high of 1347. The percent of students ranking in the top 10% of their high school class has climbed from 63% to 70%; the percent from the top 20% from 83% to 87%. The percentage of international or multicultural students has jumped from a combined total of 17% to 23%. Thus, on these and virtually all other quantitative measures in the area of admissions, we are pleased to report that Hamilton has been fortunate enough to maintain or surpass any successes that the Evaluation Team found in 2001.

The 2001 report also suggested that the Admission and Financial Aid Offices increase their focus on the area of Assessment. Under the leadership of a new Dean of Admission and Financial Aid (appointed Summer 2004), the area of Assessment emerged as one of four primary "Critical Few Objectives" for the Offices (Appendix V). Much of this work is still underway, but having clear goals and objectives; collecting, analyzing and measuring data annually; and understanding how our various initiatives contribute to our successes (or not) are clear priorities for the Admission and Financial Aid Offices and are a step in the direction that the Review Team encouraged in 2001.

Besides a new Dean of Admission and Financial Aid, since the accreditation review, other new developments and future plans in the Admission and Financial Aid Office include the following:

- New Director of Financial Aid appointed July 2005
- Strong Focus on Office-Wide Planning as evident in Critical Few Objectives document (Appendix V).
- New Focus on Marketing and Visibility (complete overhaul of print and web materials, more sophisticated and personalized mail and email sequence, targeted and different travel, revitalized alumni volunteer program, revised prospect acquisition plan)
- Renewed Focus on Customer Service including audit of all on and off-campus programming, redesigned publications and messaging, focus on student and alumni volunteer selection and training, cross training of admission and financial aid staff members, improved use of web and technology in outreach efforts
- Development of Comprehensive Diversity Plan (focused on Geographic and Ethnic Outreach) as outlined in Critical Few Objectives document
- Major Focus on Assessment Initiatives including better internal tracking, audit of travel timing and planning, market research study, admitted student questionnaire,

and linking admission data to retention studies to understand what makes for a successful Hamilton student

- Planned move of Admission and Financial Aid Offices to Sigma Phi building in June 2007 (better arrival experience at center of campus, much improved space and presentation room, better starting point for tours)

Over the next few years the offices will continue to pursue these objectives, with particular emphasis placed on visibility and marketing initiatives and financial aid assessment and delivery improvements.

Obviously, admission results impact everyone at Hamilton, and we continue to depend upon and value our positive relationships and partnerships with many across campus (and off campus) who contribute to our enrollment successes. We recognize how fortunate our market position is during these challenging economic and demographic times and never take our success in this arena for granted. We will continue to evaluate and refine our admission and financial aid efforts as necessary and hope to continue to improve upon our already good programs in the future.



## VIII: LIBRARY AND INFORMATION TECHNOLOGY SERVICES

In the last five years the Library and ITS have made substantial progress in addressing the needs identified in our October 2000 self-study and the subsequent report of the visiting committee.

### Collaborative Efforts

The Library and ITS are among the most important academic support organizations at Hamilton. These organizations are highly regarded for the service they individually provide. Hamilton is distinctive for the way in which these organizations have partnered to provide integrated services to faculty and students and our staffs have been invited to give presentations about our collaboration. For example, Hamilton was one of only ten institutions invited to participate in a workshop on library/IT collaboration that was held at the Center for Inquiry in the Liberal Arts (February, 2005). While the heads of the two organizations continue to report to different members of the President's cabinet (the head of ITS reports to the President, the Couper Librarian reports to the Vice-President for Academic Affairs), they work together on college committees and meet monthly.

The Library/ITS collaboration has been solidified by the creation of the Hamilton Information and Learning Liaisons (HILLgroup), a support organization for faculty and student use of information and technology staffed by members of both organizations. The HILLgroup provides faculty members with support teams consisting of a librarian and instructional technologist to work through the needs of the course and help develop manageable assignments consistent with course goals. In 2004-2005 there were 34 courses and 46 independent projects supported by the HILLgroup. As an extension of the HILLgroup services, the Library and ITS has created the Multimedia Presentation Center and the Information Commons and staffed the Digital Asset Management Committee.

As noted previously, the Multimedia Presentation Center (MPC), another collaborative Library ITS venture created in 2002, provides services to assist students and faculty with multimedia presentations, from assignment through delivery with a focus on developing students' abilities to effectively and persuasively communicate what they have learned. In 2004-2005 the Multimedia Presentation Center (MPC) and the related faculty workspace were used by 788 members of the college community in connection with course-related multi-media projects (Appendix Y). The quality of the work done in the MPC was recognized in August, 2005 by Campus Technology Magazine as one of only 12 institutions of higher education designated as technology innovators – and the only liberal arts college so recognized!

The Information Commons (IC) located on the main floor of Burke Library is a major hub of learning and research on campus, bringing together high-capacity computing tools, print and electronic resources of the Library and professional assistance of both reference librarians and information technology staff to provide a single point of service for the campus. The IC provides work areas that encourage collaboration, and modern technology for accessing, manipulating, analyzing and presenting information. Technology is integrated with books, and other printed material and services and

reinforces the interplay among them. The co-location of the IC with the MPC provides the opportunity for students to conduct their research, use library materials in the development of their ideas, and produce a final product, whether that be a printed paper, a poster session, a PowerPoint presentation, or a video. We anticipate rearranging the MPC and IC so that we can consolidate to one service desk and provide a higher level of service.

HILLgroup members also participated on a committee to study Hamilton's needs for managing its digital assets. "Increasing use of digital objects of all types, including digitized video, graphics, photographs, audio and large data sets has created increasing demand for both online and offline storage. As the personal collections of faculty increase, it is becoming more difficult to insure that these digital assets can be adequately preserved, retrieved and shared in the course of the teaching and learning process." The committee conducted surveys and interviews with faculty and staff at Hamilton and evaluated five systems that were developed to manage digital content - ultimately recommending one system to pilot at Hamilton in 2006-2007.

### **Library Efforts**

The Library is one of the most significant technology centers on campus after ITS (Appendix AA). Library technology staff work very closely with ITS staff in a partnership that could serve as a model for other institutions. While ITS manages the technology needs for the campus generally, the Library technology staff does its own web site programming, portal channel programming, management data sharing and reporting, digital asset management, digital imaging, server administration, and course management support. The Library also manages a state-of-the-art integrated library system. There is a high level of coordination and cooperation between the Library and ITS in carrying out these endeavors.

In the Fall of 2004 the Vice-President for Academic Affairs formed a task force to study the programmatic needs of the library and ITS now and in the future, and how these needs might be met by an expansion of the existing Burke Library (Appendix CC). The task force completed its work in the Spring of 2005 identifying four important challenges that require immediate attention: providing services and infrastructure needed to support the changing nature of teaching and learning; maintaining a balance between virtual and print collections; maintaining the quality of collections and the space to house the growing collection of materials; creating the infrastructure to make our distinguished special collections secure and accessible to our academic program. Karen Boyd, of the architectural firm Butler Rogers Baskett, translated the report's recommendations into space requirements and provided analysis as part of an overall integrated facilities plan (Appendix DD). The expansion of Burke Library is tentatively scheduled for sometime between 2010 and 2015.

### **Physical Changes in Burke Library**

At the time of the expansion and renovation of the science facility, it was determined that that Science Library should be integrated into Burke Library. This was accomplished. This integration provides better reference service and longer hours for science students. It also brings the collection together in a way that enhances interdisciplinary work, especially that which takes place in the sophomore seminars. This change does create added pressure on the shelving capacity of Burke Library, a need which must be met by a library expansion in the near future.

The basement of the library was largely converted into compact shelving for back files of bound periodicals and large monographic sets. Compact shelving more than doubled our shelving capacity in those areas. Since the basement was the only floor that could bear the added weight of compact shelving, ITS offices were relocated to the north side of the 3<sup>rd</sup> floor of Burke Library. ITS benefited by bringing all its staff together into one location, the Library benefited by gaining shelving capacity, faculty benefited by regaining six faculty carrels which had been used by ITS as offices. There was a loss of about 80 student study carrels on the 3<sup>rd</sup> floor of Burke.

The library also sent 15,000 volumes of bound periodicals into remote storage. Virtually all of these volumes are ones the Library holds electronically as well as in print. In the three years these volumes have been in remote storage, we have made only one request for the physical volumes.

### **Electronic and Other Resources and Access**

In 2001 the Library implemented a new library automated system (Endeavor) to manage the acquisitions, cataloging, circulation and ILL operations as well as provide a powerful online public catalog. We also implemented a URL link resolver ("Find it") which takes users directly from a citation in an index database to the full text of the article. "Find it" received widespread acceptance immediately upon implementation. It stands as a mainstay of Library service today.

The Library has added a number of important electronic resources in the past five years, including:

- SciFinderScholar
- Early American Newspapers, Series I, 1690-1876
- New York Times historical collection (1851-2002)
- PsycArticles
- ScienceDirect
- American Chemical Society Web Editions

In addition, the Library has implemented EZ Proxy which allows off-campus access to our electronic resources for all students and faculty.

The Library continues to work on a federated search system which will allow users to search multiple databases simultaneously. With the significant expansion of the

number of electronic databases to which the Library subscribes, it can be daunting for a student to know which database to use when starting his/her research. A federated search will allow the student to search a broad range of databases and will be useful in the initial discovery process of research.

Access to some of our special collections has been significantly enhanced by digitizing 960 Civil War enlistment forms from the NY 117<sup>th</sup> regiment (Oneida Co.) and 366 Civil War letters including 57 George Pearl letters written to his family in Clinton, N.Y. We have also digitized 30 years of the journal *Shaker Manifesto* (1869-1899) and are in the process of tagging the data so that we can create appropriate indexes. These projects have been funded in large part by annual grants from the New York State Regional Bibliographic Data Bases (RBDB) program. The Library will continue this program so long as funding from New York State remains in place. We are using the experience gained through work on these projects to better evaluate Digital Resource Management systems. We will need to implement such a system as our digital collection expands beyond our capability to manage with a locally developed system.

One problem facing the Library is the rising costs of acquisitions. The acquisitions budget, like the entire operating budget, has been largely flat for the last five years resulting in the significant loss of purchasing power. With periodical subscriptions increasing at a rate of 8 percent annually, the Library had to undertake a significant periodical cancellation project in 2003. The Library makes use of consortial purchases, online article ordering rather than subscriptions to try to contain costs. The Library will continue to seek ways to economize but a continuation of very small increases will ultimately result in the loss of important resources. By comparison to other colleges in the U.S. News & World Report top 25 liberal arts colleges, Hamilton ranks at or near the bottom in funding for acquisitions (Appendix BB). It needs an infusion of approximately \$250,000 to its annual book budget to reach the midpoint of our peers.

## ITS Efforts

There has been tremendous growth in the ITS infrastructure (Appendix X). The number of technology-enhanced classrooms has risen over 500% (from 14 to 72) over the last five years to meet the rising need by faculty for teaching spaces in which they can use technology (Appendix Z). The most recent addition of 28 such spaces in the new Science Center has provided Hamilton faculty with modern, state-of-the-art teaching spaces. The campus network also continues to expand as buildings are constructed or renovated. For example, the completion of the Science Center increased the number of wired network ports by approximately 25%, to 5,000. In addition, as buildings are renovated wireless access is being provided. As mentioned earlier, the number of technology-enhanced classrooms has substantially increased and the number of computer application servers has increased to over 50.

There have also been significant improvements in providing access to college information, in part spurred by changes in leadership for the Business Office and Admissions. Examples include: the entire budgeting and expense reporting systems are now Web-based, greatly simplifying the budget creation and reporting functions; the admission recruiting process has a substantial Web-based component and the transition from high school to Hamilton is facilitated by a series of Web-based activities required of all entering students during the summer preceding their enrollment.

Similarly, student course registration, demographic information, and grades/transcripts are all readily available through a Web interface. A growing number of alumni, over 9,000 as of December 2005, are actively using HOLAC (the Hamilton On-Line Alumni Community) to keep in touch with classmates, share information, and access the electronic version of the Alumni Review magazine. A new Human Resources/Payroll system is being implemented and it will provide for Internet-access to personnel information. Finally, the college web site is being redesigned with a particular emphasis on effectively communicating the strategic emphases to prospective students. The first stage of the redesign was completed in January, 2006.

The partnership between ITS and the Office of Communications and Development is a model for how to divide responsibility for the technology (ITS) and the content (C & D) for the Hamilton web site. In 2002 Hamilton was one of the first institutions to use a content management system for maintaining the consistency and accuracy of our Web information. SiteManager, our content management system, allows staff in college offices to efficiently maintain their Web information in a way that is consistent with the overall college design

A key component of our efforts to make information available on-line has been the development of the *My Hamilton* portal. *My Hamilton* provides a customizable, personalized point of access to college information for all members of the Hamilton community. A goal of *My Hamilton* is to make it easy for people to find information and transact business with the college in a highly efficient manner. *My Hamilton* continues to deliver Web content to all constituents of the Hamilton College community (prospective

students, students, faculty, staff, alumni). For 2004-2005, 99% of students, 95% of administrators/staff, and 91% of faculty have used *My Hamilton*.

### **Library/ITS Support Services**

Audiovisual Services reports to the Library as it did in 2001. Increasingly, the classroom technology environment has become more complex at the same time that faculty desire to use technology in connection with their courses has spiraled upward. Planning for, and supporting, these classroom spaces has become ever more challenging. As a result, the heads of Audiovisual Services (AV), the Library and ITS have agreed that AV should merge with ITS, effective July 1, 2006. The goals of this merger are to deliver the highest possible quality of support for classroom uses of technology and campus events and to do so with an efficient use of resources. With institutional constraints on financial and personnel resources it is essential that we find new ways to provide needed services while at the same time meeting increasing demands. We feel that this merger will meet both these criteria. The merger was announced to the campus in January 2006 and details of the reorganization are being worked out through discussions among the staffs.

The support provided to faculty and students by the Instructional Technology Support Services team has led to an increase in the number of faculty using technology in the connection with their courses, particularly in the use of all forms of electronic media. For example, the Blackboard course management system is used by 66% of the courses offered last year.

Data from the COSTS project demonstrates that Hamilton is among the most efficient in its use of IT resources (U.S. News top 25 is the peer group). For 2004-2005 Hamilton ranked 19<sup>th</sup> out of 25 in per capita spending on IT and 17<sup>th</sup> out of 25 in IT as a percentage of total institutional budget. In particular, we make very effective use of student help to provide IT services, ranking 5<sup>th</sup> in the percentage of IT support provided by students (38%) and 18<sup>th</sup> in the percent of the IT budget devoted to personnel costs (49%).

### **New Challenges**

Assuring the integrity and privacy of information has become increasingly complex. Almost daily there are reports of colleges and universities that have had confidential information compromised through break-ins to their computer systems. These incidents are not only costly in terms of direct costs for notifying individuals whose information may have been stolen, but the negative publicity from these events can damage the institutional reputation.

To address these threats ITS initiated a major continuing effort to educate each member of our community and raise awareness about their role in improving information security. In addition, we have implemented new technologies to mitigate security risks.

IT organizations are facing constrained budgets and staffing and the resulting organizational stresses brought on by trying to meet increasing needs without

corresponding increases in resources. Ongoing management of intellectual property issues, disaster recovery planning and the care and feeding of a growing infrastructure all are challenges being faced by ITS. To meet these challenges we are more aggressively pursuing outsourcing, rethinking ways of providing services, partnering with other departments on campus, and collaborating with other institutions.

## **IX: STUDENT LIFE**

There were many significant changes in the area of student life in the years just before the 2001 reaccreditation review. The most important shift was the implementation of the 1995 Residential Life Plan. The plan entailed huge changes for the College including the acquisition and renovation of fraternity houses, and the programmatic changes outlined in the report. Other significant changes involved the shift from a 24-hour health center, the creation of an Adventure Program, and enhancement of the Career Center.

Since 2001, there have been several major initiatives, including the reconstitution of the Campus Coalition on Alcohol and Other Drugs in 2003, improvements in the quality and diversity of campus residence halls, increased efforts to deal with issues of diversity and disability, and better integration of academic and residential life.

### **Alcohol Coalition**

The reconstitution of the Alcohol Coalition in 2003 came about since previous efforts in this area, such as "social norming," failed to have a significant impact. In addition, increased regulation of campus social events began causing more students to consume alcohol at off-campus events and locations. Finally, there was a perceived need for greater consistency in enforcement.

The Coalition members include a broad cross-section of students, faculty, staff, and administrators. Following several months of research and discussion in 2004-2005, the Coalition decided that any significant change in the role of alcohol in the campus culture required a multi-faceted approach involving all elements of the Hamilton community. These elements included policy and enforcement, academic environment, education programs, social/residential life, and student organizations and private societies (Appendices EE, GG).

In the area of policy and enforcement, the Coalition proposed adoption of a social honor code, the development of a point system for all judicial violations, the implementation of a set of citizenship rules for all athletic teams, and the encouragement of anonymous reporting through the TIPS line. After significant discussion within the student body, students have elected not to pursue the social honor code concept, but the remaining policy and enforcement recommendations are either in place or in process. In particular, the point system, implemented in 2005-2006, appears to be having a significant impact on student behavior. Consequences of incurring points include parental notification at 4 points, probation at 6 points and suspension at ten points (Appendix FF). To date, violations are down in general and vandalism is down significantly.

The Coalition also proposed that faculty consider ways to better distribute courses across all days and time slots, thus postponing the start of the weekend to Friday rather than Thursday. Through the efforts of the Dean of the Faculty and Committee on Academic Policy, a plan has been developed that will help to resolve this and other course scheduling issues.



The Coalition's work has also focused on education programs. AlcoholEdu, an on-line alcohol education program, is now required of all first year students. Another step has been the implementation of the First Year Forum (FYF), now a requirement for all incoming students. FYF is an ongoing orientation program with faculty/ student/ administrator leadership that covers issues relevant to new students (Appendix EE). Based on feedback from leaders and students involved in the inaugural year, regular new student orientation and FYF will be modified for future classes to reduce redundancy in subject matter, and upper class students will have more significant leadership roles.

The Coalition has encouraged initiatives around social and residential life. Student organizations and the Coalition have worked together to create the Friday LateNite program, a varied series of alcohol free social events. The plans to renovate the Emerson Literary Society building so that it will function as the sort of student organization/"hang-out" space that students have been seeking will also contribute to the enhancement of campus social life. Another step is the guaranteed substance-free housing for any first year student requesting it. The College is also exploring ways to predict demand and allocate the right number of substance-free spaces for upper-class students, with the knowledge that their interest in sub-free housing seems to be contingent upon the desirability of the residence hall. Other enhancements include the increase in Campus Safety personnel on Thursdays, Fridays and Saturdays – a move toward more consistent enforcement of behavioral standards – and the examination of policies pertaining to third-party catered events in order to make them more accessible and affordable for students.

Finally, changes have been made and work continues in the area of student organizations and private societies. All Greek organizations now have a faculty or administrative advisor, and these societies have implemented a standardized rush and pledge schedule that limits the pledging period to seven weeks, ending no later than two weeks before the last day of class in the spring. Greek organizations are also now subject to an annual review designed to measure each group's activities against the ideals laid out in their charter. While there is certainly much yet to accomplish in this area, this is a big improvement.

### **Residence Hall Quality and Diversity**

Another major initiative undertaken by the Division of Student Life since 2001 pertains to both the quality and diversity of the residences halls since the 1995 Residential Life decision. As noted in the discussion of Budget and Finance (20-21), five former fraternities have been renovated since 1995, creating nearly 240 beds, one dormitory (North Hall) has also been renovated (35 beds) and four frame house rental units (approximately fifty beds) have been converted to residence space. In the summer of 2006 another dormitory on the north campus, Kirkland Hall will also be renovated while maintaining roughly the same number of beds.

Beyond obvious considerations of quality and safety, the long term goals of future renovations will be to reduce the number of undesirable triples and quads, and to ensure that any new beds added to the system are apartment style. Between now and the next reaccreditation visit there will be significant efforts to renovate the residences on the

south side of campus. At least some of these spaces have had minor improvements, and there will be greater renovation efforts in these residences in the next few years.

### **Diversity and Disability Issues**

The College continues to strive for a campus community that is more diverse by all standard measures. The Division of Student Life is committed to ensuring that programs and services support our increasingly diverse student body and our aspirations for greater diversity. As one step in this process, we have revised and revamped the former Assistant Dean of Students for Multicultural Affairs position and recruited an experienced and dynamic individual who is working on a number of diversity initiatives across the campus, including making sure that students with disabilities receive appropriate support. Here too, there is much yet to accomplish, but we have made real progress.

Hamilton is committed to providing equal opportunity and access to qualified students with disabilities. Although the College does not have a specialized program for students with disabilities, the Associate Dean of Students for Diversity and Accessibility coordinates individualized accommodations and support services for any student who has a documented need. In addition, students with disabilities are encouraged to take advantage of support services such as the Writing Center, the Language Center, the Quantitative Literacy Center, and the Peer Tutoring Program that are available to all students. Approximately 100 students have requested accommodations on the basis of a documented disability, with ADD/ADHD and other learning disabilities as the most common diagnoses.

### **Integration of Academic and Residential Life**

A fourth initiative has challenged the College to pursue increased integration of academic and residential life. Through programs and enforcement, the Division of Student Life works hard to ensure that the residence hall environment supports the academic mission of the college and students' right to sleep and study. In addition, however, students have expressed an interest in more opportunities to interact with faculty beyond their courses. Working to find appropriate means to facilitate this interaction without overtaxing faculty is a goal of the Division of Student Life. Beginning next fall we will be testing several programs designed to create intentional connections between faculty and first year students. These include a first year housing program for 40 volunteer students that is linked to an academic course; clustering students with a shared academic interest in the same general area of a residence hall and assigning a faculty advisor to that group; encouraging faculty to invite their first year students to dinner at their home or to participate in an out-of-class social activity together; and creating seminar rooms in several predominately first-year residence halls. The goal is to maximize the opportunities for first year students to interact with faculty in informal ways, and to interact with one another around intellectual topics. At the end of the fall 2006 semester we will evaluate these initiatives to determine which, if any, we want to continue on the same or a larger scale.

## **X: ATHLETICS**

Over the last four years, the Physical Education department has taken several important steps in addressing the concerns and issues identified in the 2001 Middle States report. The 2001 report cited concerns regarding student athlete grade performance, league affiliation, job descriptions, booster club finances, strategic planning, and communication (Appendix NN). To date, each of these areas has been addressed and is in various stages of resolution.

### **Academic Performance**

The issue of academic performance and athletes has been addressed on two fronts. On the admission side, new league policies have significantly reduced the number of student athletes receiving preference in the admission process. The New England Small College Athletic Conference has legislated specific numbers for each institution. At Hamilton, we are allowed 69 athletic admissions who are below our pre-determined average. In addition, the league has also determined that only 25% of these students (17 for Hamilton) can be in the maximum range below the college average. These policies have required coaches to become more efficient in their recruiting efforts and have resulted in the recruitment of greater numbers of academically strong student athletes. These policies have also required athletic administrators to make difficult decisions regarding the allocation of opportunities ("slots") for each team (Appendix JJ).

On the performance side, efforts have been made to increase awareness and accountability for student athlete academic performance (Appendix KK). Over the past three years, student athlete grades are now identified by team in the college Datatel system. Coaches and athletic administrators closely monitor the academic progress of each team member every semester. Analysis shows that student athletes as a group perform slightly below their non-athletic counterparts. Last semester the general average grade point average was 86.8, while the average for student athletes was 85.5. Team academic performance is ranked in the department by team and gender, and is discussed at staff meetings at least twice per year. Departmental goals are set regarding future performance. Results show that while athletes as a group perform almost as well as their non-athletic counterparts, it is clearly the female athletes that carry the group. More work needs to be done to improve the overall academic performance of our male athletes.

Along these lines, coaches have been encouraged to closely monitor higher risk members of their teams. To assist them in this endeavor, faculty liaisons are now required for all teams. While there is no structured job description for these liaisons, most provide additional mentoring and academic support for the teams they work with. Study skills, time management and counseling are all part of the services they offer. In addition, improved communication between the Dean of Students office and the athletic program has enabled coaches and athletic administrators to be better informed regarding the mid term and end of term status of student athletes. Mid-term warnings and probation information are now made directly available to the coaching staff.

### **NESCAC Affiliation**

The decision to make a commitment to participate more fully in NESCAC has had mixed results and continues to be an important issue. In 2001 Hamilton decided to commit to playing full schedules in the following NESCAC sports: Football, Volleyball, Men's Ice Hockey, Women's Ice Hockey, Baseball and Softball. In addition we agreed to participate in all single site championships for individual sports. The remaining team sports (Soccer, Lacrosse, Field hockey, and Basketball) retained the affiliation with the Liberty League. This year, Tennis will make the move to participating in a full NESCAC schedule.

While Hamilton has enjoyed the benefits of increased visibility with our NESCAC counterparts, it has not come without some difficulty. The competition level in NESCAC is the best in the country and we have struggled to be competitive in several sports. We are also working to increase the financial commitment necessary to cover the additional travel. To date, there have not been substantial problems with missed class time because of travel obligations.

The College is considering increasing our participation in NESCAC. A four person committee comprised of the Dean of Admission and Financial Aid, the chair of the Committee on Athletics, the Executive Director of Communications and the Director of Athletics is exploring the potential merits and liabilities of incremental or full NESCAC participation.

### **Gender Equity**

Striving for gender equity has been a priority in the department over the past four years (Appendix II). At the time of the 2001 report there were major concerns regarding job descriptions, workload distribution and support. These problems were particularly prevalent among women coaches, which may have led to considerable turnover within that group. Since then, the athletic administration has taken steps to balance the department workload more equitably, making decisions on length of season (spring/fall versus winter) rather than job seniority. Because Hamilton continues to be understaffed relative to our NESCAC peer institutions, we have cautiously moved toward the use of part-time head coaches (in an equal number of women's and men's sports) as a means to alleviate the problem of double head coaching duty. We are experiencing mixed results with this arrangement. We will need to properly evaluate the longer term prospects for success for the overall health of our programs and to determine how our student-athletes are best served. The re-distribution of the departmental workload has fostered a steady improvement in staff morale and better retention of our female coaches.

Another issue of equity relates to booster club finances. In 2001 the department was struggling to balance the donations received from friends and alumni. Historically, donations to men's teams have been higher, and this creates problems in terms of providing equitable resource opportunities for women athletes. With support and assistance from the Committee on Athletics and the development office, the department

made significant progress toward providing equal booster club support for our women's teams. Minor changes in the wording of the annual solicitation letter have been effective in promoting and securing greater financial support for the general fund (an account created for the exclusive use of women's programs). In addition, larger gifts are solicited annually from trustees and are specifically directed to the general fund. For example, one trustee matches all gifts to the general fund. It is hoped that these changes will represent the preliminary steps in establishing an endowment for women's sports.

The result of these efforts has been considerable. Over a four year span the balance in the general fund has more than doubled. In March, 2003 the balance was \$49,839 and rose to \$114,192 in March of 2006. Over the past two years women's booster donations have kept pace with the men. As of March 2006 women have received \$27,780 in gifts compared to \$39,985 for the men. While not yet equal, the numbers are far better than in previous years. Resources from the general fund have supported a women's basketball team trip to the Bahamas and will support upcoming trips for both women's squash and soccer.

### **Strategic Planning and Communications**

The Hamilton College Strategic Plan of 2002 said very little in terms of intercollegiate athletics and recreational sports. There has been more recent interest in the relevance of athletics in the overall mission of the College. Since 2002 the department has advocated for, and the administration has recognized, the importance of competitive athletic and recreational facilities. In 2003 a needs assessment for athletic and recreational facilities determined the priorities to initiate planning and construction. Currently, the construction of squash courts, offices, locker rooms, a sports medicine facility, fitness center, dance studio and climbing wall are underway.

Internally, the department has taken on the task of creating a strategic direction (Appendix LL). In the fall semester of 2004, with the help of an outside facilitator, the department discussed and constructed a strategic plan for self-assessment, policy making and communication. All members of the department participated in the development of this document as well as other operational policies that seek to streamline and organize athletic department business, communication and focus. This continues to be an ongoing priority in shaping our future direction.

External communication is also a priority for the athletic department. In our discussions we identified that our role and visibility as faculty members are important components in our overall strategic direction. Integration into the mainstream of campus life has been a priority for members of the athletic department. Coaches attend faculty meetings regularly and participate in many faculty committees, and they attend

Convocation, Commencement and other annual campus ceremonies and events. Faculty liaisons for each team have helped broaden the understanding of intercollegiate athletics in the campus community and have strengthened the relationships between coaches and academic faculty.

Looking ahead, it will be important for members of the department to work together creatively to find ways to develop and maintain strong programs. Further collaboration regarding recruiting methods in conjunction with clear and consistent admission policies will help coaches attract and yield the best student athletes. Improved facilities will also assist coaches in their efforts to attract the best and the brightest. Attention to current budget limitations will be necessary since greater resources are needed to support all teams equitably and at a level comparable to our peers. Pending decisions concerning greater NESCAC participation, funds may be required to support additional necessary travel.

The department must continue to be mindful of the delicate balance between athletics and academics. Program expectations in and out of season must be kept in perspective despite increased pressures for success. A more structured agenda should be implemented to support “at risk” student athletes, and the department must research and employ a strategy to improve the academic performance of male high profile athletes. In addition to academic performance, there will be an increased focus on campus citizenship among student athletes. The athletic department is currently working with the Dean of Students to formalize a citizenship policy and an anti-hazing agreement for athletes to be included in the department handbook.

A move toward “tiering” teams was initiated last year with the goal of assisting some programs in gaining a competitive edge. The primary strategy thus far has been to provide an admission advantage to a select group of teams, enabling them to yield greater numbers of talented student athletes. In addition we have made some budgetary and staffing decisions aimed at greater support for teams in the top tier. Likewise, there is a need to define realistic expectations for our lower tiered programs and especially for those coached by part-time staff members. We have seen some early positive results, and will determine whether these changes will have significant long-term benefits.

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**Meredith Harper Bonham**

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<p>Controller &amp; Director of Budgets Matt Orlando</p> <p>Director, Human Resources Joe Colburn</p> <p>Assoc. VP, Facilities and Planning Steve Bellona</p> <p>Director, Institutional Research Gordon Hewitt</p> <p>Director, Purchasing and Property Management Irene Cornish</p> <p>Chief Investments Officer Peter Blanchfield</p> <p>Director of Campus Services Dannelle Parker</p>	<p>Director, Central Information Services Martin Sweeney</p> <p>Director, Network and Telecommunication Services Joe Karam</p> <p>Director, Desktop Integration Services Karen Schaffer</p> <p>Director, Instructional Technology Support Services Nikki Reynolds</p> <p>Director, Help Desk and Training Services Debby Quayle</p>	<p>Associate Dean Kirk Pillow</p> <p>Assistant to VPAA, DOF Carol Young</p> <p>Director, Critical Languages Program Mary Beth Barth</p> <p>Director, Emerson Gallery David Nathans</p> <p>Director, HEOP Phyllis Breland</p> <p>Director, Writing Center Sharon Williams</p> <p>Librarian Randy Ericson</p> <p>Registrar Kristin Friedel</p> <p>Director, Oral Communication Center Susan Mason</p> <p>Director of Athletics Dave Thompson</p> <p>Director, Quantitative Literacy Center Mary O'Neill</p> <p>Health Professions Advisor Leslie North</p> <p>Student Fellowships Coordinator Ginny Dosch</p>	<p>Associate Dean, Academic Phil Klinkner</p> <p>Associate Dean, Diversity and Accessibility Berenecia Johnson</p> <p>Chaplain Jeff McArn</p> <p>Director, Campus Safety Pat Ingalls</p> <p>Director, Career Center Kino Ruth</p> <p>Director, Counseling &amp; Psychological Services Bob Kazin</p> <p>Director, Student Activities Lisa Magnarelli</p> <p>Director, Student Health Services Chris Barnes</p> <p>Director, Residential Life Jeff Landry</p> <p>Director, Adventure Programs Andrew Jillings</p> <p>Coordinator, Study Abroad Edith Toegel</p>	<p>Director, Admission Lora Schilder</p> <p>Director, Financial Aid Matt Malatesta</p>	<p>Exec. Director, Western Region/Alumni Secretary Dean Abelon</p> <p>Executive Director, Annual Giving &amp; Alumni Affairs Bill Brower</p> <p>Senior Development Officer Mark Monty</p> <p>Director, Principal Gifts Mary Evans</p> <p>Director, Major Gifts Lori Dennison</p> <p>Director, Foundations, Corporations and Government Relations William Billiter</p> <p>Director, Planned Giving Ben Madonia</p> <p>Executive Director, Communications Mike Debraggio</p>

## The Hamilton Plan for Liberal Education

The *Hamilton Plan for Liberal Education* provides highly motivated students with both the freedom and the responsibility to make educational choices that emphasize breadth and depth. Unique to this plan are two distinct capstone requirements -- one at the completion of the general education sequence (The Sophomore Seminar) and one at the conclusion of the concentration (The Senior Program) -- that serve as integrating and culminating experiences for students at decisive points in their undergraduate careers. The new plan builds on the strength of the concentration and The Senior Program by instituting a Sophomore Program and reinvigorating the advising system. To staff the new curriculum, eight faculty positions (five new FTEs plus three new endowed chairs) will be added, effectively lowering the College's student-to-faculty ratio to 9-to-1.

### A. General Education

As part of the new *Hamilton Plan for Liberal Education*, the faculty has significantly strengthened the general education sequence by: (a) replacing distribution requirements with a series of recommended goals; (b) instituting special first- and second-year seminars; (c) reaffirming the centrality of writing; (d) reinvigorating the advising system; and (e) establishing a multidisciplinary seminar program at the end of the sophomore year that culminates in an integrative project with public presentation. Highlights of the general education program include:

First- and Second-Year Proseminars -- to ensure a high level of engagement early in their studies, students will be encouraged to participate in four special classes: small, rigorous courses of no more than 16 that offer intensive interaction among students and between students and instructors, through emphasis on writing, speaking and discussion, and other approaches to inquiry and expression that demand such intensive interaction. (Effective with the 2001-2002 academic year)

The Writing Program -- all Hamilton students will be required to pass three writing-intensive courses, each taken in a different semester during the first two years of study. (Already in effect)

The Advising Program -- with the elimination of distribution requirements, the advising system will become less administrative and more substantive as faculty members help students develop their own academic programs and understand the implications of their choices. (Effective with the 2001-02 academic year)

The Sophomore Program -- The Sophomore Program will take the form of a series of seminar offerings that emphasize inter- or multidisciplinary learning and culminate in an integrative project with public presentation. As one possible example, the faculty may choose to pursue a seminar titled "Forever Wild: The Past and Future of the Adirondacks." Such an offering might include content in natural history, political history, ecology, geology, popular culture and the environment, and would attract faculty members from many disciplines and interest students with diverse backgrounds. The culminating experience might take place in the Adirondack Park, taking advantage of the College's location. (Effective with the 2002-2003 academic year)

### B. The Concentration

The number of courses normally comprising a concentration is between eight and 10, depending upon the department or the program. In addition, each student is required to complete a senior program, as defined by his or her concentration. Many students also complete an independent study.

The Senior Program -- Each department and program of concentration has designed a senior program to serve as an integrating and culminating experience for the concentration by requiring students to use the methodology and knowledge gained in their first three years of study. Building on their coursework and demonstrating their increasing ability to work independently in terms of both motivation and subject matter, seniors are required to produce a significant synthesis of knowledge by means of one of the following: a research project leading to a written, aural or visual creation; a seminar for concentrators, including a major presentation and research paper by each student; or comprehensive examinations ideally involving both written and oral components. (Already in effect)



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# Hamilton

## Pre-Concentration Advisor Manual

General Information for Advisors

**2005-2006**

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## Hamilton College Calendar 2005-2006

Aug.	23-27	Tuesday-Saturday	New Student Orientation Residence halls open for upperclass students, 9 am Fall semester classes begin, 8 am
	27	Saturday	
	29	Monday	
Sept	2	Friday	Last day to add a course or exercise credit/no credit option, 2 pm
	30-Oct 2	Friday-Sunday	Fallecoming
Oct.	7	Friday	Last day to declare leave of absence for Spring semester 2006
	10	Monday	Admissions Open House
	14	Friday	Fall recess begins, 4 pm Academic warnings due
	19	Wednesday	Classes resume, 8 am
	21	Friday	Last day to drop a course without penalty, 2 pm
	21-23	Friday-Sunday	Family Weekend
Nov.	7-23		Registration period for Spring 2006 courses (tentative)
	22	Tuesday	Thanksgiving recess begins, 4 pm
	28	Monday	Classes resume, 8 am
Dec.	9	Friday	Fall semester classes end
	10-12	Saturday-Monday	Reading period
	13-18	Tuesday-Sunday	Final examinations
	19	Monday	Residence halls close, noon
Jan.	11-14	Wed.-Saturday	New Student Orientation
	14	Saturday	Residence halls open, 9 am
	16	Monday	Spring semester classes begin, 8 am
	20	Friday	Last day to add a course or exercise credit/no credit option, 2 pm Last day for Seniors to declare a minor
Feb.	6-10	Monday-Friday	Sophomores declare concentration
	24	Friday	Last day to declare leave of absence for fall semester 2006
Mar	3	Friday	Academic warnings due
	10	Friday	Spring recess begins, 4 pm
	27	Monday	Last day to drop a course without penalty, 2 pm Classes resume, 8 am
Apr.	3-21		Registration period for Fall 2006 Courses (tentative)
May	5	Friday	Class and Charter Day; Spring semester classes end
	6-8	Saturday-Monday	Reading period
	9-14	Tuesday-Sunday	Final examinations*
	21	Sunday	Commencement
	22	Monday	Residence halls close for seniors, noon

\*Non-senior students are expected to vacate residence halls 24 hour after their last exam

July 1, 2005

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## CALL REFERENCE LIST

<u>Office</u>	<u>Contact</u>	<u>Ext.</u>
<b>Academic Services</b>		
Advising Coordinator	Ann Burns	4613
Associate Dean of Students (Academic)	Philip Klinkner	4600
Dean of Students	Main Desk	4020
Disabilities (Learning & Physical)	Amy James	4022
Peer Tutoring	Mary O'Neill	4374
Quantitative Literacy	Mary O'Neill	4374
Study Skills Tutoring	Mary O'Neill	4374
Writing Center	Sharon Williams	4363
<b>Credit and Registration</b>		
A.P. Credit	Diane Brady	4638
Registrar	Kristin Friedel	4637
Transfer Credit	Kay Klossner	4635
<b>International and Multicultural Students</b>		
Associate Dean of Students for Diversity and Disability	Berenecea Johnson	4021
Coordinator for International Student Services	Amy James	4022
Office Assistant	Regina Johnson	4013
<b>Life and Career Plans</b>		
Architecture	Rand Carter	4268
Career Center	Main Desk	4346
Engineering	Peter Millet	4706
Pre-Business	Ann Owen	4419
Pre-Law	Doug Ambrose	4134
Pre-Med	Leslie North	4584
Teaching Certification	Susan Mason	4373
<b>New Student Information</b>		
First Year Forum	Nancy Thompson	4020
New Student Orientation	Student Activities	4194
<b>Personal Support Services</b>		
Chaplaincy	Jeffrey McArn	4130
Counseling & Psych Services	Main Desk	4340
Health Services	Main Desk	4111
Residential Life	Nancy Perkins	4023
<b>Study Away</b>		
Hamilton Programs		
Beijing, China	Dana Hubbard	4326
Madrid, Spain	Gena Hasburgh	4201
New York City	Frank Anechiarico	4342
Paris, France	Gena Hasburgh	4201
Washington, DC	Frank Anechiarico	4450
Non-Hamilton Programs	Edith Toegel / Amy James	4022

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\*Non-senior students are expected to vacate residence halls 24 hour after their last exam

July 1, 2005



## I. Letter from David Paris, Dean of the Faculty

July 28, 2005

Dear Colleagues,

I hope you are having a pleasant and productive summer. The fall semester will soon be upon us, and I am writing to provide some information about the New Student Orientation program (see attached schedule). The first event for faculty is the President's reception on Tuesday, August 23 at 2:00 p.m. Each department and program should be represented at the reception, and having an even greater representation would certainly be welcomed by new students and their parents. I encourage you to attend.

Faculty will convene in Kirner-Johnson Auditorium on Wednesday morning, August 24 at 8:30 a.m. to discuss advising practices, the Honor Code, and other matters. All faculty advising new students are expected to attend; all faculty are encouraged to attend.

The joint session for the entering class and the Faculty will be held Wednesday at 9:30 a.m. in Wellin Hall. All faculty are expected to attend. A panel of faculty will welcome the class and get them thinking broadly about their intellectual interests and course selection. Advisors will meet with their advisees as a group beginning at 10:30 a.m. Advisors are requested to include discussion of the Honor Code in this group session, which can last until noon or longer.

After lunch, advisors may schedule individual advising meetings throughout the afternoon (as well as on Thursday morning and afternoon). Please note on the attached schedule concurrent events that your students might need to attend that you should consider as you schedule appointments. These events include the Academic Information Sessions and voluntary sittings for the Quantitative Skills Exam.

In a change of practice this year the Academic Fair has been discontinued. Poor attendance and lack of clear purpose have suggested that the event is not necessary. We will continue the practice of Academic Information Sessions, which will be conducted by representatives of Pre-Health Professions, Pre-Law, Study Abroad, and Hamtech: Liberal Arts & Engineering. These sessions will be held at 1 p.m. and repeated at 2 p.m.

Students may sit for the Quantitative Skills Exam at 1 or 2 p.m. Although the exam is voluntary, advisors should strongly encourage those students to take the exam who do not expect to fulfill the Quantitative Literacy Requirement through taking a course.

Wednesday's events will be followed by a picnic on the Commons Quad, beginning at 5:30 p.m.

To greet our new colleagues and reconnect with old ones, you and a guest are invited to join us Friday evening, August 26 at the Annex of Beinecke Student Activities Village for hors d'oeuvres and drinks beginning at 6:00 p.m., followed by a buffet dinner at 7:00. Please return the attached sheet indicating whether you will attend.

Thank you for your participation in these events as we begin the 2005-2006 academic year!

Sincerely,

David C. Paris  
Vice President for Academic Affairs  
and Dean of the Faculty

# ORIENTATION

## II. Faculty Orientation Schedule

### Faculty Schedule for New Student Orientation, August 2005

*This schedule lists events relevant to faculty and all events associated with advising and course registration for new students. Please refer to the student schedule for a complete list of events.*

#### Tuesday, August 23

##### **2pm – President’s Reception**

Students and their families are invited to talk with the president, deans, administrators, and faculty representatives from each office and academic department.

*McEwen Breezeway and Kirner-Johnson Lawn (Rainsite: Beinecke Village Annex)*

#### Wednesday, August 24

##### **8:30am-9:30am – Advising Nuts and Bolts**

VPAA/Dean David Paris and Associate Deans Kirk Pillow and Phil Klinkner will discuss advising practices and other matters. Attendance by all new-student advisors is expected.

*Kirner-Johnson Auditorium*

##### **9:30am-10:30am – Making the Most of Your Hamilton Experience**

A joint student/faculty assembly with presentations by a panel of faculty. Attendance by all new-student advisors is expected.

*Wellin Hall*

##### **10:30-12pm – Group Advising Sessions**

Students meet with advisors in their offices.

*Faculty Offices*

##### **12-1pm – Lunch**

Faculty may accompany their advising group to lunch, or may request bag lunches delivered to their offices, if they prefer to continue group advising through lunch. Lunch will be served in the dining halls until 2pm in case faculty wish to adjust the schedule further.

*Commons and McEwen Dining Halls*

##### **1pm-5:30pm – Individual Advisor/Advisee Meetings**

Faculty meet with advisees, keeping in mind as needed the other events scheduled concurrently. Department chairs and program directors should be reachable during these hours to take questions from students and advisors.

*Faculty Offices*

##### **1pm and 2pm – Quantitative Skills Exam**

Two voluntary sittings for the quantitative skills exam will be held at these times. During the morning group sessions, advisors should encourage their advisees to sit for the exam if they do not expect to fulfill the Quantitative Literacy Requirement through taking a course.

*Location information available in New Student Orientation booklet*

**1pm and 2pm – Academic Information Sessions**

Concurrent information sessions will be held for students interested in Pre-Health Professions, Pre-Law, Off Campus Study, and Hamtech: Liberal Arts & Engineering. Each session will be held at 1:00 and again at 2:00.  
*Locations available in New Student Orientation booklet*

**5:30-6:45pm – New Student and Faculty Picnic**

*Commons Quad (Rainsite: Commons Dining Hall)*

**Thursday, August 25**

**8-9:45am – Individual Advisor/Advisee Meetings**

*Faculty Offices*

**10am -12pm – “Toto, We’re Not in Kansas Anymore”**

An interactive presentation on diversity by Dr. Maura Cullen. Faculty are encouraged to attend.  
*Wellin Hall*

**12pm – Lunch**

*Commons and McEwen Dining Halls*

**12:30-2:30pm – Individual Advisor/Advisee Meetings**

Additional time for advising sessions, as needed.  
*Faculty Offices*

**1:30-4:30pm – Course Registration**

G-L – 1:30-2:15pm  
A-F – 2:15-3:00pm  
M-R – 3:00-3:45pm  
S-Z – 3:45-4:30pm

**Friday, August 26**

**8:30am-12pm**

Advisors should be available or reachable to assist students with course selection or other questions remaining after Thursday’s registration.

**6pm – Faculty Reception and Dinner**

Join your colleagues in welcoming new faculty to campus.  
*Beinicke Annex*

**Sunday, August 28**

**4pm – Convocation**

*Wellin Hall*

**5-7pm – All Campus BBQ**

*McEwen Breezeway*

### III. Honor Code

All advisors are asked to discuss the honor code with their first-year advisees at some time during orientation. Extra time has been added to the Wednesday morning group advising session to allow for this discussion. Associate Dean of Students, Phil Klinkner, and Associate Dean of Faculty, Kirk Pillow, will address this matter at the Faculty Colloquium on Advising and the Honor Code

All first-year students will take a quiz on the Honor Code, the results of which will be provided to their advisors.

Copies of the Honor Code and Honor Court procedures are available at <http://www.hamilton.edu/pdf/honorcode.pdf> and also on pages 109-115 of the Student Planner.

**Honor Code Pledge** (All first-years are required to sign this pledge prior to registration)

*By my signature below, I affirm on my honor that I will abstain from dishonesty in all academic work. I have read and understood the Honor Code and the Constitution of the Honor Court, and I will abide by their provisions. I understand that if I suspect or witness violations of the Honor Code, I am obligated to respond by taking appropriate action. For example, I may report the suspected dishonesty to the instructor in the course, to the chair of the Honor Court, or to the dean of students; I may request that an instructor proctor an exam if I believe cheating is occurring; or I may talk to a student who I believe may be violating the Honor Code.*

## PLANNING A COURSE OF STUDY

### I. Requirements and Expectations

**Proseminars:** The College strongly encourages students to participate in at least four proseminars. Faculty can find a list of proseminars along with course descriptions in the online Advising Viewbook (click on “Foundations” and then “list of proseminars”).

**Requirements:** The College requires all students to complete the Writing Program, the Quantitative Literacy Requirement, and the Sophomore Program. More information on these requirements can be found on pp. 5-6 of the College Catalogue.

**Physical Education Requirement:** Students must complete the P.E. requirement by the beginning of spring break of their sophomore year [see p. 178 of the College Catalogue or contact Sue Viscomi (ext. 4753, *sviscomi*) with questions].

- 1) The Committee on Academic Standing has approved a policy to ensure students complete their requirement in a timely fashion. This policy applies to the classes of 2006, 2007, 2008, and 2009. A warning letter will be sent from the Associate Dean of Students (Academic) in August to all members of the class of 2008 whose requirement is still incomplete. If students have not completed or have not made arrangements to complete the requirement by April 2006, they will not be allowed to register until the second day of the fall registration period for their class. Members of the Class of 2009 will be handled in the same way, but with a targeted completion date of April 2011.
- 2) Registration for P.E. classes is done via the web. First years should be instructed to register for a physical education class (or two) at the same time they register for their academic classes. Returning students will be given the opportunity to register via the web August 29 – September 12.
- 3) P.E. course listings can be found on WebAdvisor and in the course booklet.
- 4) P.E. requirements are listed along with other requirements in Degree Audit on WebAdvisor.

**First Year Forum Requirement:** The First Year Forum is an ongoing orientation program for new students that covers a variety of topics representative of the issues and challenges commonly faced by first year students. Beginning this fall, all new students, including transfers with less than 8 units of Hamilton credit, are required to participate in the First Year Forum. In addition to presenting information, the Forum seeks to provide an opportunity for new students to develop meaningful relationships with their leaders (faculty, administrators, and student) and one another at a critical time in their Hamilton careers.

Groups of approximately 15 students, facilitated by a team composed of a faculty member, administrator and one student, meet twice weekly (75 minutes each) for five weeks beginning in the second week of class.

**Students register for the first year forum along with their other courses, during orientation, as if it were a fifth course.** Advisors will need to remind students of this. Although not technically a requirement, students who fail to attend the minimum required sessions (nine) will lose standing in the spring course registration process.

First Year Forum Session topics are listed below:

1. Introductions/ Inside the Academy: How College is Different From High School
2. Student Code of Conduct/Judicial Process
3. Study Skills/Time Management/Writing Center/Peer Tutoring/Using the Library (presentation for half of the groups)
4. Honor Code/Case Studies/Using the Library (presentation for the other half)
5. Finding Your Niche/Getting Involved on Campus
6. Diversity and Free Speech
7. Alcohol and Sexual Assault
8. Sexual Health (will use video/discussion)
9. Thinking About Your Future (Career Center/Internships/Study Abroad)
10. Open Discussion/Wrap-up

## II. Choosing a Concentration

Students are expected to explore a variety of areas before selecting a concentration during their second year. However, because most departments have prerequisites for upper level courses it is important that students take introductory level courses in potential major fields early in their time here. This is especially true for highly sequential concentrations such as art, mathematics, languages, and the sciences (including computer science). In addition, the following departments have made it clear in the Advising Viewbook that potential majors should take particular care to meet certain requirements in their first year:

American Studies, Chemistry, Comparative Literature, Computer Science, Latin American Studies, Music, Neuroscience, Physics, Public Policy, and Russian Studies.

Any student interested in an art concentration and who does not have an art advisor should contact the Art Department as early as possible during orientation week. To be eligible to declare a concentration, a student must have completed at least two courses in the department or program of concentration by the end of the second year and achieved a cumulative average of 72 or better in the courses taken in that department.

## III. Life and Career Plans

### Pre-Professional Advising

In addition to planning for a concentration, some students will need to make course decisions early based on their career plans.

- **Architecture:** Students who wish to pursue graduate work in architecture should meet with Professor Rand Carter (ext. 4268, *rcarter*).
- **Business School:** Students wishing to pursue graduate study in business should take at least one semester of calculus. Interested students should consult the detailed recommendations for further course work and preparation for an MBA program at the pre-business web site at [www.hamilton.edu/academics/prebusiness.html](http://www.hamilton.edu/academics/prebusiness.html). The pre-business advisor is Ann Owen (ext. 4419, *aowen*).
- **Engineering:** Students interested in the 3-2 Engineering Program should plan on taking Math 113-114 and Physics 190 in their first year. Additional information can be found at <http://www.hamilton.edu/academics/physics/Physics/newEngineering.Main.htm>. The engineering advisor is Professor Peter Millet (ext. 4706, *pmillet*).
- **Graduate School:** Students who are considering the possibility of graduate study should keep in mind that graduate schools in some disciplines require a reading knowledge of one foreign language for the master's degree and two for the doctorate. In addition, graduate programs in the sciences and social sciences may require proficiency in mathematics, statistics, or computer usage. Students should consult with faculty members in the disciplines in which they intend to do graduate work.
- **Health Professions:** See page 31 of this manual for pre-medical information. All those considering careers in the health-related professions are encouraged to consult with Leslie North, Coordinator for Health Professions Advising (ext. 4584, *lnorth*) early in their academic careers.
- **Law:** Hamilton encourages pre-law students to explore a variety of courses throughout the curriculum and to develop an interest in an area that they might like to study in depth. For more information on pre-law advising see the pre-law web site: [www.hamilton.edu/academics/prelaw\\_studies.html](http://www.hamilton.edu/academics/prelaw_studies.html).

Members of the Pre-Law Advising Committee are:

- Doug Ambrose, (Chair), History (ext. 4134, *dambrose*)
- Robert Martin, Government, (ext. 4273, *rmartin*)
- Susan Mason, Teacher Education Program (ext. 4373, *smason*)
- Robert Simon, Philosophy, (ext. 4126, *rsimon*)

\*\*Jeannine Murtaugh (ext. 4339, *jmurtaug*) is the Career Center pre-law and legal services counselor.

- **Teaching Certification:** The minor in Education Studies is recommended for students who are interested in school administration, public policy and education, school counseling, design and development of curriculum, educational assessment, K-12 private school teaching, graduate studies leading to New York State initial teaching certification, requirements for provisional teaching certification in states outside of New York, and other related fields. For more information, students should consult as early as possible with the chair of the program committee, Susan Mason (ext. 4373, *smason*).

## Career Center

The Career Center can be useful not only in assisting students with the search for jobs, career-related experience and internships, but also in helping them choose their concentrations. Students often are concerned about whether the concentration they choose will be useful in the "real world." Career counselors can provide information about which vocations others with similar concentrations and backgrounds have pursued, and help students to think about realistic career options. To set up an appointment, call ext. 4346. Below is a list of career counselors and their areas of specialty:

David Bell (ext. 4544, *dbell*): Advertising and Public Relations; Computers and Technology; Environment and Natural Resources; Government; Non-Profit and Social Change; Sciences.  
Leslie Bell (ext. 4338, *lbell*): Education; Health Care; Non-Profit and Social Change.

Jeannine Murtaugh (ext. 4339, *jmurtaug*): Banking and Financial Services; Business Management; Consulting; Law and Legal Services

Kino Ruth (ext. 4420, *mruth*): Banking and Financial Services; Business Management; Sales and Marketing; International Business

Heather Wixson (ext. 4337, *hwixson*): Human Services; Print, Electronic and Broadcast Media; Retail and Wholesale Management; Sports and Leisure; Visual and Performing Arts

## IV. Study Abroad

It is important that students who wish to study abroad begin planning early. Ideally, they should map out all four years of college studies to ensure that they meet all requirements for graduation. To go abroad, students must maintain a minimum grade point average, demonstrate language proficiency, and complete their P.E., Q-Lit, writing intensive, and Sophomore Seminar requirements. For more detailed information, please see the Hamilton Study Abroad web page at [www.hamilton.edu/academics/abroad/requirements.html](http://www.hamilton.edu/academics/abroad/requirements.html) or the College Catalogue (pp. 11-15, and 24-26).

Edith Toegel, Associate Dean of Students, handles non-Hamilton study abroad (ext. 4022). Amy James, the Coordinator for International Student Services, is also an advisor for study abroad. The staff assistant is Karen Prentice-Duprey (ext. 4634).

- Students interested in the Hamilton program in Beijing should contact Dana Hubbard (ext. 4326, CJ 202C, *dhubbard*).
- Students interested in the Hamilton programs in Madrid and Paris should contact Gena Hasburgh (ext. 4201, CJ 213, *ghasburg*).
- Students interested in all other programs should contact Edith Toegel, (ext. 4022, *etoegel*), Amy James (ext. 4022, *ajames*), or Karen Prentice-Duprey (ext. 4634, *kprentic*).

## V. Fall Registration for First-Years

**Course Availability:** The online Advising Viewbook lists first year courses, organized by department. The Course Schedule Booklet, in addition to listing courses, has information about enrollment numbers, locations, and meeting times. Students may also search for courses by using Web Advisor. Because students are often unable to register for all of the courses of their choice, it is important to encourage them to select alternative choices and to write them down on their pre-registration card. If a course is multi-sectioned, the Registrar's Office will attempt to place the student into another section of the same course; so the student should not attempt to sign up for the same course several times.

**Registration:** First year registration for the fall is Thursday, August 25, from 1:30-4:30. Registration follow-up for first year students who need to make changes to their schedule will be on Friday, August 26. Students may need to consult with you on Thursday afternoon or Friday morning. The deadline for adding new courses or electing the credit/no credit option is Friday, Sept. 2 at 2:00 p.m. Let students know how you would like them to contact you during the first week of classes so they can get your approval for any changes. There are significant penalties for students if they turn in their Add forms late.

**Note:** Fall registration for first year students takes place in the Registrar's Office. They will not be able to register on-line through Web Advisor.

## VI. Placement

Placement Exam results will be placed in each student's advising folder. Generally, placement results are fairly accurate; however, if you have students who think they have been inappropriately placed, advise them to go to the first class and speak to the instructor. If they still feel they are not in the right section, they or their advisor should contact the appropriate person listed below. Students in some language courses can, at the instructor's discretion, be switched to a different section after the add/drop deadline.

French	John O'Neal	4212
German	John Bartle	4779
Italian	Mary Beth Barth	4776
Latin (Classics)	Barbara Gold	4286
Math	Timothy Kelly	4784
Q-Lit	Mary O'Neill	4374
Russian	John Bartle	4779
Spanish	Santiago Tejerina-Canal	4145



## Mathematics

Not all of the incoming first year students have taken a Math Placement Exam, and so it is likely that some of the students you will advise to take a math course will not have a Placement Recommendation in their advising folders. If a student wishes to take a Mathematics course, and the student either does not have a Placement Recommendation or feels that the Recommendation is wrong, please have the student register for the course he or she (and you) feel is most appropriate. Students with no recommendation or who disagree with the recommendation they received from the Math Department should then go to Christian Johnson 216 on Friday, Aug. 26, between 1 and 4 pm, so that we can attempt to resolve most of those problems before the start of classes. For further information, and responses to immediate questions, please call Tim Kelly (ext. 4784), or Dick Bedient (ext. 4138.)

## Music Theory

The prerequisite for MUS 209 is MUS 109. Students may take the Music Theory Placement Exam at (<http://www.hamilton.edu/2008/placementexams/>). Students who do well on this exam have the prerequisite waived for MUS 209. If a student did not complete this exam over the summer, and wishes to do so prior to registration, he/she can take the exam on-line and submit it to Rob Kolb, who will determine the appropriate placement.

## Quantitative Literacy

The Q-Lit examination is no longer required. Two optional sittings of the exam will be given on Wednesday, August 24 at 1 p.m. and 2 p.m. Students who do not intend to meet their Q-Lit requirement by taking a course should be encouraged to sit for the exam. The results will be delivered to faculty offices on Wednesday afternoon before advising meetings begin.

## **VII. Transfer, A.P. and International Baccalaureate Credit**

**TRANSFER CREDIT:** College-level courses taught in high schools are not eligible for transfer even if taught by a university-approved instructor or visiting professor. These courses may be considered when determining a student's placement level or may serve as prerequisites for some Hamilton College courses. Check with department chairs for guidance. A course may be acceptable for credit if it is taught on a college campus and if most students in the course are college students (in other words, it cannot be a course taught primarily for high school students). Students must formally petition for transfer credit. Refer them to Kay Klossner (ext. 4635, *kklossne*) in the Registrar's office for information on how to do so.

**INTERNATIONAL BACCALAUREATE AND A-LEVELS:** Questions about receiving credit for International Baccalaureate or A-level work should be referred to the Registrar's Office.

**ADVANCED PLACEMENT POLICIES:** In order to receive A.P. credit, a student must take a departmentally approved Hamilton course and pass with the minimum grade stipulated by the department. Students must take one of the courses listed below as their first course in the department, unless otherwise designated. A student may not receive credit toward a degree solely on the basis of a score on an Advanced Placement Test.

- **ART**

**General, Drawing, and Art 2D Design:** Students having obtained a 4 or 5 will receive 1 credit upon completion of ART 104 or 160 with a minimum grade of a B in the course.

- **ART HISTORY**  
Students having obtained a 4 or 5 will receive 1 credit upon completion of ARTH 151, 152, 154 or any 200-level Art History course with a minimum grade of B in the course.
- **BIOLOGY**  
Students having obtained a score of 4 or 5 on the Biology AP exam will receive 1 credit after placement in and completion of a course beyond Bio 110 with a minimum grade of C- or better in that course. The credit is for exemption from an introductory semester of college-level biology.
- **CHINESE**  
Students having passed the beginners placement exam in Chinese will be placed in Chinese 130. Students having passed the advanced Chinese placement exam will be placed in Chinese 200. There is also an oral exam to make sure the students can be placed at higher levels.
- **CHEMISTRY**  
Students having obtained a 4 or 5 will receive 1 credit upon completion of CHEM 125 and/or 190 with a minimum grade of a C- in the course(s).
- **COMPARATIVE LITERATURE**  
Students having obtained a 5 on the English Literature and Composition AP exam will receive 1 semester credit (not toward the concentration) for completing any Comparative Literature course with a B- or better, with the following limitation: Students who receive an AP credit in English may not also receive an AP credit in Comparative Literature.
- **COMPUTER SCIENCE**  
**Computer Science A:** Students having obtained a 4 or 5 will receive 1 credit upon completion of CPSCI 111 with a minimum grade of a C in the course.  
  
**Computer Science AB:** Students having obtained a 4 or 5 will receive 2 credits for CPSCI 110 and 111 upon completion of CPSCI 210 or 220 with a minimum grade of a C in the course.
- **ECONOMICS AND PUBLIC POLICY**  
**Issues in Macro:** Students having obtained a 5 will receive 1 credit upon completion of ECON 285 with a minimum grade of a B- in the course.  
  
**Issues in Micro:** Students having obtained a 5 will receive 1 credit upon completion of ECON 275 with a minimum grade of a B- in the course.
- **ENGLISH LITERATURE AND LANGUAGE**  
Students having obtained scores of 4 or 5 on either or both of the two English placement exams may place out of English 150, directly into one of the 200-level courses open to them. This fall, the 200-level courses in English open to first-years with AP scores of 4 or 5 are 204, 222, 257, and 267. Spring courses open to students with AP scores of 4 or 5 will include 204, 205, and 225.
- **FRENCH LITERATURE AND LANGUAGE**  
Students having obtained a 4 or 5 will receive 1 credit upon completion of a 200-level French course with a minimum grade of a B- in the course.
- **GERMAN**  
Students having obtained a 4 or 5 will receive 1 credit upon completion of a 200-level German course with a minimum grade of a C- in the course.

- **GOVERNMENT AND WORLD POLITICS**

**United States:** Students having obtained a 5 will receive 1 credit upon completion of any course within the department, other than GOVT 116, with a minimum grade of a B in the course.

**Comparative:** Students having obtained a 5 will receive 1 credit upon completion of any course within the department, other than GOVT 112, with a minimum grade of a B in the course.

- **HISTORY**

**U.S. and European:** Students having obtained a 4 or 5 on either exam will receive 1 semester credit towards general requirements (not towards the concentration) for completing a 100-level history course with a minimum grade of a C- in the course.

- **HUMAN GEOGRAPHY**

Students having obtained a 4 or 5 on the advanced placement exam will receive 1 credit upon successful completion of ANTHR 113 or 114 with a minimum grade of B- or better.

- **LATIN – LITERATURE AND VERGIL**

Students having obtained a 4 or 5 in AP Latin Literature or Vergil will receive 1 credit upon completion of LATIN 390 with a minimum grade of B- in the course. Students having obtained a 3 will receive 1 credit upon completion of LATIN 210 with a minimum grade of B- in the course.

- **MATHEMATICS**

Contact the mathematics department

- **MUSIC THEORY**

Students who receive a 5 on the AP exam in Music Theory are placed in MUS 209 and will receive 1 advanced placement credit upon completion of MUS 209 with a minimum grade of B in the course.

- **PHYSICS**

**Physics B (non-calculus):** Students having obtained a 4 in AP Physics B will receive 1 credit upon successful completion of PHYS 100 (for pre-meds and other science majors) and PHYS 190 (for physics and chemistry majors). Another Physics course may be substituted for 100 or 190 with permission of the department chair. Students having obtained a 5 in AP Physics will receive 1 credit upon successful completion of any Physics course and should consult with the department about placement.

**Physics C (calculus based):**

**Mechanics only:** Students having obtained a 4 in AP Mechanics will receive 1 credit upon successful completion of PHYS 190. Students having obtained a 5 in AP Physics C will receive 1 credit upon successful completion of a Physics course and should consult with the department about placement.

**E&M only:** Students having obtained a 4 in AP E&M will receive 1 credit upon successful completion of PHYS 195. Students having obtained a 5 in AP Physics C will receive 1 credit upon successful completion of a Physics course.

**Both mechanics and E&M:** Students having obtained a 4 in both Mechanics and E&M will receive 2 credits upon successful completion of PHYS 290 and should consult with the department about placement. Students having obtained a 4 and 5 in Mechanics and E&M will receive 1 credit upon successful completion of a Physics course and another upon successful completion of PHYS 290. Students having obtained 5's in both Mechanics and E&M will receive 2 credits upon successful completion of a Physics course (starting with 290 is recommended).

- **PSYCHOLOGY**

Students having obtained a 4 or 5 in AP Psychology may elect any 200-level course that has Introductory Psychology as a prerequisite. Students with a 4 are advised to discuss their plans with the department chair, as many find it worthwhile to reinforce their foundation of psychological knowledge by electing Introductory.

- **SPANISH LITERATURE AND LANGUAGE**

Students having obtained a 4 or 5 in AP Spanish Literature or Language will receive 1 credit upon completion of a 200-level Spanish course with a minimum grade of a B- in the course. Placement is based on placement exam. Students may choose to begin with 140 with the consent of the department and still receive AP credit upon completion of a 200 level course.

## RESOURCES FOR STUDENTS

### I. Academic Support Services

As an advisor you may find it helpful to give students your insights into how to manage time and improve study skills. Consistent use of a daily planner can help many students become aware of how they are using their time or whether they are over committed to extracurricular activities. Asking your advisees about their activities outside of class may allow you to encourage them to maintain a moderate level of extracurricular activity during their first year. In addition to the advice you offer, Hamilton provides the following resources:

- **Academic Warnings:** Advisors will be notified if one of their advisees receives an academic warning. Advisors are strongly encouraged to contact the student to find out why the student is having difficulty. Students receiving academic warnings in two or more courses will be contacted by the Associate Dean of Students (Academic). Faculty may send academic warnings online at: <http://my.hamilton.edu/college/registrar/academicwarning/>
- **Coaches and Extracurricular Advisors:** Coaches and other extracurricular advisors are often helpful when a student is struggling academically. They usually know the student quite well, and advisors are encouraged to contact them if they think it would be helpful. A list of coaches, their phone numbers, and email addresses can be found under the "Physical Education" heading in the Hamilton College Telephone Directory.
- **Course Instructors:** Students who are struggling in a particular course may be reluctant to speak to their professor and may need encouragement to make contact.
- **Dean of Students Office:** Students having serious difficulties in courses should be referred to Philip Klinkner, Associate Dean of Students (Academic) (ext. 4600, *pklinkne*).
- **Learning and Physical Disabilities:** Students seeking special arrangements will need to provide the Dean of Students Office with a recent evaluation conducted by a specialist in the appropriate field. It should include a specific diagnosis, information regarding onset, longevity and severity of symptoms, and information on how the disability and/or related medications and treatments interfere or limit any major life activity including participation in the courses, programs and activities of the college. Using this information, in consultation with the student, his or her professors and, if necessary, other qualified experts, the assistant dean will help the student to develop a system of support services that are appropriate to the student's needs. Requests for special arrangements should be made well in advance of the time they will be needed.

- **Oral Communications Center:** The Oral Communications Center offers quarter-unit applied oral communication courses and individual student assistance through the Oral Communication Lab. The Oral Communication Lab is located in McEwen Room 109 with hours of operation posted outside Room 109 and at the "Oral Communication at Hamilton" webpage. Students should contact Jim Helmer (ext. 4063, *jhelmer*), the Coordinator of the Oral Communication Lab, or Susan Mason (ext. 4373, *smason*), the Director of Oral Communication Center for assistance.
- **Peer Tutoring Program:** The College has about 70 peer tutors on call for most subjects. The Program is located in Christian A. Johnson Room 223. The program is open Monday - Friday, 10:00 a.m.-12:00 noon and 1:00 - 4:00 p.m. Students should contact Mary O'Neill (ext. 4374, *moneill*) to request a tutor.
- **Quantitative Literacy Center:** The Center offers drop-in tutoring for quantitative math and science courses such as Biology, Chemistry, Economics, Geology, Mathematics, and Physics. Students who need to fulfill their Quantitative Literacy Requirement with the non-credit Quantitative Literacy Tutorial may do so at the Center. The Center is located in Christian A. Johnson Rooms 223-224 and is open Monday - Thursday 4:00 - 6:00 and 7:00 - 9:00 p.m. and Sunday 2:00 - 4:00 and 7:00 - 9:00 p.m. Contact: Mary O'Neill (ext. 4374, *moneill*).
- **Study Skills Tutoring:** Mary O'Neill (ext. 4374, *moneill*), Academic Support Coordinator, provides study skills tutoring. Students should contact her directly.
- **Writing Center:** The Writing Center provides peer consultation for all students. In addition, faculty may refer individual students who need more intensive tutoring directly to the Writing Center (ext. 4363). The Writing Center is located in Kirner-Johnson 209; writing conferences are available Monday-Thursday, 10 a.m. - 11 p.m.; Friday, 10 a.m. - 2 p.m.; and Sunday, 1- 11 p.m.

## II. Personal Support Services

Students struggling with personal problems may come to their advisor for assistance. Advisors are not expected to be personal or mental health counselors, but should be aware of the various resources Hamilton provides.

- **Counseling Center:** Counseling Center services are available 24 hours a day, 7 days a week (ext. 4340). The following text is taken from the Counseling Center web site ([www.hamilton.edu/college/counseling\\_center](http://www.hamilton.edu/college/counseling_center)):

Faculty members are encouraged to consider making a referral if they notice:

- You're doing more "personal counseling" than "academic advising" with a student.
- A student seems to be "perpetually" tired, anxious, depressed, irritable, angry, or sad.
- Marked changes in a student's appearance or habits (for example, deterioration in grooming, hygiene, dramatic weight change, marked withdrawal in a normally outgoing person, accelerated activity or speech in a normally reserved person, or marked change in academic performance).
- Indications of hopelessness or helplessness.
- A student's use of alcohol or other substances interferes with his/her relationships or work.
- A student's thoughts or actions appear unusual to others.

If you notice any of these warning signs, here's how to make a referral. Inform the student in a straightforward, matter-of-fact manner of your concern. Be specific regarding the behavior patterns you have observed. At this point, suggest that he/she consider personal counseling and refer the student to the Counseling Center. Although we appreciate your concern for the student you are referring, we expect the student to call and make his/her own appointment.

If the student agrees to the referral, you may:

- Facilitate the referral by having the student call us from your office or room to arrange an appointment.
- Agree that the student will contact the Counseling Center on his or her own to arrange an appointment.
- In urgent or crisis situations, walk the student over for immediate contact with our staff.

Except in emergencies, the option should be left open for the student to accept or refuse a referral for counseling. If you are unsure about whether to refer, call us. Our staff is always willing to discuss your concerns about a student and possible courses of action.

As required by both laws and ethics of professional practice, all communication between a therapist and client is confidential. Once a student is a client at the Counseling Center, we cannot discuss the particulars of his/her situation, or even acknowledge the fact that counseling is being provided without the consent of the client. If it seems necessary we will generally attempt to obtain client permission to communicate with a faculty member, friend, or family member. If you do not hear from us, it is likely that permission has not been granted. Students are also encouraged to communicate with you in a manner that is comfortable for them. Even though we are bound legally and ethically by the rules of confidentiality we can always listen to your observations and concerns. In any event do not hesitate to contact the Counseling Center for a consultation.

- **Dean of Students Office:** Any student having significant personal problems (e.g. family conflict, financial difficulties, harassment, or other personal crises) should be referred to the Dean of Students Office (ext. 4020).
- **Health Center:** Students suffering from physical ailments should be referred to the Health Center (ext. 4111). The Health Center will not give out retroactive “medical excuses” to students who miss class due to illness except in extraordinary circumstances. Students are expected to contact course instructors as soon as the illness begins to interfere with academic responsibilities and to work out in advance how to deal with assignments and attendance issues. If the Health Center staff recommends a student suspend or curtail academic activity due to illness, they will contact the Dean of Students Office, who will in turn contact the student’s instructors.
- **Office of Residential Life:** Students experiencing roommate difficulties or other problems with their living arrangements should contact the Office of Residential Life (ext. 4023).

### III. Readings and Websites

- **Suggested Readings:** (All readings are on reserve at the Hamilton College Library.)
  1. Essentials of Writing – The Hamilton College Style Guide.
  2. Making the Most of College, Chapter 3, by Richard Light.
  3. The Transition to College Writing, by Keith Hjortshoj.
- **Useful Websites**
  1. Dartmouth College’s Study Skills Website: <http://www.dartmouth.edu/admin/acskills/success/index.html>
  2. Virginia Tech’s Study Skills Website: <http://www.ucc.vt.edu/stdyhlp.html>

# APPENDIX

# I. Departmental Memorandums

**From the Biology Department:**

## **BIOLOGY AT HAMILTON FOR FIRST-YEAR STUDENTS**

There are two different ways to begin the study of Biology at Hamilton. The standard approach is a two-semester sequence that covers organismal biology (Bio 110) in the fall and cellular and molecular biology (Bio 111) in the spring. An alternative route is a one-semester proseminar that covers fundamentals of the study of Biology at the college level, offered only during the fall.

### *How should you decide which course is right for you?*

You should decide which course to take based on the strength of your high-school science background and the general confidence you have in your ability with science subjects. The two-semester sequence provides a survey of the breadth of biology and includes necessary background in related topics (e.g., chemistry). Bio 115 offers study of selected topics in greater depth but assumes a good high school background in biology and chemistry and gives less of a survey of the life sciences. In Bio 115, students are expected to study basic biological concepts independently or in groups to prepare for specific material in class.

### *If you are thinking about majoring in Biology, Biochemistry/Molecular Biology, or Neuroscience, or you are pre-med:*

Either introduction, Bio 110-111 or Bio 115, will give you an excellent foundation for any of these directions. You should choose the best option for you based on the criteria outlined above. The pre-med requirements include one year of college-level biology, so pre-med students should take either Bio 110 and 111 or Bio 115 followed by a 200-level Biology course.

### *If you wish to take Bio 115:*

Students gain entry in Bio 115 through permission of one of the instructors: Prof. Ernest Williams (x4387) or Prof. Herm Lehman (x4298). You may contact them during orientation week either at the Academic Fair or during academic advising hours.

### *What about AP credit?*

Students with a score of 4 or 5 on the Biology AP exam will gain one college credit after placement in and successful completion (C- or better) of a course beyond Bio 110.

Course descriptions are available in the College Catalog or online at:

**<http://www.hamilton.edu/academics/courses.html?dept=Biology>**



## **From the Chemistry Department:**

To First Year Advisors:

Students thinking about a possible concentration in Chemistry, Chemical Physics, or Biochemistry should understand that chemistry is a sequential subject that builds upon prior concepts and knowledge. Students will have more flexibility for the pursuit of opportunities such as studying abroad and adding second concentrations/minors if they begin the study of chemistry in the first semester. In addition, we will have 8-10 summer research opportunities available for rising sophomores who have completed a year of college chemistry.

We have two introductory courses to choose from, Chem 120 or Chem 125. Chem 120 covers most of the general chemistry curriculum in one semester, with lectures and laboratories in the traditional manner. We have two sections (Brewer; LaGraff), which should keep each class size around thirty students. Chem 125 is a discussion-based pro-seminar, and requires the students to read and work problems on the material before we discuss it in class. Chem 125 covers a little more material than Chem 120, primarily by moving faster through the first four chapters of the textbook. The student's questions on reading and problem assignments drive the classroom discussion in Chem 125. Students in either Chem 120 or Chem 125 will take the same laboratory, and students must register separately for one of the five sections of laboratory.

*How should a student decide between Chem 120 and Chem 125?*

Students and advisors with questions should call one of the faculty in chemistry for individual advice. Both courses provide an excellent start for students who are interested in studying science, preparing for a professional career such as medicine, or getting an overview of the conceptual basis of the discipline, which is usually much different from their high school experience. A student who has done well in their math and science courses should probably enroll in Chem 125; most students in Chem 125 will not have AP credit. Students who plan to work hard should be successful in this course. If in doubt, a student should enroll in Chem 125; we will allow students to transfer from Chem 125 into Chem 120 after the first week of classes, a policy that we have used to encourage students to give Chem 125 a try.

Faculty who can be called upon for advising questions:

Karen Brewer; x4726; Chemistry & Pre-med advising

Ian Rosenstein; x4730; Chemistry, Biochemistry, & Pre-med advising

George Shields; x4728; Chemistry, Biochemistry, & Chemical Physics advising

**From the Chinese Department:**

The Chinese program recommends its potential concentrators to take Chinese language courses (Chinese 110 for beginners) and Chinese culture courses (Chinese 150) in their first year at Hamilton.

**Advanced Placement**

Students having passed the beginners placement exam in Chinese will be placed in Chinese 130. Students having passed the advanced Chinese placement exam will be placed in Chinese 200. There is also an oral exam to make sure the students can be placed at higher levels.

**From the Classics Department:**

Students who are interested in the ancient world may take courses in and may major in either Classical Languages or Classical Studies. Because the classical languages concentration requires substantial accomplishment in both Latin and Greek (only one language is required for Classical Studies), prospective concentrators entering the College with no knowledge of Latin or Greek should make an immediate start with the prerequisite 100- and 200-level courses.

**From the English Department:**

**DEPARTMENT OF ENGLISH**

Students who do not take 150 and who want to take creative writing workshops must first take Eng 204, which is available both semesters. Prospective concentrators in Creative Writing are not required to take a workshop in the first year. Please note that the fall section of 215 (Introduction to Creative Writing) is NOT open to first year students.

**ADVANCED PLACEMENT POLICY**

There are two AP examinations in English. Recipients of scores of 4 or 5 on either or both of them may place out of English 150, the departmental prerequisite course, directly into one of the 200-level courses open to them (see below). We encourage AP students to consider placing into those courses.

Most but not all students have reported their AP scores to the Registrar over the summer. Those who did so will receive information from us about AP placement. A student whose scores have not yet been received may still register for 200-level courses by confirming the AP score to the person entering his or her schedule at registration.

This fall, the 200-level courses in English open to first-years with AP scores of 4 or 5 are 204, 206, 222, 235, 257, and 267.

Spring courses open to students with AP scores of 4 or 5 will include 204, 205, and 225.

**CREATIVE WRITING:** Students may not use AP scores to place directly into Eng 215 (Introductory Poetry and Fiction Workshop). Students with AP scores of 4 or 5 must first take Eng 204 in either the fall or the spring before taking 215.

**COURSE CREDIT:** AP 5 students who place directly into a 200-level course will receive two course credits if they pass the course with at least a B-. AP 4 students are eligible for placement at the 200-level but not for an additional credit. AP 5 students who choose to take Eng 150 will not receive the additional course credit, even if they take a 200-level course after 150.

Questions may be directed to Catherine Kodat, the department chair, at x4341 or via e-mail (ckodat).

## **From the Music Department:**

### **MUSIC DEPARTMENT**

As part of a liberal arts education, the study of music at Hamilton incorporates the examination of theoretical concepts and historical contexts of various styles of music with opportunities for performance. In addition to courses in music theory, history, solo performance and group performance, the curriculum includes a wide range of courses from the history of jazz, to contemporary music technology, to Javanese gamelan and African drumming, to conducting.

### **COURSE & CONCENTRATION INFORMATION**

Students who have *any* inclination whatsoever to concentrate in music are urged in the strongest possible terms to enroll in MUS 109 in their first semester (and certainly in their first year). This course is the prerequisite for the majority of 200-level courses in the department. Students also have the option of placing out of MUS 109 (see info below).

Courses that provide a good introduction to the college-level study of music for the general student include:

[MUS 105] - Musical Perception  
[MUS 108] - From Words to Song  
MUS 109F, S - Theories of Music: Fundamentals

#### **MUS 154S - Music of the World's Peoples**

MUS 160F - History of Jazz

Students who are contemplating a concentration in music are strongly advised to complete the following courses during their first two years. This is especially important for students who are considering double-concentrating or who are considering spending the junior year in an off-campus program. The semesters listed below are our typical schedule, and are good for 2004-05, though changes may occur in subsequent years in some cases.

MUS 209F - Theories of Music: Counterpoint and Harmony  
MUS 210S - Theories of Music: Musical Forms  
MUS 180F - Basic Aural Skills (a quarter-credit course)  
MUS 280S - Intermediate Aural Skills (a half-credit course)  
MUS 281F, S - Intermediate Keyboard Skills (a half-credit course)  
MUS 251F - Music in Europe Before 1600  
MUS 252S - Music in Europe, 1600 to 1900  
MUS 253S - Music in Europe and America Since 1900

### **ADVANCED PLACEMENT**

The prerequisite for MUS 209 is MUS 109. During the summer, the music department administers an on-line placement exam (<http://www.hamilton.edu/2008/placementexams/>). Students who do well on this exam have the prerequisite waived for MUS 209. If a student did not complete this exam over the summer, and wishes to do so prior to registration, he/she can take the exam on-line and submit it to Lydia Hamessley or Rob Hopkins, who will determine the appropriate placement.

Students who receive a 5 on the AP exam in Music Theory are placed in MUS 209 and will receive 1 advanced placement credit upon completion of MUS 209 with a minimum grade of B in the course.

The prerequisites for MUS 280 and 281 are MUS 180 and 181, respectively. These are quarter-credit courses. At the beginning of the semester, the instructors of these courses administer exams. Students who demonstrate sufficient proficiency have these prerequisites waived and are placed in MUS 280 and 281, respectively.

## **AUDITIONS FOR MUSIC DEPARTMENT ENSEMBLES**

Auditions for the College Orchestra, Chamber Music Ensembles (woodwind, string, and brass), Choir, College Hill Singers and Jazz Ensemble will be held during Orientation. Students must sign up early for audition times, using the schedule sheets posted at room 210 in the Schambach Center. They may visit Professors Kolb, Buchman, or Woods for information in advance of their audition.

## **REGISTRATION FOR PRIVATE LESSONS**

Registration for private lessons takes place the first week of each semester in the Music Department Office, List 111. Registration is for both new and continuing students and a fee is charged. Students may not begin the study of an instrument or voice in their senior year. Students may stop by the Music Department Office during Orientation to pick up registration packets and to get further information.

**From the Hispanic Studies Department:**

1) Students interested in taking HSPST 110 (First Semester Spanish) should be aware that we also offer HSPST 115, Spanish Immersion I, which covers HSPST 110 and 120 in one semester (the course meets five days a week and is counted as two units on the student's transcript). Students who take this course will be ready to take HSPST 130 in the spring, or HSPST 135 (immersion). In other words, students can complete two years of Spanish language study in one year by taking our immersion courses 115 (fall) and 135 (spring). There is no obligation to take 135, however, just because you take 115. These courses are open to everyone but especially designed to help beginning students to major in Hispanic Studies, and/or to be ready to study abroad in a Spanish-speaking country during their junior year.

2) Hispanic Studies 201W, Spanish for Native Speakers, is not being offered this fall, but will be offered again in fall 2006.

**From the Theatre Department:**

1) We anticipate that Theatre 101 will be closed out for the fall semester. An additional section of Theatre 101 will be offered during the spring semester. Students interested in taking theatre should consider taking Theatre 110, Performing Cultures: Introduction to Theatre, which also covers the basics of performance and presentation, offered during the spring semester. Students are not permitted to enter Theatre 102 without first taking Theatre 101, regardless of prior acting experience.

2) Departmental theatre productions are open to non-majors as well as majors. Auditions will be held early in the semester, and will be announced on campus e-mail.

3) Other opportunities for performance include directing and playwriting showcases, held later in the semester, as well as senior projects. Auditions will be announced on campus e-mail.



**From the Dance Department:**

Students interested in majoring or minoring in dance should enroll in an introductory level course during the freshman year. Introductory courses are closed to upper level students.

## II. PLANNING TIPS FOR TAKING LANGUAGE COURSES

- ❖ If a student has had a language in high school which he or she plans to continue studying at Hamilton College, **it is better to take a course in the language in the first semester of the first year.**
- ❖ A corollary to the above suggestion would mean that **students** deferring language instruction **would be better served if they reduced to a minimum the "hiatus" in their language studies.** Should they not be able to take in their first semester a language studied in high school, it is in their best interest to take it as soon as possible.
- ❖ While many students find even a brief exposure to language study beneficial, **students wishing to attain proficiency in a language should be encouraged to take the language at least through the end of the basic four or six semester sequence.** Students who think that they might concentrate in one or more languages should start their study as early as possible at Hamilton. It is best not to start two new languages simultaneously.
- ❖ Students derive **maximum benefit from at least two consecutive semesters of language instruction at the college level.** They should, therefore, be discouraged from dropping a language after only one semester.
- ❖ Although students' long-term plans are never entirely clear at the outset of their undergraduate years, they should be advised that **there is invariably a language requirement in graduate school.** If a student has any intention of pursuing graduate work after Hamilton, he or she would be well advised to do some language training while at Hamilton so as not to have to begin it afresh four years after high school.

### III. Pre-Medical Advising

Please encourage your premed advisees to attend

“Health Professions Information Session for First-Year Students”  
Two sessions: either 1:00 PM or 2:00 PM on Wednesday 8/24  
In Benedict 104

#### Minimum requirements for medical school:

- **Two semesters of College English or Comparative Literature** (English 150 or 110 plus one other course in English, any two Comparative Literature classes, or any combination of the two disciplines).
  - **Two semesters of College Biology with Lab** (Biology 110-111, or 115 and one other course at the 200 level, with 248 also recommended. Students with AP Biology should consider electing Bio. 115. Or Bio 111 in the Spring and Bio 248 following Spring.)
  - **Two semesters of College Physics with Lab** (Physics 100-105 (algebra-based) or 190-195 (calculus-based)
  - **Four semesters of College Chemistry, including Organic Chemistry I and II** (Chemistry 120/125, 190, 255, and 265/270); a few medical schools now require Biochemistry (Chem 270 or Bio 346).
- In addition, many medical schools ask that students demonstrate proficiency in mathematics; only a few schools require two semesters of calculus. Schools that ask students to be competent in mathematics accept a range of courses as evidence, including statistics and computer science, as well as calculus.
  - Medical schools often suggest additional work in the sciences, psychology, and social science. Fulfilling these additional requirements ordinarily happens naturally in the process of pursuing the breadth of study recommended under the curricular guidelines.
  - **The current national trend is to take four years to complete premed requirements, establishing a strong academic and extracurricular resume during the undergraduate years, and spending a year of study, research, or work between college and medical school. This schedule allows for exploration of possible majors during the first year, and is compatible with foreign study.**
  - A student who plans to enter medical school immediately after Hamilton must take the four basic science courses in the first three years to be prepared for the MCAT in the spring/summer of the junior year. This means doubling up somewhere along the line.
  - Students who plan to major in chemistry should consider electing physics in the sophomore year, as it is a prerequisite for Physical Chemistry, ordinarily taken in the junior year.
  - Starting in 2007, the MCAT will be offered as an online test and will be scheduled 6-8 times a year, adding flexibility to premed planning.

**Encourage your advisees to choose a schedule that will allow them to complete the necessary courses with the best mastery of the material. Students must do more than just elect the right courses. They must do well in the classes and retain the information for the Medical College Admission Test (MCAT).**

Students should make a tentative four year academic plan in consultation with Leslie North.

Below are some sample course schedules taken from our guide to first year students. Schedule A and B will prepare students to take the MCAT in the spring of their junior year and attend medical school immediately after graduation. These schedules are appropriate for students who have completed Advanced Placement work in sciences, have strong study skills, and are fairly certain that they know what their intended major is:

<u>Schedule A</u>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>
<i>Fall semester</i>	Chem 120 or 125 English Math/Elective	Chem 255 Sophomore Seminar Major/Elective	Physics 100/190 Math Major	Major Senior Project Elective/Major
<i>Spring semester</i>	Elective/Major Chem 190 Elective/Major Elective /Math Biology 111	Elective Chem 265/270 Biology 248 English/Comp Lit Major/Elective	Elective Physics 105/195 Major Major (Elective*) MCAT study	Elective Major Senior Project Elective Elective
<u>Schedule B</u>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>
<i>Fall semester</i>	Chem 120/125 English Math/Elective Physics 100/190	Chem 255 Elective Major	Biology 110 Major Major	Major Senior Project Elective/Major
<i>Spring semester</i>	<b>Biology 111</b> Elective/Major Math/Elective Physics 105/195 Chem 190	English Chem 270 Elective Biology 111 Major	Elective Elective Biology 111 Major (Major)* MCAT study	Elective Major Senior Project Elective Elective

The following schedules allow students to explore various disciplines before declaring a major and are also appropriate for students who have not had advanced high school work in the sciences.

#### Schedule for students interested in exploring a health career--MCAT in Spring of Senior Year

<u>Schedule C</u>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>
<i>Fall semester</i>	Chem 120/125 English Elective/Math	Elective Chem 255 Elective	Biology Elective Major	Physics 100/190 Senior Project Major
<i>Spring semester</i>	Elective Chem 190 Math Elective	Elective Elective/Major Chem 265 04 270 Major Elective	Major Major Biology (Major)* Elective/English	Major Physics 105/195 Senior Project Major (Elective*) MCAT study

#### Schedule for exploring a health career--MCAT in Spring of Junior Year

<u>Schedule D</u>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>
<i>Fall semester</i>	Biology 110/115 English Elective/Math	Chem 120/125 Elective Major	Chem 255 Physics 100/190 Major	Major Senior Project Major
<i>Spring semester</i>	Elective Biology 111 or other Elective/Major Elective/Math Elective	Elective Chem 190 English Major Elective	Elective Physics 105/195 Chem 265/270 Major (Major)* MCAT study	Elective Major Senior Project Elective Elective

### Schedule for a semester abroad —MCAT in Spring of Senior Year

<u>Schedule E</u>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>
<i>Fall semester</i>	Chem 120/125 English Math Elective/Major	Chem 255 Elective Major Elective	Semester Away	Physics 100/190 Senior Project Major Major
<i>Spring semester</i>	Chem 190 Elective/Major Math Biology 111 or other	Chem 265/170 Major English Elective/major	Bio 248 Major Major Elective	Physics 105/195 Senior Project Major (Elective)* MCAT study

\*Students who enter Hamilton with credit from Advanced Placement courses, or have accumulated extra credits by over-electing, can choose three courses during the term they are preparing for the MCAT.

To help students present excellent credentials when they apply to professional schools in the health professions, we advise them to begin fulfilling the science requirements in their first year. Encourage your advisees to choose a schedule that will allow them to complete the necessary courses with the best mastery of the material. Students must do more than just elect the right courses. They must do well in the classes and retain the information for the Medical College Admission Test (MCAT). Students who are fairly certain of their intended major and whose primary interest is in science can begin by electing two of the basic laboratory sciences in the first year. Students should be cautioned, however, to elect two sciences only if they are well prepared by advanced work in high school and are certain they will devote sufficient time to their studies. Students who plan to play a sport in their first year, or commit to an equally time consuming extracurricular activity, and students who need to explore various departments before choosing a major, may be more successful if they choose only one science. Those who plan to study abroad will gain flexibility by enrolling in two of the basic laboratory science courses in their first semester, but there are other options if one science seems more appropriate.

In addition to the required coursework, students should be encouraged to pursue extracurricular activities that familiarize them with both the clinical and research environments. Leslie North, Coordinator of Health Professions Advising, can offer assistance in formulating a tentative four-year plan, will offer suggestions of extracurricular and summer opportunities that will enhance their experience, and can assist with the time management and study skills. **Students are encouraged to meet with Leslie North within the first three weeks of the semester. Leslie's office is currently in South Court 110 but on September 10 she will move to Science Center 1005. Her extension is 4584. She will have a group meeting for first year students in late September.**

There are many successful routes to medical school. Although all students must complete the minimum coursework (outlined below), each student can choose the path that seems best suited for him/her. Other health professions (veterinary, optometry, physical therapy, etc.) have similar, but not identical, requirements.

Information and advice is available from any member of the Health Professions Advisory Committee:

Leslie Bell	Career Center
Gordon Jones	Physics
Robin Kinnel	Chemistry
Tara McKee	Psychology
Sue Ann Miller	Biology
Leslie North (Chair)	Coordinator of Health Professions Advising
John H. O'Neill	English
Doug Weldon	Psychology
Stephen Wu	Economic



## Honor Code at Hamilton

The Honor Code is an integral feature of life at Hamilton College. Created by students more than 90 years ago, the Honor Code protects the long-standing tradition of academic integrity within the College community. As a matriculating student at Hamilton, you will be required to sign a formal pledge to abide by the principles of the Honor Code. The Honor Code booklet and pledge card were included in the packet sent to you in June.

The Honor Code promotes an honest and Informal relationship between students and faculty, and assumes a high level of maturity on the part of students. Upon signing the Honor Code pledge, a student assumes two major responsibilities: to refrain from dishonesty in his or her own work, and to take action and report suspected violations of the Honor Code to the proper authorities. Academic dishonesty, as defined in the Honor Court Constitution, includes any unauthorized giving or receiving of assistance on any examination, incorporation of another person's work or ideas in any exercise without proper acknowledgement, and submission of one piece of course work in two separate courses without permission of the faculty members involved.

Alleged violations of the Honor Code are considered by the Honor Court, an elected body composed of students and faculty members. After determining that a violation has occurred, the Court may assign any of the following sanctions, alone or in combination: warning, required tutorial, removal from the course, permanent transcript notation indicating an act of academic dishonesty, suspension or expulsion. A second proven violation will normally result in expulsion.

### Additional Information

- [Using Sources](#) - guidance on proper citation provided by the Hamilton College Nesbitt-Johnson Writing Center
- [Citing Sources](#) - guidance for making oral presentations provided by the Hamilton College Oral Communications Center
- [The Exercise of Academic Integrity](#) - a document provided by Margaret O. Thickstun, Hamilton College Professor of English

Return to the [Academic Viewbook](#)

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## Breadth in the Liberal Arts

As a liberal arts college, Hamilton expects you to undertake coursework in a wide variety of disciplines, to explore areas unfamiliar to you, and to make connections across courses and disciplines. A liberally educated person studies in the traditional academic divisions of the arts, foreign languages, the humanities, mathematics, the sciences, and the social sciences. Hamilton also emphasizes cultural analysis, including the study of non-Western traditions and of diversity in the United States. You will work with your advisor to determine how best to achieve this intellectual balance.

To help you understand how the goal of breadth in the liberal arts might translate into more specific objectives, various faculty members have suggested the objectives below. You and your advisor may think of others.

- To develop facility with mathematical modes of reasoning or ability to evaluate and interpret quantitative data.
- To develop the ability to analyze, interpret, and evaluation literary, philosophical, or religious texts and the ideas they present.
- To develop historical perspective on ideas, practices, structures, and events.
- To develop understanding of artistic processes through production, performance, composition, or critical analysis of the visual, aural, or performing arts.
- To develop understanding of scientific inquiry by employing the methods or concepts of a scientific discipline.
- To develop understanding of contemporary social, religious, political, or economic ideas, practices, and structures.
- To develop understanding of assumptions about and consequences of diversity along such lines as race, ethnicity, class, gender, sexual orientation, and/or religious affiliation in the United States.
- To develop understanding of non-Western intellectual, cultural, and social traditions.
- To develop understanding of a second language through oral and/or written usage.

# Academic Advising at Hamilton College

Academic advising is one of the many ways in which students engage with faculty on an individual basis. Advisors and advisees work together to craft a unique, individual academic plan based upon each student's strengths, weaknesses, and goals. Hamilton College views the advising relationship as an on-going conversation that transcends mere course selection and attempts to assist students as they explore the breadth of the liberal arts curriculum, experience college life, focus on a major concentration, and prepare for life after Hamilton.

**Students** are responsible for:

- Making their own decisions based upon their best judgment and informed by the best information and advice available to them
- Arranging advising appointments
- Preparing for advising meetings
- Seeking out contacts and information related to planning their academic program
- Understanding degree and program requirements

**Faculty** are responsible for:

- Proactively engaging advisees in the academic planning process
- Monitoring the academic progress of their advisees
- Making appropriate referrals to other campus offices
- Communicating clearly to their advisees the regular times during which they are available for consultation

**The College** is responsible for:

- Providing appropriate recognition for the role that faculty play in the academic advising system
- Assuring that there are clear policies, procedures, and resources to support the advising process
- Assisting faculty to develop effective advising skills
- Conducting ongoing assessment of the advising program



## Hamilton College's Oral Communication Center

"Hamilton will strive to become the national leader among liberal arts colleges for teaching students to demonstrate their knowledge and insights effectively through written, oral, and other forms of communication."  
*Hamilton College Strategic Plan - April 2002*

### Oral Communication Center's Mission Statement

The Oral Communication Center supports faculty and students in achieving the College's standard for oral communication by encouraging and facilitating the integration of effective oral communication throughout the curriculum. This is achieved by:

- **Supporting Faculty and a Discipline-Based Approach to Oral Communication Instruction**
- **Supporting Students in Meeting the College's Standard for Oral Communication**
- **Offering .25 Credit Courses in Applied Communication Skills Using a Theory in Practice Pedagogy**

### Oral Communication Courses

#### **100 F,S Principles of Competent Oral Presentations.**

Abbreviated study of fundamental principles, with emphasis on organization and presentation. Designed for students who wish to enhance confidence in oral delivery skills. Videotaping. One-quarter course credit. Maximum enrollment in each section, 12. Mason.

#### **130F Argumentation and Debate.**

Analysis of problems, issues, evidences, and options leading to articulate clear, cogent, and concise arguments. Practice in oral presentation of rational and defensible context-based positions and decisions. In-class and public discussions and debates. Videotaping. One-quarter course credit. Maximum enrollment in each section, 16. Helmer.

#### **140F Dynamics of Discussion.**

Investigation of approaches and competencies needed to thoughtfully and actively participate in discussions. Emphasis on organizing strategies and oral skills leading to exploration of differing conceptions and opinions. Study of discussion systems that foster mutual understandings without trying to win adherents. Videotaping. One-quarter course credit. Maximum enrollment in each section, 18. Helmer.

#### **160S Critical Listening Competencies.**

Study and application of effective listening competencies. Emphasis on the transactional and contextually based nature of listening processes. Active and empathetic listening. Connections between relationship development and feedback, listening, and questioning skills are stressed. Videotaping. One-quarter course credit. Maximum enrollment in each section, 18. McArn

#### **170S Negotiating: Principles and Skills**

Practice in productive conflict resolution and negotiating. Methods and models for productive conflict management are studied and practiced. Practice in the uses of negotiating as a persuasive and informative activity to confront and resolve conflicts. Videotaping. One-quarter course credit. Maximum enrollment in each section, 18. Staff.

#### **180S Principles and Practice of Intercultural Communication.**

Study and application of cross-cultural communication practices designed for students planning to travel and/or study abroad. The central role of practicing culture-appropriate communication will be studied. Students will prepare a communication primer for a culture of their choice that

addresses key characteristics of intercultural communication. Case studies. Videotaping. One-quarter course credit. Maximum enrollment in each section, 18. Mason.

**190F Theories and Practices of Leadership**

A laboratory approach to the study of effective leadership practices resulting in active community participation. Skills associated with active leadership roles as strategist, change agent, coach, communicator, mentor, and member are observed and practiced. Required applied communication fieldwork. One-quarter course credit. Maximum enrollment in each section, 18. Mason.

**[200] Essential Instructional Models for Volunteer Tutors and Teachers.**

In cooperation with HAVOC and other community based volunteer teaching organizations. Planning, preparing, and delivering student-centered, active learning based lessons and tutorials. Appropriate educational adaptations to the challenges and opportunities of various educational environments, learner groups, socio-economic and cultural dynamics. Approved practicum experiences required. One-quarter course credit. Stearns.

**OCC Quarter-Unit Courses**

Semester	Total # Sections	Av. Seats Available	Total Enrollment for All Sections	Fac/Student Ratio
F'02	5	15.2	46	9.2 : 1
S'03	7	15.1	67	9.6 : 1
F'03	6	14.6	48	8.0 : 1
S'04	6	14.7	58	9.7 : 1
F'04	5	15.2	51	10.2 : 1
S'05*	6	15.0	61	10.2 : 1
F'05	5	14.0	74	14.8:1
S'06	6	16.0	76	12.7:1

**Some Examples of the Activities of the Oral Communication Center**

Discipline specific study

- Competent Presentation Skills in Mathematic
- Competent Presentation Skills in Computer Science
- Presenting Senior Research in Psychology

Field Studies

- Volunteer Teaching: Instructional Methods for HAVOC
- Tutors course work with Project SHINE

Curriculum of the College

- Proseminars
- Sophomore Program
- Senior Program

Faculty Support

- Consultation/instructional support in every department of the College.
- Instructional design support for faculty seeking to integrate and implement instructional practices that blend their disciplines' liberal learnings with the study and practice oral communication.

Student Support

- The Oral Communication Lab to offer students a place to study, practice, and apply necessary communication skills.
- The OCL utilizes peer tutors and is open over 40 hours a week.

## PERIODIC DEPARTMENTAL PLANNING

Each department or program will meet every 5 or 6 years to review and assess its strengths and weaknesses and to provide opportunities for strategic planning.

### *Defining the Issues*

The process of a departmental or program review begins with a meeting of the Dean, a subcommittee of the CAP, and the faculty of the department to discuss the department's mission. Items to be discussed can include the overarching departmental goals relative to the mission of the college, the department's contribution to the general education of Hamilton students, and the strengths and weaknesses of the department's program. Given that each department will have unique goals and circumstances, the participants at this meeting will decide on particular features of the process (e.g., faculty retreat, visits to other institutions, survey of recent graduates, a campus visit by an external review team, etc.) that will be incorporated into the plan. A tentative timetable will be established for the intervening steps of this planning process and a prospective deadline will be set for the delivery and discussion of the final summary prepared by the CAP subcommittee.

### *Identification of Departmental Goals*

A departmental self-study is the next step in the department or program review. Department members will meet (perhaps in a retreat setting) to review 1) the outcomes of the previous planning effort, 2) to re-evaluate the department's goals, and 3) to identify the ways in which the department intends to accomplish these goals. A departmental self-study might begin with consideration of these overarching questions:

What are the goals of the department? How will the department be able to measure how well it is achieving its goals?

What would the department's faculty want its concentrators to be prepared to do immediately upon graduation? Ten years after graduation? What would the department's faculty want its non-concentrators to be prepared to do immediately upon graduation? Ten years after graduation?

In what ways and to what extent should the department participate in the external, scholarly activities in the fields of study represented by its faculty? What are the Department's expectations, quantitative or qualitative, about scholarship and scholarly productivity?

There are many ways to address these issues—one mechanism to generate ideas and information may include the identification of and visits to outstanding programs at comparable schools. . By articulating why such programs are among the best, the department's faculty can begin to develop a sense of possibilities it may want to consider. These "scouting expeditions" can provide fresh perspective on how common issues are addressed elsewhere as well. The office of the Dean of the Faculty can assist with arrangements for visits by members of the department's faculty to such institutions. The department, with the assistance of the Dean and the CAP subcommittee, may also find it

helpful to conduct a survey of recent graduates (including concentrators and non-concentrators) to help assess its success and to identify potential issues that the self-study should address.

### *Creating the Departmental Plan*

Once a department has defined its goals, the next step in the process is to articulate how the department plans to achieve and assess these goals in a 4-5 year period. This plan should address issues related to the following topics:

#### *Curriculum-*

What changes to your present curriculum will be necessary to prepare your concentrators and non-concentrators better for what you want for them to be able to do upon graduation and thereafter? Are there changes to the field that are not yet reflected in the course offerings of the department, and how does the department plan address these changes? How does the department plan to participate in the Sophomore Seminar Program? What commitment does the department have to general education classes and other programs on campus? What are the enrollment trends in the department's courses (based on information provided by the Registrar), and what does the department plan to do, if anything, to address them? Are the department's courses sufficiently rigorous? Are the patterns of grade distributions appropriate? By what measures will the department be able to determine the success of its courses, the major, and its overall program? A survey of departmental alumni and other forms of student input may be useful in addressing these questions.

#### *Scholarship-*

What role does faculty scholarship have in the department? What is the appropriate balance between the teaching and scholarship endeavors of departmental faculty?

#### *Personnel-*

Are any retirements or other personnel changes anticipated within the next five years? What are the implications of this for curricular offerings, faculty job descriptions, etc? Will the department be requesting the addition of tenured or term faculty positions? Are junior faculty being properly mentored? Do personality conflicts within the department prevent long-term planning? How can the culture of the Department be developed and improved so that the Department works as a team rather than a group of individuals?

#### *Facilities-*

What facilities changes, major equipment purchases, changes in library resources, staff and administrative resources, etc. will be helpful, necessary, or essential for the department to fulfill its goals in the coming 4-5 years? (N.B. This information may be particularly helpful for the development office as it identifies fund-raising opportunities).

### ***Assessing the Departmental Plan - External***

When the Dean and the CAP subcommittee receive the report of the departmental self-study and plan, the Dean and department will identify faculty who perform comparable jobs at comparable institutions including those from outstanding departments and will engage as many of five of them to evaluate the departmental plan by examination of information sent to them by the Dean. These materials should include: the departmental goals and plans, CV's of departmental faculty members, departmental catalogue copy with course syllabi, and any other information the Dean, CAP subcommittee, or department considers useful. Among the questions these external consultants should be asked to address:

Are the department's goals appropriate for the department and the college? Are the plans reasonable to achieve these goals? What are appropriate measures for determining the degree of success in achieving these goals?

What are the strengths and weaknesses of the plan in relation to the curriculum, faculty scholarship and development, personnel, and facilities?

Are the members of the department's faculty sufficiently aware of professional developments in their field? Does it appear that members of the faculty continue to participate in the post-graduate conversations in their fields? Are there indications of potential concern over the continuing development of members of the faculty? What is the reputation of this department among professional colleagues?

Subsequently the Dean, in consultation with the CAP subcommittee and the department, may arrange for a visit to the campus by a team of two (or possibly three) external consultants to interview faculty, staff, and students, to assess the facilities and other resources, and to delve into the fine aspects of the departmental goals and plans that may not be apparent in the written documents. For example, is the quality of interpersonal interaction among faculty, and between faculty and students, conducive to the fulfillment of the department's missions? Are the department's facilities, equipment, and other resources adequate for what the College expects of the department and for what the department hopes to achieve?

### *Assessing the Departmental Plan - Internal*

The Subcommittee of CAP, in consultation with the Dean, will evaluate the department's goals and plans and the reports of the external consultants. In addition, the subcommittee of the CAP may explore the issues further by interviewing members of the department and meeting with students. Among the questions the CAP subcommittee, perhaps in conjunction with a visiting review team, might want to consider:

Is there an equitable distribution of teaching assignments and research expectations among the members of the department's faculty?

Is there an appropriate balance between resources devoted to concentrators and those devoted to non-concentrators?

Is there a proper balance between resources devoted to teaching and resources devoted to research, and are there beneficial interactions between these two types of activity?

Is there appropriate mentoring and evaluation of junior faculty? Does the department or program use an appropriate method of acquiring first-hand knowledge of teaching performance at all levels?

Does the department present obstacles to the participation of any discrete groups of students, such as women or minorities? Does the department or program establish and achieve appropriate diversity and intercultural objectives?

Are there appropriate procedures for addressing safety and environmental concerns, and the use of animal or human subjects in research, where appropriate?

*Questions on measure of success and department culture/teamwork?*

At the conclusion of the review process the Subcommittee of the CAP will prepare a summary of its findings and share and discuss this with the full CAP. The CAP will then send the summary to the members of the department and the Dean. The Dean, the CAP subcommittee, and the faculty of the department will meet very soon thereafter to discuss the results of the review and to discuss the implementation of the departmental plan.

ANDREW W. MELLON FOUNDATION  
ASSESSMENT PROJECT  
AT HAMILTON COLLEGE

PROGRESS REPORT FOR THE YEAR 2004-2005\*

November 30, 2005

The Mellon Foundation Assessment Project Working Group  
2004-2005

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Director of the Writing Center

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\*This is the comprehensive, on-campus edition.

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KEY FINDINGS  
2004-2005

- Relationships with fellow students and favorite professors are central elements in creating a Hamilton education.
- Student writing improves ordinarily from high school up until the junior year, when it levels off.
- Oral communication skills, when practiced, quickly produce a number of benefits, including engagement, intellectual focus, and enhanced speaking skills; students clearly want more attention to public speaking in their courses.
- The formal underclass advising program and advisers are not important as a shaping force for most student careers; initial interests, relationships with professors, peer influence, and scheduling matter more.
- While most *classes* are small, most *students* are not in smaller classes; allocation of faculty by department and course may offset the generally favorable student-faculty ratio.
- Four years into the sophomore seminar programs, evaluations remain below the college average; structural constraints, particularly the “team-taught” requirement and a shortage of courses offered, inhibit the chances for long-term success of the program.
- The new curriculum has increased student segregation out of traditional lab sciences; many students hold negative views of those fields.
- Students neither generally expect nor experience major changes in perspective or values during their Hamilton careers, except in study abroad programs.

OVERVIEW OF FINDINGS, 1999-2005: A First Edition  
November, 2005  
Prepared by Dan Chambliss

As we enter the final year of the Mellon Project for longitudinal assessment of liberal arts education at Hamilton College, it is appropriate that we begin summarizing what we have learned and sharing the lessons with others. In the years since 1999, we have compiled an enormous quantity of information: thousands of student papers have been collected and evaluated, hundreds upon hundreds of interviews conducted, surveys have been compiled into longitudinal databases, and we have conducted around 20 smaller projects covering subjects from the junior year abroad, course selection patterns, experiences of fraternity and sorority life, and student perception of various academic skills.

Our work is essentially a demonstration project for assessment in residential liberal arts colleges. We have three goals in this work: (1) to discover what Hamilton College itself does well or poorly in its educational mission; (2) to develop from our research educational policy lessons for other colleges; and (3) to develop methodological lessons about the nature and proper conduct of assessment in liberal arts colleges.

We are now ready to begin pulling all of this information together to reach definitive conclusions. What follows is a narrative summary of much of what we have learned about Hamilton and its students.

Background: Hamilton is an entirely residential, geographically isolated, highly selective (of both students and faculty) college which offers a fairly traditional liberal arts curriculum to traditional-aged students. Located in the northeastern United States, it attracts mostly white, upper middle class students. Admissions policy favors well-rounded, motivated students whose high school performance has been generally strong across the board.

#### The Educational Experience at Hamilton College: Relationships, Disciplines, Skills, and the New Curriculum

1. Personal and social relationships are crucial both to Hamilton's appeal and to its educational outcomes. Potential students, once they consider a small liberal arts college in the Northeast, are attracted to Hamilton primarily by the promise of close student-faculty relationships and by the evidently "friendly" feel of the campus community. Indeed, many students (roughly half) finish Hamilton claiming a close personal relationship with at least one professor, and a majority cite deep friendships with peers as the single most important outcome of their time at Hamilton. Communal living is a fundamental mechanism through which Hamilton accomplishes its work, with the structured participation in classes being the particularly academic means of operation. It may be true that many students bring with them significant social and personal anxieties (as cited in Hamilton trustee Barry Seaman's recent book, *Binge*); it is certainly true that personal and social needs are relatively high and often must be satisfactorily met before significant academic work can be successfully accomplished.

Academic work, it seems, is pursued rather more opportunistically, with most students not committed to a specific field of interest, and many following interests that become clarified or elicited during early courses.

Again, friends are clearly the best thing about students' self-reported experience at Hamilton. The college provides communal living and close relationships for students living in an otherwise fragmented, socially isolating society. Friendly to newcomers, comfortable and relatively non-threatening for most students, Hamilton promises and delivers friendships with fellow students and faculty alike. Once having found two or three good friends and one or two good professors, many students report very high satisfaction with their experience at Hamilton. These relationships are not just a pleasant bonus to the Hamilton experience; they are the foundation on which the academic and intellectual experience is built.

This has crucial implications for academic and intellectual life at the college. Most students – perhaps 70%-80% - are not committed to any narrow academic field; the same holds for social activities and even sports as students go through the college years. They want friends; they want meaningful social contact. If they get it from particular activities, they will continue; if they don't, they tend to stop or withdraw. This is absolutely true of extracurricular activities, which for most students are the vehicle for relationships, and not an end in themselves; it also seems to be true of athletics, and perhaps even of academics as well (as when a student studies a subject in order to work with a particular professor).

2. Academic disciplines, therefore, are an administrative unit for the college; for the students, though, the curriculum is a vehicle for expanding their intellectual life, developing meaningful relationships with other students and faculty, and enhancing a number of general liberal arts skills and values. Discipline-specific knowledge is, for the majority of our students, somewhat irrelevant as a strong attraction or an important result of their Hamilton experience. While a large minority, very roughly 25%, indeed are committed to an area of study (for instance, economics, pre-medical studies, or theatre), in random sample alumni interviews, almost no one cites the learning of discipline-bound information as critical to the value of their Hamilton experience. In this sense, we are clearly a liberal arts college, nothing like a nursing or engineering school which teaches particular bodies of knowledge. Academically, it implies that introductory courses are crucial in the academic careers of our students, either opening new doors or shutting others entirely and for good. Professor performance in a course seems to be the central determining factor in course success.

3. Students' basic liberal arts skills improve in their years at Hamilton, as best we can tell. Writing definitely improves from high school until the junior year and leveling off thereafter. Students regard writing as an important, learnable craft, with faculty feedback being the crucial self-reported element in improvement. Students, collectively at least, seem to have accurate assessments of their own writing ability and correctly judge where improvement is and is not being made. Oral communication improves somewhat, primarily through small class experience and public presentations; but students believe they need, and definitely want, more attention to this area. A little bit of help, they say, goes a long way; and while students are afraid of giving talks, they clearly and strongly believe that public speaking is an important skill that improves with practice. Critical thinking, by self-report, also seems to improve, but we have no

direct information on this. Interviewees believe, too, that such improvement may be an incremental function of maturation and schooling generally, and not a specific area of emphasis at Hamilton.

More broadly, over the past five years student cohorts have had a shrinking level of contact with the traditional laboratory sciences as the new "no requirements" curriculum came into place. A fear of, or even hostility to, science is widespread and openly evinced, compounded by the relative difficulty of beginning study of a new field in the later years (further comment on this later). The senior thesis is highly valued among students who complete one; otherwise, there is little reported value of the "independent research and individualized education" cited on the college's web page as one of our strengths. Some students engaged in summer research programs found them valuable, but these students are a relatively small portion of the student body. Overall, students are not looking for, nor do they find, major life-changing experiences in either perspective or values, except in the study abroad area. Their ambitions for the college experience, in this sense, may seem quite modest to many faculty, but the students are, in this sense, rather conservative in their approach.

4. The new curriculum change that began in the fall of 2001 ended distribution requirements and established a sophomore seminar; at the same time, a significant effort was made to improve underclass advising. (a) The ending of *distribution requirements* has led to an increased segregation of students in various academic realms, with the traditional lab sciences becoming in some ways a college unto themselves, heavily peopled by their own majors and virtually unknown to a major portion of the student body. The studio arts, likewise, are heavily populated by their own majors and sometimes difficult for other students to find their way into; the difference is that students are actively trying to take the art courses, whereas the sciences, to repeat, are widely viewed with fear or distaste. While the new freedom for students to choose their own courses without regard to distribution requirements may have improved student motivation and thus the quality of classes (by anecdotal faculty report), the faculty has not in general made systematic structural or curricular changes to meet the resulting change in student demand. Thus the curriculum change has exacerbated a significant "closed course" problem in many disciplines. (b) The *sophomore seminar* program operates with several structural disadvantages: the seminar is a required course in a curriculum sold as being open; courses are team taught by professors who are otherwise solo practitioners; seminars are interdisciplinary in a college where personnel and planning decisions are made by departments. A shortage of offered seminars, in a fairly narrow range of fields, has led to great student animosity to the program, especially pronounced in the early years of the program. The problems are endemic and structural. Course evaluations for sophomore seminars, although improved since the first years of the program, remain below the college average for courses, especially in intellectual challenge and overall course quality. But the oral presentation component of the program is seen by students as very valuable, worthy of expansion, and enhancing of student engagement. (c) The *advising program* for underclass students, focusing on academic planning, seems to be largely irrelevant, with the adviser usually seen as a functionary. In practice, academic planning is accomplished through a combination of student interest, scheduling constraints and opportunities, and peer advice, with modest input from the official faculty adviser, especially in the first semester. The adviser is one more professor whom the student meets in the first semester, which is a valuable contribution; but as a program, freshman and sophomore advising

makes a very minor contribution. (d) Finally, the effort to create “*more small classes*” has not been notably successful in meeting its real goal of having many students in small classes, although it has created more small classes. The fact is, most *classes* at Hamilton are small (fewer than 20 students), but most *students* are not in small classes. Classes are small for a number of reasons: students don’t want to take them, they can’t get in, or requirements prevent most students from entering. A fourth possibility – that our favorable student-faculty ratio has been applied across the board – is clearly not the case. Students in some fields are far more likely to have small classes than students in other fields. The uneven allocation of faculty resources, together with highly structured prerequisite systems, leads to one of the academic weaknesses of the college today, the “closed door” problem in which students are shut out of classes they want to take. In most egregious form, we find noticeable numbers of upper level and senior students, including Dean’s List students, complaining broadly that they are unable, having completed their major requirements, to explore new or important areas of interest, particularly those at the core of classic liberal arts.

But most Hamilton students are academically flexible, and most students are very satisfied with their educational and personal experience at Hamilton, having found a good path through the college. They develop close friendships and they praise their professors. Again, the crucial formula for success seems to be “two or three good friends, one or two great professors.”

**PART I FINDINGS FROM THE PANEL INTERVIEWS, 2004-2005<sup>1</sup>**  
(Christopher Takacs, Research Associate, Mellon Assessment Project)

*1. Student Academic Life*

**Student-Faculty Relations**

We can learn quite a bit about how students experience Hamilton by looking at the extreme attitudes—both good and bad—that students hold towards the faculty. However, we need to be cautious when talking about “students’ attitudes towards professors.” There are no easy formulas such as “most students like Hamilton professors,” since most students only have experiences with a small portion of the Hamilton faculty. The students themselves differentiate between the types of relationships they have with professors, these falling into four rough groups: 1) professors they have a close relationship with, 2) professors they have a “professional” relationship with, 3) professors they dislike, or with whom they have had a bad experience, and 4) professors they do not know.

*A mentor beyond academics*

Just over half (32 out of 61) of the students interviewed in our panel study reported having close personal relations with one or more professors, and many noted that they have spoken with some professors about personal or social matters on a number of occasions. Meanwhile, thirty percent (18 out of 61) of students interviewed reported that they did not have close relations with a faculty member—many of these students, however, noted that they maintained “professional” relationships with faculty. A small number of the students surveyed (7 out of 61, or 11%), when asked directly about whether they were close with a professor, did not directly answer the question in either a positive or negative way. Four students not only responded that they did not have close relations with professors, but gave specific examples of bad relations with professors.

1. Reported having at least one close professor	51% (32)
2. Reported not having a close professor	31% (20)
3. Did not directly answer question	11% (7)
4. Reported bad relations with professor(s)	7% (4)
Total	100% (63)

Collapsing category 4 into category 2, and omitting category 3, we find that the typical Hamilton student, then, reports being close to one or more professors, though a significant percentage of the student body does not.

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<sup>1</sup> This report is based on intensive interviews with 68 students of the random-sample panel initially drawn in 2001; the interviewees were in their senior year, 2004-2005. The general outline and themes of this report were prepared together with Daniel F. Chambliss.

1. Reported having at least one close professor	57% (32)
2. Reported not having a close professor	42% (24)
Total	99% (56)

Students who reported having a professor close to them repeatedly emphasized how they frequently dropped by their professors' offices "just for a chat"—a professor's availability for informal discussion is a key component in a close student-professor relationship, according to these students. However, more important to most of these students is their ability to meet with professors outside the classroom and talk with them about issues other than academics. Students with professors close to them report that they can talk about issues outside of class work and academics with the professor; in many ways this is a primary characteristic of a strong student-professor bond. Further, students reported that this bond strengthened when they met with professors outside of the classroom, or saw them outside of an academic setting. "John" noted how,

S: The best thing about having a relationship with a professor, as opposed to just being one of his students, is that often they can, you know, you see them outside of class; and I think some of the best things about, you know, really knowing professors is seeing them outside of class, and then you know, feeling that they actually do think of you as a person. So you know, I could just see a professor in Café Opus or something, you know, we could sit down and talk for five minutes or an hour, or whatever it happens to be.

I: Like who?

S: Well, my adviser has been really...he's just a really nice guy. I mean, he... asks about, you know, things outside of, you know, my course work and stuff. So I mean, you know, when I came back from abroad, he wanted to hear about, you know, you know, what I'd done there, where I traveled, all things like that...I would say the thing I value most about my relationships with professors is, is, is really just being able to approach them at any time, not just when they're sitting in their office or when, you know, when they're packing up their stuff at the end of a lecture. So I think that's the best part. ["John"]

Another student, "Poetry," commented how her interactions with her professor outside of the college on class trips helped her to get to know the professor better as a "friend."

S: Most of our class was hands-on, like going to...[meet] representatives and senators and having dinners and lunch with them, and just talking to them back and forth and stuff. And so that made me able to like, was able to like, you know, grasp like, you know, she's not just a professor, she's actually a friend, you know, that's really helped me. ["Poetry"]

Further, students noted how their closest professors go out of their way to help them, whether it be reminding them of deadlines and course requirements or helping them to raise their grade in a certain class. "Jonathan Thompson" commented that:



S: Personally, if I could pick my top professors, it would be the ones who took the extra effort to help me out or to like help students out generally. I took a psychology class with [name], and I had been struggling in class. I asked to see him during office hours, and I laid out my plan, like here this is how I'm going to get my grade back up to a B. He was like okay, and if anyone's in class who can do it, it's you. ["Jonathan Thompson"]

And "Amy" reported that one time her professor, at the end of an email about a class discussion wrote,

S: You know I was reviewing your transcript and just wanted to make sure you know that you need this one more class...before you can graduate, which was definitely, I mean I knew I needed it, you know, but it was nice that there was someone who was checking up on me and looking out for me. ["Amy"]

Students report that having a professor as a friend both academic and social benefits—it gives students opportunities to work on their professor's research projects, to design independent studies to replace or supplement normal coursework, and to network with professionals in their field of study, in addition to providing the practical benefits of having an academic and intellectual mentor.<sup>2</sup> We also know from survey data that students who report being satisfied with student interaction with faculty have higher GPAs. This correlation may not just be one-way, but may be reciprocal—good students may find that they have better relationships with their professors (and find more venues to foster such relationships such as joint student-faculty research projects) than poor students, and students with close relationships with their professors may feel more inclined to work hard, revise their work with their professors, and make full use of their professor's availability, which might well help their grade. In any case, close student-faculty relationships seem to have a very positive effect on student experience, work, and satisfaction with Hamilton.

### *A "professional" relationship*

A large portion of students reported having what some of them called a "professional" relationship with their professors—one characterized by friendliness and respect (but not to the degree that the student would call the professor a *friend*), and by an exclusively academic, in-class relationship. This seemed to be, in a way, the default type of student-faculty relationship—the one most students seemed to expect from a professor, and the one that some of the students preferred:

S: Other professors, you know, aren't really the same, you know, they just sort of want to get through their class. I mean, but I think you can almost like expect that. I mean you can't expect that a professor is going to like have, like developing close, you know, friendships with all their students, you know. So I mean, there is, I think, you know, relationships between like professors and

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<sup>2</sup> One particularly important issue further research should focus on is *when* students seem to bond with their professors, and how their time at Hamilton is shaped by when they make these bonds.

students I think is like, its sort of appropriate for, I mean compare it today like a professional relationship for the most part... I think most professors, like it seems to be more of a professional relationship, which I think is fine, that's to be expected. ["Sean"]

Even students who reported being close to their professors also suggested that this closeness, in some ways, remains "professional."

S: You know, professors know you and you can talk to them; you can get to know them a bit; and you don't get lost, you know, you're not a number... I'm not anticipating getting invited to anybody's house for dinner, but you know, it's not that I don't know people here.

"Tom" commented on his time at Hamilton that,

S: One of my regrets is not having very strong relationships with the teachers; something to learn from. ["Tom"]

S: I mean, I don't, like I don't really have a professor that I can go in and talk deeply. But I mean I go in and talk to professors about work and stuff if I have questions. ["Luke"]

The "professional" student-faculty relationship is characterized by its focus purely on the academic work of the classroom, and a degree of distance on all other "personal" issues. This is the relationship that most students, it seems, expected to have with their professors upon entering Hamilton—most that had close relationships with their professors seemed surprised and delighted that such a relationship was possible, despite the fact that the majority of Hamilton students have at least one of those relationships. We should note that the majority of student-professor relations are probably of this "professional" sort, since most students who were close to a professor were only close to one or two, out of a possible dozen or more professors with whom they have taken classes. In this sense, and as students have reported in *their* experience, "professional" student-faculty relationships are the default, and close relations are the exceptions.

Students repeatedly report how beneficial it is for them to have a professor they have worked with or simply talked to in a more personal way. In this way, these relationships are to be encouraged. The administration and the faculty seem to realize this, and have, each in their own way, taken steps to foster and develop these relationships, for instance in the advising program, to which we will turn next.

### **The Advising Program**

The faculty have attempted to, in part, institutionalize some of this close faculty-student relationship in the advising program, in which students are (hopefully) paired with faculty

members in their field of study in order to develop an academic plan for their years at Hamilton. The vision put forward by the faculty in the “new Hamilton curriculum” holds broad but very important goals:

Academic advising is one of the many ways in which students engage with faculty on an individual basis. Advisors and advisees work together to craft a unique, individual academic plan based upon each student's strengths, weaknesses, and goals. Hamilton College views the advising relationship as an on-going conversation that transcends mere course selection and attempts to assist students as they explore the breadth of the liberal arts curriculum, experience college life, focus on a major concentration, and prepare for life after Hamilton.<sup>3</sup>

While the rhetoric surrounding the advising program suggests that advisors take on the role of the mentors and friends characteristic of close student-faculty relationships, students report that their relationships with their advisors are typically “professional,” and tend to only center around practical matters such as course registration, where professors are *required* to approve the student’s course plan. Let us look at some examples in the students’ words.

“Victoria,” like a good number of students, reported having a close relationship with her adviser:

I: So have you formed any close relationships with any professors?

S: Well yeah. I mean especially with my adviser. That’s like the closest because I’ve had her since like my first semester freshman year. Like I had her, she wasn’t my adviser at that moment, because she was my professor. So it was like since that moment until now, and then she became my adviser, it’s been just like a really close bond, like I’ve really enjoyed it. [“Victoria”]

Note, however, that this professor *became* her adviser, and was not her originally *assigned* advisor. The same student later commented, about the same professor, that:

S: We talk about everything. It’s like when it has to be academic...it’s like registration period coming or, you know, or when it was something to do with like a deadline coming up but other than that, it would just be like catching up on – so how have you been, how are things. And It’ll be like yeah, how are the classes going and all of that. But besides that, like so what things are going on in your life. So it’s like it’s been really helpful, and it’s just been really like, it’s been a good time, like I’ve enjoyed it so much. [“Victoria”]

One student, “James,” summed up his relationship with his adviser in words many other students echoed:

S: I think I’ve probably mentioned this before in these interviews, but the one faculty member that I haven’t really connected with is my own adviser. I still see

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<sup>3</sup> Hamilton College Website: <http://www.hamilton.edu/academics/info.cfm>.

him in the gym or somewhere, and he just says hi. I don't even know, I think he knows my name, and when I come to those [course advising] meetings he knows it... I mean, that's one person, and it hasn't really bothered me much. I don't, I didn't really feel the need to be too close to him just because, I meet with him just because of classes. ["James"]

Some students did report being close to their advisors, described being their friend, meeting with them outside of an academic setting, and talking with them about issues outside of academics. However, these students did not report that these relationships arose out of the advising process, but rather the opposite—*students switched advisors, when they could, so that their closest professor became their advisor*. While we cannot say *conclusively* from the information given from the students that no or very few close student-advisor relationships were *caused* by the advising program,<sup>4</sup> the data we have, reported by the students, suggests that this is the case. The success stories of the advising program—those cases where the relationship between student and the advisor are both like that between two friends and between master and apprentice (in other words, it is both a social and an academic/intellectual relationship)—*seem to not have come out of the advising program at all*, but are the kinds of relationships that develop anyway between some students and their professors which are then institutionalized (i.e., the student simply switches advisors to their closest professor).

In this sense, the expressed goals of the advising program have not been met, and attempts to institutionalize close faculty-student relations have not come to fruition. There are numerous reasons why this may be so, some structural/organizational, and some social.

First, assigning professors to students and hoping for a positive outcome is similar to assigning people to be friends—it rarely works. Second, the program assumes that all students and all advisors are open to forming the types of relationships the program seeks to encourage, while many students reported that they actually preferred a “professional” type of student-professor relationship. Third, professors are not held accountable for their advising, and are not evaluated in the same way as they are when they teach classes, so they have no institutional incentive to advise well, or even at all. Fourth, many students’ intended majors upon entering Hamilton (which is what the assignment of advisors is based upon) change during their freshman or sophomore year, and hence their advisor changes. Since, for most students, advising is most important during their first two years, many students find themselves having spent two critical years with an advisor outside of their eventual field of concentration. Fifth, some advisors, students report, just don't seem to care about their advising of students, so some students may change their advisors to those professors who do seem to care, thus overloading those professors with advising work. Sixth, and finally, the advising process only sets up one in-program requirement (that advisors approve courses), and thus only gives one small way to achieve its large goals. If there *is* a structural way to create close student-faculty relationships, it should probably have more of a structure in the first place.

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<sup>4</sup> It would be very difficult to conclusively demonstrate this, since all the data would have to be reported from either students or faculty, neither of whom would necessarily or reliably be able to state *from where* their close relationships came.

The advising program is over-ambitious, in that the faculty has attempted to give a formal structure to the close student-faculty relationships that, everyone agrees, greatly benefits those students who have them. If all students could have one member of the faculty with whom they were close, they would probably do better than had they no such relationship—this much we can say with relative certainty, and this much the faculty, and many of the students, consciously recognize. However, they create a system that in effect tries to create these relationships, and seems largely to have failed.

### **Student-Administration Relations**

In addition to asking students about their relationships with members of the faculty, this year we also asked them about their attitudes toward and relationships with members of the administration. Numerous students, when asked whether they have good relations with the administration, and whether the administration listens to students, answered first by asking what the questioner meant, saying things such as “like the big board of trustees and stuff?” [Katie] or “college administrators, do you mean like deans?” [Tom], and then, working off their definition, talked about their relationships with the administration. Ambiguity as to what constitutes the administration is not unique (even social scientists run into problems of defining such organizations), and should be expected—students and administrators live very different lives, work in different environments, focus on different issues, and work towards different sets of goals. Given that these worlds rarely meet, students’ impressions of the administration are shaped by the two types of cases in which they do: first, by their brief and rare encounters with those who they think of as administrators, and second, by decisions and policies announced by the administration that affect the students in some way.

#### *Encounters with “the Administration”*

While students and faculty meet regularly for classes, which provide a focus for bonding and interaction, there are no formal activities administrators and students share, hence student relations with individual administrators tend to be far weaker than those they share with their professors. Those times when students do interact with members of the administration are generally isolated and short incidents:

S: I’m an international student. And like they [the dean of students office] help us out. We get rides to the airport...always with complete respect...they’re extremely helpful. Other administrators, I sat down with [President] Joan [Stewart] to have a pow-wow...she’s very comfortable with students. [“Marcus”]

The one event students repeatedly noted when asked whether they think the administration listens to them is the president’s open hours. Numerous students were aware of the open hours, and remarked how they think they are a good thing for the president to have. Despite this positive reaction, almost no students responded that they had gone to the president’s open hours. Students, then, seem to see the open hour as a nice symbolic gesture on the part of

the president, but rarely take advantage of it, and so maintain their sense of distance from administrators.

I: Do you feel that the administration listens to students on the whole?

S: I think so. I mean I don't know a lot, but I think, I mean president Stewart has her open hours. ["Kathleen"]

S: I feel like [administrators are] probably available, you know, just talk to you if you have problems or questions or you want to arrange stuff. I mean the president has her open hour or whatever it is, which you know, it seems like a good policy. I mean I've never felt like I wanted to go and chat about things with President Stewart. But you know, I'm sure that some students don't feel that way, and it's good that she has that. ["Sean"]

While the majority of students have only infrequent interactions with administrators (or none at all), there is a slim portion of the student body that does regularly meet with administrators, and subsequently have a very concrete idea of what the administration is, who and what it consists of, and what student-administration relations are like. These select few tended to be student leaders (members of the student assembly, class presidents, heads of clubs, members of the student media), and hence had formal reasons and means to access the administration (and, likewise, to be accessed *by* the administration). These students' views on the administration, interestingly, tended to be *much* more positive than those students who had had few interactions with administrators. While they noted bureaucratic difficulties inherent within the administration and its relations with students, these students also singled out individual administrators and administrative departments for being quite sympathetic to and accommodating for student needs and wants. Some of these student leaders commented in the following ways:

S: [With the administration,] I haven't really had as much contact with them until this year, with HALT, because we have people come in and speak. And it's sort of been interesting because I had no idea that these [administrators] existed, or what they were doing. ["Linda"]

And,

I: All right. What about the college administrators, do you have good relations with them?

S: College administrators, you mean like deans and stuff like that?

I: Yeah, like the Dean of Students, Office of the President, Res Life.

S: Okay. A little bit of a relationship... When I was on Student Assembly, I would meet with a couple of them every now and then to discuss things... Dean Thompson was great. She's very understanding...

I: Do you feel like the administrators listen to you and other students?

S: Definitely.

Social proximity, then, is central to student-administration relations—most students feel distant from and disregarded by the administration, a feeling caused by, to some degree, a self-imposed reluctance to engage administrators, and also by Hamilton's lack of a formal and ritual means for students to interact with administrators in the same way they do the faculty. While it might be impossible, or at least impractical, to construct a *meaningful* way for all or most Hamilton students to meet and interact with administrators, at very least we should recognize that students' negative attitudes towards the administration are tied to a sense of distance from it inherent in the social and bureaucratic structure of the college. With more contact, positive attitudes seem to increase.

#### *Administrative decisions and the student body*

The other way in which student lives come into contact with the administration is through administrative decisions and policies that affect the student body. As a group, students seem to frown upon many of the administrations' decisions. There is a general sense among students that the administration is actively and consciously trying to limit students' social options, and minimize their "social life." Fraternity members especially feel that the administration has taken an aggressive stance towards societies, and that through residential life decisions and the revised alcohol policy, administrators have sought to eliminate the role of societies from Hamilton's social life. In some sense, this may be accurate. Looking simply at the policies approved by the various divisions of the administration and the board of trustees, social options<sup>5</sup> on campus have, in practice been limited, especially through tightening restrictions on private societies. What students, both in and out of private societies, do not recognize is that administrative decisions are rarely a product of one administrator's desires, or even the desires of an administrative department, but that they typically arise from various sources and for various reasons. The students' see that administrative decisions have restricted social options for students, and mistake this for a desire by the president, the board of trustees, or by other administrators, to either "get rid of private societies," to "make Hamilton a dry campus," or to in some other way change and limit the social life of students.

Students overwhelmingly feel that they should have a central role in decision-making at Hamilton, and that such participation could be achieved through greater contact between students and the administration. Few such channels exist formally, and until they are created, student satisfaction with the administration will remain low.

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<sup>5</sup> When using the term "social options" we refer, as students do, to the broad category of activity students can partake in, from joining clubs, to throwing parties, to consuming alcohol. The term itself is highly problematic, because it means so many diverse types of behavior at once, and so we will try to specify what type of activities are meant when possible. Typically, though, students use the term to mean simply having fun with other students, in whatever form that may take.

## *2. The Curriculum*

### Sophomore Seminars

As a main part of Hamilton's new curriculum, sophomore seminars are one of very few core requirements for students outside of those of their major. Generally team-taught and interdisciplinary, these seminars have had mixed results, in the students' eyes, during their first few years of existence. Responding to the interview question of whether the student's sophomore seminar "added anything distinctive to their time at Hamilton," around two-thirds said it did not. This is not to say that only a third of students enjoy their sophomore seminars—around half of the students said they did, the other half that they did not. In other words, a near-equal amount of students like the seminars as disliked them; however, most students reported that their seminars were not at all distinctive. Further, in many cases, those students who like their sophomore seminars suggested that they liked them not necessarily because they were sophomore seminars, but because of typical reasons why students like some classes: they like the subject matter, they like the professors who teach it, etc. Meanwhile, many of the negative responses towards the seminars point to the organizational and structural problems inherent in the sophomore seminar program.

As we shall see, sophomore seminars face a number of basic problems that essentially arise out of 1) poor course selections, which result in students taking courses they dislike; 2) classes numbering over their student capacity; 3) co-taught class professors having different standards of academic expectations; 4) disciplinary and intellectual divisions both between professors and between students. Underlying all of these is the basic fact that the seminars are required.

While the seminars face these problems, they also seem to have succeeded on two fronts. Overwhelmingly, positive comments about sophomore seminars centered around the benefits of making public presentations. With few exceptions, both those students who generally enjoyed their seminars and those who responded that the seminars added something distinctive to their Hamilton experience positively mentioned the presentation requirements. Even some students who greatly disliked their seminars noted how they improved their public speaking and communication skills by taking the course. Many students also commented on how having to write a large final paper (which some of the classes required) helped prepare them for their thesis work later on.

#### *Course selection*

Probably the most difficult issue students faced in the sophomore seminar program was course selection. For many students, some fields were underrepresented, while others were overrepresented; and because all sophomores were required to complete a seminar, many popular classes and/or classes in underrepresented fields quickly filled during registration. Numerous students reported having to take, because of scheduling problems, classes in fields completely



unfamiliar to and in some cases even disliked by them. While one of the goals of the program was to encourage students to engage in fields outside their major(s) and minor(s), the fact that many students were essentially forced into classes outside their interests because of requirements and scheduling provoked a high degree of anger and frustration from them, reflected repeatedly in their responses to our interviews. “Frank” speaks bluntly about his seminar, saying:

I: Do you think that your sophomore seminar has added anything distinctive to your or helped you in any particular way?

S: I think it was a total waste of time.

I: Yeah?

S: Yeah. I mean the, the scope of what you can do is so limited that you can get stuck doing something you really don't want to do.

I: Well, can you tell me about your sophomore seminar and how that was?

S: I got stuck in the [name of class], or whatever it was called, seminar and it was just a total waste of my time. I didn't get anything out of it as far as my major, and I wasn't interested in it at all. So I think the sophomore seminar is pretty detrimental.

I: Okay. When you say you got stuck in it, what do you mean by that?

S: Well, it was the only one that really fit into my schedule. [“Frank”]

“James” echoed many students' sentiments in his interview:

I: Do you think that [your sophomore seminar] has added anything distinctive to your career at Hamilton?

S: No, not really.

I: Really?

S: No, I didn't, my, my sophomore seminar was, I don't know. I mean most of the time it was much the same as any other class, except that it was larger and that there were people in it that didn't really want to be in it. I think that was one of the only significant differences. [“James”]

Course selection problems are not limited to sophomore seminars—popular courses, departments, professors, and class times can and do fill up regularly. However, the *degree* to which sophomore seminar course selection proved problematic for students is much higher than normal, a fact reflected not only in responses to our interviews, but to course evaluations as well, in which sophomore seminars overall are rated lower than the average Hamilton class by

students.<sup>6</sup> Further, students who responded to our interview the *most* negatively about their seminars were typically those who were “forced” into them because of a lack of alternative options. Such course selection problems are compounded by the fact that, as team-taught courses, the seminars demand more faculty attention,<sup>7</sup> and thus limit the ability of the faculty to expand the number of courses offered so as to alleviate the selection crunch of sophomore year registration. This problem, as stated, is not necessarily integral to the program—such problems arise with course registration generally, though to a lesser degree—but to resolve it would require some form of restructuring of how the courses are set up in relation to one another and in relation to the desires, needs, and sheer volume of students and faculty.

### *Size of classes*

Another problem directly related to the one above, is that of the size of the seminars themselves; many students are in classes that are too large.

I: What did you take?

S: The [class name]. I think it was very, there wasn't enough structure in it for the size of the class, since there were like 30 people in it. It just meandered, and didn't go anywhere.

I: How do you think that could have been helped?

S: Either a smaller class size, breaking in half with the two professors or something; or a more structured environment.

Students frequently complain about the size of classes outside of sophomore seminars, and while the problem seems endemic to a variety of classes and departments, students seem particularly distressed by *seminar* classes that are too large—these classes, after all, are intended to be small and intimate, and to foster close discussion and intellectual relationships.

Comparing students' reports to the numbers available on sophomore seminar class size, we can see how many student found themselves in classes that were sized inappropriately for a seminar format. At the same time, by comparing this data to that of typical Hamilton classes, we can see that, while some of the seminars were crowded, on average they were significantly smaller than the typical class at Hamilton.

For the class of 2005, the majority of whom enrolled in a sophomore seminar their sophomore year, the average class held around 12 students. However this number is misleading. Using the individual student as the unit of analysis<sup>8</sup>, as seen in Diagram 5, 38% of students enrolled in classes larger than 20 people, while only a slightly higher 42% enrolled in classes

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<sup>6</sup> This may not *only* be due to course selection problems, but judging by how frequently students reported such problems with their sophomore seminars, is most likely a major factor in such negative evaluations.

<sup>7</sup> In addition to the fact that tenure-track junior faculty members are not supposed to teach the seminars.

<sup>8</sup> Based on enrollment data from the Registrar's Office.

sized from 10-20 students, and 20% in classes less than 10 students. Hence, many students wind up taking “seminar” classes that, in practice, are far too large to accomplish the goals of the ideal seminar course.

Diagrams 1 and 2 show the change in sophomore seminar class sizes from their beginning in 2002 to the present. Most notably, while the average class size has increased, there are far fewer large classes.

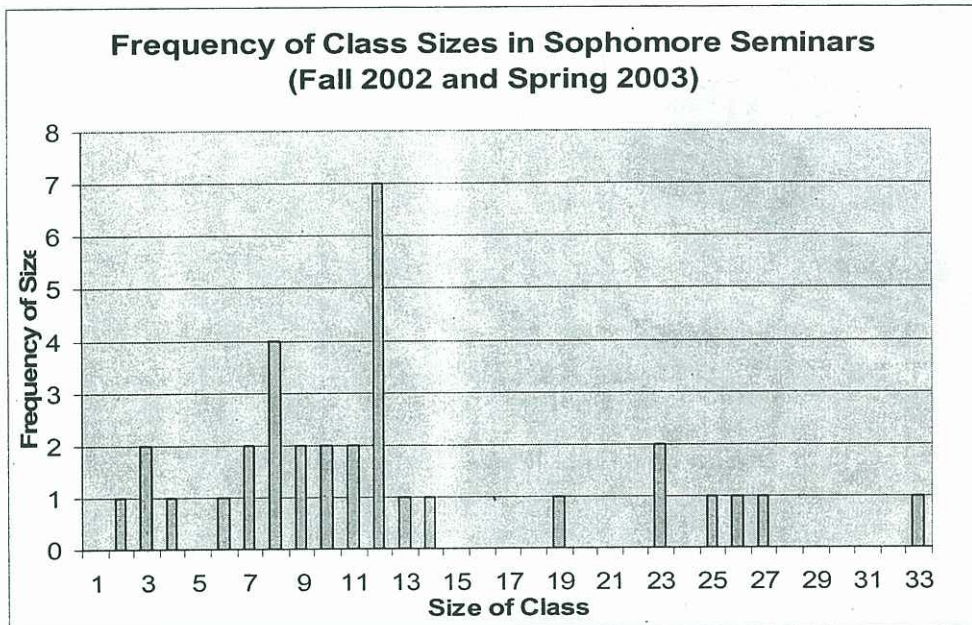


Diagram 1. Mean = 12.45 Students per class; Median = 12 Students.

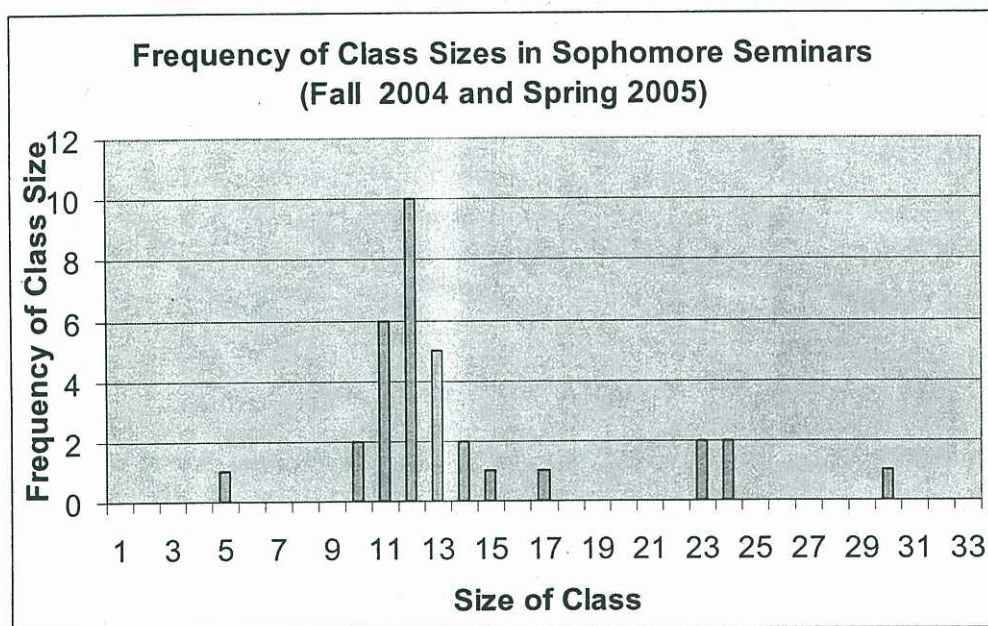


Diagram 2. Mean = 14.375 students per class; Median = 12 Students.

Diagrams 3 and 4 display student experience of class size in sophomore seminars – in other words, the likelihood that a student would find him/herself in a class of that size.

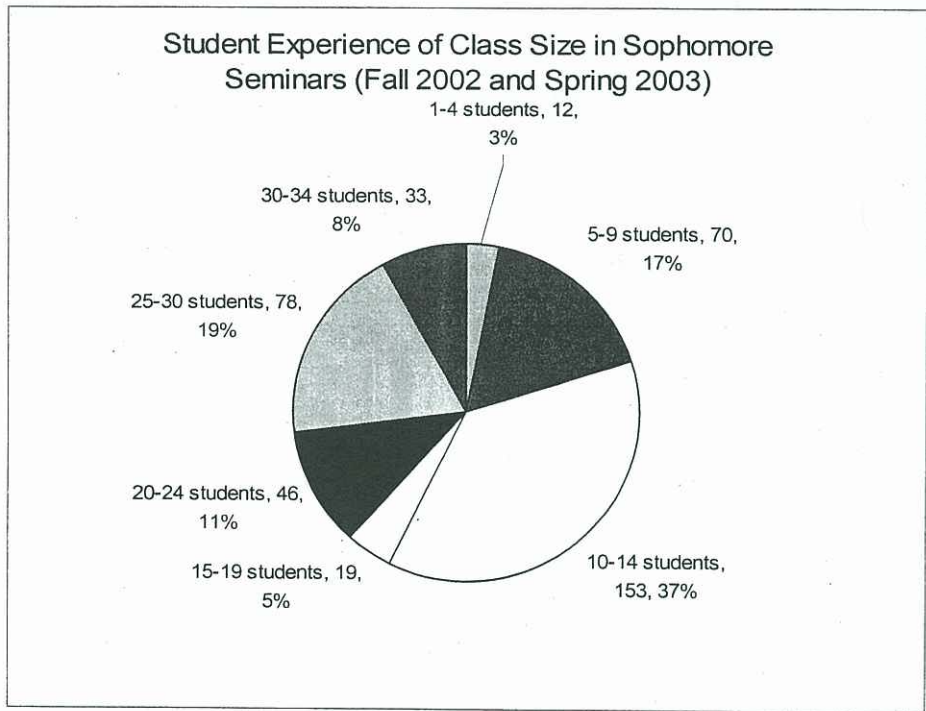


Diagram 3.

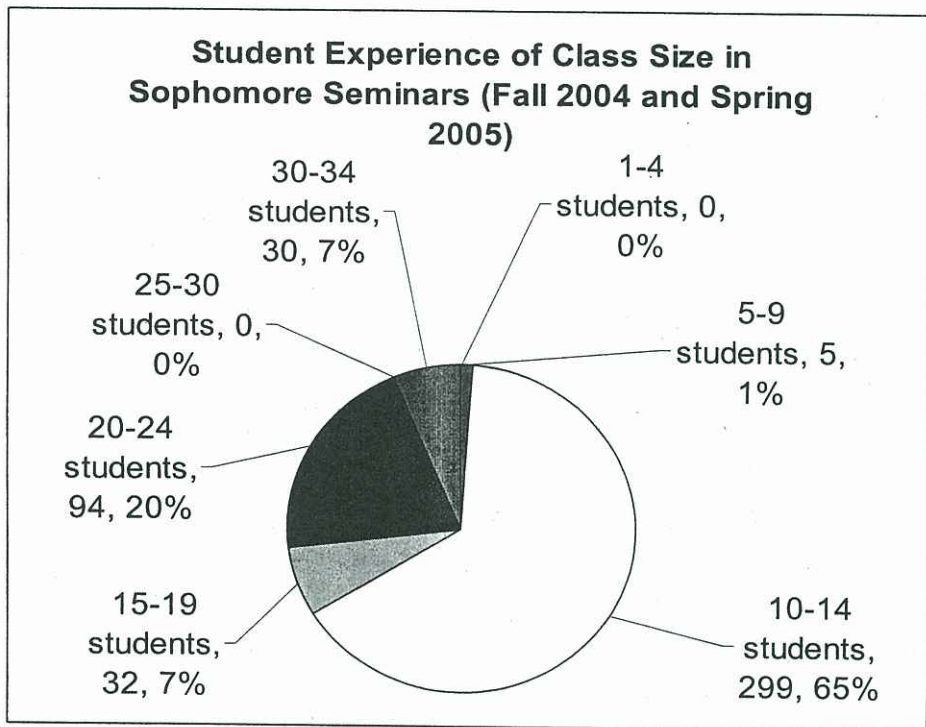


Diagram 4.

Diagrams 5 and 6 are condensed to better show the change in student experience of seminar class sizes. Most notably, Sophomore Seminar class sizes have stabilized around the 10-14 student area, which is suitable for this type of class. Significantly, very large and very small classes are far rarer than in 2002.

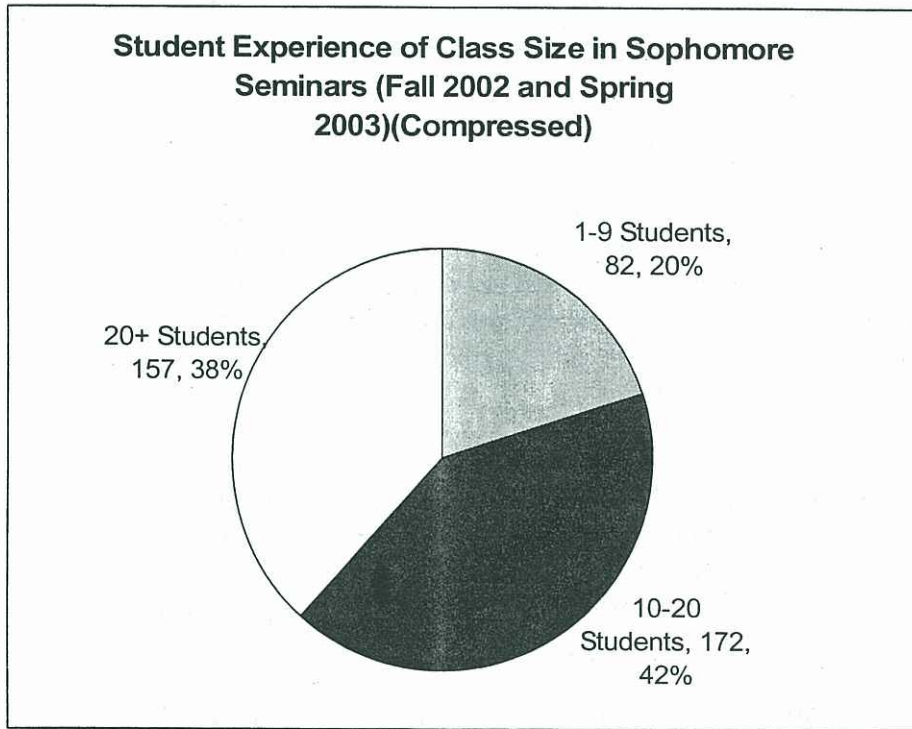


Diagram 5.

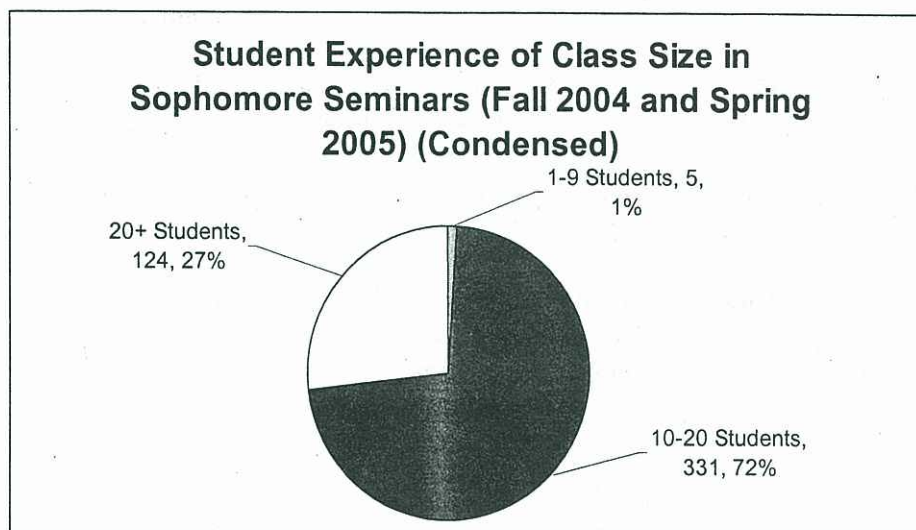


Diagram 6.

These data, combined with student reports, suggest that due to the requirement that students take a sophomore seminar their sophomore year, combined with a high demand for some classes and a low demand for others, many students from the class of 2005 (who took these seminars probably in the fall of 2002 or spring of 2003) experienced classes far too large to fulfill the intended goals of the program. We can also see from this data that the students' situation has improved since the program began, but they still face problems of class size in these required courses.

### *The potential for unclear standards within team-taught courses*

Even those students who registered in seminars they wanted faced problems within the program, which manifested themselves within the classroom. Most significant to many was a double-standard of grading, teaching, and evaluation, arising out of the team-taught nature of the seminars. Some students reported receiving good grades from one of the class's professors, but poor grades from the other, despite having done the same amount of work at the same skill level. "Jane Smith" reports how,

S: There was not always much sufficient agreement between the two of [the professors], so we were getting papers back with like two very different grades, you know...I initially felt confused because we were getting mixed responses; that, and other stuff; they were getting on. We were more confused as well as like what we should really be focusing on. It was just, it was a big hodge-podge of stuff. ["Jane Smith"]

This problem was particularly frustrating to many students, who expressed feeling lost in some of the interdisciplinary material, while at the same time being unaware of what was expected of them due to what they saw as two (or more) different sets of academic and disciplinary expectations expressed by the course's professor team. "Murphy" recounts,

S: [The professors] had very conflicting personalities, and you know, they were approaching the same topic – one from like a History point of view, and one from a literary point of view...so they had conflicts and things. And yeah, they didn't know how to grade. So I think, in general, lowered everyone's grade and kind of like caused a lot of problems for people. ["Murphy"]

"Murphy" echoes a number of other students who not only faced evaluation differences between their professors, but disciplinary ones as well. The sophomore seminar's interdisciplinary nature thus manifests itself directly and problematically in the classroom.

### *Disciplinary divisions*

Intended as classes that would bridge disciplinary divisions, many sophomore seminar classes, as students described them, actually seemed like two different classes, tangentially linked. A significant number of students complained that not only did their professors have

differing standards and expectations, but completely different intellectual outlooks, which oftentimes clashed.

S: [The professors] were at odds as to how to approach the humanities section of approaching the [topic]. In the literary and historical sense, they didn't quite understand that. And so the final project that I did, while it was in their context, was not understood by them because they didn't know anything about lit[erature] or history, you know, in the academic sense, in the same way that they do about Biology. ["Ruttiger"]

Sometimes the divisions were not simply academic, but personal as well:

S: It would have been good if my teachers liked each other, and had anything in common. But they hated each other, so the class frankly wasn't that amazing. Like they just kind of lectured, alternating day-by-day. And once in a while, they fell asleep in the other one's lecture. ["Jen"]

"Jose" did not mince his words about his bad experiences in the class because of his professors' lack of communication:

S: It was pretty much an unmitigated disaster of a class... apparently [the professors] never spoke to each other, like about the class. Like I saw them meet once about it. I mean like, you know, they met, but there was no real communication between them, and it was just sort of, I mean it was bad in that sense. They didn't teach much. ["Jose"]

But sometimes in a required class program, interdisciplinarity can backfire and exacerbate disciplinary divisions when the mixing of disciplines is unsuccessful. Hence, while many students enjoyed bridging disciplinary gaps, many others suggested that taking these classes simply reinforced their embeddedness in one or the other fields taught in the course. Exposure to other fields can benefit students, or it can alienate them.

These problems are inherent in the sophomore seminar program. The faculty and administration saw interdisciplinary thinking as good, and tried to encourage it through a required program. The assumptions underlying this are: 1) all students (or, more specifically and importantly, *sophomores*) can and will benefit from interdisciplinary experience, 2) interdisciplinary experiences can be deliberately created, 3) they can be encouraged and created simply by requiring team-taught seminar classes of all sophomores. The empirical evidence on these issues is mixed, but at very least suggests that a good deal of problems arise when these assumptions are built upon. While interdisciplinarity is a noble and central goal of a liberal arts education, there is little evidence in our interviews to suggest that requiring, programatizing, and institutionalizing it has worked.

## *Public presentations and long papers*

While many students complained bitterly about their sophomore seminars, some also noted ways in which these classes have helped them improve academically. Most significantly, a good deal of students reported improving their public speaking skills from the required speaking section of each sophomore seminar. Both students who liked and disliked their sophomore seminars noted that their experience(s) of having to speak publicly in the classes gave them a better sense of themselves as speakers, and refined their skills as orators. Of all the positive comments regarding sophomore seminars, the most frequent centered on the public speaking element of the class, and how it helps students gain a better sense of how to speak to an audience.

S: I think probably the main thing I took away from the sophomore seminar was the big presentation, just meeting with someone from the [Communication Department] and she like came and videotaped us, and then just having to present it to the class. And I think that was the first PowerPoint presentation that I'd done on my own. So I think just learning how to do that, and feel more comfortable with oral communications.

I: Has that continued to help you in other presentations?

S: Yeah.

I: And given you confidence in public speaking and stuff like that?

S: Yeah. I think I remember a lot of the things that I learned, and I remember a lot of the things that, particularly I learned about myself and seeing myself videotaped.

I: Like, like I'm curious, like what?

S: Just I'm not very good with keeping eye contact, and that I tend, I always get very nervous when I'm talking in public settings.

I: Me too.

S: Just remembering to like slow down when I speak. I don't know. Just seeing yourself and being able to think. And then just, like I said before, learning how to do a PowerPoint presentation myself. I feel like I've had to do like many more of those since then. ["Mary"]

Students reported learning not only such more technical speaking skills as these, but also how to identify their own abilities to work upon and improve.

S: It [sophomore seminar] helps you recognize your weaknesses when it comes to oral communication skills; when it comes to presenting yourself



professionally with the presentation requirement. It was tough, but you learn a lot about your weaknesses, and you learn a lot about your strengths. It's, it's a good requirement. I don't see, you know, I think it's very productive...Feeling comfortable in a big group of people is really important because if you can do that, you can really do anything...Because if you understand the material, you can, you can talk about it with large groups of people...That confidence is invaluable. ["Tom"]

Further, students such as "Jenn" reported how she gained a sense of what was expected of her as a presenter, and how to improve her connection with her audience.

S: We also did a lot of presentations, which was really good for me because in the beginning I felt very uncomfortable talking in front of a whole bunch of people. And then by the end of the seminar, I felt more comfortable doing these, and I kind of knew what my audience expected of me and how I can engage them in my presentations. ["Jenn"]

Such improvements are not unique to sophomore seminars, but seem to occur whenever some form of public speaking is required in a class. Overall, *students who had had little or no experience with public speaking reported dramatically improving their skills by taking a class that required it.* On the other side, those students who have already had some training or experience in public speaking (these students were very much in the minority) reported little improvement from being required to speak publicly in these seminars. We will discuss some of the causes, details, and consequences of these patterns of reports in the following section on public speaking at Hamilton.

Sophomore seminars also seem to have helped some students' writing skills. Students reported that having to write a long (20+ pages) paper for their class helped them greatly later on in their academic career when they had to write their theses. Students at the sophomore level are rarely required to write papers that long, and oftentimes many students are first exposed to projects of that size in their senior years.

"Liz" commented that "it's the longest paper I've had to write, and that was fun," and her comments were echoed by many other students, noting how their seminars gave them their first experience dealing with issues of structure, argument, and style in longer papers.

The seminars, in some cases, proved helpful for students with little experience with the technical intricacies of writing. "Kim" detailed how her seminar improved her writing in a number of ways:

S: I really liked mine. I took [class name omitted], and I think it's really helped my writing. I'm a Math major, so I don't really write a lot; and when I do write, it's pretty simple. But I think taking that at least has made me focus more on, like I feel like it helped me realize what you are good at and what you need to work on – more so than just a writing intensive class. And I think that's been really helpful. I mean I, still now when I write a paper, I, you know, look and

think about what the kind of things that were pointed out in my sophomore seminar as something I can, you know, we would write all the time. So I mean I really liked it. I thought it was really helpful, but that could be just the one I picked, you know. ["Kim"]

From the data we have, it is difficult to make comparative conclusions about the benefits of sophomore seminars—its hard to tell whether the seminars gave these students a *unique* experience that they probably would not have received otherwise. In other words, it is not clear whether students benefited from their sophomore seminars *because* they were sophomore seminars, or simply because they were classes. This methodological problem actually reveals a problem within the operations of the sophomore seminar program itself—that the standards of program, what it sets out to accomplish and present to students, are not uniform. Some seminars emphasize writing, some emphasize public speaking, some are highly interdisciplinary and team-taught (and some are not), and some appear to hold goals outside or beyond those set out by the program. This problem is compounded, again, by the fact that these classes are required in order to meet a number of somewhat disparate goals.

Sophomore seminars can certainly play a positive role in student's education at Hamilton, but in order to do so they should be focused around a single concrete goal (we have suggested oral communications), not one that creates functional roadblocks, such as the goal of interdisciplinarity has done.

### **Public Speaking at Hamilton College**

Students overwhelmingly report that their public speaking improves over the course of their Hamilton career,<sup>9</sup> and that improvement comes from speaking requirements in one or two classes at Hamilton, against a prior lack of exposure to public speaking. From what students report, oral communication skills have a steep learning curve. Students with little or no experience giving presentations reported improving dramatically after only a few experiences of presenting material to an audience.

#### *Students who benefit*

By almost every student account, the one or two classes that they had that required presentations<sup>10</sup> improved their skills greatly, and most notably improved their comfort and confidence in front of a group. "Jack" for example emphasized how he gained confidence at speaking publicly from having to do it in classes.

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<sup>9</sup> Eighty-three percent (83%) say their speaking improved in giving presentations or talks, interviewing, or leading class discussions.

<sup>10</sup> The majority of students reported only having one or two classes during their Hamilton careers that required presentations.

I: Okay. Do you think that in any way your speaking ability has improved at Hamilton – either in public speaking, talking in classes, handling yourself in interviews such as this, or any other respect? And if so, can you describe in detail how you think that improvement occurred?

S: I would say definitely.

I: Okay.

S: Well I guess I don't know if it's just me getting older and maturing, or I mean I guess like that's one aspect; but it seems like every class I've taken, we had to do some like group project we had to present to the class, which helped me get over nerves. But I mean it seems every class always emphasizes participation of class. As well as my organization, you know, it's just given me an opportunity to talk to large groups of people and present my ideas. So I think I've definitely become more confident in speaking. ["Jack"]

Repeatedly, students commented on how their "public speaking has improved just from pure exposure to it" ["Jade"], and that their improvement was not necessarily intentional, nor were they even always aware of it.

I: Do you think your speaking ability has improved since you've been here?

S: I would say so, yeah.

I: How so?

S: I mean I haven't taken any, you know, like oral comm classes or anything; but I think just through, probably through a lot of my classes being really small and being largely discussion-based that I've become more comfortable, you know, speaking to other people or in front of other people...I don't feel like I intentionally did something to specifically improve my, you know, speaking skills. I guess it's just something that comes with practice and with experience. ["Jenny"]

A number of students suggested that Hamilton should have some kind of oral communications requirements, because, they felt, many other students were not being exposed to the same benefits from giving presentations and talks that they were.

S: I think they should have a mandatory 100-level public speaking class that all freshman students have to take, or all sophomore students have to take. And maybe, instead of having gym credit, you know; maybe two gym credits in one, a 2.5 credit for rhetoric and communication, maybe having a student take that before, you know, they graduate because I think it's such an important skill, and I think it's great that Hamilton emphasizes it, but I really don't think they do it well. ["Jean Claude"]

S: But I really wish there was more opportunity to speak. I think it's funny. I work in the Admissions Office and they always say like how at Hamilton you learn how to write and speak really well. And I wish we had speaking intensive classes like we have writing intensives. And I think that's still like peoples' big fear, like just getting up and speaking in front of people. It's sometimes fun too when you've worked on something really hard in class, like I sometimes wish I could get up and talk about it or give a report on it. ["Susan"]

And some students wished they themselves had had more exposure to public speaking while at Hamilton.

S: I don't think that we get enough practice with like public speaking, like we don't really have to do group presentations very much in classes. And so I think that could be improved. But I think like, I think it's great that we stress writing skills. I think it's equally important that you be able to like speak in public and express your ideas verbally, which I'm not the best at. I'm much better at writing. But as far as, I think DC [the Washington Program] helped me the most, going there and working on the Hill and that kind of thing. I became much more confident just, you know, talking to people, meeting new people, and being more outgoing in that area. I think that helped the most, but not really through classes. Many encourage class participation, but especially if you're in the larger lecture classes, I mean you can definitely get by with not having to ever talk. So I don't think classes really do much for speaking. ["Katherine"]

Frequently students identified themselves as "poor public speakers," but unlike many students who self-identify as poor at quantitative skills, those who thought they were poor speakers believed they could get better with practice and training. This point is significant, and we will return to it later.

S: I know that I'm really bad at it, and I needed to do a lot of practice. But I didn't take a lot of courses where I had to do a lot of presentation skills, which I do suggest that they, they actually, that Hamilton should probably change that. I think presentation skills are really essential to like, to you know, like work and just, and handling like the rest of your life. ["Mystique"]

S: I mean I'm not the best public speaker. I know kids who are juniors and sophomores who are taking public speaking courses who could run circles around me in a debate, but I would say that I've improved. ["Jonathan"]

Most of the improvements students reported did not come from their taking oral communications classes (because most hadn't), but instead come from their experiences leading discussions or giving presentations in class (which most students reported they had done). For most students, these experiences were few in number, but significantly bettered their confidence, comfort, and communication abilities in front of groups. The improvements came quickly, and while students may not have refined their skills at a higher level, most seem to have taken the

large first step to becoming better oral communicators, due primarily to classes where presentations are required.

Part of the reason why students reported such a steep improvement in their speaking skills has to do with the nature of public speaking itself. Students are much more emotionally involved in giving a speech than writing a paper, simply because they are being visibly and immediately evaluated by their peers and their professor(s) while giving it; when handing in a paper, students can detach themselves from it until they receive feedback, and even then they receive feedback just from their professors. The *possibility of public embarrassment*, especially in front of peers, adds considerable, but largely invisible weight to presentations, and puts much more than the student's grade on the line. Students typically, from fear, put a great deal of work into preparing for presentations and they improve; some students who are not concerned about it suffer the immediate judgment of their peers and professors, and typically learn a valuable lesson from their experience as well. They subsequently work a bit more. Hence, both students who reported putting in a lot of time into their presentations, *and* students who admitted underpreparing for them, reported improving in their public speaking skills. The power of immediate feedback, especially from peers suggests that other academic-skill programs at Hamilton might benefit from similar structuring.

#### *Students who didn't benefit*

While the majority of students reported that their oral communication skills improved, around 20% said they did not, citing one of two reasons. Either 1) they were already strong public speakers upon entering Hamilton (and improvement required more intensive study than for those with no experience speaking to groups), or 2) they were never required to present in their classes. "Jen" expressed both reasons, saying:

S: I think it's just, I mean the classes that I've taken, for the most part, don't really require that much speaking. And I did a lot of drama in high school, so I had enough speaking abilities that like unless I was a communications major or an English major or somewhere where I had to be talking to other students a lot, that I just am not asked to do that. So I've pretty much stayed at the same level.  
["Jen"]

Students also noted how public speaking is greatly underemphasized in comparison to writing:

I: Have you had to take any public speaking courses or had to give any presentations or do interviews that would require you to utilize your speaking skills?

S: Not really. The sophomore seminar we previously mentioned did have a presentation. That was some ridiculous proportion of your grade. But other than that, I've not had anything, I mean no real serious presentations. Like I don't think my skills have improved as greatly as say my writing skills have improved. I mean I don't think, but I mean I've never been required to take those classes,

and I never have; so I don't, whereas, you know, I've taken a lot of writing intensive classes. So the skill hasn't necessarily improved at the same rate. ["Jose"]

S: But I don't think that my speaking ability has significantly improved at all, or become less, after going here because I think that the emphasis has always been more on writing. Technically my writing has improved, but I can't say that my speech has. ["Jane Smith"]

While it is encouraging that 80% of students believe their public speaking skills have improved since coming to Hamilton, the fact that 20% report otherwise is distressing; it would be easy to give all students the initial formative speaking experience that makes such a difference to their abilities.

*Further improving oral communications at Hamilton: a suggestion*

If the college wanted to, it could raise the average quality of students' oral communications skills dramatically by, in some way, ensuring that every student took at least one or two classes that required presentations. This might take the form of some kind of speaking-intensive program similar to the writing-intensive program in which students are required to take a set number of the intensive classes in order to fulfill their degree requirements, or it might simply consist of encouraging professors to include presentations in more of their classes. As many students reported that their sophomore seminars provided them with their first exposure to giving presentations, perhaps that program (with some modifications) is best suited as the vehicle for providing that initial skill-building. As the seminar program is already in place, and is struggling to solidify its goals and structure itself in a beneficial way, centering the program on a strong public speaking requirement might not only benefit public speaking at Hamilton, but also revitalize the sophomore seminars program in the students' eyes. Regardless of how the college might go about this, it is clear that, in regards to students' oral communication skills, a little experience goes a long way.

Gauging just how much the college should encourage or require oral communications requires a comparative evaluation of oral communications with the other general academic skills the college seeks to instill, for instance, quantitative and writing skills. The current weight given to these is clear enough in the curriculum requirements—writing is emphasized more than oral communications, and the average student leaves Hamilton having done far more work improving his/her writing than his/her oral communication skills. Meanwhile, while writing intensives are required for all students, quantitative-oriented classes, like oral communication classes, are not, and many students leave Hamilton having little experience with either.

### 3. Student Life

#### Extracurricular Activities, Student Organizations, and Societies

What seems central to the creation, success, and student-benefit of campus organizations are the *people*. Yes, the activity itself matters, but it is the other students who participate in it who enrich the experience and make it valuable for the students. The one unifying thread running through almost every student comment about extracurriculars was that they loved meeting, befriending, and spending time with the other people who are part of the organization. In other words, the most important component of extracurricular at Hamilton is the people, and not the activity, though the activity forms the basis for the grouping of the people, and is the axis around which social bonds are formed and flourish.

#### *The social nature of campus organizations*

While the people within the group and the group's activity form the functional basis of all of Hamilton's activities, there are other important elements that formalize the group and its activity. Most students who reported starting up their own club commented on the importance of funding for furthering their goals on campus, so gaining formal recognition from the college in order to obtain funding is also important. With funding, extracurriculars gain formal mechanisms of recognition and communication by being recognized by the college—their group's name goes on the extracurricular roster, the group gains access to an email account through which activities can be arranged and advertised to the campus, and the group gains certain protections as a campus organization.

Functionally speaking, then, extracurriculars at Hamilton are constituted by (in order of importance) 1) a group of students, 2) an activity, 3) funding, and 4) a mechanism of formal recognition (a club name, constitution, email account, etc.).

Students were asked to name the most important activity they took part in while at Hamilton, and the vast majority of answers centered on one or more extracurriculars (societies, clubs, organizations, sports teams) in which they participated. Overwhelmingly, regardless of the specific response to the first question (that most important activity was, e.g. track, fraternity membership, chess club, etc.), the *reason* students liked that activity was involvement with *people*. The next most frequent response was that the activity helped build skills for them that they believed would help them both in and beyond Hamilton.

S: That would be like my [Chinese] major training, which is kind of nice. And it's a nice community like thing, and you just, you know, are really close to the other students you work with and taking in whatnot for that – just the language people and all that type of stuff has been really nice, and going to China with them. Our freshman year, we did that as part of the program; and then going abroad with them. So you just spend a lot of time with these people. And then

I'm dancing through, I'm in the student dance lines or this year I started dancing on dance teams. So those girls are kind of fun. Yeah, I'd say those are important. ["Maudie Savran"]

"Lisa" explicitly stated that it was the people who mattered, and not the activity:

S: Yeah. I mean I'm captain of the fencing team, so that's important not because of fencing, but because it's a group thing. We all get together through the week, and it's fun. It's just nice to be part of it for four years, I guess. ["Lisa Simpson"]

For many students, specific events such as studying abroad, taking trips with other students, participating in an important game, or performing in a concert or musical were key social moments for them—bonding moments that solidified their friendships with others in their group.

S: Choir and a cappella. Since freshman year, choir sort of, you come and like there's like 70 people and you don't know anybody. And then about halfway through, you generally do a play or a musical, and everybody sort of bonds in like January when you get back from spring break. And since freshman year, they've just been my family. And you go on tour and I mean there's 70 people, which is a lot, a lot of people. But by the end of the year, you sort of have found the particular 15 or 20 that you see around campus all the time, that you have the same classes with; and they've sort of just been like a community... Have, just have this community unto themselves and support each other, that you have, I don't know... I mean we have, we spend so much time with these people, four hours a week for choir rehearsal and six hours a week for a cappella, that it's pretty much every night other than Friday and Saturday. But if you don't have sort of a foothold of, these people may annoy me if I spend too much time with them. But it's okay because I love them when I wake up the next kind of morning. ["Judy"]

Of all the extracurriculars students participate in, team sports seem to bond students the most closely, largely due to the significant amount of time students must commit to their team, and thus to each other. "Mary's" experiences on the lacrosse team were not unique to her or to her team—students on teams repeatedly commented on how close they are to their fellow teammates, and how their time on their team has been a (if not *the*) defining experience for them at Hamilton.

S: I think the one thing that I've been most happy to be a part of is the lacrosse team. I played lacrosse all, well this will be my fourth year, and I'm a captain this year. And it's just been such a great experience because the team is really close, and I've gotten to know girls that I wouldn't have been able to know, you know, from being in classes with them or just from interacting with them socially. So I've just gotten the opportunity to know people that I wouldn't have known, and I've gotten to be really close to my coaches now, and gotten to know some of the other sports players, and that kind of thing. So that's probably been,



and I just love lacrosse and the experience of being on the team. So that's been probably my favorite experience at Hamilton. ["Mary"]

Students in Greek societies used similar language to students on sports teams to describe their group experience. Typically, while society membership was quite important to members, it came secondary to sports team membership and/or academics. Still, a notable number of students such as "Luke" reported their society membership as most significant.

S: Just like getting to know the guys in my class like really well. There's like ten of us. And like it's, it's like having ten best friends. And I mean that's just great because I mean, like I made friends like before that and, you know, I've stayed friends with those kids; but you know, just having ten people that are really, really close to me is great. And football is fun just because I love playing football. And I'm not really involved with the coach, but you know, it was still great. And I mean I love the guys there too. It was just great to like run around with those guys for four years. ["Luke"]

While there are numerous different types of extracurriculars and organizations for students on campus, they are all defined by the strength they gain from the social networks that grow from them. These groups not only give students something to do outside of class, but oftentimes give them a way to orient and identify themselves within the college community. This is clearest with students who have made their own organizations from the ground up, and whose identities are directly tied to their groups.

### *Making your own*

While some students suggest that the school is missing some vital sports, doesn't have certain types of clubs, or is somehow lacking extracurriculars, an equal amount of students seem to think that extracurricular opportunities at Hamilton are plentiful. What students *did* seem to agree upon is that if something is missing from Hamilton, students have the ability to fill in the gap—Hamilton, through the office of Student Activities, makes it relatively easy to create a student organization, receive some degree of funding, and receive the benefits of becoming a recognized club, society, sport, or activity.

Ten percent of the students in our panel reported that they had created or helped create an organization on campus, and all of their experiences in doing so were similar. They recognized a lack of a certain kind of activity on campus, got friends and interested students together to help start the organization, met with the appropriate members of the administration, filled out the right forms, and became a recognized organization. Sometimes the students who started the club were already involved in the activity beforehand, and then simply decided to take the next step towards recognition,

S: Sophomore year when I was playing chess with just one of my friends, like he just told me to start a Chess Club, and I kind of did. And so then finally this year, we finally made it an actual club...

I: So you had the opportunity to do that. Tell me about getting that going, what was that like?

S: Actually it wasn't even that hard. Like originally, like the first couple of years I was just sending out random e-mails through the school's mass e-mailing list. So I did that; and then this year, we sat down and wrote a Constitution. It wasn't that hard at all. ["Jack"]

And sometimes the students found that the only way they could participate in their activity was by making an organization. Asked about his most significant activity, "Jose" replied:

S: Au Cobain, a music club. I would say that, since it's sort of been like a personal project almost to like build it up from the ground, make it a successful organization that will last well into the future.

I: Yeah. So what made you decide to do that?

S: Sophomore year, I first had a car here and like I started going to a lot of concerts in the local area. And I was disappointed in that there weren't, that CAB sort of brought like big concerts but that really wasn't what I was into musically; and so I wanted to bring smaller, more, or less well-known acts to Hamilton College.

I: Did you expect to have that kind of opportunity when you came here?

S: No. It wasn't even, I mean it was a totally unexpected sort of, I had this idea with a bunch of friends on the way to Albany to see a concert. So it came out of that, grew out of that. But it was, I mean it was very, a very unexpected thing. I never thought I'd come and start my own club.

I: Are you, do you see the opportunity for other people, or do you think it's more to you?

S: Yeah. I think while it's, while there's a lot of bureaucracy involved, that I find irritating, I think that anyone who had a club-worthy idea or activity could easily start and maintain a club.

I: Okay.

S: And I mean it wasn't really a club until like junior year. I mean it was like me and my friend doing stuff all of, well I guess all of sophomore year. And then sort of more into junior year, it was, I mean it was still, and, and now it's finally where it's not just me in it. There's a group of people. I guess that started January of this year, was when we first really did an event that everyone took part in and helped out with. ["Jose"]

“Jade” remembers her freshman year how she helped form a sorority with a group of friends and interested students.

S: The most important extracurricular activity I’ve participated in the past four years, three and a half years, has definitely been the formation of the Kappa Sigma Alpha sorority.

I: Okay.

S: We started it as freshmen, my friends and I were, you know, Greek part, Greek life is a much bigger part of life than most people recognize. And so we, you know, I have a lot of friends who have pledged Greek elsewhere, and so I was interested in it myself and I looked at what was available, and my friends did as well, and we did not see people like us fitting in with societies on campus. And so we started the Kappa Sigma Alpha sorority as an alternative to girls who wanted to go Greek, who were interested in what Greek life offered, but could not see themselves fitting in. Independent, young girls who are involved in other things, the sorority is important to us, but is not our life. [“Jade”]

Asked what his most significant Hamilton experience has been, “Dex” replied:

S: I’d have to say the Capoeira Club. I mean it’s a group of guys that I’ve gotten to know really, really well. Some people actually, jokingly, liken us to a frat because we’re always doing everything together. But it’s a group, group of people who like to hang out with each other and have a good time...

I: Do you feel like there were opportunities to do things that you wanted to do while you were here – again, in any realm?

S: Well, the one thing about Hamilton, I’d say like is that if there’s something you want to do and it doesn’t exist, you can set it up yourself. Like the Capoeira Club, for example, when I came here freshman year, there was no club. There was this guy, Roberto, and he had studied it and wanted to, you know, practice it with people. And so for the first year, it was really unofficial. The second year, we built the club up and got it approved and everything. [“Dex”]

“Dex’s” statement that “the one thing about Hamilton, I’d say like is that if there’s something you want to do and it doesn’t exist, you can set it up yourself,” and “Jose’s” statement earlier that “while there’s a lot of bureaucracy involved, that I find irritating, I think that anyone who had a club-worthy idea or activity could easily start and maintain a club,” was repeated by a number of students when questioned about the availability of opportunities at Hamilton. This points not only to a suitably flexible bureaucracy within student activities, but also to a simple but structured process for gaining club recognition. Perhaps more importantly though, this suggests that a good deal of students are aware of and happy with the breadth of opportunities available at Hamilton.

#### 4. Conclusions

We have said, in previous years, that the assessment of liberal arts colleges is difficult work for the simple reason that these colleges do not lay out concrete goals in the same way, say, a job training business does. Yes, there are a collection of skills, experiences, and maybe even values colleges hope to bestow upon students, but at the same time, members of the faculty, administration, student body, and alumni all seem to recognize that Hamilton, like most other liberal arts colleges, derives much of its strength from *not* explicitly stating, formalizing, and institutionalizing a list of concrete goals. The flexibility and openness of liberal arts is what defines it as liberal arts in the first place.

This being said, the possibility still remains for us to assess what Hamilton does well, what it does poorly, what it wants to do better at, and from this judge what and how it can improve.

##### *Developing academic skills*

We have used what we might call an “industry standard” set of academic skills – writing, speaking, and critical thinking – as one of the bases for our evaluation of academics at Hamilton. This division is far from arbitrary, and we have stuck to it for three reasons. 1) Students overwhelmingly think of academic skills in these terms, and this has practical effects for their own work, as well as for how their work is evaluated. 2) The ways in which these skills are taught and learned (as well as the rate at which they are developed) differ radically, according to students. 3) The college has institutionalized this skill-codification into the Hamilton community—we have a Writing Center and an Oral Communications Center, as well as a Quantitative Literacy Center—and this too has practical effects on students’ skill-building, their work, and how they are evaluated. Further, what we have found from our alumni interviews is that academic content—the actual material students learn—is far less important (both in and out of college) than the academic skills they developed in processing the content. All of this points to the importance of evaluating the teaching and learning of these skills at Hamilton, which is a large part of what we have attempted to do in the Mellon Assessment Project.

The data we have suggests that there is no one trend regarding Hamilton students’ academic skill building, but instead a number of smaller and interrelated trends, which we will list here according to their skill division, and then comparatively analyze.

##### 1) Writing:

The average student’s writing at Hamilton clearly improves over the course of four years. Students recognize this, and attribute their improvements primarily to repeated exposure to writing assignments (which is furthered by the writing intensive course requirement), and the abundant availability of help with writing (from professors, peers, and the writing center). In terms of *relative improvement* then, the majority of students in all fields suggest that their writing has improved, and the data suggest the same.

In terms of an *absolute scale of writing ability*, students graduating in the sciences and mathematics report a significantly lower writing ability than students in the humanities, arts, history, and social sciences. While 62% of humanities and arts, and 63% of history, and social studies students report that they “write effectively,” only around 46% of students in the sciences and mathematics feel they have this ability.<sup>11</sup>

Students’ writing abilities are significantly determined simply by their exposure to writing, and also by their gaining the relevant means to critique and revise their work. The writing intensive program, which requires students to take classes marked writing intensive,<sup>12</sup> is by student accounts the primary way students’ writing improves. While numerous arts, humanities, history, and social sciences classes are writing intensive, far fewer mathematics and sciences classes are (relative to the number of classes available in each division), explaining the discrepancy between science and math students’ reported weakness in writing.

## 2) Oral Communications:

Similar to writing skills, the average student’s oral communication skills improve significantly over their four years at Hamilton, and again students attribute this improvement simply to exposure to giving presentations. As Hamilton has no oral communications requirement, the majority of students simply receive these experiences from those classes (often few) in which the professor requires some form of presentation.

In terms of an absolute scale, far fewer students (in every academic division) reported that they felt they could “communicate well orally;” however there was far less of a reported skills discrepancy between the three academic divisions in terms of oral communications than there was for writing—in other words, student abilities in oral communications are significantly less dependant upon their field of study than writing skills. Overall, though, students feel significantly less confident about their oral communication skills than they do their writing skills, regardless of their field. When asked if “Hamilton greatly impacted their ability” in oral communications, 37% of students responded “yes,” whereas for writing, 60% responded “yes.”

We can probably attribute the differences in students’ writing and oral communication skills to the fact that writing forms one of the bases of the core curriculum (i.e. students can’t

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<sup>11</sup> Drawn from the HEDS senior surveys (see earlier reports). Unfortunately, given the data we have, we cannot yet distinguish between academic fields within these broad categories of intellectual divisions—we cannot determine, for example, whether a computer science major’s reported writing skills are higher than that of a mathematics major, since both are included within the same category (science and mathematics). This is a symptom of the sampling method of the senior surveys, which uses a fixed set of potential responses to the question of the student’s major, fixed responses that do not perfectly align with Hamilton’s majors. Hence, this comparison of intellectual divisions (arts and humanities, history and social studies, science and mathematics) is the most reliable and meaningful comparison possible.

<sup>12</sup> The general requirements of which typically include writing a number of papers or a single paper of significant length, revising papers for re-submission, and going to the writing center for further assistance in revision. Oftentimes the standards of “writing intensive” are not fixed, but vary from professor to professor.

avoid it even if they tried), whereas with oral communications, whether students gain experience giving presentations is simply luck of the draw.

### 3) Quantitative Skills:<sup>13</sup>

There is a clear, significant, and distressing quantitative skills discrepancy between fields of study at Hamilton. Students reported quantitative skills vary most widely according to their field of study – while just over 40% of science and mathematics students reported that "Hamilton greatly impacted my ability to use quantitative tools," only 20% of history and social studies students, and less than 10% of humanities and arts students, responded in the same way.

One reason for these discrepancies were largely discovered in last year's progress report, which suggested that, since the installation of the new core curriculum, and increasing number of students with majors outside of quantitative fields are avoiding science, lab science, and mathematics courses. In other words, quantitative courses are more and more being filled *only* by students majoring in quantitative fields.

Other reasons for the discrepancies were also outlined in last year's report, reasons reinforced by this year's panel study. Students overwhelmingly feel that, while everyone can improve at writing, not everyone can improve at quantitative skills. The perceived learnability of academic skills probably has an effect on enrolment in certain academic fields, and may also have a direct effect on the reported abilities of students. In other words, students who do not feel they are "math students," do not enroll in mathematics classes, hence their skills in the field do not improve (in effect demonstrating their original reason for not taking math classes, whether that reason be sound or imaginary). Further, it may be the case that students who self-report as not being the *type* of student who does well with quantitative work, also self-report as not having gained quantitative skills from Hamilton, simply by virtue of the fact that they are not "quantitative students."

#### *Weighing academic skills*

Intentionally or otherwise, the Hamilton curriculum contains inherent value judgments concerning different academic skills. While all students are required to undergo courses that seek to improve their writing, oral communications and quantitative skills are treated as optional, and while the majority of students report they improve in oral communications, this improvement is of course relative to their initial inexperience giving presentations at the college level. Further, the distressing discrepancies between quantitative skills among students in different divisions suggests that, as the curriculum stands, the only academic skill Hamilton actively seeks to develop in all of its students is writing.

We should recognize that the curriculum of a school *must* include value judgments about academic skills and content, and that, for the purposes and uses of assessment, our job should be

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<sup>13</sup> We should note here that, in this year's panel study, we did not collect data regarding relative improvement of student's quantitative skills in the same way we did for their writing and oral communication skills.

simply to outline what Hamilton could do to improve the experiences and development of its students.

We have suggested earlier that the writing program at Hamilton is quite strong, and should be a model for other academic skills programs, should they be created and developed. Hamilton's writing program is strong because it requires students to gain numerous experiences writing and revising, and because it also provides students with the resources to recognize the strengths and weaknesses of their writing (a vital step towards improvement). With a little organization, funding, and probably an adjustment to the core curriculum, Hamilton could create a comparable oral communications program, which could also provide students with the experiences and resources vital to improving their skills. While many students still seem to hold fast to the view that only some people can be good at oral communications, they at the same time seem to recognize their own improvement with the skill, and hence, to some degree, recognize that everyone could benefit from some degree of training in the field.

To a large degree, students feel that quantitative skills are unlearnable, or inaccessible to all but those already within the field. Students' inhibitions towards quantitative skills are the single largest barrier preventing them from learning these skills, and overcoming this barrier then is an issue of overcoming the stigma attached to quantitative skills and work. While there is still disagreement among students, and certainly among faculty as well, as to how much quantitative training students need, we should only worry about this issue *once* the stigma of unlearnability is eroded from quantitative skills—this is a difficult task, and one that requires further focused research that can study both students who do and do not take and thrive with quantitative course work.

We have focused on three skills so far, but these are not necessarily the only skills Hamilton, and liberal arts in general, should emphasize. Reading, foreign language, and critical reasoning skills, to name three more, can and do all play a major role in students' lives in and beyond college, yet these are not required, nor are there institutional means (beyond the advising program) to encourage these.

### *Integrating students' academic and extracurricular life*

Students' academic life is unequivocally tied to their relationships with their professors, and most importantly to those professors closest to them. Further, student intellectual life is not limited to the classroom, but expands into their extracurricular and independent activities as well. Students repeatedly noted how they wish their academic and extracurricular lives were more integrated, and displayed an active interest in integrating them through research projects and independent studies. This interest should be furthered, as the experiences students gain from combining outside interests with academics create the strongest and most formative intellectual moments of their college career. Members of the faculty have been, and should continue to be, the most important links between the two sides of student life—life in the classroom, and life outside the classroom—and the administration should look into further ways to formally encourage the intermixing of student academic and extracurricular experiences.

## **PART II      A FIVE-YEAR STUDY OF STUDENT WRITING**

*(Sharon F. Williams, Director of the Writing Center; Daniel F. Chambliss, Mellon Project Director)*

### **1. Design and Implementation of the Writing Study**

*(Sharon F. Williams)*

#### **Overview of the Writing Assessment Study**

The goal of the Mellon Foundation Assessment Project, a multi-faceted, five-year study of the Hamilton College class of 2005, was the assessment of the effectiveness of liberal arts education. The purpose of the Writing Assessment Study, one portion of the Assessment Project, was to assess whether the quality of Hamilton students' writing improves over time. The study's main focus was the evaluation of four years of written assignments submitted by a randomly selected group of 100 students in the class of 2005 (identified as "the Panel"). Starting in 2001-02 and continuing through 2004-05, Panel students were asked to provide an example of their best writing for each year; in addition, as part of a series of multi-topic interviews, Panel students were interviewed about their writing experience at Hamilton. In addition to papers written by Panel students, papers from other, non-Panel students also were used in the study. With student permission, faculty submitted entire class sets of non-Panel papers. Inclusion of the non-Panel papers increased both the sample size and the statistical power of the findings.

Over four years, an archive of student papers was developed. The final archive consisted of the following categories of student papers: original high school papers written by Panel students and provided by the Admission Office, self-selected papers submitted by the Panel students for some or all of the four college years, and class sets of non-Panel papers collected by faculty with student permission. All students submitting papers were asked to submit their best example for a given year of a standard essay, three to ten pages in length. The majority of papers submitted fit these criteria. Some papers included in the study did not match the requested form or length, particularly Panel papers.

#### *Collection of papers*

The process of collecting papers was a more complicated endeavor than originally envisioned, both in the amount of time and effort required to collect papers and the annual success of the collection effort (see "Limitations" discussion, below). After four years, the total number of students represented in the final data set was 541; the total number of papers collected was 1,100.



### *Preparation of papers for evaluation*

To prepare papers for evaluation, all identifying information was removed, and each paper was given an eight digit code: six digits for the individual student ID, one digit for the category of paper (described above), and one digit for the year the paper was written and evaluated. An additional code for each of the six evaluators also was added. The coding system allowed for longitudinal assessments of individual students and cross-sectional comparisons of cohorts of students across years.

### *The scoring rubric*

The evaluators used a nine-item evaluation scale, "the rubric," to score each of the papers evaluated over the four years of the study (final version attached). The language of the initial version of the rubric was preserved throughout the study; some additions and clarifications of rubric items were added each year. For example, when upper level papers began to be assessed, item #8 was added ("Author demonstrated complexity of intellectual reach"). With revision, the evaluators found the rubric to be flexible enough to apply to all types and levels of writing assessed. See below for further discussion of rubric changes.

### *Summary of papers evaluated*

Approximately 1,100 papers were evaluated over four years. Almost all papers were written by Hamilton College students in the class of 2005; some senior papers from the class of 2002 were included in the first year of the study to make an initial comparison of freshmen to seniors. The 1,100 papers represented a wide range of undergraduate writing assignments, from high school essays to senior theses. Effort was made to include writing from a range of disciplines. For example, of the 186 senior papers evaluated in 2005, 70 were papers self-selected by Panel members, and 116 papers were collected from philosophy, history, economics, biology, and sociology classes.

### *Summary of papers evaluated each year*

2002: 351 papers evaluated

73 first year Panel papers; 72 high school papers; 128 first year English 110/150, non-Panel papers; and 78 senior non-Panel papers, class of 2002

2003: 300 papers evaluated

60 sophomore Panel papers, 120 Sophomore Seminar non-Panel papers, and 120 sophomore non-Panel papers

2004: 228 papers evaluated

53 junior Panel papers; 96 junior non-Panel papers; 47 high school non-Panel papers (class of '05); and 32 non-Panel senior theses, class of 2004

2005: 189 papers evaluated

70 senior Panel papers; 3 Panel papers from previous years; and 116 non-Panel senior papers (entire senior theses were not included, but some thesis sections were included.)

### *The assessment process*

For each of the four years of the study, six outside evaluators and the Director of the Writing Assessment Study met at Hamilton College for three days in June for an assessment workshop. The group first participated in a group norming session, consisting of reading, scoring, and discussing the scoring of one or more student papers and discussing the applicability of the scoring rubric. Over the next two days, the six evaluators read and scored student papers, each reader evaluating approximately 75 pages of student writing each day. The total number of papers read varied somewhat depending on the length of the papers to be read. Across the four years of the study, the papers became longer, and the number of papers evaluated decreased.

In this study, evaluators used a nine-item rating scale to assess student writing quality across five years. Despite limitations to the study's design, the findings provide an unusually complete picture of the quality of college student writing across time for students at a highly selective liberal arts college. Discussion of the specific strengths and limitations of the study follows.

### **Strengths of the Study Design**

#### *The evaluators*

The outside evaluators were highly experienced writing program faculty and administrators with recognized expertise in the field; all were from institutions with student bodies and curricula similar to Hamilton's. All six of the evaluators participated for all four years, a factor greatly increasing the reliability of the scoring. The evaluators expressed strong loyalty to the study, in large part due to their recognition of the study's potential value for writing administrators and faculty at other liberal arts institutions. The evaluators formed a strong group bond. They recognized the value of the study; they shared a common interest in the teaching of undergraduate writing; and they enjoyed being together. The group's conversations extended far beyond the specifics of the study, and individuals continue to contact one other for advice on professional and other concerns.

### *Multiple years of study*

Four years of student papers were needed to measure the learning of individual students across time. There were additional benefits to a four-year project. Data collection errors decreased over time. In addition, multiple years of working together allowed the evaluators to develop a sustained connection to each other and to the study. Finally, multiple years offered the evaluators the opportunity to modify the rubric to fit the changing nature of student writing across four years (see discussion “Rubric flexibility”).

If the assessment had been scheduled for a single year, with multiple years’ of papers collected in advance, perhaps the data collection errors could not have been addressed. The evaluators would not have connected as closely with each other and would not have felt the same commitment to the study, and evaluator burnout might have occurred if all 1,100 papers had been evaluated in a single year. In addition, the rubric would not have been tested and adjusted. For these reasons, it is likely that taking multiple years to evaluate multiple years of student writing produced more reliable findings.

Over time, the evaluators developed remarkable consistency in scoring. At the very first group scoring session, they produced a wide range of scores due to differing interpretations of the rubric items. Through four years of collaboration, they came to a shared understanding of what each item measured. At the time of the final group scoring session, scores were remarkably consistent.

### *Rubric flexibility*

Because the study spanned four years and the scoring rubric had some flexibility in language and design, the evaluators were able to refine the rubric over time. As a result, they created a fair, usable tool for assessing undergraduate papers ranging from high school essays to senior papers in a number of disciplines.

The initial version of the rubric was a more mechanical, barebones rubric, although words such as “effectively” and “wise” allowed for some flexibility in scoring. During the initial meeting of the evaluators, the evaluators scored and discussed several student papers. As a result of this exercise, the initial version of the rubric was revised prior to beginning the assessment of the first year’s paper set. Each year thereafter, evaluators made some small changes during the initial group scoring session. Care was taken to add only additional explanatory language; the original language of the first rubric was maintained across the four years. The rubric changes allowed the evaluators to assess complexities of composition that were not fully accounted for in the initial rubric. In other words, the evaluators molded the rubric over time to reflect writing professionals’ understanding about how to evaluate writing; even when using a quantitative scoring rubric, which is not the typical way writing professionals evaluate writing.

For some rubric items, the evaluators agreed verbally what the item measured. For example, for item #7 (“Author developed an interesting theme or argument”), the final version of

item #7 has the identical wording as the initial version, but the evaluators agreed verbally on the application of the item. The group concurred that the emphasis should be on the author's *development* of an idea, not on the *interesting* aspect, which is subjective. The evaluators agreed that the mechanics of the punctuation of quotations fell under item #1, but the use of textual evidence in an argument fell under item #5 ("Author used evidence effectively"). One entirely new item was added two years into the study; item #8 ("Author demonstrated complexity of intellectual reach") was added as higher level papers were introduced. For item #8, the evaluators agreed that the emphasis was on the word *reach* to measure the writer's attempt to work with serious sources and to attempt significant analysis.

### *A-rhetorical assessment*

The evaluators assessed each paper apart from the paper's rhetorical context. The evaluators had no knowledge of the assignment, the intended audience, the class, or the student (year, major, etc.). A significant advantage to this feature was that the bar for writing excellence was set quite high: papers had to succeed strictly on their own merits. The evaluators assessed only the writing; the texts had to be complete for the reader in order to meet standards. An additional advantage was that the evaluators were not responsible for weighing factors apart from the text, a responsibility that would have been a daunting challenge. Logistically, with the number of papers used in the study, it would have been very difficult to collect and manage all contextual information.

### *Range of disciplines*

The focus of the study was assessment of student writing across four years, but the study also assessed writing across a range of disciplines. For example, as described above, the 186 senior papers evaluated in 2005 included 70 papers self-selected by Panel members and 116 papers collected from philosophy, history, economics, biology, and sociology classes. There was a comparable distribution of papers across a range of disciplines in the other years as well.

### *Funding*

The Mellon Foundation committed significant funds for this study; these funds were necessary for a study as complex as this one to succeed.

### *Workshop design*

The assessment workshops were well designed and allowed time for socializing and relaxation during the three days.

## Limitations of the Study Design

### *Unequal disciplinary representation of student writing*

Effort was made to collect papers from across the disciplines; however, many of the papers came from the humanities and, to a lesser extent, the social sciences. This outcome reflects the form and distribution of writing assignments across the disciplines. When designing the study, we chose to include only standard essays for evaluation, eliminating other types of student assignments such as laboratory reports, creative writing, etc.

To some extent, the unequal disciplinary representation in the study reflects the nature of the distribution of writing across the curriculum at Hamilton. All Hamilton students are required to take a minimum of three writing intensive (WI) courses in the first three years, and students take a mean of six WI courses. Each semester approximately 120 WI courses are offered from across the curriculum and across levels. In addition, many other, non-WI courses include writing assignments. For all of these reasons, we anticipated that more students would be writing papers in more departments than actually seemed to happen. We failed to anticipate that some students in some years would not have papers to submit that fit our criteria for submission. An additional limitation to paper collection is that it appears that less writing is assigned for the sophomore and junior years, particularly outside of the humanities.

### *Other difficulties with collection of papers*

Other difficulties with paper collection included students studying off-campus, students leaving the college, lack of student response to requests for papers, poor photocopying, submission of the same paper for two categories, poor timing of requests for papers, and the submission of papers not fitting the study criteria (e.g., journal entries, film review). Of the 100 students originally selected as the Panel group, 82 students graduated from the college four years later. In the second year of the study, we discovered too late that 56 students had submitted two or more papers for multiple categories. In these cases, Panel submissions were kept and non-Panel submissions dropped. To some extent, the collectors of papers learned over time to avoid certain problems, and the collection process became more effective.

### *Sample size*

The total number of students represented in the final data set was 541; the total number of papers collected was approximately 1,100.

The original design for the study was to collect across four years 400 Panel student papers, one paper per year for the 100 Panel students. Due to the difficulties in collecting papers described above; the final sample of Panel papers differed considerably from the original design. In the final sample, variation occurred in the number of papers of each type. For example, the final sample contained nineteen Panel papers for all five years (high school through college), 22

Panel papers for all four college years, 44 Panel papers for either three or four college years, and 52 Panel papers for three or four years with the high school essay included. Among the possible paired comparisons of Panel students by year, 51 Panel students submitted first year and senior year papers, the largest set of pairs for Panel students.

The limitations in the number of Panel papers were offset somewhat by papers collected from non-Panel students and especially by the collection of papers from pairs of years for the same student, Panel and non-Panel combined. In the end, it was possible to make same-student paired comparisons between freshmen to senior papers for 67 students; sophomore to senior papers for 90 students; junior to senior papers for 54 students; freshmen to junior papers for 45 students, and sophomore to junior papers for 58 students. The same-student paired comparisons increased the sample size and the statistical power of the study's findings.

### *A-rhetorical assessment*

The a-rhetorical nature of the assessment process was a limitation as well as a strength of the writing study. The evaluators sometimes felt that it was more difficult to evaluate a paper not knowing its rhetorical context; this factor became more crucial with upper-level papers that involved more discipline-specific knowledge, analysis, and sources. The evaluators had to assume that the writer had followed the assignment, fully answered the question, used appropriate sources, etc. On the whole, the evaluators did not evaluate writing as a course instructor could and would.

### *Rubric limitations*

Evaluation rubrics need to be sufficiently general to be useful for wide-ranging studies, but their usefulness decreases as student writers compose more specialized essays. At upper levels, students are not necessarily writing for a general audience in content or in form. Standards become increasingly more discipline-based, and general readers are less able to judge upper level assignments, e.g., judge the difference between a score of 5 and a score of 6 on a rubric item. When evaluating upper level papers, the need for greater knowledge of disciplinary conventions, of what counts as best evidence, and for a greater understanding of paper topics becomes far more important. Generalist evaluators maybe too forgiving, or too demanding, or look for qualities not central to the assignment. The evaluators expressed concern that their effectiveness as readers sometimes was compromised when reading upper level papers outside their field of study. Especially as they evaluated progressively more advanced papers, the evaluators became more aware of their dependence upon their professional instincts and their intuitive sense of the logic and coherence of good writing.

This difficulty in scoring higher-level papers may account for the lack of statistically significant difference between junior and senior year papers. The types of papers collected and evaluated for senior year, mostly short papers rather than senior theses, may also have affected this finding. Seniors may not put their best effort into shorter assignments.

A related concern was how accurately the rubric measured student improvement over time. There is the danger of over-simplification when trying to use a rating scale to measure the complex conceptual task of learning to write well. Related to this is the concern whether the rubric could account for students' efforts to meet more complex challenges as they advance through levels of study. Could an individual student's scores over time change little while, in fact, the student is achieving gains as a writer? As with the a-rhetorical nature of the evaluation, the bar for demonstration of writing excellence was set high, which may have suppressed finding some actual improvement in student writing.

Despite these real concerns about the elasticity of the rubric, the evaluators expressed confidence that that they were able to make reliable and valid judgments about student writing across time. They found that the rubric allowed for the evaluation of the student's ability both to compose correct, clear text and to meet the challenges of higher-level assignments. The earlier items on the rubric measured the surface features of writing, while later items measured intellectual reach and maturity.

The rubric should have a NA ("not applicable") option for each of the items. The rubric reflects assumptions about 'typical' papers that sometimes do not apply (e.g., item #5, "Author used evidence effectively," is not applicable to papers with no references to outside sources).

### *Findings of the study*

See separate report for a summary of findings.

### *Acknowledgments*

Many people contributed to the design and the implementation of this study. I would like to single out for special thanks the evaluators of the Writing Assessment Study for their enthusiasm and commitment: Margaret Darby, Colgate University; Holly Davis, Smith College; Katy Gottschalk, Cornell University; Peter Grudin, Williams College; Joyce Seligman, Bates College; and Beverly Wall, Trinity College. I would also like to thank Dan Chambliss, the Director of the Assessment Project, and Jennifer Borton, Assistant Professor of Psychology, for analysis of data.

### *Attachments:*

Scoring Rubric used in June, 2005

Summary Results of the Writing Study, prepared by Dan Chambliss

Findings for each year of the study, prepared by Jennifer Borton (see Appendix A)

**Mellon Project Assessment of Student Writing (Scoring Rubric)**  
**Hamilton College**

Below are nine statements that describe characteristics of effective writing.

A score of 1 indicates that a paper *completely fails* to meet the criterion.

A score of 7 indicates that a paper *completely meets* the criterion of evaluation.

Please evaluate the paper according to these criteria.

**1. Writer edited to correct misspellings and other obvious mechanical errors.**

(spelling, capitals, apostrophes, mechanics of documentation, punctuation of quotations, ...)

1            2            3            4            5            6            7

**2. Writer followed standard conventions of grammar and usage.**

(grammatical rules, general punctuation, possessives, tense, dangling modifiers, correct word choice, e.g., affect/effect, ...)

1            2            3            4            5            6            7

**3. Writer omitted needless words and chose words wisely.**

(concise expression, correct use of idioms, effective diction, appropriately constructed sentences, including appropriate integration of quotations,...)

1            2            3            4            5            6            7

**4. Writer developed unified and coherent paragraphs.**

1            2            3            4            5            6            7



**5. *Writer used evidence effectively.***

(appropriate evidence, sufficient evidence, clear identification of sources, responsible attribution of sources, evidence analyzed, evidence and claims logically related, sound logic, multiple points of view considered if appropriate, ...)

1            2            3            4            5            6            7

**6. *Writer clearly communicated the purpose, design, and major points of the paper.***

1            2            3            4            5            6            7

**7. *Writer developed an interesting theme or argument.***

1            2            3            4            5            6            7

**8. *Writer demonstrated complexity of intellectual reach.***

(critical thinking, insight, originality, ambitiousness, ...)

1            2            3            4            5            6            7

*(Suggestion: add NA to scale.)*

## 2. Summary Results of the Writing Study

(Daniel F. Chambliss)

1. Our *overall conclusion* is that Hamilton students do, indeed, improve in their writing from high school through college until their senior year. The improvement seems to be greatest in the move from high school to college, but there are demonstrable improvements each year thereafter at least until the junior year, although the size of improvement for any individual year is not great. Within the college years the improvement is “soft”, sometimes producing results that are not statistically significant for any particular year. From the junior to the senior year, we found no improvement.

These findings hold true across the entire range of measured items in our rubric (nine different factors), although the gains were greater in some areas than in others. The major gains seem to come early in the college career. We made comparisons in various ways, both longitudinal and cross-sectional, among various samples and configurations of our data, and in every case we found improvement, although in some cases change was not statistically significant.

In general, our conclusion, then, is that students exhibit noticeable improvements in writing from high school to college and over the course of their college career; the gains may not be huge, but they are clearly detectable even by outside “blind” readers who do not know what they are reading, nor the purpose for which the paper was written.

In effect, *very roughly speaking*, an educated outsider could be handed five papers by the same student, one paper from each of the past five years; and the reader could (typically) sort the papers into the correct sequence, except for the junior versus senior papers.

2. Our findings are based on several *different analyses* of the data: (a) Longitudinal comparisons using only random-sample panelists who submitted papers for all five years (including high school) of the study. There were only 18 such people. (b) Pair-wise comparisons for any individual who submitted papers in more than one year – such comparisons are therefore also longitudinal, comparing an individual with herself. These comparisons take advantage of the fact that we have such papers both from panel members and from other students whose papers were submitted *en masse* by professors teaching certain courses. The pair-wise comparison analyses were made possible by our long-term strategy of creating an archive of over 1,000 student papers in the course of our study. (c) Cross-sectional analyses comparing groups (for instance, seniors and first years) of papers written during the same academic year, that is, different individuals being compared in class-year groups; these analyses were done in the study’s first year, when longitudinal data were not yet available.

3. Our *sampling assumptions* in this study were fairly conservative. First, we started with a random sample (the panel), and made an effort to collect papers from those students, individually solicited, in each of four years. Our collection methods improved over the course of

the study; by the fourth year, we were getting papers from a fairly high percentage (78%) of the panelists remaining at Hamilton. Second, in the early years of the study, when collecting high school papers for the entire Class of 2005 and many first year papers for that class as well, we leaned in the direction of getting the best possible papers: (a) The high school papers were submitted with college applications, and so presumably were the best papers the students had. (b) Many of the first year papers came from English 110 and English 150 classes, which are significantly focused on good writing, and in which the students' papers can reasonably be expected to be fairly carefully done. In later years of the study, many of the papers came from any class with high proportions of students in the Class of 2005, so that writing quality might be less of a focus for the students. This approach, which we took quite deliberately, was established to "make it difficult" for students to demonstrate improvement in their writing over the course of a career, at least for non-panel papers. Finally, in our data, some results are statistically significant and some are not, but even when improvements are not statistically significant they quite consistently fall in the direction of improvement. The only exception to this seems to be the "junior to senior year" findings, in which there is no improvement.

4. Based on comments from the writing evaluators, the *rubric* may become less reliable, in the technical sense of that word, with more advanced students. Evaluators commented that in highly specialized areas (papers done probably by more advanced students), the rubric, designed to evaluate general writing skills, became harder to apply; there were more ambiguities in evaluation for such papers. This could have blurred differences between the junior and senior year, but we have no way of knowing.

5. *Future analyses*: Now that the five-year longitudinal evaluation of students' writing has been completed, we would like to correlate these data with other information about these students. For instance, we conducted interviews with most panel students in most of their years at Hamilton, often asking them about writing: how it was taught, what they felt they had learned, and so on. We can now integrate that database with the database of the objective writing study, and discover how self-report relates to objective progress. We can also link these data to student transcript information, GPA, writing intensive courses taken, and the like. So far as we know, no such data – longitudinal, combining objective with subjective analysis, and drawn on a large sample – have previously been available at a college such as Hamilton. Lessons from the analysis of such data could be exceptionally valuable.

### **PART III      OBSERVATIONS FROM REVIEW OF STUDENT PRESENTATIONS SPRING 2005**

*(James Helmer, Oral Communication Lab Coordinator)*

Hamilton College students have many opportunities to develop oral communication skills. Whether they are acting in stage productions, examining issues in class discussion, expounding their views in the annual public speaking contests, creating and implementing the agendas for student organizations, making project reports in class, presenting their senior research, or just informally hashing things over, Hamilton students find many venues and forms through which to practice the analytical, organizational, interpersonal, and expressive abilities fundamental to effective oral communication.

To assess student performance in oral communication, however, this study focused on relatively formal in-class oral presentations. Such presentations are appropriate for this assessment because they are fairly typical of the Hamilton classroom experience; they require the exercise of cognitive and behavioral skills valued across the curriculum (analysis, organization, development, verbal and nonverbal expression); and they are more accessible to an observer than some other communicative forms that might be studied, such as dyadic or small group interaction, or even general class discussion. Therefore, as we did two years ago, we again this year reviewed a set of student presentations, some of them observed live but most recorded on videotape.

In all, nearly 120 presentations were collected. These included presentations by seniors presenting thesis projects in Biology, Economics, English, and Chinese; by students in mixed enrollment courses in Anthropology, Philosophy, Spanish, and Women's Studies; and by sophomores presenting projects in interdisciplinary seminars on topics such as the global economy, globalization and cinema, globalization and work, the ethics of globalization, classics of modern social thought, and rhetoric, science, and the environment.

This data set, of course, has limitations, including several layers of self-selection. First, it is limited to students who were in classes that involved oral presentations. Second, the participation of professors was strictly voluntary; 16 chose to involve their classes. Third, even some of those who agreed to participate, sensitive to the potential for a video camera to add pressure to a situation in which students already may feel considerably exposed and apprehensive, made participation by students optional, and some students demurred. And one professor's e-mailed comment suggests that there was also some desire that the camera record only the better work. "No [student] has objected," the instructor wrote, "but I'm worried about tomorrow's presentation so come any other time."

These data were further limited by variations in the assignments, in the specific performance standards set by professors, in the grade weights of the assignments, and in the amount and kind of preparation provided. Some of these variables are explored in the discussion of our survey of oral communication instruction practices.

Nevertheless, the presentations reviewed in this study permit us to offer a number of observations:

### *Content*

Students' work at all levels is generally thoughtful and interesting. Most students seem to take the task of making public presentations seriously and invest considerable time and effort.

While most students are competent at restricting themselves to a clear and manageable presentation topic, sophomores tend to have a looser grasp of the presentation's thesis than do seniors. Sophomore seminar presentations, which constitute a large proportion of this sample, vary considerably in clarity of focus and scope and in coherence. There is sometimes a tendency to merely "talk about" a topic without knitting together a clear theme or argument. By the time they are seniors, however, this tendency seems to have been disciplined into a clearer focus on articulating and developing *an idea*.

This is likely related to the development of students' ability to analyze issues and then to synthesize their research into a form that is not merely a list of the facts they've found. Observing presentations by sophomores, it is hard to judge the extent of students' critical analysis or the rigor of their research. This may be partly because many students simply have a weak grasp of where and how to cite sources used for a presentation. Recent faculty discussions suggest that oral citation of sources is a particular area of confusion for students. At later stages in their academic careers students' critical analysis is more evident and there are fewer problems in documenting sources. By senior year they seem to have acquired a better sense of the expectations and conventions of their disciplines and follow them in their oral presentations.

### *Organization*

Organization, in the basic sense of sticking to a topic and being logically arranged, is generally good. Students in the sciences and social sciences—Biology and Economics in this sample—seem to have an advantage because in many of these disciplines students learn a conventional format (e.g., research question, literature review, methods, data, discussion) and, particularly by the time they are seniors, have little difficulty employing it in their presentations.

However, with few exceptions, even seniors have an underdeveloped sense of the listening audience's need for transitions that clarify the flow of ideas and the relationships among them.

The other major weakness in organization is the design of the presentation's conclusion. Many students offer minimal summary and have difficulty finding something suitable and effective to say in closing their presentations. Again, science and social science students making research presentations are aided by the standard "results" or "discussion" section, which helps bring the presentation to a logical close.

Both of these organizational problems are likely attributable to the fact that most students lack awareness of some of the subtler differences between writing and speaking, and many have received little or no training in public speaking skills. It has been our experience that students who receive coaching or instruction in class or through support services such as the Oral Communication Center improve their organizational skills.

### *Use of Audiovisual Media*

Many oral presentations made by Hamilton students involve the use of audiovisual media, chiefly PowerPoint. PowerPoint, of course, has its critics and its adherents; some professors forbid its use and others take its use for granted. There is wide variation, however, in the effectiveness of students' use of PowerPoint, and this variation is not clearly attributable to differences in class year.

Some presentations suffer from students' tendency to read directly from the screen or from their overuse or misuse of PowerPoint's capabilities—for example, creating slides with too much text, cluttered or unclear graphics, distracting backgrounds, poor color combinations, or irrelevant elements and special effects. Students whose presentations gain effectiveness from the use of PowerPoint tend to use it judiciously to provide emphasis, to clarify organization, and to display only essential data and images. It appears that in some classes or disciplines—Biology, for instance—students receive quite specific guidance about the use of PowerPoint, while in others they are left to their own devices. We suspect that PowerPoint use is more appropriate and effective when students receive more specific instruction or are exposed to more good models and when they have acquired a clearer sense of the expectations of their disciplines.

### *Delivery*

Delivery refers to the use of voice and body to express one's ideas and feelings. In the present context we will also include what we might call *explanation* or *translation skills*.

Although we have included them under "delivery," what we are referring to here as explanation or translation skills are not exclusively a matter of delivery. *Being clear* as a speaker depends upon the interplay of skills in organization, language use, and vocal and physical expression, and on one's audience awareness. Most Hamilton College students do a good job explaining terms and concepts clearly, and they are generally effective in elucidating their major points. When a presentation is confusing, it seems often to result from the speaker's inaccurate assumptions about what the audience already knows or from failure to make connections between elements of the presentation—connections, for instance, among different claims, between evidence and claims, or between visual aids and spoken content. This set of skills undoubtedly improves over a student's Hamilton career. The presentations reviewed in this study suggest that by the time they are seniors, most Hamilton students have developed both the critical thinking and expressive skills to articulate complex ideas and develop them in terms that are appropriate to their audience.

The chief weakness in delivery is students' inclination to write out the presentation's text and read it, either from PowerPoint slides or from paper. As a general rule, this limits eye contact and often thereby diminishes the presenter's sense of directness, the quality of the presenter's relationship with the audience, and the level of audience interest in the presentation. In addition, students who read their presentations have a greater tendency to cast oral presentations in the style of their *writing* rather than the style of their *speech*, a tendency characterized by, among other things, the use of more complex sentence structures and more formal—even inflated or stilted—language. In some cases these stylistic choices can create confusion on the part of a listening audience. Students' reliance on presentation scripts can be limited by providing more specific guidelines. There appear, however, to be some differences in the acceptability of scripts across disciplines (more acceptable in English, less in Economics and Biology), and some of the differences observed in this study likely reflect this.

The other major delivery weakness is students' use of "uh," "um," and other so-called *fillers*. This occurs both within and across classes and appears to be attributable to individual differences—differences in experience and training, differences in individual preparation and rehearsal, and differences in levels of speech anxiety.

Nevertheless, it is clear from the presentations reviewed in this study that oral delivery skills improve over the course of a student's Hamilton College career. In Economics, Biology, and—as nearly as a non-speaker of Chinese can judge—in Chinese, seniors making thesis presentations are generally more fluent, more natural in their use of vocal inflections and emphasis, and more at ease with their audience than are younger students.

One rather surprising finding emerged from the review of presentations given in two sophomore seminars. Students speaking later in a round of presentations (May 3 rather than April 25, for instance) didn't necessarily do better than those who presented earlier. While it would seem that students presenting later are at an advantage with more preparation time and the opportunity to observe the performance of others, their own performance does not necessarily reflect these benefits. The variability in later presentations instead suggests that student performance is still largely governed by individual-level factors such as experience and training, personal work habits and time management, preparation and rehearsal, and speech anxiety.

This observation notwithstanding, it is clear that students' oral communication skills improve over the course of their education at Hamilton College. As to exactly *when* students make larger gains in the development of oral communication skills or just what kinds of experiences make significant contributions to that development, this study cannot specify. Our report on the survey of oral communication instruction practices suggests some of the factors that might influence students' development, including the grade weight given to oral communication assignments as well as skills training. It is clear from the results of that survey that in-class instruction is very limited. Anecdotal evidence suggests that students who have opportunities for practice with someone who can provide thoughtful and sensitive feedback are likely to make observable improvement. Even those students who merely review their own performance on videotape may make some gains, at least in terms of delivery. Hamilton College is in its fourth year of offering tutoring through its Oral Communication Lab, and some professors recommend

and even require that students use that resource in preparing their assignments. Both students and professors report that OCL tutoring has improved students' oral presentations.



**PART IV CLASS SIZES, ADVISING, TEACHING OF ORAL COMMUNICATION**  
(*Ann L. Owen, Associate Professor of Economics; James Helmer, Oral  
Communication Lab Coordinator; Ann Burns, Staff Assistant on Advising*)

**Change in Distribution of Class Sizes After Implementation of New Curriculum**  
(*Ann L. Owen*)

The distribution of class sizes has changed only slightly since the implementation of the new curriculum. By several measures, average class sizes are slightly larger. The median class size in the spring of 2001 was 12; in the spring of 2005 it was 13. The right tail of the distribution of class size has also gotten fatter. In 2001, only 28 classes had more than 35 students (6% of the total). In 2005, 42 classes had more than 35 students (9% of the total).

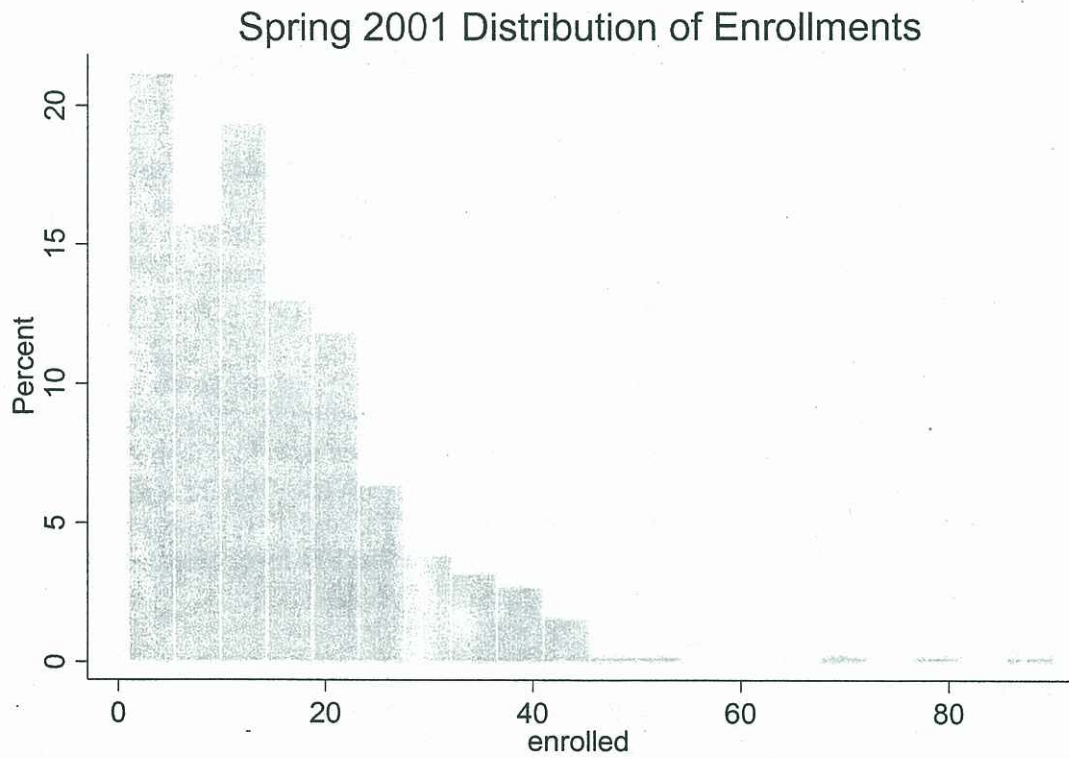
In total, the percentage of classes that have less than 20 students has not changed (73% in 2001 vs. 74% in 2005). However, there has been a reallocation of enrollments from the 100-level to the 200-level classes. In 2001, there were 66 200-level courses with less than 20 students (15% of total). In 2005, there were 76 200-level courses with less than 20 students (16% of total courses). In contrast, in the spring 2001 semester, 15% of the 100-level classes had fewer than 20 students. In the spring 2005 semester, only 12% of the 100-level classes had fewer than 20 students.

Perhaps more importantly, the size of classes should also be summarized from the students' perspective. Specifically, using the experience of the students in the class of 2005, I examine their transcripts and describe their experience by mean class size, median class size and number of classes with less than 20 students. Because there are more students in the larger classes, when class size is examined from the perspective of student experience, I find that the majority of students have average class sizes greater than 20, in spite of the fact that more than 70% of the classes offered have less than 20 students in them. On average, each member of the class of 2005 took 14 classes with less than 20 students.

Opportunities to take small classes are not equal across the curriculum and students who major in disciplines with higher student/faculty ratios appear to have a significantly different experience than those who major in disciplines with smaller student/faculty ratios. For example, students majoring in chemistry, biology, or physics have a much smaller average class size than students who major in government, economics, world politics, or public policy.

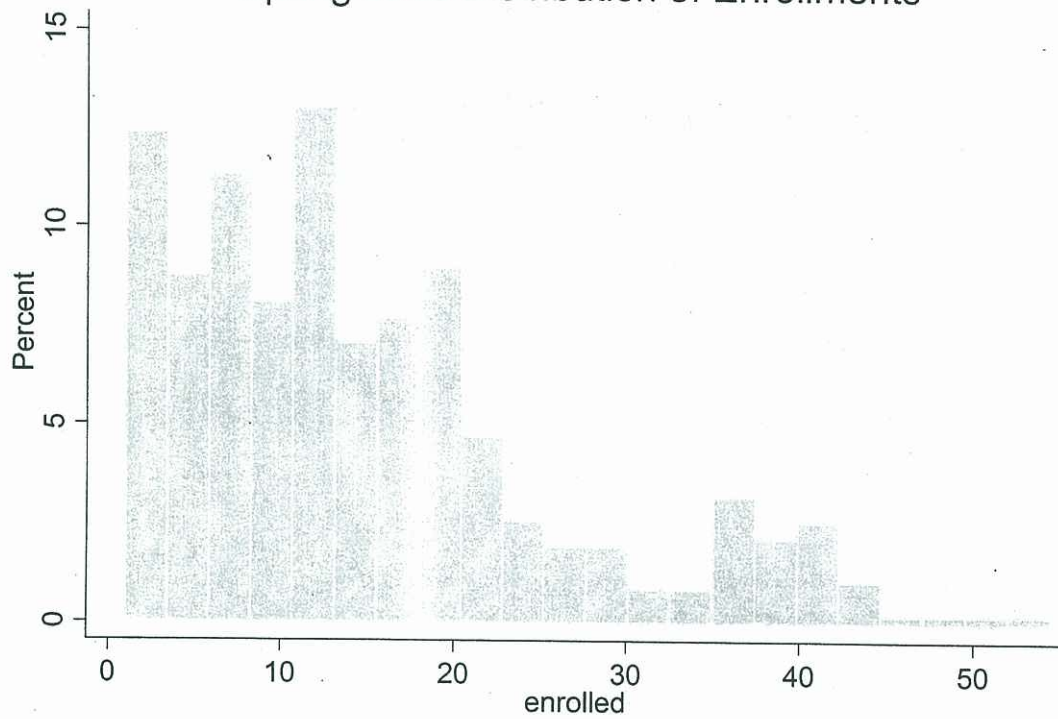
The graphs on the following pages provide support for these conclusions.

This first set of graphs views enrollments by class. These graphs support the conclusions that the majority of Hamilton classes have less than 20 students.



Excludes independent study and Music performance courses.  
Mean 15, Median 12, number of classes with less than 20 students=320 or 73%

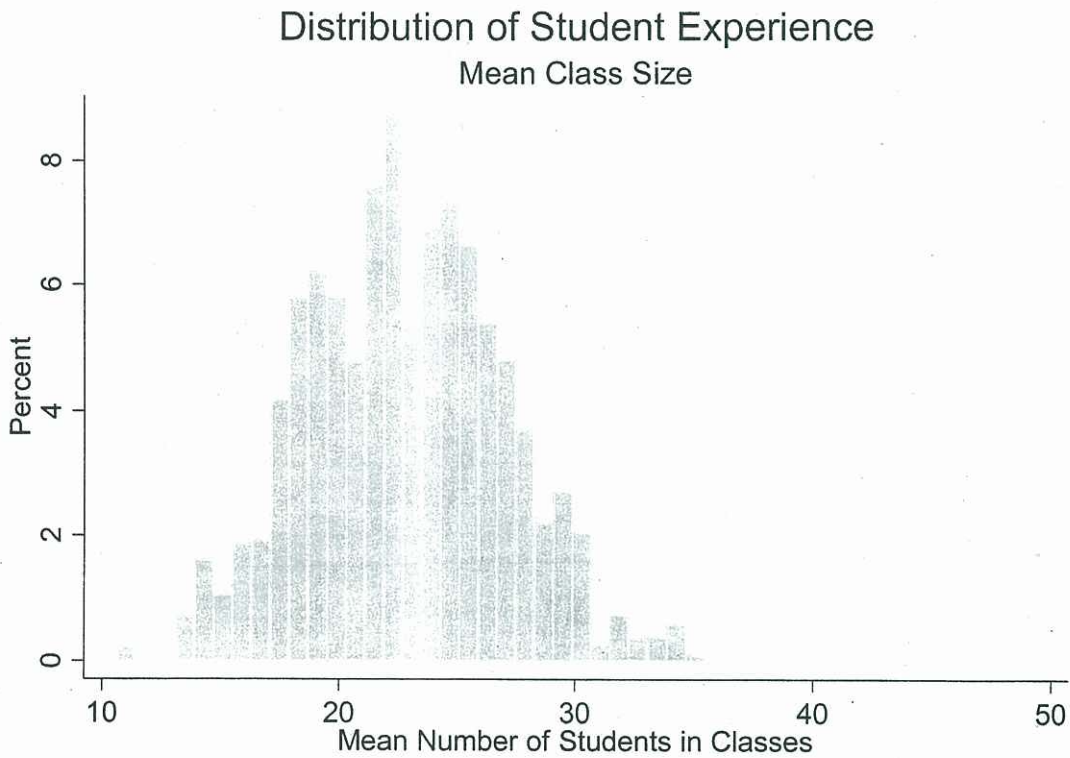
## Spring 2005 Distribution of Enrollments



Excludes independent study and Music performance courses.

Mean 15, Median 13, number of classes with fewer than 20 students=345 or 74%

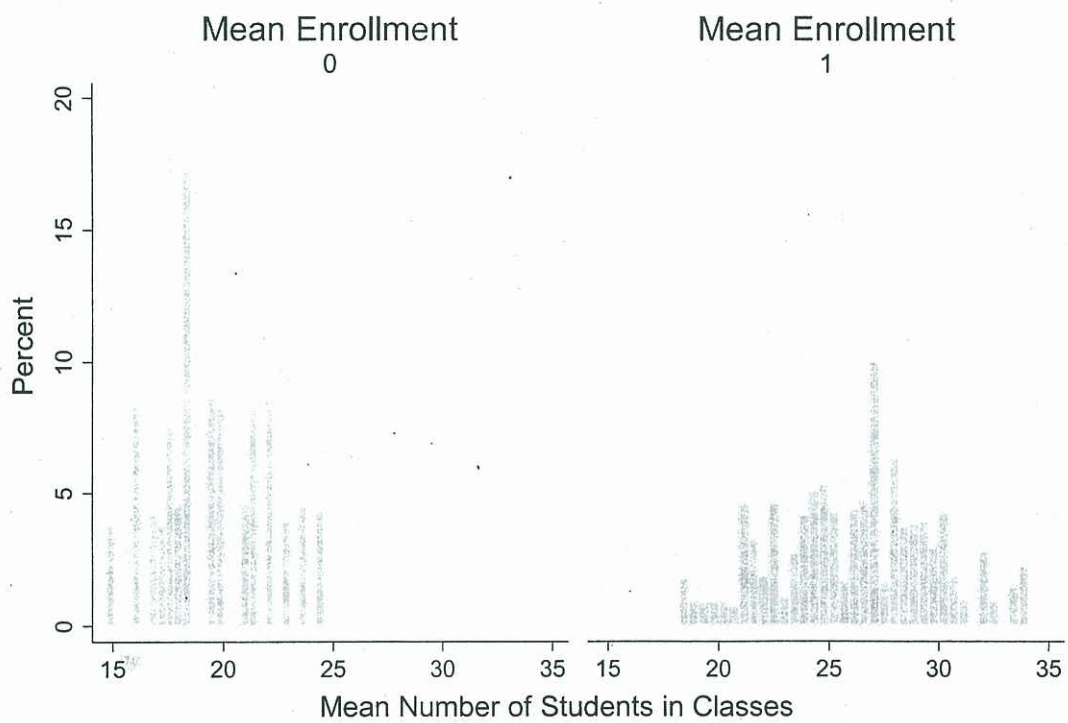
The next set of graphs looks at enrollments by student—i.e., what is the average class size from the perspective of the student (uses data from the class of 2005).



The mean and the median of this graph are approximately 22.5. One way of interpreting this is that Hamilton students can expect to be in classes of about 22.5 students.

However, those expectations are not equal across students. The following graph compares students majoring in biology, chemistry and physics to students majoring in economics, government, public policy, or world politics. These graphs indicate that, depending on major, students' experiences are significantly different.

**Enrollment By Discipline  
Biology, Chemistry, Physics vs. Economics, Government, Public Policy Majors**



Graphs by discipline

## **Matching Up Students and Advisors**

*(Ann L. Owen and Ann Burns)*

An important feature of Hamilton's new curriculum is an increased emphasis on the role of advising. Because of the elevated importance of advising, new procedures were established to ensure a good advisor-student match. This brief report summarizes these procedures and provides a preliminary analysis of the success with which advisors and students are matched.

### *The matching process*

Newly declared majors are allocated to advisors in their concentrations by department. We assume that these matches are well made and focus on the process for matching first-year students with their advisors. Prior to coming to Hamilton, incoming students are required to complete an on-line advising "tour". Several questions are asked of the students during this tour and the Staff Assistant for Advising reads the answers to these questions and determines where to place the student using the following algorithm:

1. Students are asked to indicate a first and a second choice for area of study for their advisor. If an advisor is available in these areas, the student is placed with that faculty member.
2. If an advisor is not available in the student's first or second choice, the Staff Assistant looks at the answer to a question which elicits a course in which students believe they will "almost certainly" enroll. If a professor for that course or in that department is available as an advisor, the student is matched with that faculty member.
3. If both steps 1 and 2 don't result in a match with an available advisor, then the Staff Assistant looks at other courses in which the student has expressed interest to see if a reasonable match can be made with the instructors of any of those courses.
4. If steps 1, 2 and 3 fail, then the Staff Assistant reads the entire advising tour looking for "clues" that might suggest a reasonable match of interests between available advisors and the student.
5. Finally, if no reasonable match can be made based on interests, the Staff Assistant assigns a mismatched student to a faculty member who has available advising spaces.

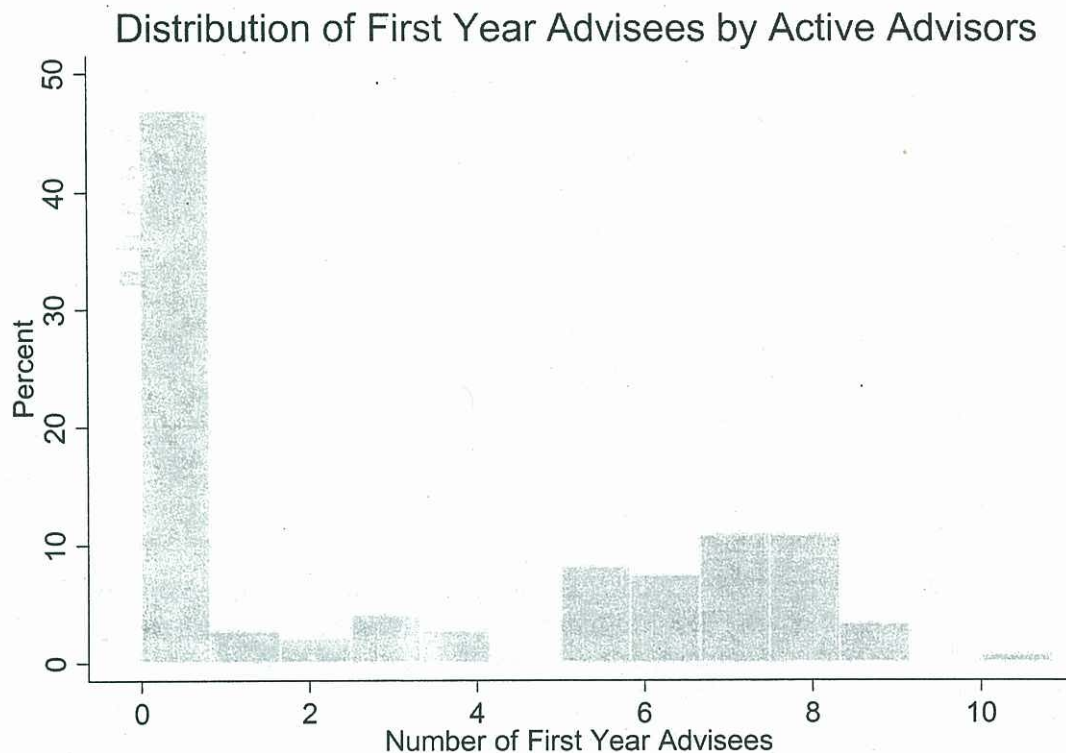
Availability of advisors is constrained by the fact that individuals who are on leave or who are scheduled to take a leave within the next two years are ineligible to advise first year students. Visitors and tenure-track faculty in their first year are not eligible advisors either. Also, in some departments, advising majors is a considerable burden and faculty members do not have open advising slots. Officially, the cap is 20, however, in some departments individual faculty members must advise more than 20 majors so that all majors have advisors within the department. Furthermore, a few faculty volunteer to do additional first-year advising beyond the 20-advisee limit.

The rationale for restricting first-year advisors to only that group of faculty that will not be on leave for the next two years is the belief that it is especially important to maintain advising relationships during this time period.

### Results of advising matching process

The majority of students are assigned advisors in the area of study that they listed as their first or second choice. For the class of 2008, 43% were given their first choice for area of study and 30% were given their second choice. However, there was not an available advisor in either the first or second choice of area of study for a significant minority of students (27%). These students are concentrated in a few departments that, due to the burden of advising majors, have very few slots for advising first year students. For example, for the class of 2008, only 6 first year students were allocated to the Psychology Department and no first year students were given advisors in the Economics Department in spite of the fact that several incoming first year students listed these departments as a first or second choice.<sup>14</sup>

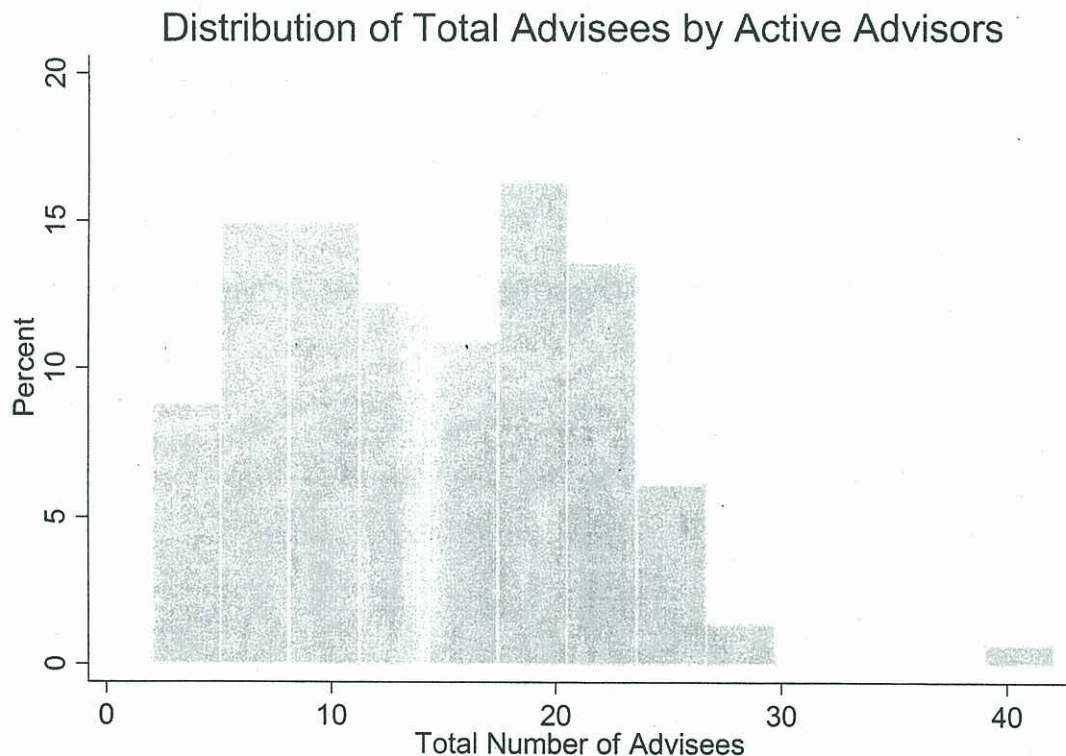
The graph below shows the distribution of first year advisees by faculty and shows that almost half of the active advisors (those who currently have 2 or more advisees in any class year) received no first year advisees in the class of 2008. As mentioned above, the most important reason for this are that these faculty will go on leave for at least one semester in the next two years. For a smaller number of faculty, the reason they receive no first year advisees is that they already have a full load of advisees.



<sup>14</sup>Five members of the Psychology department are currently advising. Six tenured/tenure-track members of the Economics Department and two visitors are currently advising. As discussed above, visitors are generally ineligible to advise first year students, but departments with heavy advising loads can allocate majors to visitors.

Presumably, just as class size affects the quality of the student-faculty interaction and student experience, the number of advisees assigned to one advisor might also affect the quality of the advising experience. Of course, some heavy advising loads may be related to the possibility that good advisors attract more advisees, however, the College does not have a method for systematically evaluating and rewarding advisors so it is difficult to identify the importance of this effect. Nonetheless, one measure of success of the advising system would be how evenly advisees are distributed across available faculty.

To get a preliminary look at this issue we examined the distribution of total advising loads by active advisor. As can be seen in the graph below, total advising loads range from 2 to 39 per faculty member, with roughly 25% of faculty advising more than 20 students.



In total, in the academic year 2004-2005, 792 students (roughly 45% of the student population) were assigned to an advisor that had more than 20 advisees.<sup>15</sup> Because the advisor overloads are most likely to occur in departments with fewer faculty per student, these students are likely getting a smaller share of faculty time in their courses as well as in the advising process.

<sup>15</sup> Because double majors receive two advisors, there are more advising slots than students. There are a total of 2,164 advising slots. The 792 students represent 37% of the total advising slots.



## The Teaching of Oral Communication at Hamilton

*(Ann L. Owen and James Helmer)*

### *Conclusions*

Many students have opportunities to practice oral communication skills at Hamilton, either through participation in class discussions or through more formal presentation assignments. Most students receive at least some instruction on some aspect of oral communication during the course of a semester; the nature of the instruction is more likely to emphasize content and organization of a presentation rather than mechanics.

### *Methods*

This report is based on a survey of the instructors of 100 randomly selected students enrolled at Hamilton during the Spring 2005 semester. The sample is stratified by class, with 25 students in each class year. Because we sampled students rather than instructors, we are able to draw conclusions about student experience. In other words, rather than describing particular courses at Hamilton, regardless of their impact on students, our conclusions describe the nature and extent of students' instruction and class-related experiences with oral communication.

We asked the instructors of each of these students to complete a brief questionnaire about the oral communication assignments given in the class in which the sample student was enrolled. What constituted an oral communication assignment was broadly defined in the survey to include activities as diverse as required participation in class discussion, role plays, oral readings, as well as more formal presentations.

We obtained responses for 65% of the classes taken by these 100 students. The missing responses likely bias our estimate of the incidence of oral communication assignments downward, as it is likely that at least a few of our missing responses were from classes in which oral communication assignments were completed.

A copy of the questionnaire is attached.

### *Results*

Hamilton students have a good chance of being in a class in which they are required to speak in class. Most of this speaking is done in the context of class or small group discussions. Other kinds of oral communication assignments occur slightly less frequently. Specifically, in the Spring 2005 semester, about 45% of the students had at least one class in which oral communication assignments, broadly defined, are given, but only 35% percent of Hamilton students are enrolled in a class in which they are required to complete an oral communication assignment other than class participation.

In approximately half of the classes that require oral communication assignments, those assignments contribute to more than 25% of the student's course grade.

There is a positive relationship between the grade weight placed on oral communication assignments and the amount of class time spent teaching these skills. In two-thirds of the classes in which oral communication assignments count for more than half of the grade, instructors spend more than half an hour of class time teaching oral communication skills. The converse, of course, is that in one-third of the classes in which oral communication assignments are a very important part of the grade, less than one half hour of class time is spent teaching students oral communication skills.

In many classes in which assignments are given, relatively little class time is devoted to oral communication instruction. For example, in 23% of the classes in which there are speaking assignments, there is no in-class time spent on teaching oral communication skills and in 38% of classes there is some time, but less than half an hour. Some instructors who do not allocate class time to teaching oral communication do report giving this kind of instruction outside of class. Most students (90%) receive at least minimal instruction on oral communication assignments in at least one class during the semester.

Instructors report teaching a variety of skills, but most of those skills are related to content (e.g., organization, topic selection, developing ideas) rather than to presentation skills (e.g., using AV equipment, using language, using voice and body effectively). For example, only 16% of the students received instruction on effective use of voice and body, whereas 37% received instruction on organization of a presentation. This finding parallels the results of the writing study in which Hamilton students were rated highly for content, but low for grammar skills.

Class size affects the use of oral communication assignments. Students in classes with fewer than 20 students are more likely to have a class with an oral communication assignment. In addition, even when oral communication assignments are given in larger classes, they count as a smaller part of the grade. In 65% of the classes with more than 20 students in which oral communication assignments were given, these assignments counted for less than 25% of the final grade. In 53% of the smaller classes in which oral communication assignments were given, these assignments counted for less than 25% of the grade.

Finally, the incidence of oral communications assignments does not vary significantly by class year. However, the classes taken by first year students tend to put less weight on oral communications assignments in the calculation of the course grade, perhaps indicating that the nature and extent of assignments change as students mature.

**PART V COURSE SELECTION SHIFTS AND NON-NATIVE ENGLISH:  
Two Reports from the Senior Statistics Seminar**  
*(Timothy J. Kelly, Associate Professor of Mathematics)*

During the academic year 2004-2005 the students in Mathematics 437-04, Senior Seminar in Statistics considered several questions of assessment, in particular questions relating to the impact of curricular requirements and support systems on the educational decisions that students make in building their individual curricular paths. What was interesting for me as a faculty member was hearing discussions among very thoughtful and quite successful students as they struggled to express their own hypotheses regarding the dynamics of curricular choice and dilemmas in the presence of the newly enacted curricular paradigm.

One group expressed the following assumption that generated their research project:

"...the removal of the core curriculum requirements has caused a shift in the students' course selection patterns at Hamilton. We suspect that the students who have come to Hamilton are not looking for breadth of education and their course schedules are much more focused on one or two academic divisions rather than being diverse and incorporating all four academic divisions."

To explore this hypothesis, the group studied two patterns in student course-taking.

First, they developed an Index which would measure the extent to which a student's transcript represented deviation from a uniform distribution of courses across the four academic divisions (Arts, History and the Social Sciences, Humanities, and Math/Science). Using samples of transcripts drawn from the classes of 2002 (a class graduating before divisional requirements at Hamilton were dropped) and 2005 (the first class to graduate under the new curricular model having no divisional requirements, the group concluded that there was a significant difference in this Index of breadth of coursework between the two classes. The analysis was done on the courses selected during the first two years at Hamilton. (The class of '05 was in the middle of the first semester of their senior year, so 4-year transcript data would be incomplete for them.)<sup>16</sup>

The second analysis done by this group again compared the transcripts of students in the classes of 2002 (before) and 2005 (after), but this time considered the number of courses that a student takes during the first two years, which are in the major field that they ultimately declare. The hypothesis here is that students under the new curricular guidelines would be more likely to narrow their course selections earlier than students under the old guidelines. This finding was significant and suggests that students in the class of 2005 took an average of one more course in their ultimate major field during their first two years, than did students in the class of 2002. A group in the current Senior Seminar in Statistics will revisit this analysis, but this time compare the classes of 2003 and 2006, to determine whether the results of the first analysis are replicated.

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<sup>16</sup> A group in the current Senior Seminar in Statistics will revisit this analysis – this time with two modifications: 1) use complete 4-year transcript data for the samples from both classes; and 2) use a comparative method which does not assume as an ideal a uniform distribution across divisions, but rather compares the distribution of the two class years directly.

A second project group was concerned with the special challenges that non-native speakers of English face in their academic programs at Hamilton. The group developed a one-page survey instrument which they intended to be distributed to the cohort of non-native English speakers at Hamilton. There were 45 total responses to a call to complete the survey, with 8 coming from the class of 2005, 8 from 2006, 14 from 2007, and 15 from 2008. Moreover it should be noted that a preponderance of the respondents were international students. Results suggest that a high percentage (50-60%) of students believe that a structured English Language Instruction program should include English Writing Style, English Grammar, and Vocabulary Study, while a lower percentage (10-25%) see American geography/history or translation as relevant to such a program. Of all the support systems at Hamilton, the overwhelmingly most popular is the Writing Center, with 90% of the respondents reporting that they have used the Center, with less than 20% reporting using the Qlit Center, Private Tutoring, or the Oral Communication Center. When compared with the Trends Data, data from the Survey regarding the students' self evaluation of their writing skills suggests an uncertain relationship between the two. The greatest question of interest then is whether or not the students' self evaluation of their writing skills is elevated by virtue of their four years of education at Hamilton.<sup>17</sup>

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<sup>17</sup> The current Senior Seminar in Statistics is grappling with an effective way to assess this issue for the class of 2006, by using both the Trends data and a follow-up survey that is faithful to the form of the question in the Trends survey, regarding self-evaluation of writing skills.

**PART VI**    **PROGRESS REPORT TO THE MELLON FOUNDATION, 2004-2005**  
*(Daniel F. Chambliss, Mellon Project Director)*

**ANDREW W. MELLON FOUNDATION  
ASSESSMENT PROJECT  
AT HAMILTON COLLEGE**

**Longitudinal Assessment of Student Learning  
Outcomes in a Liberal Arts Setting**

**PROGRESS REPORT, 2004-2005**

**September 30, 2005**

**The Mellon Foundation Assessment Project Working Group**

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## **Introduction**

We<sup>18</sup> are moving into the fifth and final year of the Mellon Assessment Project at Hamilton College, a demonstration project for assessment of liberal arts learning outcomes. In conducting a comprehensive, longitudinal study of *what* and *how* students learn in a selective, residential liberal arts setting, we hope to show that assessment can be (a) true to our historic mission, (b) scientifically sound, and (c) immediately useful to faculty and administrators. This year will be devoted to completing the research, summarizing our findings, and beginning widespread dissemination of the lessons learned, both for educational policy and for assessment practices.

### **I. Research Activities, 2004-05**

We continued a wide range of projects this year, conducting a comprehensive, longitudinal study of student educational experiences.

- We have completed a fourth year of interviews with the randomly-selected panel of students from the Class of 2005, who have now finished their senior year. We plan one more round of interviews with this (alumni) group.
- The Writing Study has gathered four years of student papers (1,200 papers overall), including those from the panel. Papers were read “blind” and evaluated, using a nine-item instrument, by a committee of outside readers.
- This year we expanded our evaluation of student public speaking, examining a larger number of sophomore and senior videotaped presentations. Sampling problems render broad generalizations suspect, but we have incorporated the findings with other data to reach tentative conclusions.
- We continue to run targeted studies on other topics: the distribution of class sizes, the impact of sophomore seminars, the impact of curricular change on enrollments in departments, and the success of the advising program, for instance. In these projects we have used transcripts, as well as Registrar data, together with interview, survey, and objective evaluations, in ways that sometimes dramatically changed our perception of certain issues.

### **II. Sharing What we Have Learned**

We are actively communicating the lessons we have learned, especially methodological lessons about assessment, with a variety of other institutions in a range of settings.

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<sup>18</sup> Many people have contributed to the Project again this year. Our Working Faculty Group (who are noted on the cover page); Project consultants: Jennifer Borton and Christopher Takacs; and our student interviewers/workers: Daniel Bleeker, Rebecca Conrey, Joanna DuFour, Sarah Entenmann, Kristen Hague, Alexandra London, Cassandra Magesis, Jill Pugach, Amy Schloerb, Erin Voyik, and Katie Yates (the head student interviewer and coordinator).

- We held our annual mini-conference in Clinton this April, hosting representatives of Augsburg, Colby, Colgate, Hampshire, Hobart and William Smith, Middlebury, Wabash, and Williams. This year we specifically invited several speakers whose contacts extend beyond the Northeast and whose approaches differ from ours.
- The Project Director and our Vice President for Academic Affairs attended two meetings of selected liberal arts colleges, designed to produce a collaborative assessment grant for the Teagle Foundation. The May 2005 proposal was successful, and this will help continue our assessment work with seven other colleges in our region.
- We have successfully applied to be included in the National Study of Liberal Arts Education, conducted by the Wabash College Center for Inquiry in Liberal Arts, to begin this fall. The Hamilton application was prepared by the Project Director, and our liaison will be Phil Klinkner.
- The Project Director gave talks on our work at Mills College (CA), Connecticut College, and the annual meeting of the Commission on Higher Education of the Middle States Association of Colleges and Schools; he was also scheduled to speak at the (canceled) AAHE Assessment Conference in June.
- We fielded a good number of queries, particularly on the Writing Project, from other colleges.
- On campus, we continue to provide feedback to the Dean, the President, and especially to the Committee on Academic Policy, for which our findings about sophomore seminars, curricular change, and class size as students experience it have been especially useful. It is a tribute to Dean David Paris and President Joan Stewart that they are so eager for results of this assessment work. We also respond to queries from other departments on an intermittent basis – Admissions, Athletics, Institutional Research, Registrar, etc.

### **III. Plans for 2005-06**

This year we plan to complete the final round of interviews with the panel from the Class of 2005; pull together the findings from all of our studies into a synthesized set of conclusions and recommendations; and share our findings not only with the campus community broadly, but also with the higher education community nationwide.

- We will complete the final round of panel interviews with the Class of 2005 – now alumni – most of who have been interviewed over the course of their four years at Hamilton. With their final, retrospective comments on their years in college, we will complete this valuable data set.

- The Working Group and Director, aided by consultants, will consolidate our findings and issue conclusions and recommendations on (1) Hamilton-specific results, (2) policy lessons for liberal arts colleges in general, and (3) conclusions for the assessment of liberal arts education.
- A major portion of the grant this year goes to support the Director's full-time work on the Project, especially in drafting a book from our findings.
- We hope to smoothly integrate our work into both the Teagle collaborative assessment grant and the Wabash national study, both of which mesh with areas we have covered in the Mellon Assessment Project.
- Sharon Williams, Director of our Writing Study, has already received a number of inquiries and requests for help. We anticipate more such invitations and hope to present widely at professional conferences.



APPENDIX A

Analyses of Student Writing, 2001-2005

*(Prepared by Jennifer L. S. Borton, Assistant Professor of Psychology)*

**Mellon Project**  
**Assessment of Student Writing**  
**Data Analysis**  
**2001-2002**

*Prepared by Jen Borton*

NOTE: There were duplicate ID numbers for three students:

- 1) 879188 had 2 admission papers
- 2) 844509 had 2 panel papers
- 3) 585636 had 2 panel papers

I deleted one paper for each of these three students.

**Question 1: Are there significant differences among panel, English 150, and senior papers?**  
 (one-way ANOVA w/ Tukey B post-hoc tests among means)

Yes, for items 3 through 8. There were no differences for items 1 (misspellings/mechanical errors) and 2 (grammar/usage). Below are the means, sample sizes (N), and standard deviations (SD) for each item. Recall that the rating scale ranged from 1 (lowest rating) to 7 (highest rating). Below the table I have included an item-by-item interpretation as well as a summary interpretation.

PAPER		item1	item2	item3	item4	item5	item6	item7	item8
2 panel	Mean	4.29	4.18	4.11	3.86	3.65	4.09	3.89	3.41
	N	66	65	66	66	66	66	66	66
	SD	1.42	1.35	1.33	1.23	1.32	1.37	1.42	1.45
3 Eng. 150	Mean	4.21	4.13	3.78	3.84	3.57	3.91	3.57	3.15
	N	68	67	68	68	68	68	68	68
	SD	1.41	1.34	1.43	1.41	1.45	1.43	1.44	1.52
4 senior	Mean	4.55	4.46	4.42	4.43	4.18	4.62	4.38	4.15
	N	74	74	73	74	74	74	74	74
	SD	1.56	1.55	1.61	1.62	1.69	1.69	1.73	1.75
Total	Mean	4.36	4.27	4.11	4.06	3.81	4.22	3.96	3.59
	N	208	206	207	208	208	208	208	208
	SD	1.47	1.42	1.48	1.46	1.52	1.54	1.57	1.63

Item-by-item Interpretation:

Items 1 and 2: No differences in ratings among panel, Eng. 150, or senior papers.

Item 3 (choosing words wisely): Eng. 150 papers were rated significantly lower than senior papers, but panel papers did not differ significantly from either Eng. 150 or senior papers.

Item 4 (unified/coherent paragraphs): Senior papers were rated sig. higher than either Eng. 150 and panel papers, which were not sig. different from one another.

Item 5 (using evidence effectively): same as item 3

Item 6 (clearly communicating purpose): same as item 3

Item 7 (developing coherent/interesting theme): same as item 3

Item 8 (asset in applications): same as item 4

### Summary interpretation

Overall, senior papers are superior to English 150 papers, except with respect to mechanical and grammatical errors. The panel papers lie somewhere in between the two, sometimes being rated similarly to the senior papers and sometimes not. It's possible that the panel members are slightly better writers than the general population of students. Note, however, the overall means: They all hover around the midpoint of the 7-point scale.

### **Question 2: For panel members, are there significant differences between admissions essays and panel papers? (paired-groups t test)**

Yes. The panel papers were rated higher than the admissions essays on all eight items. Below are the means and standard deviations.

		Mean	N	SD
Pair 1	adm. item 1	3.53	59	1.43
	panel item 1	4.24	59	1.44
Pair 2	adm. item 2	3.34	58	1.28
	panel item 2	4.10	58	1.41
Pair 3	adm. item 3	3.27	60	1.26
	panel item 3	3.98	60	1.41
Pair 4	adm. item 4	3.28	60	1.24
	panel item 4	3.82	60	1.24
Pair 5	adm. item 5	2.85	60	1.36
	panel item 5	3.62	60	1.34
Pair 6	adm. item 6	3.30	60	1.43
	panel item 6	4.00	60	1.43
Pair 7	adm. item 7	2.83	60	1.36
	panel item 7	3.80	60	1.48
Pair 8	adm. item 8	2.52	60	1.30
	panel item 8	3.32	60	1.49

**Question 3: Were the panel papers, English 150 papers, and senior papers rated significantly above or below the midpoint of the 7-point scale? (one-sample t test)**

Panel papers: Significantly below the midpoint for items 5 and 8.

Eng. 150 papers: Significantly below the midpoint for items 5, 7, and 8.

Senior papers: Significantly ABOVE the midpoint for all items EXCEPT 5 and 8.

(Means and standard deviations were given in question 1.)

Interpretation: Although senior papers are rated higher than freshman papers, they do not exceed a 4 on a 7-point scale in use of evidence and on the overall “writing is an asset” item.

**Question 4: Were the first two items (mechanical errors and grammar/usage errors) highly correlated?**

The correlation was  $r = .86$  for admission papers and  $r = .81$  for all other papers, indicating that the two items share approximately 64 – 74% of their variability (i.e., 26 – 36% is unshared). I would recommend continuing to include these as two separate items in the future.

**Mellon Project: Assessment of Student Writing**  
**Data Analysis, 2002-2003**  
*Prepared by Jen Borton*

**NOTES:**

1. Many students submitted multiple papers: 49 submitted two papers and 5 submitted three papers. In the final version of the data set, I eliminated all duplicate submissions using the following decision rules:
  - When the papers submitted included a panel paper, I kept the panel paper and deleted the other(s).
  - When the papers submitted did not include a panel paper, I always kept the sophomore seminar paper and deleted the other(s).
2. Of the 348 students in the data set:
  - 66 submitted a paper in both their freshman and sophomore years
  - 41 submitted a paper designated as a panel paper in both their freshman and sophomore years (of these, we also have high school admissions essays for 34)
3. The scale used by the evaluators for all items was 1 = completely fails to meet the criterion to 7 = completely meets the criterion (midpoint = 4).
4. The items are as follows:
  - Item 1 (misspellings & mechanical errors)
  - Item 2 (grammar)
  - Item 3 (chose words wisely)
  - Item 4 (unified/coherent paragraphs)
  - Item 5 (effective use of evidence)
  - Item 6 (purpose, design, major points)
  - Item 7 (interesting theme/argument)
  - Item 8 (asset for grad school/employment)
  - Item 9 (New item in 2003, actually added as item 8): complexity of intellectual reach

**Question 1: For panel members, is there significant improvement from high school to freshman year to sophomore year? ( $N = 34$ ) (repeated measures ANOVA).**

Year		Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8
High School	Mean	3.47	3.47	3.32	3.29	2.79	3.26	2.97	2.50
	SD	1.50	1.32	1.15	1.29	1.43	1.48	1.59	1.31
Freshman	Mean	4.29	4.34	4.18	3.97	3.79	4.21	4.06	3.59
	SD	1.47	1.36	1.38	1.38	1.57	1.57	1.59	1.62
Sophomore	Mean	4.79	4.25	4.00	4.26	4.12	4.38	4.03	4.00
	SD	1.47	1.44	1.33	1.58	1.45	1.84	1.53	1.52

For all items except item 3, there was significant improvement from high school to college, but no statistical difference between freshman and sophomore years. (For item 3, high school score didn't differ significantly from sophomore score, although high school score did differ significantly from freshman score. I wouldn't make a big deal out of the difference between item 3 and the rest, as it was a pretty small difference.)

**Question 2: Looking at all students for whom we have a freshman and sophomore paper (not just panel students), is there improvement from freshman to sophomore year? ( $N = 64$ ) (paired-groups t test)**

There is statistically significant improvement on items 1, 4, and 8, and marginally significant ( $p < .07$ ) improvement on item 6.

Year		Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8
Freshman	Mean	4.23	4.17	4.11	3.88	3.77	4.00	3.97	3.44
	SD	1.47	1.36	1.39	1.30	1.49	1.49	1.52	1.58
Sophomore	Mean	4.81	4.41	4.19	4.41	4.16	4.45	4.13	4.16
	SD	1.42	1.29	1.25	1.49	1.46	1.61	1.42	1.35

**Question 3: Were students' papers rated significantly above or below the midpoint of the 7-point scale on the various criteria? (one-sample t tests)**

Students were significantly above the midpoint on items 1 (mechanical errors), 2 (grammar), and 4 (coherent paragraphs), but significantly below the midpoint on item 9 (the new item about complexity of intellectual reach).

**Question 4: Overall, does student writing improve from freshman to sophomore year?**

To answer this question, I created two composites (averages), one for freshman year and one for sophomore year, each comprised of the average rating for the eight criteria items combined. Overall, there was significant improvement from freshman to sophomore year ( $N = 65$ ).

<b>Year</b>		<b>All items combined</b>
Freshman	Mean	3.95
	SD	1.25
Sophomore	Mean	4.34
	SD	1.14

**Mellon Project: Assessment of Student Writing  
Data Analysis, 2003-2004**  
*Prepared by Jen Borton*

**NOTES:**

1. Of the 474 students in the data set:
  - 31 submitted a paper in their freshman, sophomore, and junior years
  - 25 submitted a paper designated as a panel paper in their freshman, sophomore, and junior years (of these, we also have high school admissions essays for 22)
2. The scale used by the evaluators for all items was 1 = completely fails to meet the criterion to 7 = completely meets the criterion (midpoint = 4).
3. The items are as follows:
  - Item 1 (misspellings & mechanical errors)
  - Item 2 (grammar)
  - Item 3 (chose words wisely)
  - Item 4 (unified/coherent paragraphs)
  - Item 5 (effective use of evidence)
  - Item 6 (purpose, design, major points)
  - Item 7 (interesting theme/argument)
  - Item 8 (asset for grad school/employment)
  - Item 9 (New item in 2003, actually added as item 8): complexity of intellectual reach

**Question 1: For panel members, is there significant improvement across time? ( $N = 22$ )**  
(repeated measures ANOVA).

Year		Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9
High School	Mean	3.32	3.35	3.27	3.29	2.77	3.00	2.86	2.32	
	SD	(1.60)	(1.18)	(1.24)	(1.27)	(1.31)	(1.41)	(1.39)	(1.25)	
Freshman ('01-'02)	Mean	4.23	4.30	3.91	3.86	3.86	4.14	3.86	3.55	
	SD	(1.60)	(1.49)	(1.34)	(1.56)	(1.78)	(1.81)	(1.70)	(1.65)	
Sophomore ('02-'03)	Mean	5.05	4.30	4.00	4.33	4.09	4.27	4.09	4.05	3.80
	SD	(1.21)	(1.52)	(1.34)	(1.49)	(1.23)	(1.78)	(1.48)	(1.49)	(1.66)
Junior ('03-'04)	Mean	5.09	4.85	4.45	4.81	4.50	4.68	4.36	4.73	4.32
	SD	(1.38)	(1.35)	(1.59)	(1.33)	(1.53)	(1.78)	(1.68)	(1.61)	(1.55)

Summary of panel data:

- Item 1: Significant difference from high school to sophomore year and from high school to junior year
- Item 2: Sig. diff. from high school to freshman year and from high school to junior year
- Item 3: Sig. diff. from high school to junior year
- Item 4: Same pattern as for item 1
- Item 5: Same pattern as for item 1
- Item 6: Same pattern as for item 1
- Item 7: Same pattern as for item 1
- Item 8: Sig. diff. from high school to freshman year, high school to sophomore year, high school to junior year, and freshman to junior year
- Item 9: No sig. diff. between sophomore and junior year (the only comparison possible)



The biggest finding of note is the lack of change from year to year at Hamilton (with the exception of item 8). Most improvement happens from high school to college, not between years at college.

**Question 2: Last year, I examined whether students improved from their first to their second years at Hamilton, regardless of whether they were on the panel (N = 64 last year). This year, only 31 students provided papers for each of their three years at Hamilton, and I already analyzed the data from the majority of them in Question 1 (above). The results would not be much different adding in the other handful of non-panel students for whom we happen to have three years' worth of data, so I skipped it this year. I should point out that it's a shame that we haven't been able to obtain more papers from panel students, as our sample size continues to drop from year to year, making it more difficult to find significant differences.**

**Question 3: Were students' junior year papers rated significantly above or below the midpoint of the 7-point scale on the various criteria? (N = 147) (one-sample t tests)**

Students scored between a 4 and a 5 on all of the nine items this year. The score was statistically significantly ( $p < .01$ ) greater than the midpoint for all items except the new "intellectual reach" item ( $p = .122$ ). Let me know if you want the means and SDs for all of these.

In comparison, last year, students were significantly above the midpoint on items 1 (mechanical errors), 2 (grammar), and 4 (coherent paragraphs), but significantly below the midpoint on item 9 (intellectual reach). I should point out that the means are all roughly the same as they were last year; the difference in statistical significance for all items except the intellectual reach item is due to having twice the number of junior papers as we had sophomore papers last year. So we shouldn't make too much of this.

**Question 4: Overall, does student writing improve over time?**

To answer this question, I created composites (averages) for each year, each comprised of the mean rating for the eight (common) criteria items combined. (N = 22 for comparisons involving the high school data, N = 25 otherwise). (Repeated-measures ANOVA with paired t tests for follow-up comparisons)

Year		All items combined
High school	Mean	3.02
	SD	1.11
Freshman	Mean	3.97
	SD	1.40
Sophomore	Mean	4.27
	SD	1.20
Junior	Mean	4.67
	SD	1.32

Overall, the repeated-measures ANOVA was significant, showing significant differences across time. The follow-up comparisons showed significant differences between high school and each of the years of college, but not between years of college (i.e., no improvement from freshman to sophomore to junior year). This is consistent with the findings reported in Question 1 (above).

**Mellon Project: Assessment of Student Writing  
Data Analysis, 2004-2005**

*Prepared by Jen Borton*

**NOTES:**

1. Of the 541 students in the data set:

- 25 submitted a paper each year for four years
- 22 submitted a paper designated as a panel paper each year for four years (of these, we also have high school admissions essays for 19)

[Note: Based on the very small difference in sample size between the number of panel members and non-panel members who submitted a paper each year, I chose to run the primary analyses on the panel members only, and not to repeat the analyses adding in the other three students.]

2. The scale used by the evaluators for all items was 1 = completely fails to meet the criterion to 7 = completely meets the criterion (midpoint = 4).

3. The items are as follows:

Item 1 (misspellings & mechanical errors)

Item 2 (grammar)

Item 3 (chose words wisely)

Item 4 (unified/coherent paragraphs)

Item 5 (effective use of evidence)

Item 6 (purpose, design, major points)

Item 7 (interesting theme/argument)

Item 8 (asset for grad school/employment)

Item 9 (New item in 2003, actually added as item 8): complexity of intellectual reach

**Question 1: For panel members, is there significant improvement across time?**

(repeated measures ANOVA with follow-up paired t-tests using Bonferroni correction for multiple paired comparisons).

Year		Item 1 (n = 19)	Item 2 (n = 18)	Item 3 (n = 19)	Item 4 (n = 18)	Item 5 (n = 18)	Item 6 (n = 18)	Item 7 (n = 18)	Item 8 (n = 18)	Item 9 (n = 21)
High School	Mean	3.11	3.28	3.21	3.28	2.83	3.11	2.89	2.22	
	SD	(1.41)	(1.23)	(1.03)	(1.27)	(1.25)	(1.32)	(1.28)	(1.17)	
Freshman (*01-'02)	Mean	3.95	4.17	3.84	3.83	3.89	4.22	3.94	3.50	
	SD	(1.51)	(1.51)	(1.39)	(1.65)	(1.81)	(1.80)	(1.73)	(1.62)	
Sophomore (*02-'03)	Mean	5.26	4.33	4.11	4.61	4.17	4.61	4.33	4.17	3.95
	SD	(1.15)	(1.61)	(1.41)	(1.24)	(1.25)	(1.50)	(1.33)	(1.46)	(1.50)
Junior (*03-'04)	Mean	5.21	4.89	4.68	5.00	4.67	4.83	4.61	4.94	4.52
	SD	(1.44)	(1.41)	(1.57)	(1.33)	(1.53)	(1.86)	(1.69)	(1.66)	(1.57)
Senior (*04-'05)	Mean	4.95	4.33	4.37	4.83	4.44	4.67	4.44	4.50	4.71
	SD	(1.31)	(1.64)	(1.12)	(1.25)	(1.29)	(1.57)	(1.69)	(1.58)	(1.59)

Summary of panel data:

Item 1: Significant difference from high school (h.s.) to sophomore year, h.s. to senior year, freshman to sophomore year, freshman to junior year, and freshman to senior year. No other diffs were significant (i.e., no diffs between soph & junior yrs, soph & senior yrs, or junior & senior yrs).

Item 2: Sig. diff. from h.s. to junior year. No diffs across years at Hamilton.

Item 3: Sig. diff. from h.s. to junior yr and h.s. to senior yr. No diffs across years at Hamilton.

Item 4: Sig. diff. from h.s. to soph yr, h.s. to junior yr, h.s. to senior yr. No diffs across years at Hamilton.

Item 5: Sig. diff. from h.s. to soph yr, h.s. to junior yr, and h.s. to senior yr. No diffs across years at Hamilton.

Item 6: Sig. diff. from h.s. to sophomore year and h. s. to junior year. No diffs across years at Hamilton.

Item 7: Same as item 6.

Item 8: Sig. diff. from h.s. to each year of college. Sig. diff from freshman to junior year.

Item 9: Could compare only soph, junior, & senior years. No sig. diffs.

The biggest finding of note is the lack of change from year to year at Hamilton (with the exception of item 1 and item 8). Most improvement happens from high school to college, not between years at college. However, I should point out that the very small sample size makes finding significant differences difficult. See my analyses below in which I attempted to maximize sample size by doing paired comparisons rather than overall ANOVAs.

**Question 2: Were students' senior year panel papers rated significantly above or below the midpoint of the 7-point scale on the various criteria? (N = 73 for items 1-4 and 72 for items 5-9) (one-sample t tests)**

ITEM	Mean	SD
Item 1	5.08	1.35
Item 2	4.64	1.38
Item 3	4.45	1.24
Item 4	4.79	1.44
Item 5	4.71	1.35
Item 6	4.75	1.35
Item 7	4.58	1.43
Item 8	4.60	1.47
Item 9	4.68	1.34

Scores on all items were significantly ( $p < .01$ ) above the midpoint (4) this year. In comparison, last year students did not score above the midpoint on the new "intellectual reach" item (but did on all the others).

### Question 3: Overall, does student writing improve over time?

To answer this question, I created composites (averages) for each year, each comprised of the mean rating for the eight (common) criteria items combined. (N = 19 for comparisons involving the high school data, N = 22 otherwise). (Repeated-measures ANOVA with paired t tests for follow-up comparisons)

Year		All items combined
High school	Mean	2.93
	SD	1.08
Freshman	Mean	3.85
	SD	1.47
Sophomore	Mean	4.43
	SD	1.14
Junior	Mean	4.87
	SD	1.32
Senior	Mean	4.62
	SD	1.21

Overall, the repeated-measures ANOVA was significant, showing significant differences across time. The follow-up comparisons (using a Bonferroni correction for multiple comparisons) showed significant differences between high school and sophomore year, high school and junior year, and high school and senior year. There were no differences across years at Hamilton.

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Next, I attempted to maximize sample size by looking at paired comparisons between specific years (again, just for panel members). When comparisons involved just soph, junior, or senior years, I included the new “intellectual reach” item. Otherwise, I left it out. I should point out that these analyses are more problematic than the ones above for two reasons: (1) Each comparison may include different people (though there should be a decent amount of overlap), and (2) They capitalize on chance (i.e., there is a large number of comparisons, some of which may be significant by chance alone. For the paired t-tests I used as follow-ups for the repeated-measures ANOVAs I ran above, I was able to use what’s called a Bonferroni procedure to correct for that possibility, but I can’t use that here).

#### Comparison 1: freshman vs. senior year (N = 51)

Combined mean (8 items): Significant overall improvement from freshman to senior year.

Looking at items individually: Significant improvement on all 8 items

**Comparison 2: sophomore vs. senior year (N = 43)**

Combined mean (9 items): Significant overall improvement from sophomore to senior year.

Looking at items individually: Sig. improvement on items 5 and 9. Marginally sig. improvement on items 4 ( $p < .08$ ), 7 ( $p < .09$ ), and 8 ( $p < .07$ ).

**Comparison 3: junior vs. senior year (N = 42)**

Combined mean (9 items): Difference was not significant.

Looking at items individually: No difference on any item.

**Comparison 4: freshman vs. sophomore year (N = 40)**

Combined mean (8 items): Difference was not significant.

Looking at items individually: Sig. improvement only on item 8.

**Comparison 5: freshman vs. junior year (N = 37)**

Combined mean (8 items): Significant improvement from freshman to junior year.

Looking at items individually: Sig. improvement on items 1, 2, 3, 4, 5, and 8.

**Comparison 6: sophomore vs. junior year (N = 31)**

Combined mean (8 items): Marginally sig. improvement from sophomore to junior year ( $p < .09$ ).

Looking at items individually: Sig. improvement on item 8. Marginally sig. improvement on item 5 ( $p < .06$ ).

So, if we use a less stringent criterion, it appears that students actually do improve their writing at Hamilton, although it doesn't appear that they make much improvement past the junior year.

ADDENDUM TO WRITING STUDY ANALYSIS  
October 2005

Finally, we did paired comparisons for all students (not just panel members). We assumed that English 150 students were freshmen. The sample sizes were bigger than in initial analyses, so some comparisons that weren't significant before were now statistically significant.

Comparison 1: freshmen vs. seniors (N = 67 or 68, depending on the item)  
Significant improvement on all 8 items.

Comparison 2: sophomores vs. seniors (N = 90/91)  
Significant improvement on items 2 through 9

Comparison 3: juniors vs. seniors (N = 54/55)  
No difference on any item

Comparison 4: freshmen vs. sophomores (N = 64/65)  
Significant improvement on items 1, 4, and 8

Comparison 5: freshmen vs. juniors (N = 45/46)  
Significant improvement on items 1 through 5 and 8; marginally significant improvement on items 6 ( $p < .08$ ) and 7 ( $p < .10$ )

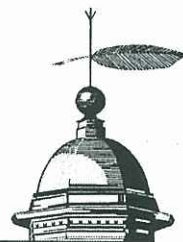
Comparison 6: sophomores vs. juniors (N = 58/59)  
Significant improvement on items 2 through 9; marginally significant improvement on item 3 ( $p < .08$ )

Using this somewhat looser data analysis strategy, we're showing quite a bit of improvement in writing at Hamilton, though no change seems to happen past the junior year.

APPENDIX B

Sophomore Seminar Course Evaluation Data  
*(Prepared by Philip A. Klinkner  
James S. Sherman Associate Professor of Government)*





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# Hamilton

## THE HAMILTON COLLEGE STRATEGIC PLAN

Hamilton College  
Clinton, New York  
June 2002

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## MISSION

Hamilton College provides diverse and talented students with a superior liberal arts education in a residential environment. By emphasizing effective written and oral communication, academic rigor, intense student-faculty engagement, superior advising, and personal responsibility, the College enables students to demonstrate excellence in critical, analytical, and creative thinking, and breadth and depth of knowledge.

## CONTEXT FOR PLANNING

Hamilton has always been, and will continue to be, a residential liberal arts college committed to excellence in written and oral communication. Having grown from a college of fewer than 500 men before World War II to a coeducational institution strengthened considerably by Kirkland College's innovative curriculum and its emphasis on interdisciplinary study and the arts, Hamilton is widely regarded today as one of America's finest liberal arts colleges.

Hamilton is a fortunate institution. It has a superb faculty, talented students, passionate alumni, and substantial financial and physical resources. We are not content, however, to rest on our current standing because we measure ourselves not against all colleges and universities, but against the most selective and well-regarded liberal arts colleges, and, most importantly, against our own potential.

**Hamilton has always been, and will continue to be, a residential liberal arts college committed to excellence in written and oral communication.**

Strategic planning is both a product of the past and a projection into the future. Hamilton's strategic plan is based on two watershed events in our recent history — passage in 1995 of the Residential Life Plan and adoption in May 2000 of the new curriculum. The Residential Life Plan had three fundamental objectives: greater integration of academic and residential life, greater equity of social and residential opportunities, and a greater variety of activities for students. We expect the new curriculum will have as significant an impact on students in the classroom as the Residential Life Plan has had on students' co-curricular lives.

The curricular innovations in *The Hamilton Plan for Liberal Education* (Appendix B) form the foundation for our strategic planning over the next three to five years. The new curriculum replaces distribution requirements with the intensity of proseminars and a Sophomore Seminar Program that encourages students to see and explain the connections between and among disciplines. In combination with each concentration's Senior Program, the plan provides the curricular freedom that makes responsibility meaningful, fosters critical, analytical, and creative thinking, and stresses excellence in oral and written communication. By presupposing excellence across all departments and programs, and building on Hamilton's traditional strengths, the plan challenges the College community to reach even greater heights.

Our primary responsibility, then, is the intellectual and personal development of our students; *The Hamilton Plan for Liberal Education* reflects the faculty's response to this priority. Hamilton students learn to think critically and creatively, to write and speak clearly, and to understand a range of scientific, social, cultural, and artistic issues. Indeed, we are confident that the capacities needed for our students to lead richer and fuller lives and to contribute meaningfully to society are developed best through a demanding education in the liberal arts.

We recognize, however, that liberal learning at its best occurs in a residential community carefully conceived to supplement the formal academic program. Residential and social facilities provide the settings for students to make connections between academic concepts and their practical application, and for them to develop important interpersonal skills and values. Just as the new curricular plan emphasizes student freedom and responsibility, so too must students' residential and social experiences nurture those attributes. Given the mutually reinforcing roles of academic and co-curricular life, the people necessary for a first-rate liberal arts education include not just faculty members and academic support personnel, but helpful and caring alumni,

staff, and administrators — all committed to the intellectual and personal development of each student.



“Diverse viewpoints and backgrounds enhance Hamilton’s learning environment and our collective ability to understand, appreciate, and embrace differences.”

In a residential liberal arts community, people learn from each other. Diverse viewpoints and backgrounds promote an open dialogue in which community members speak freely to one another, enhancing Hamilton’s learning environment and our collective ability to understand, appreciate, and embrace differences. Hamilton will accelerate the significant progress it already has made in creating a campus more representative of the world our graduates will encounter in their personal and professional lives.

This strategic plan is another step forward in the continuing process of fulfilling the educational mission of the College. We will continue pursuing excellence in all that we do, from the first two years, through the concentrations, and across all departments and programs. We will also support those programs, ideas, and activities most likely to give us an advantage in attracting the best students and faculty and enhancing Hamilton’s reputation with the nation’s leaders in postsecondary education. The remainder of this document describes the strategies we will follow during the next three to five years to meet our goals.

## CORE STRATEGIES

Hamilton already is well-known for the high academic standards of its programs and the intense intellectual engagement of students and faculty in their work. Our aspiration, embodied in two core strategies, is to offer an even better educational program for the increasingly

talented and diverse students who choose to study on College Hill. Over the next three to five years, Hamilton will strive to become the national leader in developing students' excellence in written and oral communication, in providing opportunities for students to pursue a variety of working relationships with talented teacher-scholars, and in emphasizing student responsibility and demonstrable outcomes.

*The Hamilton Plan for Liberal Education* presents frequent opportunities — from proseminars and the Sophomore Seminar through the major and Senior Project — for close intellectual engagement with the faculty. In consultation with advisors and other faculty members, students must take responsibility for designing a coherent course of study that includes both breadth and depth of knowledge. The Sophomore Seminar and Senior Project serve as integrating and culminating experiences by requiring students to communicate, in writing and speaking, their understanding both within and across disciplines.

To reach these goals, Hamilton must continue to recruit, support, and retain outstanding teacher-scholars. The Hamilton faculty is increasingly well-known for its professional achievements across the range of subjects represented in the curriculum. The passion faculty members bring both to their scholarly and artistic endeavors and to their classrooms — whether the lecture hall, seminar room, laboratory, studio, or performance space — inspires students to engage in rigorous academic work. Only when students have addressed significant questions and problems that arise in the careful study of a subject can they demonstrate what they have learned through effective, persuasive communication.

*The Hamilton Plan for Liberal Education* expects students to be active learners and to be accountable for the choices they make. Faculty, staff, administrators, alumni, and peers will guide students during their four years on College Hill, but ultimately each student will be responsible for her or his own education, both in the classroom and as part of the larger campus community.

**FIRST OBJECTIVE** — Hamilton will strive to become the national leader among liberal arts colleges for teaching students to demonstrate their knowledge and insights effectively through written, oral, and other forms of communication.

Excellence in written and oral communication has long been associated with a Hamilton education. Several recent studies conducted under the auspices of the Mellon Foundation and the Knight Higher Education Collaborative have validated Hamilton's historic competitive advantage in these areas, while additional data confirm that excellence in written and oral communication is highly valued among high school seniors, alumni, and employers.

Hamilton students learn to  
think critically and creatively,  
to write and speak clearly,  
and to understand a range  
of scientific, social, cultural,  
and artistic issues.

As part of *The Hamilton Plan for Liberal Education*, the faculty has significantly strengthened this emphasis by reaffirming the centrality of writing, instituting special first- and second-year proseminars that emphasize intellectual engagement in both writing and speaking, and establishing an interdisciplinary seminar program at the end of the sophomore year that culminates in an integrative project with public presentation. Knowing the importance of effective communication in all its forms, and recognizing that building on our strengths in this area will require sustained institutional commitment, we will move forward in becoming the national leader in the teaching of written, oral, and other forms of communication by:



“Excellence in written and oral communication has long been associated with a Hamilton education.”

- Implementing the Sophomore Program
- Expanding the reach of the Writing Program and the Nesbitt-Johnston Writing Center
- Establishing an oral communications center and continuing development of courses in oral communication
- Expanding student opportunities for public presentations and performances
- Creating opportunities for faculty development
- Recognizing achievement in writing and oral communication

**SECOND OBJECTIVE** — Hamilton will strive to become the national leader among liberal arts colleges in the opportunities it provides students to engage in academically rigorous work and to take responsibility for their academic and personal development.

One of Hamilton’s strengths, as students and alumni are quick to point out, is that a shared commitment to learning leads to exciting interactions with professors dedicated to communicating the complexities and richness of their disciplines. In the new curriculum, proseminars and the Sophomore Seminar anticipate considerable individual attention to student work in a context of student responsibility and engagement prior to the declaration of a major. By expanding programs such as the Emerson grants and other funding for summer research, Hamilton will further increase the opportunities for students to pursue collaborative work with faculty members across all areas of the curriculum. We will also support ways for students to connect their academic programs to societal concerns through internships, service-learning programs, and academically oriented partnerships with civic, cultural, and other organizations. Strong positive feedback from students about their off-campus study experiences encourages us to promote further our programs in Spain, France, China, Washington, and New York.

One of the most important ways students interact with faculty members is through academic planning and advising. In this environment, students are responsible for making their own decisions based on their best judgment and the best information and advice available to them. For their part, faculty members work with students to craft an individual academic plan based on each student's strengths, weaknesses and goals. The College supports this new program by providing appropriate administrative assistance, information, and procedures that make academic planning meaningful for students and by providing support and recognition for faculty advisors.

As part of its strategic planning, Hamilton will also seek to expand the ways in which the College's residential environment contributes to its academic mission. Through active involvement in student organizations, athletics, community service, and the everyday life of the College, students can demonstrate responsibility for their own personal development. Whether negotiating a roommate conflict, organizing a major concert, leading a student group, managing a budget, or serving on the Honor Court or Judicial Board, students gain experiences that enable them to see the connections between responsible citizenship and the goals of a liberal arts education. In this context, the College will explore establishing residence hall seminar rooms and the reintroduction of academic interest housing and a faculty-in-residence program, as well as increase opportunities for student self-governance.

Hamilton will strive to become the national leader in promoting student responsibility and faculty-student interaction by:

- Providing students with a wider range of opportunities to pursue rigorous academic work in classes, performances, student-faculty collaborative work and undergraduate research, and off-campus study
- Supporting more active advising relationships
- Connecting academic objectives with practical applications
- Expanding opportunities for student leadership and community involvement

## **SUPPORTING STRATEGIES**

In striving to become the national leader among liberal arts colleges committed to excellence in oral and written communication, high academic standards, faculty-student engagement, and student responsibility, Hamilton has adopted the following four supporting strategies.

**THIRD OBJECTIVE — Hamilton will provide the infrastructure necessary to implement the core strategies.**

Facilities are an integral component of a high quality liberal arts education, but only if they match faculty members' pedagogical practices and values. In the sciences, for example, cur-

rent facilities are beginning to constrain the faculty's emphasis on hands-on, inquiry-based teaching. In response, Hamilton is building a science complex, the largest construction project in the College's history. The new facility will highlight the faculty's inquiry-based approach to science education, strengthen interdisciplinary work within the sciences, and provide a welcoming space for non-majors. It also will be one of the main centers of an expanded summer program that emphasizes undergraduate research and faculty-student collaboration.

Similar pedagogical needs are the driving force in the plan to renovate and redesign social science facilities, most likely on the Kirner-Johnson site. With the largest enrollments and number of majors at the College, the social sciences have a serious need for better classroom and office space. Also, as students are given more research opportunities in courses and in the summer, there are particular needs for "laboratory" spaces near the social science departments and the Levitt Center. These spaces, parallel to those in the sciences, will be used for student-

**Facilities are an integral component of a high quality liberal arts education, but only if they match faculty members' pedagogical practices and values.**

faculty work in courses and in research projects, such as surveys and policy studies with local groups (e.g. the Oneida County Resource Center). The Term in Washington, now in its fourth decade, provides an off-campus study opportunity in which students combine academic work with internships. This program will be strengthened by developing a permanent D.C.-area center that not only will house students, but also will enable the program (and other Hamilton groups, including the Levitt Center) to pursue new off-campus study opportunities.

The visual and performing arts faculty are continuing to plan for much-needed facilities that parallel the quality of the Schambach Center complex. Studio and theatre spaces are inadequate, and there are needs for better classrooms and office spaces in all departments. Support spaces for the arts (e.g., slide and music library, Jazz Archive) also need to be upgraded. Additionally, the mission of the Emerson

Gallery is seriously hampered by physical limitations, which also constrict the ability of the College to build an arts collection that complements the academic program. We need to address these space deficiencies in ways that highlight the value and the importance of the arts at Hamilton.

In focusing on these larger capital projects, we must remain aware of the importance of our current stock of classrooms for the new curriculum. Proseminars and sophomore seminars require teaching spaces that are properly furnished and configured and that have the acoustics and lighting to support the kind of intense interaction and engagement we expect. Ongoing renovation of classroom and related instructional spaces, particularly those in the humanities (e.g., North Campus classrooms, language labs, and other support spaces), must be accelerated.

Since the library serves as a critical resource for the new curriculum, planning to meet its needs should begin immediately. We believe a college library serves as a center for the intel-



lectual life of an academic community and as a “laboratory” for the humanities and the social sciences. To safeguard and strengthen this vital resource, the College’s recent Middle States Self-Study placed special emphasis on the Burke Library and its future, including its relationship with Information Technology Services (ITS). A series of recommendations addressed issues related to evolving print and electronic media, adequacy of facilities and staffing, evolving division of labor between the library and ITS, and the effectiveness of library and ITS services delivered to users. The Middle States Report contains the blueprint for protecting our community’s intellectual center.

As the Middle States Report made clear, information resources (technologies, content, services) are critical for supporting the needs of academic programs and preparing students to be leaders in an information-driven society. Hamilton will identify and then incorporate those information resources that are consistent with the College’s liberal arts mission, especially its focus on providing a demanding educational experience.

As these projects proceed, we are mindful that many of the buildings on the Kirkland side of campus are approaching the end of their life-cycles and will require significant renovations. In addition, the College will determine in the near future the specific uses of several former fraternity houses and will consider the constraints faced by the Department of Physical Education and Athletics for offices, court space, and playing fields. Attention to these projects, coupled with a strategic review of the College’s land holdings, will help sustain a uniformly excellent educational program.

Finally, as a 24-hour-per-day, seven-day-per-week residential community, Hamilton recognizes its obligation to provide a diverse array of extracurricular activities and attractive spaces for students to gather formally and informally. Given the College’s rural location, this commitment is essential since off-campus, late-night social events are limited in the surrounding area. Conversely, Hamilton’s proximity to the Adirondack Park offers a multitude of seasonal outdoor activities for students with those interests.

Hamilton will provide the physical resources and infrastructure necessary to support curricular emphases by:

- Building and renovating facilities that support the faculty’s pedagogical practices and values
- Providing an excellent library and rich information resources
- Preparing students to be leaders in an information-driven society
- Providing appropriate spaces and support for a diverse array of co-curricular and extracurricular programs



“The Levitt Scholars program assists students in developing their communication skills through presentations of their thesis research at secondary schools.”

**FOURTH OBJECTIVE — Hamilton will increase its support for students, faculty, and all other employees, particularly with respect to diversity, and will provide the financial resources necessary to support strategic objectives.**

Hamilton will increase its support for the people who comprise its community, especially those at the center of the educational enterprise. In particular, the College recognizes that increasing the amount of financial aid available and awarding it strategically since 1995 to the most desirable students has helped improve the profile of our entering classes. Future progress toward the ambitious admission goals for the College will require Hamilton to continue this strategy. Similarly, Hamilton will remain generous in sustaining the intellectual growth of the faculty through support for research, travel, and other means of professional development. The College must recognize and encourage the scholarship of its increasingly active faculty as

a way of attracting and retaining the best teacher-scholars. A talented staff is also essential to carrying out Hamilton's mission. Sustaining a work environment that is supportive of all employees remains a College priority.



**“Diversity, in its various forms, adds depth, complexity, and strength to a community and is an essential part of a liberal arts education.”**

Making the Hamilton campus more accepting of difference is a fundamental imperative and a strategic necessity. The recent report of the Diversity Task Force will be a starting point for planning coordinated efforts at increasing diversity and making Hamilton “a welcoming and productive environment for all groups of people.” Programs that create representational diversity (e.g., Posse, HEOP, the Grinnell Consortium, and the ACCESS Project) need to be complemented by curricular and programmatic initiatives. Diversity, in its various forms, adds depth, complexity, and strength to a community and is an essential part of a liberal arts education. It promotes an open community where students, faculty members, and staff speak freely to each other, and it allows for a multitude

of perspectives, enhancing Hamilton's learning environment and our community's ability to understand and appreciate difference. Recent initiatives undertaken by faculty members involved with the Kirkland Project for the Study of Gender, Society and Culture further demonstrate how issues of diversity can connect academic and residential life, and we believe a permanent physical presence for the Kirkland Project will support such initiatives even more. Increasing diversity will also increase Hamilton's attractiveness to the widest range and the most talented group of students, faculty, and staff.

Implementing Hamilton's strategic plan will require determination, consensus among our various constituents, and, ultimately, new sources of revenue. To fund the various objectives, Hamilton will undertake a careful review of its financial planning, including an assessment of current and projected revenues from the endowment, ongoing stewardship of resources tied to strategy and vision, and preparation for new revenue sources through the development of a capital campaign.

Hamilton will increase support for those who live and work here by:

- Increasing support for students, faculty and other employees
- Increasing diversity on campus
- Securing new revenue sources and carefully stewarding existing sources

**FIFTH OBJECTIVE — Hamilton will support and promote distinctive academic programs, which create recognition for the College's overall excellence.**

The Hamilton Plan for Liberal Education depends upon excellence embodied in the relationships of motivated teacher-scholars and intellectually inquisitive students. Our first priority, then, is creating or sustaining excellence across the curriculum, the foundation of any superb liberal arts college.

In addition, as part of its planning over the next three to five years (and each three- to five-year period that follows), Hamilton will support and promote those programs, ideas, and activities that actually or potentially create recognition for the College's high academic standards. Certainly, most students come to Hamilton because of the general excellence of our program. Nevertheless, the College must always be ready to invest in good ideas and programs that demonstrate the intense student-faculty engagement and student responsibility that characterize a Hamilton education, particularly when such programs tend to distinguish Hamilton from its peer institutions and thereby attract top students. Investing in these areas provides an additional means for persuading the best students to choose Hamilton.

The College has, since the beginning of The New Century Campaign, highlighted the sciences, particularly the senior project, and the programs of the Arthur Levitt Public Affairs Center as being distinctive. We will capitalize on the fact that Hamilton is the only college in its peer group that requires all science concentrators to conduct independent research in a senior project that culminates in a written and oral presentation. The rigorous programs lead-

**Hamilton is the only  
college in its peer group  
that requires all science  
concentrators to conduct  
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a written and oral presentation.**

ing to these projects and the responsibility students must take for their work provide good examples of the intense faculty-student engagement that leads to clear, positive results at Hamilton. Similarly, the Arthur Levitt Public Affairs Center offers the resources of an undergraduate public policy think tank that supports community-based research projects, ranging from analysis of local policy issues to national surveys that produce widely recognized student work. In addition, the Levitt Scholars program assists students across the curriculum in developing their communication skills through presentations of their thesis research at secondary schools. By already following through on plans to support the distinctive curriculum in the sciences and the distinctive programs in the Levitt Center, Hamilton has demonstrated its commitment to a demanding liberal arts education that develops excellence in students' written and oral communication.

Acting strategically, the College must continue to identify and support other academic areas that have similar potential: for example, the multidisciplinary combination of an East Asian Languages and Literatures Department and an Asian Studies program served by nationally known experts on Asian politics, history, and culture (a combination recently recognized and strengthened by a significant grant from the Freeman Foundation). An international conference hosted by the College titled "Technology and Chinese Language Teaching in the 21st Century" is evidence of our leadership position in Chinese language acquisition, and



"...Hamilton's Associated Colleges in China Program is a leader in study abroad programs there."

Hamilton's Associated Colleges in China Program is a leader in study abroad programs there. Increasing international interest in China and the Pacific Rim, the unusual breadth and quality of Hamilton's curriculum, and the opportunity to highlight programs that diversify the College make East Asian Languages and Literatures and Asian Studies academic areas worth supporting as distinctive examples of the general excellence that can help attract the best students to the College.

Any academic programs or groups that demonstrate high standards, that encourage student responsibility, and that can be or already are distinctive present new opportunities for creating recognition of Hamilton's excellence. These opportunities may involve faculty members from many departments (e.g., the Kirkland Project, the New York City Program), or be

centered in one or two departments (e.g., music performance groups, the Antarctica Program). In some cases, the College will invest in these programs and groups by pursuing foundation support, as in the current grant funding the Kirkland Project's interdisciplinary courses as a distinctive curricular and pedagogical approach to issues of diversity. Where new resources might not be as essential, we can increase publicity for performances and other activities that call attention to our excellence and that will help attract outstanding students.

Hamilton will support and promote the programs that call attention to the College's general excellence by:

- Identifying and supporting ideas and activities that demonstrate high standards, particularly when such programs tend to distinguish Hamilton from its peers

**SIXTH OBJECTIVE — Hamilton will evaluate the impact of its educational program on student performance and develop other measures for assessing the success of this plan.**

The foundation of this strategic planning effort is *The Hamilton Plan for Liberal Education*. Our success, therefore, will be measured by the impact a Hamilton education has on individual student learning, especially as it pertains to effective written and oral communication, increased opportunities for student-faculty engagement and student responsibility, and growth in critical, analytical, and creative thinking. Our goal is to improve the outstanding education we already provide talented students and to show evidence of that improvement. Measuring our efforts will enable us to adjust our programs as necessary, and, if we are as successful as we expect we will be, such measurements will make Hamilton's story that much more compelling to our various constituencies.

**Our goal is to improve  
the outstanding  
education we already  
provide talented students  
and to show evidence of that  
improvement.**

Hamilton has a strong interest in and commitment to evaluating the impact of its academic program on students. During the past several years, the College has participated voluntarily in a number of externally administered pilot programs aimed at assessing student learning, including the Collegiate Results Instrument and the Carnegie-Pew National Survey of Student Engagement. At the same time, Hamilton secured funding in 1999 from the Andrew W. Mellon Foundation to conduct its own assessment of student learning in a liberal arts setting.

The results of these early efforts at assessment have, for the most part, validated Hamilton's claims about its traditional strengths. The Mellon study suggested that Hamilton students feel very well served by their education, particularly in writing, speaking, and critical thinking. However, these surveys also indicated a number of areas in which students felt Hamilton's program could be improved: students said they needed more practice in oral communication, more consistent expectations of high standards, better advising, and more opportunities for independent work. It is these areas, in addition to Hamilton's traditional strengths, that are emphasized in *The Hamilton Plan for Liberal Education*.

The results of these early efforts at assessment have, for the most part, validated Hamilton's claims about its traditional strengths. The Mellon study suggested that Hamilton students feel very well served by their education, particularly in writing, speaking, and critical thinking. However, these surveys also indicated a number of areas in which students felt Hamilton's program could be improved: students said they needed more practice in oral communication, more consistent expectations of high standards, better advising, and more opportunities for independent work. It is these areas, in addition to Hamilton's traditional strengths, that are emphasized in *The Hamilton Plan for Liberal Education*.

As this plan is implemented, we must evaluate its impact on our students' writing, speaking, and critical thinking. This assessment will primarily involve conversations with our students

about their education, as in the Mellon project's use of student surveys and focus groups. Other measures that might be developed must be appropriate and relevant, rather than artificial or externally imposed. Assessment is relevant to other aspects of the plan as well. We need to evaluate how well we are implementing the plan with respect to each strategy, including the supporting strategies. Therefore, it also is desirable to monitor Hamilton's performance on external indicators, such as those for increased diversity, admission selectivity, alumni satisfaction, and institutional reputation. But these performance appraisals are clearly secondary to our top priority: measuring the impact of a Hamilton education on student learning.

Hamilton will evaluate the success of this plan by:

- Assessing student performance
- Comparing Hamilton's outcomes with those of its peers
- Measuring Hamilton's performance on key external indicators

## CONCLUSION

Throughout their history, America's liberal arts colleges have provided the knowledge, values, and skills that prepared citizens to understand and address a range of problems and issues. To succeed in today's rapidly changing, information-driven world, citizens will be required to gather information, critically analyze it to create knowledge, and use it to communicate effectively to solve problems. The enduring skills of a liberal arts education are developed most effectively through an academically rigorous program in a residential learning environment that emphasizes students' intellectual and personal responsibility.

To achieve the status we believe is appropriate and attainable, we will focus on strategies and objectives that are consistent with our mission and valued by society. To that end, this strategic plan is built on the ongoing successful implementation of the Residential Life Plan and *The Hamilton Plan for Liberal Education*. Their common emphases on strengthening the ties linking academic and residential life, and creating greater opportunities for students to exercise academic and personal responsibility, reflect two dramatic changes we have taken in recent years to symbolize our commitment to academic rigor, student-faculty engagement, student responsibility, and demonstrable outcomes.

This planning process represents an investment in organizational excellence. Meeting the objectives in this plan will lead to a richer and more fulfilling educational program for the students we are fortunate to attract and serve, a more meaningful and rewarding working environment for our talented and committed faculty and staff, and an improved national stature for the College.

## **APPENDIX A**

### **OPERATIONAL PLAN SUMMARY**

A more detailed operational plan is being developed for implementing each of the following initiatives. The plan will identify the appropriate college officer and faculty committee responsible for each item, and the target dates for completion. The initiatives listed below are not in priority order.

#### **I. COMMUNICATION**

Hamilton will strive to become the national leader in written and oral communication by implementing the Sophomore Program, expanding the reach of the writing program and the Nesbitt-Johnston Writing Center, establishing an oral communications center, increasing student opportunities for public presentation and performance, creating more opportunities for faculty development, and recognizing achievement in writing and oral communication.

- Hire new faculty members to complete implementation of new curriculum
- Launch annual celebration of the Sophomore Seminar presentations
- Provide faculty development support to create Sophomore Seminars
- Implement Writing Center initiatives including: standards for writing brochure; online resources for writing; additional staff; and plenary sessions for writing-intensive courses
- Hire an Oral Communications Center Director; develop program and purchase equipment
- Expand opportunities for student presentations, including national and international conferences, Root-Jessup debate team and Model United Nations program
- Provide workshops for faculty in written and oral communication, and interdisciplinary study
- Create new prizes and promote existing prizes in writing and speaking

#### **II. RIGOR AND RESPONSIBILITY**

Hamilton will seek to become a national leader in providing students with opportunities for academic rigor and personal responsibility by improving the advising system; expanding student-faculty collaborative work and undergraduate research; increasing options for off-campus study, internships, service learning and community-based research; and encouraging greater student ownership of co-curricular and extracurricular life.

Implement the components of the new curriculum:

- Enhance challenging teaching and learning environments across the curriculum, including support for proseminars and the Sophomore Program
- Encourage high academic standards and recognition of outstanding student achievement
- Fund 75 summer collaborations, including support for faculty
- Develop advising resources, including Web access to student information; infrastructure for advising system; funding for advisor/advisee dining events; and hire one additional staff member

Connect academic objectives with practical applications:

- Hire full-time health professions advisor
- Promote the Student Fellowship Program, in partnership with the Career Center
- Develop summer internships in diverse fields (e.g. non-profits, arts, government)
- Increase the number of alumni who assist students with career exploration and mentoring
- Increase the number and diversity of corporate, non-profit, and governmental employers recruiting at Hamilton
- Expand opportunities for student involvement in decision-making
- Strengthen communication between students and administration

### III. INFRASTRUCTURE

Hamilton will provide the infrastructure necessary to support curricular emphases by building and renovating facilities, strengthening the library, improving extracurricular offerings, and providing excellent information resources.

On-Campus capital projects to be completed within five years:

- Chi Psi for business offices
- Science Facility and North Campus development plan
- Kirner-Johnson Buildings
- Martin's Way
- Emerson Hall for student social space
- Saunders Hall of Chemistry
- Buttrick Hall to include VPAA/DOF offices and ADA accessibility
- Visual and Performing Arts, if gift-funded

Off-campus buildings to be acquired and renovated within five years:

- Madrid Facility for HCAYS Program
- Washington DC Center

Renewal and replacement projects to be completed within five years:

- Anderson-Connell Alumni Center (for capital campaign)
- Residence halls: Dunham (windows, lounges); North (mechanicals and bathrooms); and Kirkland (mechanicals and bathrooms)
- McEwen Dining Hall
- Work with the ADA Access Committee to make College buildings accessible
- North Campus academic buildings, if gift- or grant-funded

Library and Information Technology Initiatives:

- Maintain collection development of Library materials
- Increase access to electronic databases
- Develop additional library consortial arrangements
- Maintain and enhance the excellence of our data network infrastructure in support of teaching and learning (create a reserve fund for campus network, increase the speed of our Internet connection every three years, expand wireless access, connect Hamilton to the Internet2 network, expand the use of videoconferencing, acquire hardware and software to support network distribution of multimedia)



- Maintain and enhance our technology-equipped teaching and learning spaces (create additional general purpose classrooms with computers at every student station, equip every classroom with a computer and data projector, create a multimedia presentation support facility, create facilities to support innovative uses of instructional technology)
- Begin digitizing special Hamilton resources (e.g. Beinecke Collection, Jazz Archive)
- Create a center for the development of multimedia language tools for East Asian Languages, if grant-funded
- Increase technology support staff (additional to support Web efforts, additional joint library/IT staff to support teaching and learning initiatives)

Support for Student Activities and Programs:

- Explore options for academic interest housing; create residence hall seminar rooms
- Increase funding for student-initiated social options (late-night, alcohol-free social events, expand outdoor education facilities)

#### IV. PEOPLE AND RESOURCES

Hamilton will invest in the people who comprise its community by ensuring competitive compensation and support, continuing its strong commitment to financial aid, increasing support for faculty development, increasing diversity, identifying new revenue sources, and providing effective stewardship of existing resources.

Student recruitment initiatives:

- Continue use of financial aid as a strategic tool in attracting an academically talented and diverse student body
- Attract and mentor underrepresented students by sustaining and developing effective programs (ACCESS, HEOP, Summer Starter) and by strengthening relationships with organizations such as Posse, LINK, and One Voice

Faculty and staff recruitment and retention initiatives:

- Achieve AAUP 1\* compensation status for all faculty ranks
- Establish benchmarks of competitive salaries and benefits for staff and administrators
- Maintain competitive benefits
- Improve communication by creating campuswide online and print newsletter for all students and employees
- Increase training options available to members of the Hamilton community
- Increase support for faculty research and development

Diversity initiatives:

- Hire a senior-level administrator, reporting to the president, to coordinate all College diversity efforts
- Appoint a Diversity Advisory Committee
- Increase efforts to recruit, hire and retain qualified faculty members and employees who bring diverse viewpoints and backgrounds
- Establish a permanent physical presence for the Kirkland Project
- Increase Grinnell Consortium participation to two postdocs per year
- Send campus teams to regional and national conferences focused on diversity initiatives

- Increase opportunities for residence hall discussions about diversity and difference
- Make stipends available to faculty members who wish to develop proseminars and Sophomore Seminars, or revise existing courses about issues of diversity (e.g. Hewlett Foundation grant)

Resource initiatives:

- Develop and launch a comprehensive capital campaign reflecting strategic priorities
- Increase unrestricted annual giving to \$5.5 million by 2006 from \$4.1 million in 2001
- Double funding from government sources for faculty research and priority initiatives from \$1 million annual base in 2000 to \$2 million in 2006
- For the endowment, achieve an investment rate of return in real terms (less inflation) of at least 8% annually for the next five years
- Applying the current spending formula and allowing for an additional allocation for debt service, grow the existing endowment fund (new gifts not included) to \$500-\$600 million in five years
- Improve the financial information and services (including the budget process) provided to Hamilton managers and stakeholders
- Investigate giving alumni access to digital resources through the Hamilton Online Alumni Community (HOLAC) to encourage their use of the College Web site as their informational portal for life-long learning
- Replace College print materials (e.g. employee manuals) with Web-accessible formats
- Acquire hardware and software to enable students, parents, alumni, and employees to transact business with the College online

Community initiatives:

- Plan, implement and assess a program to foster a positive quality of life in the surrounding community by completing an Economic Impact Study and providing more liberal use of college facilities and resources
- Fund local educational, cultural and civic organizations through the Hamilton College Town-Gown Fund

## V. DISTINCTION AND EXCELLENCE

Hamilton will promote distinctive academic offerings by supporting programs, ideas and activities that create recognition for the College's overall excellence.

- Build and maintain matching funds for faculty grants, especially in the sciences
- Expand opportunities for student-faculty collaborative work
- Expand Levitt Center programming (e.g. community-based research, service-learning, etc.)
- Increase support for Associated Colleges in China Program and for faculty in Asian studies
- Reserve funds for new initiatives that offer examples of institutional distinctiveness

## VI. ASSESSMENT

Hamilton will evaluate the success of this plan by assessing student performance, comparing our outcomes with those of our peers, and measuring our performance on key external indicators.

- Undertake a five-year assessment of student learning outcomes in a liberal arts setting
- Design and conduct surveys of recent alumni to track and determine career outcomes; publish an “outcomes report” to be used for internal and external audiences
- Continue involvement with external student survey instruments
- Increase the number of students accepted for prestigious postgraduate fellowships such as Fulbrights, Watsons, and Rhodes
- Increase the number of National Merit Scholarship winners at Hamilton to 40 (10 per year)
- Continue to improve admission selectivity and student retention
- Lead all national liberal arts colleges in alumni giving participation rate

## APPENDIX B

### THE HAMILTON PLAN FOR LIBERAL EDUCATION

The Hamilton Plan for Liberal Education provides highly motivated students with both the freedom and the responsibility to make educational choices that emphasize breadth and depth. Unique to this plan are two distinct capstone requirements — one at the completion of the general education sequence (The Sophomore Seminar) and one at the conclusion of the concentration (The Senior Program) — that serve as integrating and culminating experiences for students at decisive points in their undergraduate careers. The new plan builds on the strength of the concentration and The Senior Program by instituting a Sophomore Program and reinvigorating the advising system. To staff the new curriculum, eight faculty positions (five new FTEs plus three new endowed chairs) will be added, effectively lowering the College’s student-to-faculty ratio to 9-to-1.

#### A. General Education

As part of the new Hamilton Plan for Liberal Education, the faculty has significantly strengthened the general education sequence by: (a) replacing distribution requirements with a series of recommended goals; (b) instituting special first- and second-year seminars; (c) reaffirming the centrality of writing; (d) reinvigorating the advising system; and (e) establishing a multi-disciplinary seminar program at the end of the sophomore year that culminates in an integrative project with public presentation. Highlights of the general education program include:

- First- and Second-Year Proseminars — to ensure a high level of engagement early in their studies, students will be encouraged to participate in four special classes: small, rigorous courses of no more than 16 that offer intensive interaction among students and between students

and instructors, through emphasis on writing, speaking and discussion, and other approaches to inquiry and expression that demand such intensive interaction. (Effective with the 2001-2002 academic year)

- The Writing Program — all Hamilton students will be required to pass three writing-intensive courses, each taken in a different semester. At least two of these courses must be taken during the first two years of study. The writing requirement must be completed by the end of the junior year. (Already in effect)
- The Advising Program — with the elimination of distribution requirements, the advising system will become less administrative and more substantive as faculty members help students develop their own academic programs and understand the implications of their choices. (Effective with the 2001-02 academic year)
- The Sophomore Program — The Sophomore Program will take the form of a series of seminars that emphasize inter- or multidisciplinary learning and culminate in an integrative project with public presentation. As one possible example, the faculty may chose to pursue a seminar titled “Forever Wild: The Past and Future of the Adirondacks.” Such an offering might include content in natural history, political history, ecology, geology, popular culture, and the environment, and would attract faculty members from many disciplines and interest students with diverse backgrounds. The culminating experience might take place in the Adirondack Park, taking advantage of the College’s location. (Effective with the 2002-2003 academic year)

#### **B. The Concentration**

The number of courses normally comprising a concentration is between eight and 10, depending upon the department or the program. In addition, each student is required to complete a senior program, as defined by his or her concentration. Many students also complete an independent study.

- The Senior Program — Each department and program of concentration has designed a Senior Program to serve as an integrating and culminating experience for the concentration by requiring students to use the methodology and knowledge gained in their first three years of study. Building on their coursework and demonstrating their increasing ability to work independently in terms of both motivation and subject matter, seniors are required to produce a significant synthesis of knowledge by means of one of the following: a research project leading to a written, aural or visual creation; a seminar for concentrators, including a major presentation and research paper by each student; or comprehensive examinations ideally involving both written and oral components. (Already in effect)

## Implementation Plan (updated August 2005)

### I. Communication

Hamilton will strive to become the national leader in written and oral communication by implementing the Sophomore Program, expanding the reach of the writing program and the Nesbitt-Johnston Writing Center, establishing an oral communications center, increasing student opportunities for public presentation and performance, creating more opportunities for faculty development, and recognizing achievement in writing and oral communication.

Action item	Project leader (supplemental officer in parens)	Committee involved	Next reporting date	Target date for completion	Update
Hire new faculty members to complete implementation of new curriculum	VPAA	Academic Departments	Oct 2002 (started Fall 1999)	Fall 2002	Completed
Launch annual celebration of the Sophomore Seminar presentations	VPAA	CAP, Ad hoc	Oct 2002	Spring 2003	Under discussion; some sections are having their own celebrations this fall, e.g. Globalization will hold an alumni presentation. Celebrations are done by section
Provide faculty development support to create Sophomore Seminars	VPAA	CAP	Each July (started July 2001)	Ongoing	E.g., workshop 5/02 re: Sophomore seminars and presentation; support has been provided, including money for travel and materials; innovation funds provided
Implement Writing Center initiatives including: standards for writing brochure; online resources for writing; additional staff; and plenary sessions for writing-intensive courses	VPAA	CAP, Ad hoc	Each Oct (starting Fall 2001)	Ongoing	E.g., online work, summer 01; plenary sessions 01-02; additional staff, fall 02 Completed—new writing center facility as part of KJ
Hire an Oral Communications Center Director; develop program and purchase equipment	VPAA	CAP, Ad hoc	Oct 2002	Fall 2004 (?)	Acting Director in place; plan for staffing and program forthcoming Acting Director is effectively permanent Director, staff has been hired to do "lab" work with students
Expand opportunities for student presentations, including national and international conferences, Root-Jessup debate team and Model United Nations program	VPAA	Academic Departments, Oral Communications Center, Levitt Center	Nov 2002	Ongoing	Debate team and mock trial teams revived Fall '02; need to inventory existing programs and plan for new ones  Several 'teams' are ongoing, speaking competitions have been revitalized
Provide workshops for faculty in written and oral communication, and interdisciplinary study	VPAA	CAP	Oct 2002	Ongoing	See workshops above; Hewlett Grant workshops
Create new prizes and promote existing prizes in writing and speaking	VPAA (VPCD)	CAP, Ad hoc	Nov 2002	Ongoing	Revitalized speaking competitions and appropriate public relations; implemented Seaman writing prize in May 2002

## II. Rigor and Responsibility

Hamilton will seek to become the national leader in providing students with opportunities for academic rigor and personal responsibility by improving the advising system; expanding student-faculty collaborative work and undergraduate research; increasing options for off-campus study, internships, service learning and community-based research; and encouraging greater student ownership of co-curricular and extracurricular life.

Action item	Project leader	Committee involved	First reporting date	Target date for completion	Update
<b>Implement the components of the new curriculum to ensure the rigor of these new initiatives:</b> Fund 75 summer collaborations, including support for faculty Web access to student information	VPAA VPIT	Ad hoc Committee on Advising	Sept 2002 June 2001	Summer 2004 May 2002	For summer '02, 72 summer collaborations were funded using VPAA and Pres. Discretionary funds <b>COMPLETED</b>
Infrastructure for Advising (e-portfolio?) Funding for advisor/advisee dining	VPAA (VPIT) VPAA	Committee on Advising	Dec 2002	Sept 2003	Enhancements made to online advising tour, continuing development (e.g online placement exams) <b>Completed</b>
Hire an additional staff member	VPAA		Dec 2002	Sept 2003	<b>Completed</b> , student satisfaction with advising is high (sr. survey, 05).
<b>Connect academic objectives with practical applications:</b> Hire full-time health professions advisor	VPAA	Done, spring 01			<b>COMPLETED</b>
Promote the Student Fellowship Program, in partnership with the Career Center	VPAA (DOS)	V. Dosch, Career Center	Dec 2002	Ongoing	CC staff continue to work cooperatively with Ginny Dosch to promote fellowship opportunities and to prepare/polish fellowship candidates, with emphasis on interview training using CC mock interview sessions
Develop summer internships in diverse fields (e.g. non-profits, arts, government)	DOS	Career Center, C&D	June 2002	Ongoing	<ul style="list-style-type: none"> <li>internships (aka "Career-Related Experience") is a strategic effort for the CC</li> <li>staff continue to work with C&amp;D to fund endowments for summer internship support; three students were funded for Summer 2005 including the first recipient of support from the Joseph Anderson Endowment (goal of \$1 million)</li> <li>CC continues to be active in the Liberal Arts Career Network (LACN) consortium, posting 7,000+ up-to-date internships on-line</li> <li>overall number of internship listings, and more importantly applications from underclass students, are up</li> </ul>

Increase number of alumni who assist students with career exploration and mentoring	DOS (VPCD)	Alumni Council	Each October	Ongoing	<p>from low-point of 2001-2002:</p> <ul style="list-style-type: none"> <li>number of distinct employers recruiting interns: up 63%</li> <li>number of students applying for these opportunities: up 294%</li> <li>number of alumni sponsoring internship opportunities: up 90% (above data compares 2001-2002 with 2004-2005)</li> <li>progress is being made in working with Faculty involved in the 'Hamilton in New York City' and Hamilton in Washington, DC' programs</li> <li>a special effort has been made to increase internship listings (adding 150+), and applications, for students interested in the sciences</li> </ul> <ul style="list-style-type: none"> <li>Progress made to support the funding of internships (cost of living stipends) and to increase the awareness of CC efforts among the Alumni Council as a whole</li> <li>the number of alumni <i>involved</i> in career exploration and mentoring has increased</li> <li>positive developments in HOLAC easier for CC staff to involve alumni</li> <li>CC staff working closely with Alumni Relations staff on improving ACEP and HOLAC data.</li> </ul>
Increase the number and diversity of corporate, non-profit, and governmental employers recruiting at Hamilton	DOS	Career Center	June 2003	Ongoing	<ul style="list-style-type: none"> <li>since 2001-2002, employers recruiting at Hamilton College increased from 228 to 372, (+ 63%)</li> <li>diversity of employment opportunities presented to students has widened</li> <li>education is #1 area of interest for graduates for the past four years</li> <li>interest in the non-profit sector has tripled since 2000</li> <li>CC is partnering with <i>HonorRollOnline.com</i> in new venture promoting 'best &amp; brightest' to recruiters at Fortune 1000 firms</li> </ul>
Expand opportunities for student involvement in decision-making	DOS	Committee on Student Activities (CCSA)	Dec 2002	Ongoing	<p>Students continue to be heavily involved in all decision making about policies, programs, and projects that affect their lives. (ie. Alcohol Coalition, Points Committee, Adler Conference, Student Assembly, ISC, ELS Planning)</p>
Strengthen communication between students and administration	DOS (ALL)	Ad hoc	Mar 2003	Ongoing	<p>DOS communicating with students more frequently about campus issues, opportunities for involvement, and exciting initiatives (ie. First Year Forum)</p>

### III. Infrastructure

Hamilton will provide the infrastructure necessary to support curricular emphases by building and renovating facilities, strengthening the library, improving extracurricular offerings, and providing excellent information resources.

Action item	Project leader	Committee involved	First reporting date	Target date for completion	Update
<b>On-Campus capital projects to be completed within five years:</b>					
Chi Psi for business offices	VPI	Trustee BG&E	June 2002	June 2002	<b>COMPLETED</b>
Science Facility	VPI	Trustee BG&E	May 1997	July 2005	Continues on-budget (\$56 million) and schedule, Dedication scheduled for October
North Campus development plan	VPAF/VPI	Trustee BG&E	May 2002	Sept 2002	<b>COMPLETED</b>
Kirner-Johnson Building	VPAF (VPAA)	Social Science Comm/Trustee BG&E	June 2002	Sept 2005	Conceptual planning complete – will be presented to the Board at March 2004 meeting – in Design Development, on track for a June 2007 start
Martin's Way	VPI	Trustee BG&E	June 2002	August 2004	Area in front of Commons completed summer 2003;--Last phases in Design Development, will be completed Summer 2006 if funding can be raised
Emerson Hall for student social space	VPAF	TBD/Trustee BG&E	Sept 2002	Sept 2005	In Conceptual Design, Bruner/Cott architects
Saunders Hall of Chemistry	VPAF	TBD	Sept 2003	Sept 2005	Construction to start on Fitness/Dance facility in October 2005, complete Summer 2006.
Buttrick Hall to include VPAA/DOF offices and ADA accessibility	VPAF	Paris/Bonham/Leach	June 2002	Aug 2003	Project scope reduced to small renovation; ADA issues tabled for now, consider COMPLETE
Visual and Performing Arts, if gift-funded	VPI	On Campus Comm. On Visual & Perf. Arts and ad Hoc Trustee Committee	Oct 2002	Sept 2008	First phase of program planning complete and under review; Architect Selection underway Fall 2005

<b>Off-campus buildings to be acquired and renovated within five years:</b>					
Madrid Facility for HCAYS Program	VPI	Trustee BG&E	Dec 2001	Aug 2002	<b>COMPLETED</b>
Washington DC Center	VPI	Trustee BG&E	Oct 2000	June 2003	<b>ON HOLD</b>

<b>Renewal and replacement projects to be completed within five years:</b>					
Anderson-Connell Alumni Center	VPAF	Tantillo/Huggin	May 2002	Aug 2002	<b>COMPLETED</b>



(for capital campaign)							
Residence halls: Dunham (windows, lounges); North (mechanicals and bathrooms); and Kirkland (mechanicals and bathrooms)	VPAF	Trustee BG&E	June 2002	Aug 2003	North completed; Dunham completed summer 2004; Kirkland will be completed Summer 2006		
McEwen Dining Hall	VPAF	TBD	Sept 2003	Sept 2005	<b>ON HOLD</b>		
Work with the ADA Access Committee to make College buildings accessible	VPAF	ADA	Dec 2003	On-going	Projects will be completed as renovations occur		
North Campus academic buildings, if gift- or grant-funded	VPAF	TBD	TBD	TBD	Awaiting funding		

<b>Library and Information Technology Initiatives:</b>						
Maintain collection development of Library materials	VPAA (Librarian)	Committee on the Library		On-going	Still a challenge, collection numbers are relatively low due to rising journal costs	
Increase access to electronic databases	VPAA (Librarian)				Several new databases introduced for research	
Develop additional library consortial arrangements	VPAA (Librarian)				JSTOR, ARTSTOR and other arrangements are established or in process	
Create Reserve fund for campus network	VPIT		June 2003	June 2006	<b>DEFERRED</b> due to insufficient resources	
Increase speed of Internet Connection (every 3 years)	VPIT		Dec 2002	On-going	<b>COMPLETED</b> Internet speed has increased from 12 mbs to 45 mbs.	
Expand wireless access	VPIT		Dec 2002	On-going	Expanded wireless to Science Building, Beinecke Village McEwen, Computer Science offices, Library, Science Center, Admissions, Wertimer House, ELS, Kirner-Johnson	
Connect to Internet 2	VPIT		Dec 2003	July 2003	<b>DEFERRED</b> – no need for this yet	
Expand the use of videoconferencing	VPIT		Dec 2002	On-going	<b>DEFERRED</b> – insufficient resources to encourage this; regular use continues	
Acquire hardware to support multimedia distribution	VPIT		Dec 2002	Dec 2002	<b>COMPLETED</b> Streaming media server enabled; Multimedia Presentation Center created	
Create additional general purpose classrooms...	VPIT	CIT	Dec 2006	Sept 2006	One additional classroom created in Science Center, several additional in plans for Kirner-Johnson	
Equip every classroom with computer and data projector...	VPIT	CIT	Dec 2003	Sept 2005	Creation of twenty new technology-enhanced classrooms in the Science Center, and one for the Arts. Total inventory is now above 75%. Many new ones planned in Kirner-Johnson project.	
Create Multimedia Presentation Center	VPIT	CIT	Dec 2002	July 2003	<b>COMPLETED</b> – partially funded by grant from Booth Ferris Foundation	
Create a facility to support innovative uses...	VPIT	CIT	Dec 2003	July 2004	<b>DEFERRED</b> – insufficient funding	
Begin digitizing special Hamilton resources (e.g. Beinecke Collection, Jazz Archive)	VPIT (Librarian)	Committee on Library	Dec 2002	On-going	Civil war collection partially digitized	

Create a center for the development of multimedia language tools for East Asian Languages, if grant-funded	VPIT		Dec 2003		<b>DEFERRED</b> – not high on the priority list.
Increase technology support staff (additional to support Web efforts, additional joint library/IT staff to support teaching and learning initiatives)	VPIT		Dec 2002	Ongoing	Web developer and multimedia specialist hired (July 2002); additional staff deferred

<b>Support for Student Activities and Programs:</b>					
Explore options for academic interest housing; create residence hall seminar rooms	DOS	CSA; ad hoc	Sept 2003	Ongoing	On-going discussions concerning viability of academic interest housing. First Year Forum implemented for the Class of 2009 with a number of groups meeting in residence hall seminar rooms and lounges. First Year Housing with faculty associate/resident link planned for fall of 2006. Three Assistant Coaches living in residence this year.
Increase funding for student-initiated social options (late-night, alcohol-free social events, expand outdoor education facilities)	DOS	CSA; Student Assembly; Facil.-DOS & VPAF	Dec 2002	Ongoing	Friday Late Nite Program in second year. Variety of programs offered by diverse group of campus organizations and offices (ie. Casino Night, President's Study Break, Bands). Largest number of new students ever participated in AA and USE (221)

#### IV. People and Resources

Hamilton will invest in the people who comprise its community by ensuring competitive compensation and support, continuing its strong commitment to financial aid, increasing support for faculty development, increasing diversity, identifying new revenue sources, and providing effective stewardship of existing resources.

Action item	Project leader	Committee involved	First reporting date	Target date for completion
<b>Student recruitment initiatives:</b> Continue use of financial aid as a strategic tool in attracting an academically talented and diverse student body	DOA	Faculty & Trustee Comm. On Admission	Sept 2002	Ongoing
Attract and mentor underrepresented students by sustaining and developing effective programs (ACCESS, HEOP, Summer Starter) and by	DOA (VPAA, DOS)	Several, ad hoc	Sept 2002	Ongoing

August 2005: Implemented econometric modeling in 2004-2005 and many initiatives in place to better utilize endowed scholarships. Merit/enhanced scholarships with new yield initiatives are helping us meet our quality and diversity initiatives. (Entering Class of 2009 is highest quality and most diverse on record.)

August 2005: Class of 2009 is 18% domestic students of color and an additional 5% international. This compares to 14% and 4% respectively with 4 years prior. HEOP/Posse/Link and other CBO initiatives in conjunction with Admission Diversity Recruitment Plan/Targeted Efforts are producing positive and

strengthening relationships with organizations such as Posse, LINK, and One Voice						results and momentum. Retention and Student Satisfaction are important next priorities.
<b>Faculty and staff recruitment and retention initiatives:</b>						
Achieve AAUP I* compensation status for all faculty ranks	VPAA	Faculty Budget Committee	May 2002	Ongoing		On-Campus Budget Committee reaffirmed goal of AAUP I*; on-track for full and associate professors <b>Continuing, partial success in different years</b> Currently benchmarking against regional organizations for staff salaries <b>COMPLETED</b>
Establish benchmarks of competitive salaries and benefits for staff and administrators	VPAF (VPAA)	Faculty Budget Comm.	May 2002	May 2002		Some benefit reductions (medical, supplemental life) have been made to balance the budget, overall benefit package is still competitive; ongoing review, consider <b>COMPLETE</b> Monthly on-line newsletter, <i>Around the Hill</i> , launched 10/01 and readership increases each month; will reassess with new HR director in 2005-06
Maintain competitive benefits	VPAF	Faculty Budget Comm.	Each October	On-going		Personnel Office sponsored several new training sessions for staff and managers; renewed effort in ITS based upon replacement of training coordinator; Physical Plant has restored a summer apprentice program and is doing targeted training for supervisors, ongoing programming, consider <b>COMPLETE</b> Research support is more than adequate—only difficulties are matching large individual or institutional grants
Improve communication by creating campus-wide online and print newsletter for all students and employees	VPCD		Fall 2002	June 2003		
Increase training options available to members of the Hamilton community	VPAF (VPTT)	Staff Advisory Committee and new ad hoc working group	Each December	On-going		
Increase support for faculty research and development	VPAA	VPAA office, C&D	Sept 2002	Ongoing, need to set benchmarks		
<b>Diversity initiatives:</b>						
Hire a senior-level administrator, reporting to the president, to coordinate all College diversity efforts	PRES.	Diversity Advisory Committee (DAC)	Sept. 2002	May 2003		<b>ON HOLD</b>
Appoint a Diversity Advisory Committee	PRES.	DAC				<b>COMMITTEE ON HOLD</b> – Informal “working group” works with Associate Dean/Diversity Coordinator around November 2004 Diversity Strategic Plan. VPAA undertaking a best practices approach to diversity including greater presence in the Consortium for High Achievement and Success and charging the Associate Dean of the Faculty and Posse Mentor with diversity initiatives
Increase efforts to recruit, hire and retain qualified faculty members and employees who bring diverse viewpoints and backgrounds	VPAA (ALL)	VPAA office	Ongoing			Participation in the Minority Scholar-In-Residence Program; faculty department chairs required to file a formal Affirmative Action plan for every search conducted. Increased effort and success in hiring from underrepresented groups, 40% in tenure track since 1999, 49% women

Establish a permanent physical presence for the Kirkland Project	VPAA (VPAF)	VPAA office	Sept 2002	Sept 2004	On hold
Increase Grinnell Consortium participation to two postdocs per year	VPAA	VPAA office			COMPLETED
Send campus teams to regional and national conferences focused on diversity initiatives	PRES.	DAC	Oct. 2002	On-going	See above
Increase opportunities for residence hall discussions about diversity and difference	DOS	RHC, MCA	June 2003	Ongoing	New Associate Dean of Students for Diversity and Accessibility hired for fall 2005. Offered diversity programs for RA's and Orientation leaders as part of their training. Will offered programs in residence halls and for student organizations on diversity and leadership.
Make stipends available to faculty members who wish to develop proseminars and Sophomore Seminars, or revise existing courses about issues of diversity (e.g. Hewlett Foundation grant)	VPAA	Ad hoc, VPAA office	July 2002	July 2004	New diversity initiatives fund established, 05-06; diversity endowment established as a campaign goal.

<b>Resource initiatives:</b>					
Develop and launch a comprehensive capital campaign for the priorities identified in the strategic plan	VPCD	Trustee Committee on Development	Dec 2002	June 2006	Public launch 12/05; campaign at \$95M (8/05) on \$175M goal
Increase unrestricted annual giving to \$5.5 million by 2006 from \$4.1 million in 2001	VPCD	Trustee Committee on Development	Oct 2002	June 2006	2004-05 results: \$5.4M achieved; 2005-06 goal: \$5.5M
Double funding from government sources for faculty research and priority initiatives from \$1 million annual base in 2000 to \$2 million in 2006	VPCD		Oct 2002	June 2006	target on schedule
For the endowment, achieve an investment rate of return in real terms (less inflation) of at least 6% annually for the next five years	VPI	Trustee Committee on Investment	On-going	On-going	Actual returns exceed this goal. As of 5/31/05, 5-year net returns are 8%
Applying the current spending formula and allowing for an additional allocation for debt service, grow the existing endowment fund (new gifts not included) to \$500-\$550 million in five years	VPI/VPAF	Trustee Committee on Investment	On-going	On-going	Efforts made to preserve and increase endowment value e.g., reduced debt service amount through use of interest rate swap; As of 8/05 endowment exceeds \$600 million

Improve the financial information and services (including the budget process) provided to Hamilton managers and stakeholders	VPAF (VPIT)	Faculty Budget Comm.	Each March	Ongoing	New materials introduced in 2001, including a five-year forecast and an expanded budget presentation. Presentation on budget given to staff and students; improved information and efficiency in financial aid and registrar's offices; new budget package and on-line budget tools unveiled in Spring 2005
Investigate giving alumni access to digital sources through the Hamilton Online Alumni Community (HOLAC) as a way of encouraging their use of the College Web site as their informational portal for life-long learning	VPCD (VPIT)	President's Internet Initiative	Each December	Ongoing	HOLAC support brought in-house; improving access to information for alumni; alumni web site to be upgraded in 2005-06.
Replace College print materials (e.g. employee manuals, parking manuals) with Web-accessible formats	VPCD		Each December	Ongoing	Discussion on-going with all campus departments
Acquire hardware and software to enable students, parents, alumni, and employees to transact business with the College online	VPIT		July 2003	Ongoing	<b>COMPLETED.</b> Alumni can donate on-line. Parents/ students can pay their bills on-line. Alumni can sign up for events and pay for them on-line.

<b>Community initiatives:</b>					
Plan, implement and assess a program to foster a positive quality of life in the surrounding community by completing an Economic Impact Study and providing more liberal use of college facilities and resources	VPCD (VPAF)	Town/Gown Fund Committee	Oct 2003	June 2004	Considering study for 2004-05
Fund local educational, cultural and civic organizations through the Hamilton College Town-Gown Fund	VPCD	Town/Gown Fund Committee	Already begun	June 2006	Initiated in 2000-01, fund now stands at \$600,000 due to highly successful solicitation of college vendors since 2002-03; on target to reach \$1 million goal by conclusion of Excelstor Campaign

**V. Distinction and Excellence**

Hamilton will promote distinctive academic offerings by supporting programs, ideas and activities that create recognition for the College's overall excellence.

Action item	Project leader	Committee involved	First reporting date	Target date for completion	Update
Increase support for Associated Colleges in China Program and for faculty in Asian studies	VPAA	CAP, Asian Studies	Sept 2002	Ongoing	Administrative staff added to the ACC Program; two grant-supported faculty members started in Japanese this year. Plans underway to recruit another grant-supported position in Japanese social science this year. Mostly completed, need additional faculty in Chinese, space for Asian Studies program
Expand Levitt Center programming (e.g. community-based research, service-learning, Levitt Scholars)	VPAA	Levitt Advisory Council	Sept 2002	Ongoing	New lecture series developed in relation to the sophomore seminar and expanded student research opportunities. <b>Completed</b>
Expand opportunities for student-faculty collaborative work	VPAA	Several ad hoc	Dec 2002	Ongoing	Record number of summer research opportunities, partly funded through expanded grant –support funds. <b>See above under II</b>
Build and maintain matching funds for faculty research and grants	VPAA	VPAA office	Dec 2002	Ongoing	Grant writing process started for a new initiative in Humanities around film studies. <b>(pending)</b>
Reserve funds for new initiatives that offer examples of institutional distinctiveness	VPAA (PRES, VPAF)				Research Corporation departmental grants for Chemistry and Physics

#### VI. Assessment

Hamilton will evaluate the success of this plan by assessing student performance, comparing our outcomes with those of our peers, and measuring our performance on key external indicators.

Action item	Project leader	Committee involved	First reporting date	Target date for completion	Update
Undertake a five-year longitudinal assessment of student learning outcomes in a liberal arts setting	VPAA	Ad hoc, CAP	July 2002	July, 2006	
Design and conduct surveys of recent alumni to track and determine career outcomes; publish an "outcomes report" to be used for internal and external audiences	VPCD (DOS)	Career Center	June 2001	June 2001; Annual	<b>Conducted Annually</b>
Continue involvement with external student survey instruments	VPAF (VPAA)	On-Campus Planning Committee	Mar 2003	On-going	Special IR reports prepared spring 2005, Dehne study underway
Increase the number of students	VPAA	Student	Sept 2002	Ongoing	Coordinator increasing outreach efforts

accepted for prestigious postgraduate fellowships such as Fulbrights, Watsons, and Rhodes		Fellowship Committee				
Increase the number of National Merit Scholarship winners attending Hamilton each year to 40 (10 per year)	DOA	Several	Spring 2003	Fall 2006	August 2005: Have determined that this may not be the most strategic goal upon which to measure our success. Nonetheless, we have 13 incoming NM Scholars in the incoming Class of 2009. (Need to re-evaluate this initiative for future.)	
Continue to improve admission selectivity and student retention	DOA (DOS)	Faculty & Trustee Committee on Admission	Already begun	Ongoing	August 2005: Acceptance rate has ranged from 34-36% in recent years. This has more to do with fluctuating applicant numbers and increased quality (higher quality are harder to yield and may need to admit more). Most notable improvement in this category is improved quality of students (1347 SAT and 70% in top 10% for Class of 2009 vs. 1302 SAT's and 60% from top 10% four years prior). Even though the quality of admits has gone up, we've been able to increase our yield from 29% to 33% in past five years. Collecting and studying data related to questions of retention.	
Lead all national liberal arts colleges in alumni giving participation rate	VPCD	Trustee Committee on Development	Already Begun	June 2006	Rate dipped to 53% (from 59%) due to 2004-05 PR issues; 2005-06 goal to begin climb back to 60%	

**HAMILTON COLLEGE  
DIVERSITY STRATEGIC PLAN  
JANUARY 2005**

## **MISSION**

Hamilton College provides talented and diverse students with a superior education in a residential environment. By emphasizing intellectual breadth, effective oral and written communication, academic rigor, intense student-faculty engagement, superior advising, and personal responsibility, the College enables students to expand their knowledge and hone their ability to think critically, analytically, and creatively. The goal of this educational model is to prepare all Hamilton students to thrive as fully engaged citizens of a diverse and increasingly complex world. In keeping with this goal, Hamilton is duly committed to distinguishing itself as a living and learning community that values and exemplifies the inclusion of diverse persons and perspectives.

## **PRINCIPLES/VALUES**

The goals and strategies outlined below are designed to support and promote the following principles and values:

- All students, faculty and staff should experience a welcoming, inclusive environment that encourages them to fulfill their full potential
- The College culture should foster learning and relationship building through clear and respectful communication
- The College should emphasize the intellectual significance of diverse perspectives, as an avenue to critical reflection on one's place in the world.
- Diversity efforts should benefit the Hamilton community as a whole
- Diversity efforts should be integrated into the fabric of the College community

## **WHAT WE MEAN BY DIVERSITY**

Hamilton seeks a campus community that reflects the diversity of the United States and the broader world. This includes but is not limited to racial and ethnic diversity, gender,



sexual orientation, dis/ability, class origin, religion, and nationality. We also value diversity of perspectives as an integral component of a thriving intellectual community.

## **THE CASE FOR DIVERSITY**

### **Background to the Initiative**

The Hamilton College Strategic Plan (June 2002) embraced the importance of fostering a diverse campus community as essential both to our strategic objectives and to our providing an excellent education for all of our students. The Strategic Plan expressed these commitments in part in response to the Report of the Diversity Task Force (April 2001). This document builds on the essential insights of that report.

The senior administration of Hamilton College understands, and the United States Supreme Court has by now endorsed, the view that diversity of persons and perspectives is required for a thriving intellectual community. Such diversity is required for the kind of educational experience that the Strategic Plan envisions our continuing to provide for our students: one that develops the most sophisticated communication skills and thereby trains our students to be active citizens in a complex and variegated world.

Hamilton has made notable strides in diversifying its student body and its faculty in recent years, in terms of persons and perspectives, but much room for improvement remains. As a rural liberal arts college, Hamilton faces special challenges in this respect, and our goal is to meet these challenges aggressively.

Because the instructional mission of the College is its defining mission, and because our diversity objectives are tied fundamentally to that instructional mission, President Stewart has placed central responsibility for fulfilling our diversity objectives in the office of the Vice President for Academic Affairs and Dean of the Faculty, David Paris. It is clear, however, that fulfilling these objectives requires coordinated effort on the part of a great many dedicated members of the College community, including most importantly the Division of Student Life and the Admissions office. President Stewart has established a Diversity Coordinator, reporting to the VPAA/Dean of the Faculty, to coordinate and support the work of all campus constituencies in this effort. The Diversity Coordinator, Associate Dean of the Faculty Kirk Pillow, charged in particular with diversity initiatives regarding faculty recruitment, works closely with the Office for Multicultural Affairs; Gordon Hewitt, Director of Institutional Research; and with Todd Franklin, Associate Professor of Philosophy and Faculty Mentor for the Posse program, who, in concert with the Admission Office, focuses on initiatives regarding student recruitment and campus climate. As our initiatives proceed, the aim will be to

bring more community members into the process, and hence develop an array of “diversity champions” working together at the College.

### **External Trends and Internal Data**

Many of our peer institutions and competitor schools have understood for some time the educational value of a diverse campus community. Diversity of persons and perspectives across the student body, faculty, administration, and staff of an educational institution enriches educational opportunities for everyone, and most importantly, prepares our students to be sophisticated participants in an increasingly diverse American citizenry and workforce. Hamilton belongs to the circle of premiere American educational institutions integrating diversity into our educational mission, but there is ample room for improvement on this score.

For example, according to Fall 2003 statistics, 13.0% of our students were then people of color. This compares to a peer average of 18.6% at that time. Even after factoring in Hamilton’s most diverse ever Class of 2008, composed of 17% students of color, we lag behind our peers on the average, and we lag far behind some of our peers (e.g. Amherst, Haverford, Swarthmore, Williams) celebrated for their recruitment of students of color. (Happily, we have fared as well as or better than, in this respect, some of our more immediate peers, such as Bates, Colby, and Colgate.) There is substantial room for improvement, not for the sake of statistics, but for the sake of creating for all of our students the educational environment and outcomes envisioned in the Strategic Plan.

International students are an important component of campus diversity, as well. In Fall 2003, 4.7% of our students were international, compared to a peer average of 5.9%. There is room for improvement in our recruitment of these students.

With regard to faculty recruitment, according to Fall 2003 statistics, 14.4% of Hamilton faculty were persons of color. This compares to a peer average of 13.7%. While this fact may appear praiseworthy, Hamilton lags notably behind peers such as Haverford and Mount Holyoke who have worked assiduously at attracting faculty of color. More importantly, the Hamilton percentage includes numerous visiting faculty in sabbatical replacement positions, many of whom, however great their contributions while on the Hill, will not have a lasting opportunity to contribute to our educational mission.

When one studies all together the composition of our student body, the composition of our faculty, and our successes at providing a transformative educational experience as a residential liberal arts college, one set of facts among all stands out with regard to our diversity initiative. Each Spring the Senior Survey asks our graduating seniors, among other things, about their overall satisfaction with the education they received at

Hamilton. The Spring 2004 results are typical: 91.5 percent of graduating seniors responded that they were either "generally" or "very" satisfied with their educational experience, with little notable variation across ethnic or racial category. Yet the seniors are also asked whether they would relive their college experience at Hamilton. 64% of majority white students responded that they "probably" or "definitely" would; only 49% of African-American students, for example, said they would.

This difference makes clear what the goal of our diversity initiatives should be: to assure excellent outcomes for all of our students. Achieving this goal requires progress on several fronts: developing the organizational capacity to pursue our diversity efforts; further diversifying the student body; enhancing the student life experience; further enriching the academic experience of our students; enhancing the cross-cultural experiences of our students; and further diversifying the Hamilton faculty, administration, and staff.

## **GOALS AND STRATEGIES**

These goals and strategies are intended to advance our efforts to make Hamilton a community more diverse in persons and perspectives, for the purpose of best preparing our students for active engagement in an increasingly diverse world. Because of the current composition of the campus community, Hamilton is particularly committed to increasing the racial and ethnic diversity of its student body, faculty, administration and staff.

### **Develop sufficient organizational capacity to support our diversity initiatives**

The College must bring clarity of vision, dedicated diversity champions, and commitment of resources into concert in order to advance its diversity goals.

- Determine which College policies and practices support diversity and which impede progress.
- Evaluate and implement recommendations for structural changes to the Dean of the Faculty and Dean of Students divisions and functions
- Dedicate sufficient resources to implementation of diversity strategies (e.g., a Diversity Endowment)
- Increase individual skills through training and other development efforts

### **Further diversify the student body**

Representational numbers are only part of the diversity picture, but our students of color consistently relate the challenges and drawbacks of coming from

underrepresented groups to join a substantially white and upper-middle class College community. Increasing their representation will improve not only their educational and residential experience; a more diverse student body will instill greater cultural sophistication, understanding and self-awareness in all of our students.

- Develop a comprehensive diversity recruitment plan that includes marketing, publications and Admissions Office travel components
- Provide an attractive and personalized campus-visit experience for all potential students
- Assess admissions and financial aid programs and policies
- Evaluate student experiences of, and the College's relationship with, Posse and HEOP, in particular, as well as other programs designed to increase diversity

**Enrich the student life experience to insure full engagement and satisfaction of all students at Hamilton College**

As a residential liberal arts college, the instructional mission of the College must be well integrated with the residential experience of our students. Through this symbiosis of academics and residential life, our remarkably high academic satisfaction results can enhance the social/residential satisfaction of students of all backgrounds.

- Designate first-year residence halls and implement living/learning opportunities for students beginning in the first year
- Increase the multicultural component of the first-year Residential Life program
- Develop an alumni mentoring program for students of color
- Encourage a student-initiated peer mentoring program for students of color
- Increase recruiting efforts designed to include more students from diverse backgrounds in the Adirondack Adventure program
- Enable student leaders to become effective diversity champions

**Enrich the social and cultural experience by creating spaces and promoting activities that affirm difference while fostering greater cross-cultural interaction.**

The Assistant Dean of Students for Multicultural Affairs already programs a great variety of events that affirm and celebrate diversity. These efforts should continue, while also extending the reach of these events into all segments of the student population.

- Centralize student group office and meeting spaces in ways that reflect and promote inclusivity
- Encourage and facilitate more co-programming between student organizations
- Promote the creation of more campus wide traditions and events specifically aimed at fostering and demonstrating campus unity

- Strengthen the ALCC (in its current, or a comparable, location) as a place of comfort and cultural self-expression for all Black and Latino/a students
- Provide adequate spaces for all student cultural organizations

**Enrich the academic experience to incorporate multiple perspectives and to enhance students' skills at relating to those different from themselves**

Many curricular initiatives are already active with regard to diversity; further efforts will enhance the learning experience of our students and afford greater opportunity for them and for their professors to learn from and to teach from their differences.

- Encourage and support coursework by underrepresented students across the academic divisions
- Provide faculty with opportunities to increase their pedagogical and classroom discussion skills relative to diversity
- Further incorporate issues of diversity into the curriculum
- Create new courses and/or more fully develop existing courses in which multiple perspectives are a key component
- Fully utilize cross-disciplinary formats to promote understanding and skills related to diversity

**Further diversify the faculty, administration, and staff**

All of our students crave exposure to and learning from a faculty as diverse as the American cultural landscape into which they will graduate. Enhancing the diversity of the College workforce generally will enhance our educational mission while also making our community a thriving intellectual one in which everyone feels welcome and valued.

- Conduct open-area and open-rank searches for faculty hires
- Explore target of opportunity hiring as a faculty recruitment strategy
- Evaluate faculty, administration, and staff retirement incentives as a means to accelerate hiring of a more diverse range of employees
- Enhance the ability of academic departments and other offices to identify and recruit diverse candidates; track and monitor inclusion of diverse candidates in searches
- Develop and implement additional pipeline activities for all employee recruitment efforts
- Support efforts to enhance quality of the work experience for all employees

# **Report of the Task Force on Academic and Student Life**

**October 2004**

## **Introduction**

The Task Force on Academic and Student Life was formed last Spring to assess ways of coordinating the Division of Student Life and the Dean of Faculty office with regard to their mutual pursuit of the educational mission of the College. Our charge read:

The Task Force will consider ways of integrating and coordinating the work of the Division of Student Life and the work of the Office of the Vice President for Academic Affairs and the Dean of the Faculty. Members of the Task Force will assess our institutional needs as a residential liberal arts college and explore the ways in which the two divisions can administratively best support the mission of the College. The Task Force will provide the President with recommendations by October 15.

To this end, the Task Force met throughout the summer; researched organizational structures at other institutions; interviewed officers at other institutions; conducted a literature review; studied the organizational history of the College; surveyed staff and administrators on campus, including former deans from both offices; conducted follow-up focus groups with some of those surveyed; sought input from elected representatives on faculty committees; and discussed at length the merits of multiple potential recommendations. The recommendations presented below reflect our best thinking on how to suffuse both areas with a shared mission, and on how to integrate the two areas as a more cohesive and communicative team in pursuit of that mission.

## **Background**

The history of the Division of Student Life at Hamilton College over the last forty years is one of increasing independence from and non-involvement of the faculty. These years have seen a significant increase in the College's scholarly expectations of its faculty, which makes faculty less likely to invest time in student life outside of the classroom. At the same time, the increasing number and complexity of services provided by the Division, as well as the concentration of personnel and resources necessitated by this array of services, have required a professionalization of the Division that renders faculty less qualified to themselves provide such services.

This process of separation has occurred over many years. A few notable events include: elevation of the Dean of Students to officer status (1982); the closing of faculty

apartments in residence halls (1987); the change in reporting structure to have the Dean of Students report directly to the President rather than to the Dean of the College, whose title was at the same time changed to Dean of the Faculty (1989); since the appointment of Jan Coates as Dean of Students (1989), this position has been held by someone with “student affairs” rather than “faculty” credentials; with the appointment of Chris Willemsen (2001), the position of Associate Dean of Students (Academic) is filled for the first time by someone not coming in for a fixed term from the full-time faculty; the Dean of Students no longer presents student academic awards and prizes at Class and Charter Day (beginning 1994); the solicitation of nominees for student prizes has shifted from Dean of Students office to Dean of Faculty office (2002).

These kinds of changes over the years have helped produce the current troubling situation, one of tenuous connection between the residential and academic experiences of our students. This disconnect is also reflected in the often tenuous relationships between the work of faculty, academic affairs administrators, and student affairs administrators.

The Task Force believes that mutual isolation of the academic and student services divisions—whether real or perceived—does not well serve the interests of our students, and underlying our deliberations and recommendations has been the belief that the College needs to create connections between classroom experiences and learning opportunities outside the classroom. Both are essential elements of our mission as a residential liberal arts college. Creating these connections requires administrative structures that encourage shared ownership of the successes (and failures) of the educational mission of the College.

Hence we make three kinds of recommendation: (1) programmatic ones intended to strengthen the presence of academics in residential life and to better coordinate existing academic programs; (2) structural ones affecting organizational form, reporting lines, and management practices designed to support the programmatic recommendations; and (3) cultural and symbolic ones intended to identify the Division of Student Life with the educational mission that we all pursue together.

## **Programmatic Recommendations**

One of the concerns that motivated formation of the Task Force is a sense that the academic mission of the College is not adequately infused into the residential conditions that shape our students’ extra-curricular lives. Many good ideas exist for how to bring the curriculum into the residence halls, and to bring faculty further into students’ lives beyond the classroom. The Task Force holds that serious consideration of such proposals should be pursued by the officers designated in our structural recommendations below. The Task Force proposes that at the top of the list of proposals intended to enhance the reach of our academic mission into student life should be:

- **Establish first-year residence halls**

- **Link first-year advising to residence hall cohorts and/or Proseminars**

The Task Force believes that the way to bring intellectual wealth to the residential experience of first-year students is to link advising to cohorts of first-years sharing common living arrangements. This can be accomplished by assigning small residential blocks of first-years to a common faculty advisor. This can also be accomplished by pre-registering first-years in Proseminars (or other small courses) and by housing classmates together in residence halls. Ideally, we would have cohorts of first-years sharing living space, a small course, and a faculty advisor teaching the course. As a part of this model, we recommend administrative coordination of regular communication between faculty advisors and their advisees' Resident Advisor (RA). This linking of advising, course work, and residential life can produce multiple benefits: (1) strengthened advisor/advisee relationships in the first year; (2) additional substantive intellectual exchanges among students in their residence halls; and (3) improved faculty awareness of residential circumstances, to name a few.

In other words, the Task Force recommends that the College establish programs that approximate some residential and advising features of the sort of First Year Seminar program many of our peer institutions have. Clearly our commitment to a Sophomore Seminar Program in the recent curricular reform limits the extent to which we can pursue a full-blown FYS model. This limitation need not keep us, however, from realizing the positive benefits of course-advisor-residential cohorts to the extent possible within our current residence hall and curricular landscape. These potential programs have two other benefits as well: (1) they provide the College an opportunity to make the most of a relatively neglected component of the new curriculum, the Proseminar; and (2) they provide the College an opportunity to reconfigure dramatically the current residence hall demographics on campus, thereby potentially solving other problems associated with the distinct cultures of some of our residence halls.

Furthermore, the Task Force recommends:

- **Continue the First Year Forum program and encourage faculty participation**

The First Year Forum provides an excellent opportunity to engage students at an intellectual level about the cultivation of work and life habits essential to thriving as responsible members of an academic community. The Forum provides much of the programming that our first-years would otherwise miss due to the College's lack of a First Year Seminar program, and in a format that complements our established curricular commitments. The First Year Forum cannot accomplish its purpose, however, without the active participation of faculty, and faculty cannot be expected to add yet another responsibility to their demanding work loads without appropriate rewards or credit earned. There are various ways to reward faculty for their participation, such as counting their participation toward fulfillment of service expectations, or providing a course reduction for some number of years of contribution to the Forum.



Finally, with regard to curricular programming, the Task Force recommends:

- **The College should establish theme housing for suitable academic pursuits**

The College has contemplated the notion of theme housing for some years. Some of the hesitation over establishing theme houses has to do with concerns about what "themes" to house. The Task Force believes that language-themed houses, an arts house, or other curricularly motivated theme houses, provide a remarkable opportunity to bring together residentially students with shared intellectual passions. They also provide an opportunity for direct faculty involvement in residential programming. Even if not every idea for a theme house is academically wise, the Task Force recommends that the College establish selectively the sorts of theme housing that complements our academic mission.

Our programmatic recommendations are modest in number but potentially transformative in scope. The Task Force holds that successful implementation of these recommendations requires significant adjustments to the administrative structure of the Division of Student Life and to its structural relationships with the College's academic affairs administrative areas.

## **Structural Recommendations**

See the attached and proposed organizational chart for visual guidance in understanding these recommendations.

### ***A Vice President for Student Affairs and Dean of the College***

The Task Force was convened due in part to concerns about whether current administrative structure allows the educational mission of the College to inform consistently the daily work of the Division of Student Life. This Division benefits from many talented administrators and staff who, more often than not, must focus on daily tasks, regular problems, and managing crisis moments. Less often does the senior administration of this division have the luxury of time to strategize and implement a residential life experience for our students that complements and extends the academic mission. The goal of several of our recommendations is to encourage opportunities for strategic vision and planning by the Division, and in the process enhance the reputation of the Division among faculty members.

The Task Force was also convened due to concerns that the daily work, as well as the longer-term strategic planning, of the Dean of the Faculty and Dean of Students offices is not well coordinated. The kinds of programmatic recommendations we propose necessitate shifts of administrative authority, and a sharing of administrative responsibilities, that can better integrate the two offices and foster a stronger partnership in pursuit of the instructional mission of the College.

Our first set of recommendations is intended to address these matters:

- **Establish a Vice President for Student Affairs and Dean of the College position (VPSA/DOC) to replace the current Dean of Students position.**

The Task Force interviewed officers at several institutions that use this organizational model. In cases where this model was adopted in the last ten years (e.g., Colgate, Middlebury, Mt. Holyoke), it was adopted precisely to address the sorts of concerns the Task Force was charged to address. Institutions that have discerned a problematic separation between academic and student life administrative functions have sought to bridge that gap by establishing a Dean of the College. The VPSA/DOC would be a senior officer reporting directly to the President, and would be invested with both academic and student life responsibilities in ways that link student life policy-making to the instructional mission pursued by the Dean of Faculty or VPAA/DOF.

It is well known that what comes around goes around. Our study of the organizational history of the College reminded several on the Task Force that Hamilton had a Dean of the College, under multiple configurations, between 1957 and 1988. Yet through all of those years this position functioned essentially as a Dean of the Faculty, and so is only nominally comparable to our recommendation. We propose the establishment of a senior officer position to *partner* with the VPAA/Dean of the Faculty in fulfilling the educational mission of the College in tandem with our character as a *residential* liberal arts college.

Regarding the credentials of candidates for this position, the ideal candidate would have a terminal degree in their field, experience in the classroom, a scholarly record, and administrative experience involving student life. For example, someone who had teaching experience, research experience, and who had served in a position analogous to one of our current Associate Deans of Students or Faculty would be desirable. It may be valuable for the VPSA/DOC to have faculty status, but we understand that the successful candidate might not be eligible for a faculty appointment. Personal attributes often override technical qualifications, and we do not want to preclude the possibility that a strong individual who did not have one or another of the types of experience mentioned above might be the best candidate. In any case, the Task Force recommends that a national search be conducted to fill this position.

It should be noted that in the course of our investigation of organizational models at other institutions, the Task Force gave serious consideration to the possibility of a provost to whom the Dean of Faculty and the Dean of Students would report. Our interviews with officers elsewhere convinced us of the superiority of the VPSA/DOC model that we propose, given the specific charge of the Task Force. We saw little indication that establishing a provost would help accomplish the goal of better integrating the academic mission of the College into our student life configurations and administration. Establishment of a provost might assist with annual and longer-range fiscal and facilities planning, but the Task Force is not convinced that a provost would

help bridge the problematic gap between the functions of the Dean of the Faculty and Dean of Students divisions.

In sum, the Task Force holds that a VPSA/Dean of the College would be well-positioned to implement the programmatic recommendations presented above. Furthermore, many of those recommendations complement nicely the ideas generated by the recent Task Force on Alcohol. Implementation both of those ideas and of our recommendations will require the leadership of a Dean of the Faculty and a Dean of the College both advancing our instructional mission.

Establishing a Vice President for Student Affairs and Dean of the College entails other structural adjustments within the current Dean of Students office. The Task Force recommends:

- **Locate the current Dean of Students position as the Dean of Students and Associate Dean of the College, reporting to the VPSA/DOC.**

During the years that Hamilton had a Dean of the College, this officer functioned effectively as a Dean of the Faculty to whom the Dean of Students reported. We recommend that the Dean of Students and Associate DOC report to the VPSA/DOC. The purpose of this reporting structure is to place at the top of the Division of Student Life an officer shielded in large part from crisis management, able instead to focus on curricular and residential planning in concert with the VPAA/DOF.

It should be noted that the Task Force has made no assumption regarding whether the Associate Dean of the College and Dean of Students would be a member of the President's cabinet. The Associate DOC/DOS could potentially be counted among the senior officers and be included in the cabinet.

The Task Force also recommends:

- **Locate the current Associate Dean of Students (Academic) as a second Associate Dean of the College, reporting to the VPSA/DOC.**

While the Dean of Students and Associate Dean of the College would assume responsibility for much of the current Student Life reporting structure, the Associate Dean of the College (Academic) would work with the VPSA/DOC (and the VPAA/DOF and Associate DOF) on curricular matters, on the advising system, and on coordination of class dean functions (see below) within the Office of the Dean of the College.

- **Retain the current Associate Dean of Students (Study Abroad) position as a third Associate Dean of the College, reporting to the VPSA/DOC and coordinating a new Office of Off-Campus Study.**

The Office of Off-Campus Study would coordinate communication between the Programs in Washington and New York, the Programs Abroad in China, France, and

Spain, and study abroad generally, under the oversight of the Associate Dean of the College (Off-Campus Study). Administrative support personnel would continue to report to the relevant departments; the purpose of the Office of Off-Campus Study would be to centralize information resources for students considering all forms of off-campus study. Because an Associate Dean of Students already partially fulfills this role, and is currently supported by a temporary Coordinator of International Student Services, the staffing needs of this office should be explored.

- **Elevate the current Assistant Dean of Students for Multicultural Affairs position to a fourth Associate Dean of the College (International Students / Multicultural Affairs).**

Elevation of the latter position expresses the College's commitment to diversity and to multiple diversity initiatives. This Associate DOC would work closely with the Associate DOF/Diversity Coordinator on some of those initiatives.

Regarding organizational structure within the Division of Student Life, the Task Force also recommends that the VPSA/DOC office:

- **Reorganize administrative functions on a class dean model; and**
- **Establish a Judicial Coordinator position.**

The current three associate dean positions and the one current assistant dean (for multicultural affairs) position would, reconfigured as four Associate DOC's, double, in addition to their other duties, as four class deans in order to strengthen the advising system for our students. These functions within the DOC office would be coordinated by the Associate DOC (Academic). Class deans can be organized in several ways (one could be dean of the first-year class each year, or dean of the Class of 2008, for example), and the various options are under consideration by the Dean of Students office.

The Judicial Coordinator would report to the Dean of Students and Associate DOC. He or she would consolidate functions currently spread across the Associate Dean of Students (Academic) and the Director of Residential Life, and would work closely with the faculty chair of the Harassment Grievance Board.

All told, these recommendations entail the creation of one new position, that of Judicial Coordinator, and a reconfiguration of responsibilities for the VPSA/DOC position and his/her office.

### ***The VPAAIDOF Position***

In the course of studying ways of integrating and coordinating the work of the DOF and DOS offices, the Task Force considered the current range of responsibilities assigned to

the Vice President for Academic Affairs and Dean of the Faculty. These responsibilities include (among others): all of the personnel matters associated with faculty tenure and promotion; addressing individual and collective faculty concerns and needs; pursuing and sustaining consortial relationships with other institutions; large-scale budgetary priorities for the College; strategies meant to enhance our competitive advantage with respect to peer institutions; academic facilities space planning for the social sciences, arts, and humanities; and assessment research intended to further strengthen curricular and co-curricular programs at the College.

The Task Force has concluded that meeting this expansive array of responsibilities would present significant challenges to any person occupying the VPAA/DOF position. Managing faculty personnel matters is by itself a full-time job that often leaves the VPAA/DOF insufficient opportunity to focus on broader issues of institutional planning and strategy.

Short of direct recommendations, we suggest that the College consider structural changes that might address this problem. These might include creation of a new administrative position or establishment of divisional deans.

The Task Force suggests that the President consider the possibility of dividing the VPAA/DOF position into two senior administrative positions: a VPAA/DOF and a person responsible for Planning and Research. The latter administrator would concentrate his or her energies on envisioning and leading the qualitative advancement of the institution as a whole. This person would conceivably include among his/her direct reports the Director of Institutional Research; the College Librarian; and the Emerson Gallery Director. This Planning and Research administrator would focus in particular on synthesizing the many complex facilities plans currently in development. Orchestrating planning for the Library and for future gallery space would be facilitated by close cooperation between this planner and the administrators responsible for such facilities.

Additionally, the current Mellon Assessment project is but the beginning of longer-term efforts by Hamilton to lead its peers with respect to sophisticated empirical assessment of its curricular and residential programs. A Planning and Research administrator would conceive and lead assessment efforts from the vantage point of an overarching perspective on the College, its programs, practices, and priorities.

Given the responsibilities envisioned for this possible administrative position, the Task Force believes that the person holding the position should have academic credentials.

The possibility of dividing the VPAA/DOF position into two administrative positions requires further study and reflection. One among several questions is whether a Planning and Research administrator would be a senior officer or would report to a senior officer. The view of the Task Force is that the recommendations in this report may be implemented concurrently with further consideration of this possibility.

The Task Force also suggests that the President and the VPAA/DOF explore the possibility of establishing four divisional deans to whom department and program chairs

would report. Divisional deans could be responsible for a variety of matters including budgetary oversight of departments, course scheduling and enrollment planning, timing of faculty leaves, evaluation of departmental educational equipment requests, etc. (Assumption of some of these responsibilities would also allow the Associate DOF/Diversity Coordinator to focus attention on diversity initiatives). These part-time administrative positions could be staffed by faculty offered course releases or other incentives. While the Task Force considers divisional deans a promising addition to administrative structure, such a proposal is complex and contentious, and warrants cautious study.

### ***Reporting Structure***

The Task Force was convened in part due to concerns that the current VPAA/DOF position is overburdened with a cumbersome reporting structure. Creation of a Dean of the College position provides an ideal opportunity to reconfigure reporting structures so as to spread the academic mission of the College across the current DOF and DOS structures. The Task Force recommends:

- **Shift some current VPAA/DOF direct reports to the VPSA/Dean of the College: Registrar, Quantitative Literacy/Study Skills**

These reports relate to academic support services that appropriately fall under the purview of a Dean of the College as conceived by our peer institutions. Having the administrators of these services report to the VPSA/DOC will shift responsibility for some elements of the academic program such that he/she will share with the VPAA/DOF oversight of key curricular components. While also lightening the load on the VPAA/DOF, this shift will help suffuse the current Division of Student Life with an emphasis on academics and curricular support.

- **Shift some current VPAA/DOF direct reports to the Associate Dean of the Faculty/Diversity Coordinator: Opportunity Programs (HEOP, Posse, Access)**
- **Shift other current VPAA/DOF direct reports to the Executive Assistant to the VPAA/DOF: Student Fellowships, Health Professions**

By formalizing this reporting structure we hope to shield the VPAA/DOF from some details of decision-making so that he can focus, with the VPSA/DOC, on larger matters of planning, vision, and strategy. As Diversity Coordinator, it is reasonable that directors of the various Opportunity Programs report to the Associate DOF in order to facilitate coordination of these programs and in order to avoid costly duplications of effort. Student Fellowships and Health Professions are linked to other functions of the DOF office (e.g., summer research) in which the VPAA/DOF's executive assistant can play a coordinating role.

These changes in reporting structure would leave the VPAA/DOF with the following direct reports: Writing Center, Oral Communications, Athletics Director, Emerson Gallery, and Librarian. The Task Force realizes, however, that the direct reports occupying much of the attention of the current VPAA/DOF are the approximately 180 continuing faculty who bring all manner of concerns, great and small, to him daily. The Task Force is hopeful that the recently redefined position of Executive Assistant to the VPAA/DOF will make the VPAA/DOF role more manageable in this respect. Additionally, the Dean of the Faculty office needs to communicate clear guidelines to the faculty regarding the great variety of issues that can be addressed and resolved satisfactorily by the members of the office without requiring the attention of the VPAA/DOF.

### ***Meeting Practices and Committee Membership***

The purpose of reconfiguring organizational structure in the ways the Task Force recommends is to strengthen expression and pursuit of our academic mission across the current separation of functions between the DOF and DOS offices. These changes also serve the purpose of creating a partnership of strategy and vision between the VPAA/Dean of the Faculty and a new VPSA/Dean of the College, so that these two senior officers can advance our educational mission together through their participation in the President's cabinet. That partnership requires teamwork and cooperation, hence we recommend:

- **Regular meetings between the VPSA/DOC and the VPAA/DOF, in addition to and independent of senior officer meetings**
- **Regular meetings between the Associate Dean of the Faculty and the Associate Dean of the College (Academic)**

The latter two deans (in their current form) already work closely on advising and other matters. Close collaboration between them, taking into account the Associate DOC's proposed role in coordinating a class dean model, is one of several ways to build more bridges between the two divisions while also enhancing everyone's promotion of the academic mission of the College.

The Task Force also expects that the Dean of Students and Associate Dean of the College, in addition to managing much of the current Student Life reporting structure, would also work closely and regularly with the VPSA/DOC and the other Associate DOC's on matters of policy and planning, and would potentially join the President's cabinet as a senior officer.

The current elected committee structure of the faculty attempts to honor the inclusion of the current DOS office in certain curricular and governance deliberations. The Associate Dean of Students (Academic) sits *ex officio* on the Committee on Academic Policy; the Dean of Students and the Associate Dean of Students (Academic) sit *ex officio* on the

Committee on Academic Standing; the Dean of Students chairs *ex officio* the Committee on Student Activities.

The Task Force believes that an effective partnership between the VPAA/DOF and the VPSA/DOC requires changes to these *ex officio* committee appointments:

- **VPSA/DOC to sit *ex officio* on the Committee on Academic Policy along with the VPAA/DOF**
- **Associate DOC (Academic) to sit *ex officio* on and chair the Committee on Academic Standing (this reflects only a change of title; the current Associate DOS [Academic] already sits *ex officio* on and chairs the CAS)**
- **VPSA/Dean of the College to sit *ex officio* on the Academic Council. "Academic Council" to be renamed the Dean of the Faculty Advisory Council.**
- **Rename the Committee on Student Activities as the Dean of the College Advisory Council. VPAA/Dean of the Faculty to sit *ex officio* on this Council.**

These last recommendations strike the Task Force as especially important. The Academic Council functions as the executive committee of the faculty, sets the agenda for faculty meetings, sets ballots for faculty committee elections, and counsels the VPAA/DOF throughout the year. Under the structural changes we propose, the entity in need of that counsel is a *partnership* of the VPAA/DOF and the VPSA/DOC. Inclusion *ex officio* of the Dean of the College on the Dean of the Faculty Advisory Council will reflect this partnership. Similarly, elevation of the CSA into a DOC Advisory Council reflects the elevation of the current DOS position into a Dean of the College, while also reflecting the partnership between VPSA/DOC and VPAA/DOF in the latter's *ex officio* inclusion on this Council. The Task Force anticipates that, on occasion, the VPAA/DOF and the VPSA/DOC may opt to convene these Councils jointly for discussion of curricular, student life, or other matters.

It should be noted that inclusion of the VPSA/DOC on the Dean of the Faculty Advisory Council may require that the Dean of the College be a member of the faculty. The Task Force nevertheless remains ecumenical about the variety of educational administrative professionals who may be appropriate candidates for this position.

It should also be noted that these changes of committee membership would require changes to the Faculty Handbook.

Finally, the Task Force recommends:



- **Rename the On-Campus Planning Committee as the Priorities and Planning Committee and enhance its charge.**

The purpose of this committee will be to advise the President on institutional and financial priorities, and facilities and space planning. The Task Force hopes that the changes will result in a more active and authoritative campus committee, thereby assisting the President and senior officers with decision-making and long-term planning. Although the precise membership of the committee will be determined by the President, the Task Force recommends that it include four faculty members (including one member of the Faculty Committee on Budget and Finance) and representatives from the student body, staff, administration and M&O. The VPAA/ Dean of the Faculty, the VP for Administration and Finance, and the VPSA/ Dean of the College will serve as voting members. Should the College establish a senior administrator to focus on planning and research, this committee would fall under that person's oversight and would be chaired by the person holding that position.

### ***Structure and Culture***

The Task Force believes that the structural recommendations outlined above would play a significant and positive role in enhancing pursuit of the academic mission across the current Dean of Faculty and Dean of Students offices. We want to convey, however, that many of the staff members and administrators that we interviewed from across the College expressed greater concerns about the administrative and faculty *culture* of the institution than they did about our administrative *structure*.

While changes to administrative structure can enhance everyone's pursuit of a shared academic mission, the Task Force believes that structural changes cannot alone be expected to accomplish cultural change. Changing the culture of our community toward greater cooperation, coordination, and fellow-feeling will require that mutual respect, trust, honesty, responsibility, hard work, and good humor be shared among all contributors to our mission.

As one contribution to that cultural change, the Task Force recommends:

- **Orientation for new faculty that is designed to strengthen the structural changes recommended here.**

Rearrangements of senior officer responsibility, shifts in reporting structure, and changes to management practices will not alter the faculty culture unless each new cohort of continuing faculty learns a new way of excelling not only as teachers and scholars but as members of a thriving intellectual community that is also a complex organization. New faculty orientation should inculcate a respect for the partnership between the VPAA/DOF and the VPSA/DOC such that both offices are identified with the academic mission. And new faculty orientation should inculcate an understanding of

a reporting structure in which many matters can be resolved without addressing the senior officers directly.

Furthermore, the College deserves a system of values in which faculty members are assessed by the full range of their contributions (or lack thereof) to the life of the campus community. Hence the Task Force recommends:

- **For purposes of promotion and tenure, conceive teaching excellence to include excellent academic advising of students**
- **Evaluate faculty advising, reward excellent advisors, and hold negligent advisors accountable**
- **Distinguish between and value both committee service and co-curricular forms of service**

Many faculty contribute actively to the life of the College in ways other than elective or appointive committee service, often without acknowledgement or appreciation. We recommend that faculty annual reports, and tenure and promotion personal statements, detail both committee and co-curricular forms of service, and that both be taken into account in salary decisions as well as in tenure and promotion cases.

## **Symbolic Recommendations**

The Task Force was convened in part due to concern that the academic mission of the College did not consistently inform the work of the Division of Student Life. Unfortunately, some of the traditions and practices of the College do not invite constant involvement of the Division of Student Life in the intellectual life of the campus. The Task Force believes that some modest symbolic changes can help to shift perceptions and realities in a positive direction. We recommend:

- **The VPSA/Dean of the College should award student prizes at Convocation and on Class and Charter Day (and the VPAA/Dean of the Faculty should award Class and Charter Day faculty teaching awards)**
- **Every employee with at least a bachelor's degree should be welcome to march at Commencement**
- **The VPAA/Dean of the Faculty and the VPSA/Dean of the College should encourage organizers of public lectures and other events to welcome staff and administrative participation**

This can be accomplished by, for example, including interested staff and administrators in invitations to guest lecturer dinners.

In the interest of fostering friendships and camaraderie across the range of College employees, we also recommend:

- **Regular subsidized College employee happy hours at the Little Pub.**

This last recommendation, while seemingly trivial, reflects the outcome that the members of the Task Force hope all of our recommendations can help to realize: a more congenial intellectual community on the Hill. Such a community is fostered by the full range of College employees, diverse in their contributions but united in their focus on providing a truly excellent educational experience for all of our students.

Respectfully submitted,

Richard Bedient, Chair of the Task Force  
Vivyan Adair, Associate Professor of Women's Studies  
Meredith Harper Bonham, Executive Assistant to the President  
Ann Burns, Staff Assistant for Advising  
Mark Castro '05  
Marianne Janack, Assistant Professor of Philosophy  
Bob Kazin, Director, Counseling and Psychological Services  
G. Roberts Kolb, Professor of Music  
Kirk Pillow, Associate Dean of the Faculty  
Nancy Thompson, Acting Dean of Students  
Christina Willemssen, Associate Dean of Students (Academic)

## **Task Force on Academic and Student Life: Summary of Recommendations**

### ***Programmatic Recommendations***

- Establish first-year residence halls.
- Link first-year advising to residence hall cohorts and/or Proseminars.
- Continue the First Year Forum program and encourage faculty participation.
- Establish theme housing for suitable academic pursuits.

### ***Administrative Structure***

- Establish a Vice President for Student Affairs and Dean of the College position (VPSA/DOC) to replace the current Dean of Students position.
- Locate the current Dean of Students position as the Dean of Students and Associate Dean of the College, reporting to the VPSA/DOC.
- Locate the current Associate Dean of Students (Academic) as a second Associate Dean of the College, reporting to the VPSA/DOC.
- Retain the current Associate Dean of Students (Study Abroad) position as a third Associate Dean of the College, reporting to the VPSA/DOC and coordinating a new Office of Off-Campus Study.
- Elevate the current Assistant Dean of Students for Multicultural Affairs position to a fourth Associate Dean of the College (International Students / Multicultural Affairs).
- Reorganize administrative functions within the DOC office on a class dean model.
- Establish a Judicial Coordinator position.

### ***Reporting Structure***

- Shift some current VPAA/DOF direct reports to the VPSA/DOC: Registrar, Quantitative Literacy/Study Skills.
- Shift some current VPAA/DOF direct reports to the Associate Dean of the Faculty/Diversity Coordinator: Opportunity Programs (HEOP, Posse, Access).

- Shift other current VPAA/DOF direct reports to the Executive Assistant to the VPAA/DOF: Student Fellowships, Health Professions.

### ***Meeting practices and committee membership***

- Regular meetings between the VPSA/DOC and the VPAA/DOF, in addition to and independent of senior officer meetings.
- Regular meetings between the Associate Dean of the Faculty and the Associate Dean of the College (Academic).
- VPSA/DOC to sit on the Committee on Academic Policy along with the VPAA/DOF.
- Associate DOC (Academic) to sit on and chair the Committee on Academic Standing (as is currently the case).
- VPSA/Dean of the College to sit *ex officio* on the Academic Council. "Academic Council" to be renamed the Dean of the Faculty Advisory Council.
- Rename the Committee on Student Activities as the Dean of the College Advisory Council. VPAA/Dean of the Faculty to sit *ex officio* on this Council.
- Rename the On-Campus Planning Committee as the Priorities and Planning Committee and enhance its charge.

### ***Cultural and symbolic recommendations***

- Orientation for new faculty should be designed to strengthen the structural changes.
- For purposes of promotion and tenure, conceive teaching excellence to include excellent academic advising of students
- Evaluate faculty advising, reward excellent advisors, and hold negligent advisors accountable
- Distinguish between and value both committee service and co-curricular forms of service
- The VPSA/Dean of the College should award student prizes on Class and Charter Day (and the VPAA/Dean of the Faculty should award faculty teaching awards).

- Every employee with at least a bachelor's degree should be welcome to march at Commencement.
- The VPAA/Dean of the Faculty and the VPSA/Dean of the College should encourage organizers of public lectures and other events to welcome staff and administrative participation (by, for example, including interested staff and administrators in invitations to guest lecturer dinners).
- Regular subsidized College employee happy hours at the Little Pub.

# Integrating the Planning Process – Completed Studies

## Land Use & Landscape Initiatives

- April 2005 South Campus Master Plan "Draft"
- April 2005 Library Expansion/Admissions "Draft" Planning Study
- June 2002 Martin's Way Study
- June 2002 Land Use & Circulation Plan

## Academic Initiatives

- June 2005 Programming & Planning Study for **Burke Library**
- May 2005 Design Development Package for Expansion & Renovation of **Kirner-Johnson**
- February 2005 Programming & Planning Study for the **Visual & Performing Arts**
- January 2005 Programming & Planning Study for the **Humanities, Math/CS & General-purpose Classrooms**
- Fall 2004 Library Task Force Report

## Student Life Initiatives

- May 2005 Programming & Planning Study for Student **Centered Space (ELS, Beinecke & Bristol)**
- May 2005 **Dining** Planning Study
- March 2005 Schematic Design dwgs. for Rec/Fitness Center Project & Field House/Athletics Renovation/Addition
- July 2004 Steuben Field Report
- January 2004 Student Housing & Campus Life Plan
- October 2003 Student Housing & Campus Social Facilities Market Research Report
- August 2003 **Athletic and Recreation Center Master Plan**

## Residential Life Initiatives

- January 2004 Student Housing & Campus Life Plan
- October 2003 Student Housing & Campus Social Facilities Market Research Report
- May 2003 Campus Student Housing Study

Integrated Facilities Plan  
Presentation to  
Board of Trustees Planning Committee

Hamilton College



Butler Rogers Boskett Architects  
September 14, 2005

### Why Are We Planning for Facilities?

Goals of the 2002 Strategic Plan – to achieve excellence in:

1. Student communication (oral, written)
2. Engagement, rigor and student responsibility (advising, student-faculty research)
3. Infrastructure to support institutional emphases
4. People and financial resources (diversity, competitive compensation)
5. Distinctive academic programs (Asian Studies)
6. Assessment of the academic program (national recognition for assessment efforts)

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### Goal

**Integrated Facilities Plan for 10-15 years**

- Maximize plan benefits through integration of strategic initiatives
- Phase implementation to maintain financial flexibility
- Protect facility investments

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### The Last Ten Years: Facility Investments respond to Institutional Emphases

**Emphasis: Residential Life Decision**

Capital Expenditures 1995 - 2000	
\$23.2 million	
Academic	.6%
Administrative	1.6%
Athletic/Rec.	12%
Dining	16%
<b>Residential</b>	<b>52%</b>
Student Life	17%
Site/Landscape	.8%

→ 97%

**Emphasis: 2002 Strategic Plan**

Capital Expenditures 2001 - 2005	
\$77.99 million	
<b>Academic</b>	<b>74%</b>
Administrative	3.8%
Athletic/Rec.	.2%
Dining	0%
Residential	17%
Student Life	0%
Site/Landscape	5%

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### Lest we forget the Competition

**Academic\***

- Science
  - Amherst, Bowdoin, Colby, Colgate, Connecticut College, Wesleyan
- Social Science
  - Bates, Colby, Connecticut College, Wesleyan
- Visual Arts
  - Colby, Colgate, Trinity, Wesleyan
- Performing Arts
  - Amherst, Colby, Connecticut College, Trinity, Wesleyan, Williams
- Humanities
  - Amherst, Wesleyan
- Library / ITS
  - Bates, Colgate, Connecticut College, Middlebury, Trinity, Union, Williams

\*projects complete or in design

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### The Competition

- Residence Halls (mostly "independent living" type projects)
  - Amherst, Bowdoin, Colby, Colgate, Connecticut College, Middlebury, Trinity, Union, Wesleyan, Williams
- Dining
  - Bates, Colby, Middlebury, Williams
- Athletics/Recreation
  - Colby, Connecticut College, Middlebury, Union, Wesleyan, Williams
- Student Center
  - Bates, Colby, Colgate, Wesleyan, Williams

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### Integrating the Planning Process – Completed Studies

Land Use & Landscape Initiatives	Academic Initiatives	Student Life Initiatives	Residential Life Initiatives
<ul style="list-style-type: none"> <li>• April 2005 South Campus Master Plan "Draft"</li> <li>• April 2005 Library Expansion/Admissions "Draft" Planning Study</li> <li>• June 2002 Martin's Way Study</li> <li>• June 2002 Land Use &amp; Circulation Plan</li> </ul>	<ul style="list-style-type: none"> <li>• June 2006 Programming &amp; Planning Study for Burke Library</li> <li>• May 2006 Design Development Package for Expansion &amp; Renovation of Kirner-Johnson</li> <li>• February 2005 Programming &amp; Planning Study for the Visual &amp; Performing Arts</li> <li>• January 2005 Programming &amp; Planning Study for the Humanities, Math/CS &amp; General-purpose Classrooms</li> <li>• Fall 2004 Library Task Force Report</li> </ul>	<ul style="list-style-type: none"> <li>• May 2005 Programming &amp; Planning Study for Student Centered Space (ELS, Beinecke &amp; Bristol)</li> <li>• May 2005 Dining Planning Study</li> <li>• March 2005 Systematic Design Study for Res/Fitness Center Project &amp; Field House/Athletics Renovation/Expansion</li> <li>• July 2004 Steuben Field Report</li> <li>• January 2004 Student Housing &amp; Campus Life Plan</li> <li>• October 2003 Student Housing &amp; Campus Social Facilities Market Research Report</li> <li>• August 2003 Athletic and Recreation Center Master Plan</li> </ul>	<ul style="list-style-type: none"> <li>• January 2004 Student Housing &amp; Campus Life Plan</li> <li>• October 2003 Student Housing &amp; Campus Social Facilities Market Research Report</li> <li>• May 2003 Campus Student Housing Study</li> </ul>

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### Findings

#### Landscape

- Martin's Way organizing "Main Street"

#### Academic

- Science – a clear strategic strength
- Social Science – soon to be a strategic strength
- Other academic facilities do not support modern pedagogy (dated classrooms, small faculty offices, lack of student study space)
- Arts facilities outdated, some studios have safety concerns, need to support expanding programs
- Library/ITS needs enhanced program spaces and more room for collections

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### Findings

#### Residence Halls

- Excellent diversity of housing offerings
- 37% of beds renovated since 1995
- South campus residence halls in need of renewal
- Inventory has too many doubles, not enough singles, suites or apartments
- Still a sense of "needing beds" and lounge spaces

#### Dining

- Commons very popular, successful, and sufficient in capacity
- Café locations such as Opus "work" and create positive campus culture
- McEwen Dining Hall outdated and inefficient

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### Findings

#### Athletics

- Fitness Center too small
- Squash Courts not international standard
- Insufficient indoor multipurpose spaces and basketball courts for recreation

#### Student Activities

- Bristol no longer the "center" of campus
- Beinecke beautiful but not center of activity
- Strengthen center of activity at crossroads between north and south campus

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### Recommendations – Continue to Respond to Institutional Emphases

#### Phase One: 2006–2010

Focus: Academic, Athletic Student Life, Admission

Project Costs (in millions)	Phase One 2006 - 2010 \$66.4 million
Kirner Johnson	\$32.4*
Saunders Fitness/Dance	\$7.7*
Squash, Sports Med	\$7.3*
Sigma Phi – Admissions	\$5.0*
ELS/Beinecke	\$8.8
Kirkland	\$3.6*
Physical Plant	\$1.6
TOTAL PHASE ONE	\$66.4

\*Project Costs have been escalated.

Phase One 2006 - 2010 \$66.4 million

Academic	49%
Administrative	10%
Athletic/Rec	23%
Residential	5%
Student Life	13%
Site/Landscape	0%

90%

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### PHASE ONE: 2006 -2010 PROPOSED PROJECT INITIATIVES

**PROJECT INITIATIVES**

- ① Ongoing renovation/repair/expand for existing buildings
- ② New construction
- ③ Renovation/alteration
- ④ New buildings for new purposes
- ⑤ Expansion/renovation for existing buildings
- ⑥ Expansion/renovation for existing buildings
- ⑦ New buildings for new purposes
- ⑧ New buildings for new purposes
- ⑨ New buildings for new purposes
- ⑩ New buildings for new purposes

**LEGEND**

- Academic
- Athletic/Rec
- Residential
- Student Life
- Site/Landscape
- Physical Plant
- Other

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**Recommendations**

**Phase Two: 2011-2015**

	Project Costs (in millions)
The Arts – All Projects	\$44.6
- List Hall Renov/Expansion	
- New Gallery/Museum	
- New Black Box Theater	
- Root House – Art History	
Burke Library Renov/Expansion	\$46.0*
McEwen Dining Hall	\$6.9
<b>TOTAL PHASE TWO</b>	<b>\$97.5</b>

\*Project Costs have been escalated

**Focus: Academic**

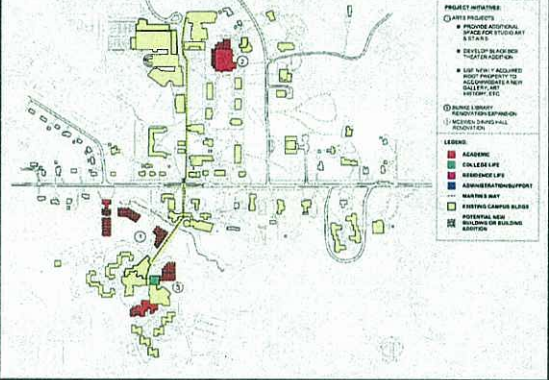
**Phase Two  
2011 - 2015  
\$97.5 million**

Academic	93%
Dining	7%

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**PHASE TWO: 2011 - 2015 PROPOSED PROJECT INITIATIVES**



**Recommendations**

**Phase Three: 2016+**

	Project Costs (in millions)
Convert Minor to Res. Hall	\$3.2
Humanities Center (incl. Couper and Benedict)	\$26.0
Renovate Root for Sr. Admin.	\$3.0
Renovate Buttrick Hall for Math	\$4.4
Sage Rink / Alumni Gym	\$6.4
<b>TOTAL PHASE THREE</b>	<b>\$43.0</b>

Costs have not been escalated.

**Focus: Academic**

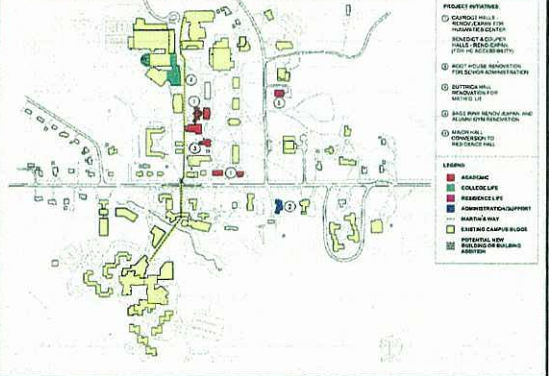
**Phase Three  
2016+  
\$43.0 million**

Academic	71%
Administrative	7%
Athletic/Rec	15%
Residential	7%

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**PHASE THREE: 2016 + PROPOSED PROJECT INITIATIVES**



**Summary: 2005 - 2016+**

**Phase One  
2006 - 2010**

- Kimer-Johnson renov./expans. & related site improvements
- Saunders Rec/Fitness Center
- Squash/Sports Med/Team Rms.
- Sigma Phi - Admissions
- ELSI/Benecke/Boston
- Kirkland Renovation
- Physical Plant Renovation

**Phase Two  
2011 - 2015**

- The Arts
- List Hall Renov/expansion
- New Gallery/Museum
- New Black Box Theater
- Root House – Art History
- Burke Library Renov/expansion
- McEwen Dining Hall Renovation

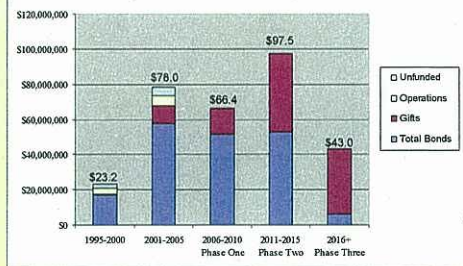
**Phase Three  
2016+**

- Develop Humanities Center
- Renovate Couper Hall
- Renovate Benedict Hall
- Renovate Root for Sr. Admin.
- Renovate Buttrick Hall for Math
- Renovate/expand Sage Rink
- Renovate Alumni Gym
- Convert Minor to Res. Hall

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**Capital Spending by Funding Source**




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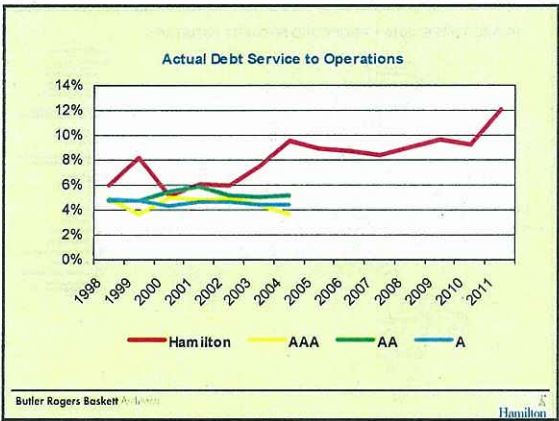
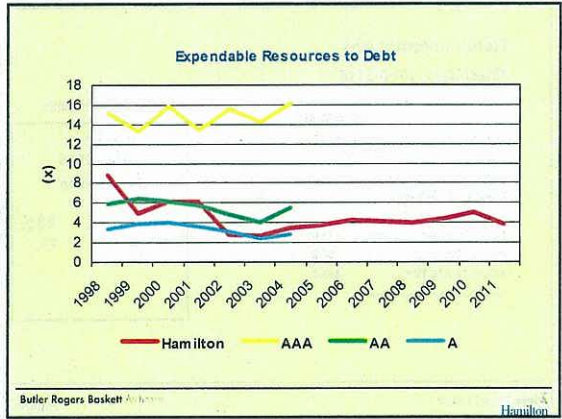
Hamilton

Integrated Facilities Plan  
Presentation to  
Board of Trustees Planning Committee

Hamilton College



Butler Rogers Baskett Architects  
September 30, 2008



The President has the prerogative to preside at the meetings of the Faculty. In the President's absence, or at her or his request, the Chair of the Faculty shall preside. Should the Chair be unable to preside, the Academic Council will select one of its members to preside. The Chair of the Faculty is elected annually and can serve no more than three consecutive terms. The Chair is a member, *ex officio*, of the Academic Council.

The call for any meeting of the Faculty shall include a statement of the agenda prepared by the Academic Council and distributed to the Faculty at least seven days before the meeting, along with all proposals, resolutions, and supporting materials. Normally the motions placed on the agenda by the Academic Council will come from standing committees of the Faculty, but ten members of the Faculty, after consultation with the appropriate committee and/or the Academic Council, have the right to have motions included on the agenda of a Faculty meeting. Normally, the chair of the relevant standing committee or the committee's designated substitute shall introduce business included on the agenda.

Final action on all business shall be taken by a majority vote of those members present and voting. Final action on any business not included on the agenda, or upon any business ruled by the presiding officer to involve a substantial change of policy, may be taken at the meeting to which it is first submitted only by consent of two-thirds of the members present and voting. Otherwise, final action upon such business shall be postponed to the next meeting of the Faculty. Amendment to Sections III, IV, V, VI, VII, and IX, and the Appendices of the *Faculty Handbook*, may be made only by a two-thirds majority, and with the concurrence of the President and the Board of Trustees.

Except as specified in this *Handbook*, Faculty meetings shall be conducted according to the latest edition of *Robert's Rules of Order*. The presiding officer shall be advised on parliamentary procedures by a member of the Faculty nominated and elected at the May meeting for a term of three years.

The Faculty shall nominate and elect annually at its May meeting one of its members to serve as Secretary of the Faculty. This election shall precede all committee elections. The Secretary shall serve as a member, *ex officio*, of the Academic Council; shall assist in election procedures as described in Chapter IV, Section A; shall form an Appeals Committee according to procedures described in Appendix A; and shall perform such other duties as are assigned by the Faculty. As Faculty Secretary, and as a member of the Academic Council, the Secretary oversees the recording and distribution of minutes of Faculty meetings. Such minutes, upon approval by the Faculty, are considered the official record of Faculty meetings.

When the Faculty meets in executive session, all motions and discussions are to be considered confidential unless the Faculty instructs the VP/Dean to make them public.

## IV. FACULTY SERVICE ON COMMITTEES AND BOARDS

### A. Standing Committees of the Faculty

To be eligible for election to a standing committee or an *ad hoc* committee of the Faculty, members of the Faculty must have taught at Hamilton for not less than one full academic year at the time of nomination, and must hold the rank of Professor, Associate Professor, or Assistant Professor, except for the Committee on Appointments and the Board of Seven, where eligibility is restricted to tenured members of the Faculty holding the rank of Associate Professor or Professor. The President is a member, *ex officio*, of all faculty committees.

#### 1. Nominations and Elections.

With the exception of the Board of Seven, each standing committee through its chair shall provide by April 1 as advice to the Academic Council the names of candidates for each vacancy. The Council will select two nominees for each vacancy for all committees and shall establish that nominees are eligible and willing to serve if elected. The Council shall nominate faculty members for committees in the order in which the committees are listed in the *Faculty Handbook*.

A final slate of all nominees for each committee vacancy will be distributed to the Faculty when it is called to its next to the last regularly scheduled meeting of the academic year. When elections become the order of business, the Council will distribute to each voting member present an official single ballot which lists the names of all nominees for each committee vacancy. The chair will entertain nominations from the floor for each committee, *seriatim*, in the order in which committees are listed on the ballot, which order shall be the same as that of the *Faculty Handbook*. The names of nominees offered from the floor shall be written on the ballot in appropriate spaces.

When nominations for the last committee are closed, the chair will ask members of the Faculty to vote by marking the preferred candidate for each vacancy on each committee. Completed ballots shall be delivered to the Secretary, who shall calculate the results, provide to the nominees the names of those elected, and enter the names of those elected in the Faculty meeting minutes.

Ballots delivered to the Secretary after the adjournment of the Faculty meeting at which the election is held will not be counted. Ballots on which a preferred candidate is not indicated for some vacancies will be taken to mean that the voter, in such cases, chose to abstain.

Election shall be by majority vote. In instances where a majority is not obtained, the Faculty shall conduct run-off elections at its last annual meeting until the chair declares that all vacancies are filled. Run-off elections shall be by written ballot, and they shall be conducted in the order in which the committees are listed in the *Handbook*.

The membership of each earlier listed committee shall be known to the body before the next run-off election is begun. In run-off elections, nominees must be from among those listed for the same vacancy on the earlier ballot.

The Parliamentarian, Secretary, and new members of all standing committees elected in May assume their responsibilities on July 1. Vacancies occurring during the year are filled by the same procedures, but service or membership becomes effective at the time of election.

## 2. Board of Seven.

Election to the Board of Seven shall be by two-stage preferential ballot. Not later than April 1, each voting member of the Faculty shall receive by mail from the Secretary of the Faculty a nomination ballot containing a list of all those tenured faculty eligible for nomination. Tenured faculty who are known to be resigning or retiring at the end of the current year, who are known to be going on leave for any part of the following academic year, or who are known to be serving on the Committee on Appointments for any part of the following academic year shall be ineligible. Each voting member shall mark on the ballot nine nominees in order of preference according to the instructions on the ballot, and shall return the ballot to the Secretary of the Faculty by April 15. The Secretary shall determine those twelve candidates most preferred, and shall place their names on the ballot for the second stage. Not later than May 1, each voting member of the Faculty shall receive by mail from the Secretary of the Faculty the second-stage ballot for the election, and shall mark on this ballot a preferential choice for all nominees according to the instructions on the ballot, and shall return the ballot to the Secretary by May 15. The Secretary shall determine the seven candidates most preferred and these seven shall constitute the Board of Seven.

The results shall remain confidential with the Secretary, and all ballots from the first- and second-stage procedures shall be preserved by the Secretary until the next annual election of the Board.

For description of the functions and procedures for the Board of Seven, see *Appendix A*.

## 3. Committee on Academic Policy

a. Membership. The Committee on Academic Policy shall consist of the VP/Dean, *ex officio*, and six elected members of the Faculty, with two elected each year for a three-year term. The chair of the Committee on Academic Standing will sit with the Committee as a non-voting member. Normally in January the Committee shall elect a chair for the following academic year. The Committee chair shall have the option of receiving a one-course teaching reduction annually.

b. Meetings. Normally the Committee shall meet weekly when College is in session, but special meetings may be called by the chair or the VP/Dean. Four voting members shall constitute a quorum.

c. Functions. The Committee shall review educational policies and requirements for the baccalaureate degree and recommend to the Faculty reforms on the curriculum; formulate procedures to carry out educational policies voted by the Faculty; oversee and notify the Faculty regarding the establishment, modification, or abolition of courses and concentration requirements; and advise the President and make recommendations to the Faculty regarding the establishment, modification, or abolition of programs and departments. The Committee shall also advise the VP/Dean and the President on the allocation of faculty to departments and programs of instruction; report annually to the Faculty the significant developments with which it dealt during the preceding year; and assume such other responsibilities as may be voted by the Faculty.

## 4. Committee on Appointments

a. Membership. The Committee on Appointments shall consist of six regular members. All members will be elected from among those on the Faculty holding tenure. Members will be elected for three-year terms, and annual elections will be held to replace members whose terms expire. At any time, the Committee must include at least three members with a minimum of one year of prior experience on the Committee on Appointments. No two members of the Committee shall be from the same department. In any decision or negotiation in which prior involvement or conflict of interests arise, the member involved will disqualify him- or herself, and another member of the Committee will take his or her place. The Committee will elect a chair from among the senior members of the Committee. The Committee chair shall have the option of receiving a one-course teaching reduction annually. In the event that there are more than twelve members of the Faculty standing for tenure in any given year, the Committee may request the election of a seventh

- regular member for a one-year term from among those members of the Faculty who have served previously on the Committee.
- b. Meetings. The Committee shall meet at the call of its chair, the VP/Dean, or the President.
  - c. Functions. The Committee shall advise the President and the VP/Dean on matters of reappointment, tenure, and promotion of members of the Faculty. The six members of the Committee shall be divided into three-person subcommittees to review candidates for reappointment, tenure, and promotion. Subcommittees will be chosen according to the following principles: (i) insofar as possible, subcommittee assignments will be divided equally among the members of the Committee; (ii) each subcommittee must have at least one member who has had one year or more of prior service on the Committee; and (iii) subcommittees will be assigned to cases on a random basis, with the caveat that no subcommittee will be assigned a case that produces a conflict of interest. Subcommittee decisions will be reported to the entire Committee, and the chair of the Committee will forward the subcommittee recommendation to the President and the VP/Dean on behalf of the entire Committee.

The Committee shall also advise the VP/Dean and the President on policies and procedures for faculty development, including the awarding of periodic leaves; and consult with the President or VP/Dean on any matters relating to appointments or faculty development that either wishes to bring to the Committee or which the Committee wishes to have considered.

## 5. Academic Council

- a. Membership. The Academic Council shall consist of the VP/Dean, *ex officio*, as chair, the Chair and the Secretary of the Faculty, both *ex officio*, and three elected members of the Faculty, with one elected each year for a three-year term.
- b. Meetings. Normally the Council shall meet weekly when College is in session, but special meetings may be called by the VP/Dean. Three members shall constitute a quorum.
- c. Functions. The Council shall serve as an executive committee for the Faculty and shall carry out such assignments as are delegated to it by the Faculty and the President. The Council shall act as an agenda committee for the Faculty and shall bring promptly to the Faculty all business issuing from its standing committees; call meetings of the Faculty, record and distribute minutes of all Faculty meetings; prepare slates of nominees for committee vacancies; advise the VP/Dean on policy, procedures, and requests for faculty travel and research support; set the College calendar annually, at least one year in advance, in accordance with faculty calendar guidelines; and advise the VP/Dean at the VP/Dean's request or upon its own initiative.

Faculty are encouraged to share concerns over issues of educational opportunity and equity with the Chair of the Faculty or any other member of the Council, which shall discuss such issues that come to its attention and will refer to appropriate standing committees issues that may be addressed either by changes in faculty policies and procedures or by the development of motions to be brought to the faculty. All members of the Council are expected to report any concerns for Council discussion. At least once each year the VP/Dean shall report on behalf of the Council to the faculty regarding the Council's discussions and recommendations regarding these issues.

## 6. Faculty Committee on Admission and Financial Aid

- a. Membership. The Faculty Committee on Admission and Financial Aid shall consist of the Dean of Admission, the VP/Dean, both *ex officio*, and six elected members of the Faculty, with one or more elected each year for four-year terms. The chair shall be elected annually by the Committee from among the faculty members.
- b. Meetings. The Committee shall meet monthly when College is in session, but special meetings may be called by the chair or at the request of any two members of the Committee. Five members shall constitute a quorum.
- c. Functions. The Committee shall oversee all matters of policy on admission and financial aid and recommend changes on policy to the Faculty for its approval and transmission to the President; advise the Dean of Admission at his or her request or upon its own initiative; participate to the level needed to perform its other functions as members of the Admission Board in the process of admission and awarding financial aid through reading and evaluation of admission folders and through participating in such other procedures as it deems suitable; review from time to time the work of the offices of Admission and Financial Aid to determine the degree to which they have adhered to policy and met stated objectives; help inform the admission staff about academic and cultural activities available at the College and about significant academic, intellectual, and artistic achievements by faculty and undergraduates; participate in the preparation and revision of information concerning faculty, departments, and programs of the College for prospective candidates for admission; participate in the selection of Associate and Assistant Deans of Admission, and consult on the procedures by which other positions in Admission and Financial Aid are filled; advise the President in any review he or she may undertake of the Office of Admission and Financial Aid or its personnel; recommend to the President procedures for filling the position of the Dean of Admission when a vacancy arises; and report annually to the Faculty.

## 7. Committee on Academic Standing

- a. Membership. The Committee on Academic Standing shall consist of the Associate Dean of Students (Academic) as chair, the Dean of Students, both *ex officio*, and four elected members of the Faculty, with one elected each year for a four-year term.
- b. Meetings. Normally the Committee shall meet twice a month when College is in session, but special meetings may be called by the chair.
- c. Functions. The Committee shall receive and take final action on petitions for summer credit, advanced placement credit, transfer credit, study at other institutions, independent study, and interdisciplinary and double concentrations; judge and take action on students' liability for academic probation or dismissal; certify to the Board of Trustees, on behalf of the Faculty, those students who have satisfied the requirements for the baccalaureate degree, and act on requests to receive the degree in *absentia*; review and approve the selection of students intending to participate in off-campus programs, including foreign study programs; review and approve instances of academic acceleration; maintain and publish records of all actions taken; and administer such other academic regulations as may be voted by the Faculty.

## 8. Committee on the Library

- a. Membership. The Committee on the Library shall consist of the Librarian, the VP/Dean, and the Vice President, Administration and Finance, all *ex officio*; three elected members of the Faculty with one elected each year for a three-year term; and four students appointed by the Student Assembly, two of whom shall be appointed annually for two-year terms. The Librarian may appoint an additional member from among the professional librarians. The chair is elected annually from among the faculty membership.
- b. Meetings. Normally the Committee shall meet once a month while College is in session, but special meetings may be called by the chair or at the request of the Librarian.
- c. Functions. The Committee serves to advise the Librarian on matters which he or she wishes to bring to the Committee; consult with the Librarian on any matter which the Committee wishes to have considered; report to the Faculty on policies and procedures relating to the Library; recommend to the Faculty for transmission to the President any changes in policy.

## 9. Committee on Information Technology

- a. Membership. The Committee on Information Technology shall consist of the Director of Information Technology Services (ITS), the VP/Dean, the Vice President, Administration and Finance, The Registrar, and the Librarian, all *ex officio*; four elected members

of the Faculty (representing the Sciences and Mathematics, Humanities and Languages, History and the Social Sciences, and the Arts) with at least one elected each year for a three-year term; and two students from different classes appointed as a junior for a term of two years. The Director of ITS shall serve as chair.

- b. Meetings. Normally, the Committee shall meet once a month while the College is in session, but special meetings may be called by the chair, or at the request of two elected members.
- c. Functions. The Committee works to insure that academic computing and networking are used appropriately and effectively in behalf of teaching and scholarship at the College. It serves as the principal means of communication among faculty, students, administrators, and staff on all matters relating to the use of information technology in the academic program. It reviews College policies and procedures relating to computing, networking, and the allocation of information technology resources, and, when it deems appropriate, suggests revisions. It advises the Committee on Academic Policy, the VP/Dean, the Vice President, Administration and Finance, and the Director of Information Technology Services, and serves as liaison with the College community.

## 10. Committee on Student Activities

- a. Membership. The Committee on Student Activities shall consist of the Dean of Students, *ex officio*, as chair; four elected members of the Faculty, with one elected each year for a four-year term, the Vice President of the Student Assembly, and one student appointed by the Student Assembly.
- b. Meetings. Normally the Committee shall meet once a month while College is in session, but additional meetings may be called by the chair.
- c. Functions. The Committee shall recommend to the Faculty for its approval and transmission to the President policy on matters relating to student life and services.

## 11. Faculty Committee on Budget and Finance

- a. Membership. The Committee on Budget and Finance shall consist of four elected tenured members of the faculty, with one elected each year for a four year term; the Vice President for Academic Affairs and Dean of the Faculty *ex officio*; and the Vice President, Administration and Finance *ex officio*. At any time, at least two of the Faculty members will have had a minimum of one year of prior experience on the Vice President's Advisory Committee or the Faculty Committee on Budget and Finance. A member of the faculty shall serve as chair.

- b. Meetings. Normally the committee shall meet monthly, but special meetings may be called by the chair, or at the request of any member.
- c. Functions. The Committee shall be provided with the necessary information to advise the President and Vice Presidents and report to the Faculty on the development of the annual budget, institutional priorities, and capital expenditures, including matters relating to the physical plant; monitor faculty compensation and benefits; advise on criteria and procedures for allocation of resources; examine financial and budget projections; participate in determining the existence or imminence of financial exigency; and consult with the President or officers on any matters they wish to bring to the committee. The committee shall report at least once each semester to the Faculty.

## 12. Committee on Athletics

- a. Membership. The Committee on Athletics shall consist of three elected members of the Faculty, with one elected each year for a three year term; the Faculty representative to the NCAA as appointed by the President *ex officio*; three students, two appointed from the Student Athlete Advisory Committee and one appointed by the Student Assembly; the Associate Dean of Students (academic) *ex officio*; and the Director of Athletics *ex officio* and the Senior Woman Administrator *ex officio*. One of the elected faculty members shall serve as chair.
- b. Meetings. Normally, the committee shall meet at least once a month, but special meetings may be called by the chair or at the request of one of the *ex officio* members.
- c. Functions. The Committee shall review policies related to athletics, including but not limited to, scheduling and class attendance, gender equity, use of facilities, and recruiting and admissions. The Committee will advise the Director of Athletics and the Administration, report to the Faculty at least once a semester, and bring legislation to the Faculty as appropriate.

## B. Committees and Boards with Faculty Members

In addition to the standing and *ad hoc* committees of the Faculty, faculty members serve on the following deliberative bodies:

### Elective Committees and Boards

#### 1. Alumni Council

- a. Membership. The membership of the Council shall consist of class representatives, representatives of local alumni associations, members-at-large, three faculty representatives elected by the Faculty for three-year overlapping terms, and designated *ex officio* members.

- b. Meetings. The Council shall hold at least two meetings annually at such times and places as the Council's By-Laws may provide.
- c. Function. The Alumni Council is the elected executive body of the Alumni Association and as such serves to accomplish the objectives of the Alumni Association.

## 2. Planning Committee

- a. Membership. The Planning Committee shall consist of the President as chair; the VP/Dean; the Dean of Students; the Vice President, Administration and Finance; a representative of the office of Communications and Development; three members of the Faculty with one elected each year for a three-year term; and two students selected by the Student Assembly, each of whom shall have been appointed as a junior for a two-year term.
- b. Meetings. The Committee will meet at the call of the chair, a chair *pro tem* designated by the chair, or at the request of any two members of the Committee.
- c. Function. The Committee shall advise the President on advanced planning for the College.

## 3. The Honor Court

- a. Membership. The Honor Court shall be comprised of ten voting members: seven students and three faculty members, and a non-voting student chair. Faculty members shall be elected by the Faculty at its May meeting, one each year for a staggered three-year term, from a slate nominated by the Nominations Committee of the Student Assembly Central Council. The written consent of the nominees must be presented to the Academic Council with the slate at least two weeks in advance of the election. At least two candidates will be nominated for each vacancy. If the Student Assembly is unable to present a slate, the Academic Council shall nominate candidates. In accordance with faculty rules, candidates may be nominated from the floor.
- b. For meetings and functions, see *The Hamilton College Student Handbook*.

## 4. The Judicial Board

- a. Membership. The Judicial Board shall be comprised of ten voting members: seven students and three faculty members, and a non-voting student chair. Faculty members shall be elected by the Faculty at its May meeting, one each year for a staggered three-year term, from a slate nominated by the Nominations Committee of the Student Assembly Central Council. The written consent of the candidates must be presented for each vacancy. In the event that the Student Assembly is unable to present a slate, the Academic



Council shall nominate candidates. In accordance with Faculty rules, candidates may be nominated from the floor.

b. For meetings and functions, see *The Hamilton College Student Handbook*.

### 5. The Appeals Board

- a. Membership. The Appeals Board shall be composed of five members: three faculty members and two students. Faculty members shall be elected by the Faculty at large for a three-year term, one vacancy arising per year.
- b. For meetings and functions, see *The Hamilton College Student Handbook*.
- Faculty members also serve on standing committees of the Board of Trustees. (See Chapter II. A.)

### C. Appointive Committees and Boards

1. **Committees for Academic Programs.** The VP/Dean appoints faculty members to committees for the academic programs established by the Faculty that are not under the jurisdiction of any department. Appointments are normally for three years. Whenever possible, the VP/Dean will ensure that the terms of Program Committee voting members provide continuity in all decisions relating to reappointment, promotion, and tenure of faculty members serving in those programs. Program committees are responsible for planning or proposing to the Committee on Academic Policy curriculum and academic requirements, administering the program, advising and evaluating students, and advising the VP/Dean on personnel matters related to the program. Committees exist for the following programs:

Africana Studies	Latin American Studies
American Studies	Medieval/Renaissance Studies
Asian Studies	Quantitative Literacy
Biochemistry/Molecular Biology	Russian Studies
Communication Studies	Women's Studies
Environmental Studies	

### 2. Committee on Student Awards and Prizes

- a. Membership. The Committee shall consist of three members of the Faculty appointed by the VP/Dean for three-year overlapping terms, with the chair to be selected by the VP/Dean from among the appointed members.
- b. Meetings. The Committee shall meet at the call of the chair.
- c. Functions. The Committee shall oversee the evaluating and ranking of essays, poems, and stories submitted for prize competitions, and designate recipients of awards; shall advise the Dean of Students as

requested on the selection of recipients of College awards and prizes; and shall select the James Soper Merrill Prize recipient.

### 3. Committee on Student Fellowships

- a. Membership. The Committee shall consist of the Dean of Students, *ex officio*, and at least four members of the Faculty appointed by the VP/Dean for four-year overlapping terms, with the chair selected by the VP/Dean from among the appointed faculty members.
- b. Meetings. The Committee shall meet at the call of the chair.
- c. Functions. The Committee shall coordinate the publicity, nomination, and selection processes for fellowships for which Hamilton students are eligible.

### 4. Health Professions Advisory Committee

- a. Membership. The Committee shall consist of six members of the Faculty and Administration appointed by the VP/Dean for three-year overlapping terms, with the chair appointed by the VP/Dean. At least four members of the Committee shall be members of the Faculty.
- b. Meetings. The Committee shall meet at the call of the chair.
- c. Functions. The Committee shall conduct programs for students contemplating careers in the health professions, advise students considering application to graduate programs in the health professions, and recommend students to these programs.

### 5. Pre-Law Committee

- a. Membership. The Committee shall consist of six members of the Faculty and Administration appointed by the VP/Dean for three-year overlapping terms with the chair to be selected by the VP/Dean. At least four members of the Committee shall be members of the Faculty.
- b. Meetings. The Committee shall meet at the call of the chair.
- c. Functions. The Committee shall conduct programs for students contemplating a career in the legal profession and advise students considering application to law school.

### 6. Harassment Grievance Board

- a. Membership. The Harassment Grievance Board (the "Board") shall be composed of at least eight and no more than ten members appointed by the President to staggered terms of two years in the case of student members and three years for non-student members. Each year the current Board will solicit applications and nominations and will recommend members who will serve in the following year. All members of the community may nominate individuals for Board membership provided the nominees are willing to serve if appointed. Every effort will be made to maintain a gender balance on the

Board, which will include students and members of the faculty, administration, staff, and maintenance and operations. At least one member of the Board will be a tenured faculty member and at least one a student. The President shall appoint new members to the Board and designate the Chair before the final week of classes of the spring term. Normally, the Chair will be a tenured member of the faculty. The Chair shall arrange for the Board members to receive training prior to assuming their responsibilities. The term of appointment for new members shall begin with the first meeting of the Board in the fall semester.

- b. Meetings. The Board shall meet at the call of the Chair.
- c. Functions. Members of the Board shall provide information and counsel concerning sexual harassment; refer to a trained campus member of the College community seeking mediation in a harassment situation; and respond to formal complaints. At the beginning of each term, the Board shall submit a report summarizing its activities of the previous semester to the President, who shall make the report public. The report shall not mention the name of any individual or identifying details of any case. For a description of Board policies and procedures, see the *Hamilton College Student Handbook*, and the separate brochure available in the Office of the Dean of Students, the Counseling Center, or from a member of the Harassment Grievance Board.

#### **7. Human Subjects Institutional Review Board**

- a. Membership. The Board shall consist of at least five members of varying backgrounds appointed by the VP/Dean for three-year overlapping terms with the chair to be selected by the VP/Dean. The Departments of Anthropology, Psychology, and Sociology should be represented along with another faculty member with expertise in ethical issues. The Board shall also include one person not associated with the College.
- b. Meetings. The Board shall meet at the call of the chair.
- c. Functions. The Board exists to make certain that all educational and research activities carried on at the College involving human subjects are in accord with the relevant state and federal regulations. Research involving human subjects must adhere to codes of professional ethics governing the rights and welfare of such subjects, as established by professional organizations. All research involving human subjects must be submitted to the Board for its approval.

#### **8. Institutional Animal Care and Use Committee**

- a. Membership. The Committee shall consist of at least five members appointed by the VP/Dean with three-year overlapping terms with the chair to be selected by the VP/Dean. The Committee shall

include faculty from the Biology and Psychology Departments with research experience involving animals, a licensed veterinarian, the College's animal care custodian, and one person not associated with the College.

- b. Meetings. The Committee shall meet at the call of the chair.
- c. Functions. The Committee is responsible for ensuring that the conditions under which animals are maintained and the objectives and procedures for all educational and research uses of animals at the College are in accord with the highest legal standards established by federal and state law, as well as with ethical guidelines established by the American Psychological Association, the American Physiological Society, and the Society for Neuroscience. Any faculty member or student using laboratory animals in teaching or research must submit proposals for approval to the Committee before the use takes place.

#### **9. Scientific Misconduct Review Board**

- a. Membership. The Board shall consist of at least five members of varying backgrounds appointed by the VP/Dean for three-year overlapping terms, including at least one member from among the science faculty, and with the Associate Dean of the Faculty serving as chair. The Board shall also include one person not associated with the College.
- b. Meetings. The Board shall meet at the call of the chair.
- c. Functions. The Board is responsible for dealing with allegations of possible misconduct in scientific research at the College. In compliance with federal regulations and following procedures endorsed by the Public Health Service and the National Science Foundation, the Board will investigate any such allegation and make a report to the VP/Dean and to the Office of Scientific Integrity, Public Health Service, Department of Health and Human Services.

#### **10. Radiation Safety Committee**

- a. Membership. The Committee shall consist of at least five members appointed by the VP/Dean with the Chair to be selected by the VP/Dean. The Committee shall include faculty from the Departments of Biology, Physics, and Geology, as well as the Director of Campus Safety, and Laboratory Coordinator.
- b. Meetings. The Committee shall meet quarterly.
- c. Functions. The Committee will monitor established procedures with regard to radioisotopes and radiation-generating equipment, develop new or revised procedures in order to ensure compliance with state regulations, evaluate the suitability of facilities, and evaluate the credentials of persons proposed to be added to the College's license. The Radiation Safety Committee communicates with and has

common concerns with the Hazardous Waste Committee. The Committee reports directly to the Officers of the College.

## V. DEPARTMENTS AND PROGRAMS OF THE FACULTY

The departments of instruction are Anthropology, Art, Art History, Biology, Chemistry, Classics, Communication, Comparative Literature, Computer Science, Dance, East Asian Languages and Literature, Economics, English, French, Geosciences, German and Russian Languages and Literatures, Government, Hispanic Studies, History, Mathematics, Music, Philosophy, Physical Education, Physics, Psychology, Religious Studies, Sociology, and Theatre.

Academic programs include Africana Studies, American Studies, Asian Studies, Biochemistry/Molecular Biology, Chemical Physics, Digital Arts, Education Studies, Environmental Studies, Geoarchaeology, Latin-American Studies, Medieval/Renaissance Studies, Neuroscience, Public Policy, Russian Studies, and Women's Studies.

Program Committees composed of faculty members appointed by the VP/Dean carry out the instructional responsibilities of the College's interdisciplinary programs. These responsibilities include advising the Committee on Academic Policy and the VP/Dean on all curricular developments affecting the program; supervising the advising of students concentrating or minoring in the program; and making recommendations to the VP/Dean on personnel matters relating to the program.

### A. Meetings

1. In departments or programs with two or more members the chair shall call at least one meeting of the department or program in each term of the academic year. Additional meetings may be called by the chair and shall be called by her or him on request of at least one-third of the voting members of the department or program committee.
2. Except for certain votes on appointments and reappointments as noted below, the voting members of the department or program shall be those faculty members in residence who hold appointments as Professor, Associate Professor, Assistant Professor, or Instructor.
3. Voting privileges of other members shall be determined by each department or program committee.

4. Appeal from a decision of a department or program committee may be carried by any member to the final authority of the President.

### B. Chair

1. **Department Chair.** The chair of a department shall be appointed by the President, in consultation with the VP/Dean, from among the members of the department, normally for a term of four years. He or she may be reappointed. In order to ensure an opinion regarding the choice of the departmental chair, the VP/Dean will solicit advice from all members before submitting a recommendation to the President. At the time of a chair's appointment, the VP/Dean and the appointee shall agree on a suitable means of compensation.

The VP/Dean will consult chairs of departments about salary recommendations for members before making such recommendations to the President.

2. **Department and Program Committee Chairs.** In consultation with departmental or program colleagues, the chair of a department or program committee shall ensure that the educational, recruitment, and administrative functions of the department or program are effectively fulfilled. It shall be the duty of the chair to call meetings, as noted, and to preside over such meetings. Unless other provisions are made by vote, the chair shall be the intermediary between the department or program, on the one hand, and, on the other, officers of the administration, other departments or programs, and standing committees. It is expressly stipulated, however, that direct communication between any member of a department or program and officers of the administration shall at all times be free and open.

### C. Functions

Subject to the authority reserved to the President and the Faculty, it shall be the function of a department or program:

1. To formulate the educational policy of the department or program in accordance with the overall academic policy established by the Faculty.
2. To provide the proper courses, examinations, and requirements for the carrying out of such policy.
3. To award departmental or program honors and prizes.
4. To divide the work of instruction equitably among members of the department or program.

2005-2006  
**FACULTY MEMBERSHIP ON COMMITTEES**  
**ELECTED COMMITTEES OF THE FACULTY**

Faculty Chair

Thickstun, M. 2006

Faculty Secretary

Morgan, C. 2006

Parliamentarian

Elected at Sept. Faculty Meeting 2006

Committee on Academic Policy

Paris, D. ex officio  
 Klinkner, P. ex officio  
 Bailey, D. 2006 (Chair)  
 Guyot-Bender, M. 2006  
 Pellman, S. 2007  
 Kanipe, E. 2007  
 Major, S. 2008  
 Grant, K. 2008

Committee on Appointments

Kinnel, R. 2006 (Chair)  
 O'Neill, P. 2006  
 Silversmith, A. 2006  
 Anechiarico, F. 2007 (FS)  
 Beck, C. 2007  
 Bellini-Sharp, C. 2008  
 Elected at Sept. Faculty Meeting 2008

Academic Council

Paris, D. ex officio (Chair)  
 Thickstun, M. ex officio  
 Morgan, C. ex officio  
 Kelly, A. 2006  
 Hirshfield, S. 2007  
 Janack, M. 2008

Faculty Committee on Admission and Financial Aid

Inzer, M. ex officio  
 Paris, D. ex officio  
 Franklin, T. 2006  
 Kelly, A. 2006 (Chair)  
 Toegel, E. 2007  
 Buchman, H. 2008  
 Jones, G. 2008  
 Jensen, B. 2009

Committee on Academic Standing

Thompson, N. ex officio  
 Klinkner, P. ex officio (Chair)  
 Doran, K. 2006  
 Rosmaita, B. 2006  
 Yee, P. 2007  
 Martin, R. 2008 (FS)  
 Brewer, K. 2009

Committee on the Library

Ericson, R. ex officio  
 Paris, D. ex officio  
 Leach, K. ex officio  
 Smallen, D. ex officio  
 Boutin, D. 2006  
 Bartle, J. 2007  
 Larson, D. 2008  
 (4 students appointed by Student Assembly)

Committee on Information Technology

Smallen, D. ex officio  
 Paris, D. ex officio  
 Leach, K. ex officio  
 Friedel, K. ex officio  
 Ericson, R. ex officio  
 Bailey, M. 2006  
 Humphries-Brooks, S. 2007  
 Wu, S. 2007  
 Carter, R. 2008  
 (2 students)

Committee on Student Activities

Thompson, N. ex officio (Chair)  
 Cryer, M. 2006  
 Ambrose, D. 2007 (S)  
 Bryant, S. 2008  
 Bailey, M. 2009  
 (2 students)

Faculty Committee on Budget and Finance

Paris, D. ex officio  
 Leach, K. ex officio  
 Orlando, M. ex officio  
 Rabinowitz, P. 2006 (FS)  
 Rosenstein, I. 2006  
 Owen, A. 2007 (Chair)  
 Jones, T. 2008  
 Gant, E. 2009

## FACULTY MEMBERSHIP ON COMMITTEES

## ACADEMIC PROGRAM COMMITTEES\*

<u>Africana Studies Committee</u>		<u>Latin American Studies Committee</u>	
Mwantuali, J.	2006	Hwangpo, C.	2006 (FS)
Haley, S.	2007 (Chair)	Sánchez-Casal, S.	2006 (FS)
Patterson, T.	2008	Drogus, C.	2006 (FS)
Franklin, T.	2008	Gilbert, D.	2007
Williams, C.	2008	Gelles, S.	2007
		Tejerina-Canal, S.	2008 (Acting Chair)
<u>American Studies Committee</u>		<u>Medieval/Renaissance Studies Committee</u>	
Isserman, M.	2007 (Chair)	Broedel, H.	2006
Kodat, C.	2008	Thickstun, M.	2006 (Acting Chair)
		McEnroe, J.	2006 (S)
<u>Asian Studies Committee</u>		Krueger, R.	2007 (JYF)
Latrell, C.	2006	Hamessley, L.	2008 (S)
Jin, H.	2006		
Wilson, T.	2006 (F)	<u>Quantitative Literacy Committee</u>	
Omori, K.	2006	O'Neill, M.	ex officio
Trivedi, L.	2006	Pierce, G.	2006
Goldberg, S.	2007	Brewer, K.	2008 (Chair)
Yao, S.	2007 (FS)	Pliskin, J.	2008
Li, C.	2007 (Chair)	Kelly, T.	2008
Williams, J.	2008		
Xu, D.	2008	<u>Russian Studies Committee</u>	
Ortabasi, M.	2008	Sciacca, F.	2006
Kamiya, M.	2008	Bartle, J.	2007 (Chair)
		Keller, S.	2008
<u>Biochemistry/Molecular Biology Committee</u>		<u>Women's Studies Committee</u>	
Shields, G.	2006 (Acting Chair)	Hamessley, L.	2006 (S)
Festin, S.	2006	Gentry, M.	2006 (Chair)
Elgren, T.	2007	Rabinowitz, N.	2006 (FS)
Garrett, J.	2008	Haley, S.	2007
		Kanipe, E.	2008
<u>Environmental Studies Advisory Committee</u>			
McCormick, M.	2006 (FS)		
Cannavó, P.	2006		
Videras, J.	2006 (S)		
Pfitsch, W.	2007 (S)		
Rayne, T.	2007		
Oerlemans, O.	2008 (Chair)		
Domack, E.	2008		
Doran, K.	2008		

\*These are current committee lists and may be at variance with *Catalogue* copy published earlier in the summer.

2005-2006  
FACULTY MEMBERSHIP ON COMMITTEES

APPOINTED COMMITTEES

Committee on Student Awards and Prizes

Gold, B.	2006
Kanipe, E.	2007 (Chair)
McCormick, M.	2008

Student Fellowships Committee

Thompson, N.	ex officio
Dosch, G.	ex officio
Guyot-Bender, M.	2006
Janack, M.	2007
Ambrose, D.	2007 (S)
Bartle, J.	2008
Bedient, R.	2008 (Chair)
Jensen, E.	2008

Health Professions Advisory Committee

Miller, S.A.	2006
Jones, G.	2006
McKee, T.	2006 (S)
North, L.	2007 (Chair)
Bell, L.	2007
Weldon, D.	2007
Kinnel, R.	2008
Wu, S.	2008
O'Neill, J.	2008

Pre-Law Committee

Simon, R.	2006
Ambrose, D.	2007 (Chair) (S)
Mason, S.	2008

Harassment Grievance Board

(Faculty Representatives)	
Bailey, D.	2006 (Chair)
Morgan, C.	2006
Borton, J.	2007

Human Subjects Institutional Review Board

Lindner, A.	ex officio
Beck, C.	2006
Yee, P.	2006 (Chair)
Owen, A.	2006
Irons, J.	2007
McKee, T.	2007 (S)
Joseph, J.	2008
Borton, J.	2008

Institutional Animal Care and Use Committee

Lindner, A.	ex officio
Weldon, D.	2006 (Chair)
Corney, S.	2006
Miller, S.A.	2007
Malloy, J.	2007
Walsh, M.	2007
Gapp, D.	2008
Lemmer, L.	2008

Scientific Misconduct Review Board

Pillow, K.	ex officio
Rosenstein, I.	2006
Yee, P.	2006
Redfield, R.	2007
Rayne, T.	2007
McKee, T.	2007 (S)

Radiation Safety Committee

Bailey, D.	2006
Collett, B.	2007
Ingalls, P.	2007
Gapp, D.	2008
Gapp, P.	2008 (Chair)

Trustee Honorary Degree Committee

Vaughan, J.	2006 (S)
Rosenstein, I.	2007

**HAMILTON COLLEGE FINANCIAL FORECAST as of December, 2005**

	Actual Results 2005	Approved Budget 2006	Requested Budget 2007	Forecast Budget 2008	Forecast Budget 2009	Forecast Budget 2010	Forecast Budget 2011
<b>Revenues</b>							
Tuition & Fees	59,133,189	62,978,090	66,832,700	69,412,600	72,876,500	76,510,800	80,316,700
Scholarships	(18,116,888)	(19,275,200)	(20,591,700)	(21,131,800)	(22,171,000)	(23,261,200)	(24,403,000)
Net Tuition Revenue	41,016,301	43,702,890	46,241,000	48,280,800	50,705,500	53,249,600	55,913,700
Endowment Draw							
By Policy	19,110,000	19,874,000	21,265,200	22,966,000	24,803,000	26,787,000	28,930,000
For Debt Service	2,600,000	2,600,000	2,100,000	3,825,000	3,250,000	1,825,000	0
For Capital Campaign	827,490	1,000,000	1,000,000	0	500,000	1,000,000	1,000,000
Unrestricted Gifts	5,472,742	5,400,000	5,700,000	5,700,000	5,800,000	6,000,000	6,200,000
Restricted Gifts & Grants	1,742,138	1,044,200	1,107,500	1,129,700	1,152,300	1,175,300	1,198,800
Government Gifts & Grants	2,703,599	2,015,400	2,077,500	2,119,100	2,161,500	2,204,700	2,248,800
Auxiliary Enterprises	13,976,618	15,200,700	16,599,300	17,362,700	18,178,100	19,029,100	19,916,600
Other Operating Income	1,230,479	1,428,200	1,929,200	1,967,800	2,007,200	2,047,300	2,088,200
Total Revenues	88,679,367	92,265,390	98,019,700	103,351,100	108,557,600	113,318,000	117,496,100
<b>Expenditures</b>							
Faculty Wages	15,634,282	16,652,320	18,131,000	19,011,900	19,867,400	20,761,400	21,695,700
Other Employee Wages	17,678,793	18,159,090	19,042,900	19,998,900	20,988,000	22,011,400	23,069,900
Student Wages	1,195,689	1,306,450	1,319,600	1,346,000	1,372,900	1,400,400	1,428,400
Benefits	10,114,894	11,006,500	11,487,400	12,107,000	12,879,600	13,693,700	14,551,100
Total Salary & Benefits	44,623,658	47,124,360	49,980,900	52,463,800	55,107,900	57,866,900	60,745,100
Utilities	3,698,659	4,443,500	5,704,000	6,063,800	6,585,600	7,004,600	7,494,900
Food Service	3,631,844	3,758,900	3,953,800	4,072,400	4,194,600	4,320,400	4,450,000
Insurance & Taxes	1,115,978	1,211,400	912,900	940,300	968,500	997,600	1,027,500
Debt Service	8,052,636	8,227,000	8,210,100	9,468,000	10,591,400	10,523,300	10,521,700
Technology Eqp & Initiatives	1,020,390	955,000	1,030,000	1,310,000	1,310,000	1,350,000	1,400,000
Other Educational Eqp	150,255	100,000	150,000	175,000	200,000	225,000	250,000
Other Non Educational Eqp	351,058	300,000	375,000	375,000	400,000	400,000	450,000
Renewals & Replacements	910,433	900,000	1,100,000	1,200,000	1,300,000	1,400,000	1,500,000
Capital Projects	865,000	900,000	1,100,000	1,200,000	1,300,000	1,400,000	1,500,000
Restricted Programs	6,104,685	5,498,200	5,521,100	5,631,500	5,744,100	5,859,000	5,976,100
Other Operating Expenses	17,475,654	18,013,120	19,081,900	19,312,700	19,505,800	19,895,900	20,293,800
Contingency	0	833,910	900,000	1,233,400	1,293,800	1,345,000	1,400,100
Total Expenditures	88,000,250	92,265,390	98,019,700	103,445,900	108,501,700	112,587,700	117,009,200
<b>Surplus (Deficit)</b>	<b>679,117</b>	<b>0</b>	<b>0</b>	<b>(94,800)</b>	<b>55,900</b>	<b>730,300</b>	<b>486,900</b>

	Actual Results 2005	Projected Financials 2006	Forecast Financials 2007	Forecast Financials 2008	Forecast Financials 2009	Forecast Financials 2010	Forecast Financials 2011
Budget Surplus (Deficit) from Above	679,117	0	0	(94,800)	55,900	730,300	486,900
Depreciation, Amortization & Disposals	(6,568,484)	(8,359,465)	(8,947,783)	(9,202,999)	(9,395,269)	(10,257,769)	(11,427,471)
Principal	2,800,000	3,225,000	3,345,000	3,701,594	4,039,171	4,194,218	4,950,903
Capitalized Interest	1,954,574	1,978,240	822,586	778,282	1,228,137	1,465,612	-
Maintenance Reserves	0	0	0	0	0	0	0
Ed and Non-Ed Equipment	1,336,611	1,355,000	1,555,000	1,860,000	1,910,000	1,975,500	2,100,000
Renewals and Replacements	1,265,165	1,800,000	2,200,000	2,400,000	2,600,000	2,800,000	3,000,000
Library Books	460,306	443,101	456,394	470,086	484,188	498,714	513,675
Other equipment (from restricted fund)	368,913	200,000	200,000	200,000	200,000	200,000	200,000
Income returned to endowment	325,390	250,000	250,000	250,000	250,000	250,000	250,000
Income returned to loan funds	219,237	200,000	200,000	200,000	200,000	200,000	200,000
Restricted fund balance change	895,149	750,000	400,000	400,000	400,000	400,000	400,000
Matured Life Income to Annual Fund	(8,925)	0	0	0	0	0	0
Transfers from Endowment to Restrict	(9,000)	0	0	0	0	0	0
Change in FASB 106 Obligation	(24,124)	(130,000)	(130,000)	(135,000)	(140,000)	(145,000)	(150,000)
Debt Service Accruals	0	0	0	0	0	0	0
Impairment of Fixed Assets	(2,184,795)	0	0	0	0	0	0
Other	368,469	0	0	0	0	0	0
<b>Increase (Decrease) in Net Assets from Operating Activities</b>	<b>1,877,603</b>	<b>1,711,876</b>	<b>351,197</b>	<b>827,162</b>	<b>1,832,128</b>	<b>2,311,075</b>	<b>524,008</b>

Capital Plan Cash Flow

Table 8

	(A) Expenses To date	(B) Funds Available/ Budget	Project Balance	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
Updated 30 Jan 2006														
1999 Bond Proceeds	\$184	\$4,434	\$4,250	\$150	\$4,100									
Sigma Phi	\$184	\$4,434	\$4,250	\$150	\$4,100									
2002 Bond Proceeds	\$1,869	\$15,369	\$13,500	\$7,496	\$4,530	\$1,474								
Saunders Fitness	\$531	\$6,838	\$6,307	\$6,307										
Martin's Way	\$20	\$750	\$730	\$40	\$690									
Kirkland ResHall	\$136	\$4,000	\$3,864	\$664	\$3,200									
S. Campus Circulation	\$87	\$207	\$120	\$80	\$40									
KJ Addition	\$1,095	\$3,574	\$2,478	\$405	\$600	\$1,474								
1 July 2005 Bond	\$2,001	\$2,250	\$249	\$249	\$0									
46kv Substation	\$2,001	\$2,250	\$249	\$249	\$0									
1 July 2007 Bond	\$0	\$24,785	\$24,785	\$66	\$66	\$7,019	\$13,900	\$3,800						
KJ Addition	\$23,676	\$23,676		\$66	\$66	\$5,976	\$13,900	\$3,800						
S. Campus Circulation	\$1,043	\$1,043		\$1,043										
Sigma Phi	\$66	\$66		\$66										
Sigma Phi	\$0	\$1,000	\$1,000	\$350	\$650									
Sigma Phi	\$1,000	\$1,000		\$350	\$650									
Athletic (Saunders/Squash) Gifts (\$10M)	\$558	\$10,000	\$9,442	\$4,067	\$5,375									
Fitness Center	\$2,862	\$2,862		\$2,862										
Squash Court	\$343	\$6,300	\$5,957	\$4,057	\$1,900									
FH Training Room	\$87	\$700	\$613	\$613										
Team Rooms	\$128	\$138	\$10	\$10										
KJ Gifts (\$7500)	\$0	\$7,500	\$7,500	\$1,800	\$1,800	\$5,700								
KJ Addition	\$4,750	\$4,750		\$4,750										
S. Campus Circulation	\$2,750	\$2,750		\$1,800	\$950									
Subtotal Bonds and Gifts:	\$4,612	\$65,338	\$60,727	\$11,713	\$16,470	\$14,843	\$13,900	\$3,800	\$0	\$0	\$0	\$0	\$0	\$0
46kv Substation	\$2,001	\$2,250	\$249	\$249										
Saunders Fitness Center	\$531	\$9,700	\$9,169	\$6,307	\$2,862									
Squash Court	\$343	\$6,300	\$5,957	\$4,057	\$1,900									
FH Training Room	\$87	\$700	\$613	\$613										
FH Team Room	\$128	\$138	\$10	\$10										
Martin's Way West Quad	\$20	\$750	\$730	\$40	\$690									
Sigma Phi & Parking Moods	\$184	\$5,500	\$5,316	\$150	\$4,516	\$650								
Kirkland Res-Hall Renovation	\$136	\$4,000	\$3,864	\$664	\$3,200									
S. Campus Circ./Util. Upgrade	\$87	\$4,000	\$3,913	\$80	\$1,840	\$1,993								
KJ Addition and Renovation	\$1,095	\$32,000	\$30,905	\$405	\$600	\$12,200	\$13,900	\$3,800						
ELS/Beimecke Add/Renovations	\$14,000	\$14,000		\$195	\$845	\$12,000								
Fieldhouse Team Rooms/Hall of Honor	\$1,362	\$1,362		\$1,362		\$960								
Burke Library Renovation & Addition	\$45,000	\$45,000			\$400	\$1,362	\$1,390	\$1,650	\$14,000	\$12,000	\$14,000	\$1,560		
Gallery/Museum PH 1	\$9,000	\$9,000		\$25	\$135	\$345	\$300	\$3,600	\$4,000	\$595				
Gallery/Museum PH 2	\$5,000	\$5,000		\$25	\$120	\$295	\$255	\$2,000	\$2,000	\$305				
Gallery/Museum PH 3	\$7,500	\$7,500		\$25	\$120	\$295	\$255	\$2,000	\$2,000	\$305				
List Art Center Visual Arts Reno/Add Theater	\$12,500	\$12,500	\$20	\$20	\$110	\$295	\$260	\$5,600	\$3,275	\$230				
Art Project Site Work	\$13,500	\$13,500	\$20	\$20	\$110	\$310	\$270	\$5,500	\$6,200	\$1,090				
McEwen Dining Hall Renovation	\$5,600	\$5,600		\$20	\$110	\$295	\$255	\$1,900	\$2,200	\$820				
Minor Theater Conversion	\$6,900	\$6,900		\$20	\$110	\$295	\$255	\$1,900	\$520	\$5,500	\$880			
Bristol Center Renovations	\$5,000	\$5,000			\$480	\$420			\$20	\$480	\$480	\$270		
Wally Johnson Renovation	\$6,000	\$6,000			\$530	\$540			\$300	\$540	\$540	\$270		
E. Root House Renovation	\$1,500	\$1,500			\$150	\$150			\$150	\$150	\$150	\$1,350		
Buttrick Renovation	\$4,000	\$4,000			\$300	\$300			\$300	\$300	\$300	\$4,000	\$200	
CA Johnson Renovation	\$10,000	\$10,000			\$140	\$140			\$140	\$140	\$140	\$3,860		
Benedict Hall Renovation	\$3,500	\$3,500												
Couper Hall Renovation	\$3,500	\$3,500												
Alumni Gym Renovation	\$5,000	\$5,000												
Steuben Field Upgrades	\$8,000	\$8,000												
Subtotal Project Expenditures:	\$4,612	\$236,700	\$232,088	\$11,848	\$17,370	\$19,285	\$28,885	\$28,310	\$37,795	\$21,475	\$19,410	\$7,890	\$5,760	\$4,060
Total:	(\$0)	(\$171,362)	(\$171,362)	(\$135)	(\$900)	(\$4,442)	(\$14,985)	(\$24,510)	(\$37,795)	(\$21,475)	(\$19,410)	(\$7,890)	(\$5,760)	(\$4,060)



# Budget Balancer

	Budget			Adjustment		Incremental Savings/(Cost)
	2005-2006	Requested 2006-2007	Change	Reset	Result	
<b>Revenues</b>						
Tuition and Fees	\$ 58,841,250	\$ 62,082,300	\$ 3,241,050	4.9%	\$ -	\$ -
Programs Abroad Revenues	\$ 4,136,840	\$ 4,736,400	\$ 599,560			
Endowment Spending (Relief & Schol. o	\$ 16,298,500	\$ 17,163,400	\$ 864,900	107.1%	\$ 600,200.00	\$ 600,200.00
Debt Service Draw	\$ 2,600,000	\$ 2,600,000	\$ -	2,100,000	\$ (500,000.00)	\$ (500,000.00)
Capital Campaign Draw	\$ 1,000,000	\$ 1,000,000	\$ -			
Annual Fund	\$ 5,400,000	\$ 5,700,000	\$ 300,000	5,700,000		\$ -
Interest Income	\$ 540,000	\$ 1,100,000	\$ 560,000			
Auxiliary Enterprises	\$ 15,200,700	\$ 16,599,300	\$ 1,398,600	9.0%	\$ -	\$ -
Other Sources	\$ 888,200	\$ 829,200	\$ (59,000)			
<b>Total New Revenue</b>	<b>\$104,905,490</b>	<b>\$ 111,810,600</b>	<b>\$ 6,905,110</b>			
<b>Expenses: Price Discounts</b>						
Scholarships (30.0%)	\$ 18,967,200	\$ 20,279,500	\$ 1,312,300	30.35%	\$ -	\$ -
<b>Expenses: Plant and Contracts</b>						
Debt Service	\$ 8,227,000	\$ 8,210,100	\$ (16,900)			\$ -
Equipment: Academic	\$ 100,000	\$ 150,000	\$ 50,000	150,000		
Equipment: Non-Academic	\$ 75,000	\$ 100,000	\$ 25,000	100,000		
Equipment: Vehicle	\$ 225,000	\$ 275,000	\$ 50,000	275,000		
Equipment: Technology	\$ 955,000	\$ 1,030,000	\$ 75,000	1,030,000		
R&R and Capital	\$ 1,800,000	\$ 2,200,000	\$ 400,000	2,200,000		
Dining Contract (3.2%)	\$ 3,758,900	\$ 3,953,800	\$ 194,900			
Summer Programs	\$ 535,500	\$ 749,400	\$ 213,900			
Faculty Housing	\$ 344,000	\$ 350,000	\$ 6,000			
Utilities	\$ 4,573,500	\$ 5,704,000	\$ 1,130,500	0	\$ -	\$ -
<b>Total Plant &amp; Contracts</b>	<b>\$20,593,900</b>	<b>\$ 22,722,300</b>	<b>\$ 2,128,400</b>			
<b>Wages</b>						
Benefits	\$ 11,006,500	\$ 11,494,500	\$ 488,000	0		\$ -
Faculty	\$ 16,384,820	\$ 17,903,500	\$ 1,518,680	4.5%	\$ -	\$ -
Staff	\$ 3,536,980	\$ 3,625,400	\$ 88,420	3.5%	\$ -	\$ -
Admin	\$ 10,835,960	\$ 11,319,900	\$ 483,940	3.5%	\$ -	\$ -
M & O	\$ 3,233,600	\$ 3,469,500	\$ 235,900	0	\$ -	\$ -
Other compensation adjustments	\$ -	\$ 100,000	\$ 100,000	100,000		\$ -
<b>Total Wages</b>	<b>\$ 44,997,860</b>	<b>\$ 47,912,800</b>	<b>\$ 2,914,940</b>			
<b>Operating</b>						
Library	\$ 1,923,900	\$ 1,973,900	\$ 50,000	2.6%	\$ -	\$ -
Unrestricted Grant Support	\$ 175,000	\$ 175,000	\$ -	0.0%	\$ -	\$ -
Athletics	\$ 1,050,210	\$ 1,060,200	\$ 9,990	1.0%	\$ -	\$ -
Academic Support	\$ 1,220,240	\$ 1,283,300	\$ 63,060	5.2%	\$ -	\$ -
Academic Departments	\$ 1,948,880	\$ 1,910,300	\$ (38,580)	-2.0%	\$ -	\$ -
Programs Abroad Expenses	\$ 3,110,420	\$ 3,159,000	\$ 48,580	1.6%	\$ -	\$ -
C&D	\$ 1,835,900	\$ 1,935,900	\$ 100,000	5.4%	\$ -	\$ -
VPAF (no investments, no M&O)	\$ 67,830	\$ 106,400	\$ 38,570	56.9%	\$ -	\$ -
President's Office	\$ 418,200	\$ 430,300	\$ 12,100	2.9%	\$ -	\$ -
M&O	\$ 2,337,700	\$ 2,430,500	\$ 92,800	4.0%	\$ -	\$ -
Other Auxiliary Services	\$ 155,500	\$ 146,800	\$ (8,700)	-5.6%	\$ -	\$ -
DOS	\$ 1,707,820	\$ 1,735,300	\$ 27,480	1.6%	\$ -	\$ -
Admissions	\$ 843,850	\$ 856,700	\$ 12,850	1.5%	\$ -	\$ -
Institutional	\$ 1,885,020	\$ 1,852,800	\$ (32,220)	-1.7%	\$ -	\$ -
ITS	\$ 1,272,870	\$ 1,392,300	\$ 119,430	9.4%	\$ -	\$ -
Contingency	\$ 834,190	\$ 900,000	\$ 65,810		\$ (300.00)	\$ (300.00)
<b>Total Non-Wage Operations</b>	<b>\$20,787,530</b>	<b>\$ 21,348,700</b>	<b>\$ 561,170</b>			
Restricted Gifts	\$ 600,000	\$ 600,000	\$ -			
Restricted Endowment Funding	\$ 3,575,500	\$ 3,505,600	\$ (69,900)		\$ 23,800.00	\$ 23,800.00
Utilized Endowment Expense	\$ 969,100	\$ 785,400	\$ (183,700)	96.2%	\$ (23,800.00)	\$ (23,800.00)
Restricted Expenses (not budget relief)	\$ 3,206,400	\$ 3,320,200	\$ 113,800			
<b>Net Contribution</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>			
Federal Grants Revenue	\$ 1,707,400	\$ 1,769,500	\$ 62,100			
Private Grant Revenue	\$ 444,200	\$ 507,500	\$ 63,300			
Research Grant Spending	\$ 1,322,700	\$ 1,168,700	\$ (154,000)			
Restricted HEOP Spending	\$ 187,900	\$ 208,800	\$ 20,900			
Access Program Spending	\$ -	\$ 246,800	\$ 246,800			
Mandatory Grant Matching	\$ 200,000	\$ 200,000	\$ -			
<b>Net Contribution</b>	<b>\$ 441,000</b>	<b>\$ 452,700</b>	<b>\$ 11,700</b>			
Undelivered Commitments				0		\$ -
Surplus/(Deficit)	\$0	\$ -	\$ -			\$ 99,900.00

Remaining Gap **99,900**

Proof \$ -

## **Resources-Environment-Alignment-Community-Highest Quality**

### **The REACH Initiative**

*Division of Administration and Finance*

#### **REACH Goals**

- Understand, share, support and communicate the College's mission & goals
- Operate as a team
- Deliver the highest quality services to the College community
- Innovate and collaborate
- Continuously improve the College

#### **REACH Strategies**

##### **RESOURCES**

Create a safe, efficient, welcoming, and environmentally friendly living and learning environment.

- Maximize the safe and productive use of the College's resources (human, physical and financial) and our Division's service capabilities, including increased communication and consulting
- Promote protection and conservation of College assets and environment, including facilities maintenance, risk management activities, cost control, compliance, recycling, energy conservation, and waste reduction.

##### **ENVIRONMENT**

Foster a supportive, pleasant, respectful work environment that provides the flexibility to innovate and continually improve the quality of our services.

- Encourage self-motivation, innovation and continuous improvement throughout all activities of the Division.
- Enable all members of the Division to enhance skills and learn new approaches through training activities, peer networks, and professional literature.
- Broaden individual responsibilities and delegate decision making to the lowest possible level.

## **ALIGNMENT**

Firmly connect the Division with the College community through outreach and partnerships with other campus groups with a view towards insuring that we are continually aligned with the mission & goals of the College.

- Secure membership on key committees where we can make a contribution.
- Work with other offices to expand working relationships that streamline operations.

## **COMMUNITY**

Take the lead in developing opportunities for, and participating in, broad-based community involvement.

- Create forums for members of the campus community to communicate their needs and expectations to us.
- Develop and advocate for programs that support community interaction.

## **HIGHEST QUALITY**

Pursue innovative approaches to administrative processes, service delivery, and facility design, construction and operation.

- Reevaluate practices and policies within the Division for opportunities to improve efficiency and effectiveness, including evaluating one major process per department per year.
- Actively participate in organizations that focus on innovation and excellence (i.e. National Consortium for Continuous Improvement in Higher Education). Share Hamilton's best practices and adopt effective strategies from peer institutions.
- Make appropriate use of technology to enhance self-service, share information, improve service and enhance efficiency (i.e. web site, web portals, card system expansion).

	00/01	01/02	02/03	03/04	04/05	05/06	Strategic Direction		
							1 yr. Change	5 yr. Trend	5 yr. Goal
<b>Enrollment</b>									
FT degree enrollment	1,744	1,707	1,808	1,755	1,760	1,797	Up	Even	1,775
Freshman retention rate	93.0%	92.5%	92.7%	94.0%	91.4%	92.8%	Up	Even	95.0%
6 year graduation rate	85.0%	84.1%	87.1%	86.0%	88.2%		Up	Up	91.0%
Students of color	11.8%	12.7%	13.4%	13.1%	13.5%	14.6%	Up	Up	18.0%
International students	3.2%	3.4%	3.2%	4.7%	4.8%	5.2%	Up	Up	5.0%
States of students	42	43	45	41	43	44	Up	Even	46
Countries of students	31	24	28	40	39	38	Down	Up	40
<b>Admissions</b>									
# of applicants	3,811	4,601	4,565	4,405	4,445	4,186	Down	Down	4,500
Admit rate	39.5%	35.1%	34.7%	33.1%	34.2%	35.7%	Down	Even	30.0%
Yield rate	30.9%	28.8%	31.0%	31.9%	30.4%	33.2%	Up	Up	33.0%
Top 10% of class (enrolled)	54.6%	62.7%	60.0%	68.0%	68.0%	70.0%	Up	Up	75.0%
Average SAT (enrolled)	1248	1276	1302	1314	1330	1347	Up	Up	1355
<b>Financial Aid</b>									
Tuition and fees	\$26,100	\$27,350	\$28,760	\$30,200	\$31,700	\$33,350	Up	Up	\$41,688
% increase in tuition	4.0%	4.8%	5.2%	5.0%	5.0%	5.2%	Up	Even	5.0%
Discount rate	30.7%	31.0%	30.2%	30.7%	30.6%	30%*	Even	Even	30.0%
First-year students on instit.aid	52.0%	57.6%	54.0%	59.4%	51.9%	50.0%	Down	Even	50.0%
<b>Faculty</b>									
Student/faculty ratio	10.1	9.3	9.6	9.3	9.4	9.7	Down	Even	<10.0
Avg. faculty total compensation (\$000s)	86.5	92.5	95.5	98.7	104.1	n/a	Up	Up	AAUP 1*
Classes under 20 students	67%	70%	75%	74%	74%	75%	Up	Even	78%
<b>Finance</b>									
Endowment market value (\$000s)	482,913	452,589	456,052	548,035	596,514		Up	Up	800,000
Endowment per student**	249,487	234,823	238,059	273,148	303,906		Up	Up	395,000
Spending rate	4.5%	4.3%	5.0%	5.3%	5.6%		Up	Up	5.0%
Annual operating margin	1.8%	3.0%	1.2%	0.0%	2.1%		Up	Even	>0%
Return on net assets	0.3%	-4.9%	-0.5%	18.0%	8.7%		Down	Even	3-5%
Expendable resources to debt	6.4	2.8	2.7	3.4	3.8		Up	Even	5.5
Financial resources per student	251,053	221,852	217,620	299,358	325,327		Up	Up	475,000
Non-aux. spending per student	31,765	32,835	36,185	37,620	40,468		Up	Up	42,456
Debt service as a % of budget	5.1%	5.0%	6.4%	7.9%	8.9%		Down	Down	<10%
Endowment to debt ratio		3.4	3.4	4.2	5.2		Up	Up	>4%
<b>Advancement</b>									
Total gifts (\$000s)	18,972	18,881	14,395	17,987	18,090		Up	Even	25,000
Annual Fund (\$000s)	4,257	4,534	5,010	5,310	5,451		Up	Up	6,200
Alumni giving rate	58.8%	60.1%	59.0%	58.0%	53.1%		Down	Down	60.0%
<b>Student Satisfaction</b>									
Would you attend HC again?	64.3%	67.1%	67.4%	56.3%	67.4%		Up	Even	TBD
Satisfaction with UG education	90.8%	89.0%	93.5%	91.0%	88.8%		Down	Even	TBD
Satisfaction with social life	53.8%	59.1%	71.1%	56.3%	67.1%		Up	Even	TBD
Writing greatly improved	59.3%	58.8%	58.3%	64.0%	61.9%		Down	Even	TBD
Oral comm. greatly improved	40.6%	43.7%	36.3%	38.9%	42.2%		Up	Even	TBD

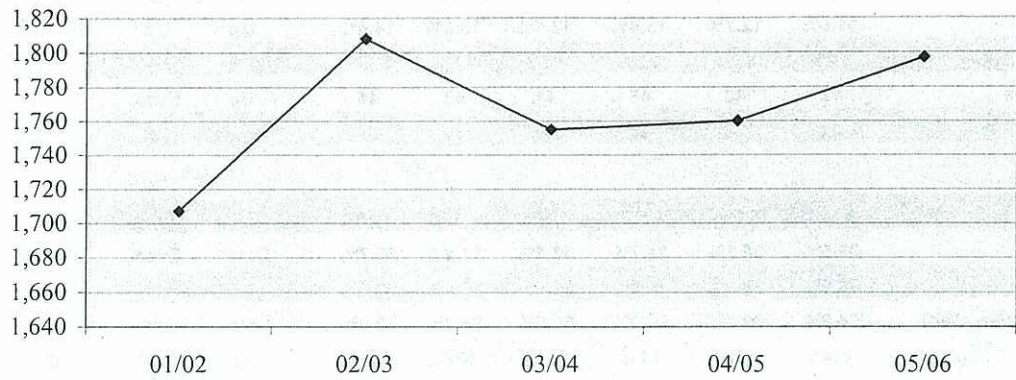
\* estimate

\*\* Does not include pooled income portion of endowment

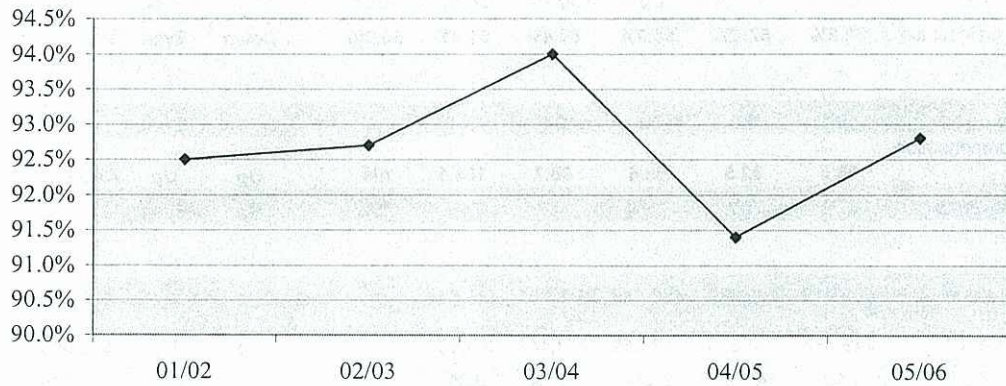
Note: Trends determined to be significant if R squared > .5

xx - indicators in blue represent US News ranking factors

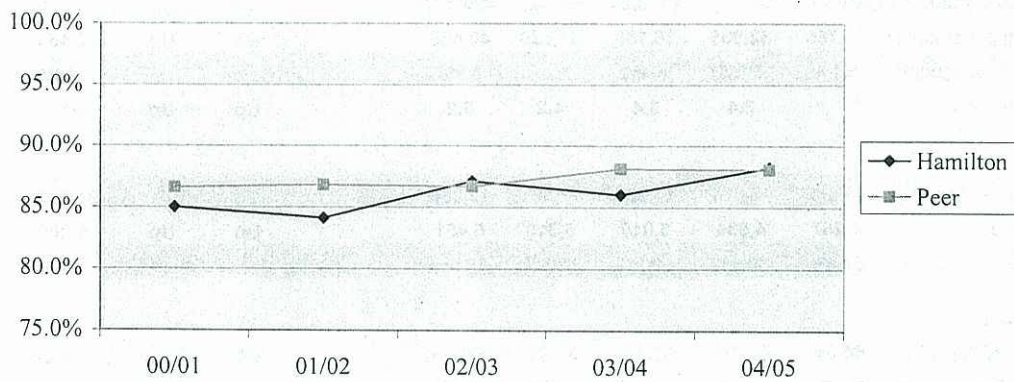
### FT degree enrollment



### Freshman retention rate

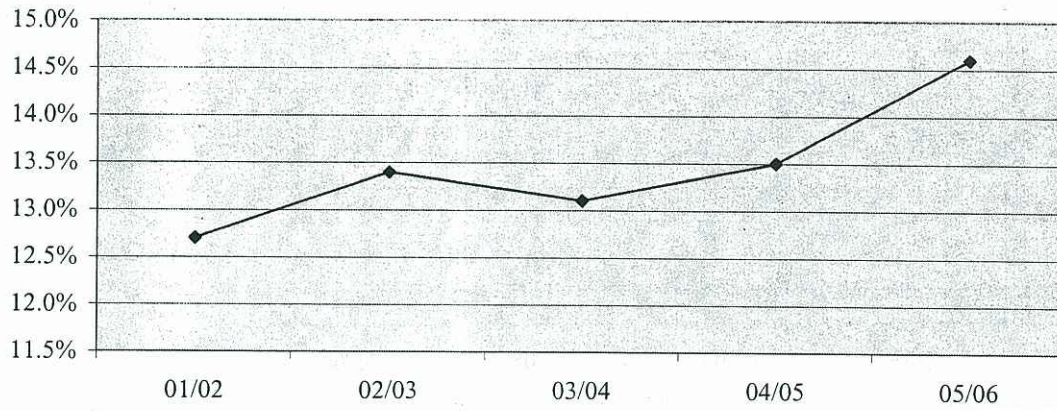


### 6 year graduation rate

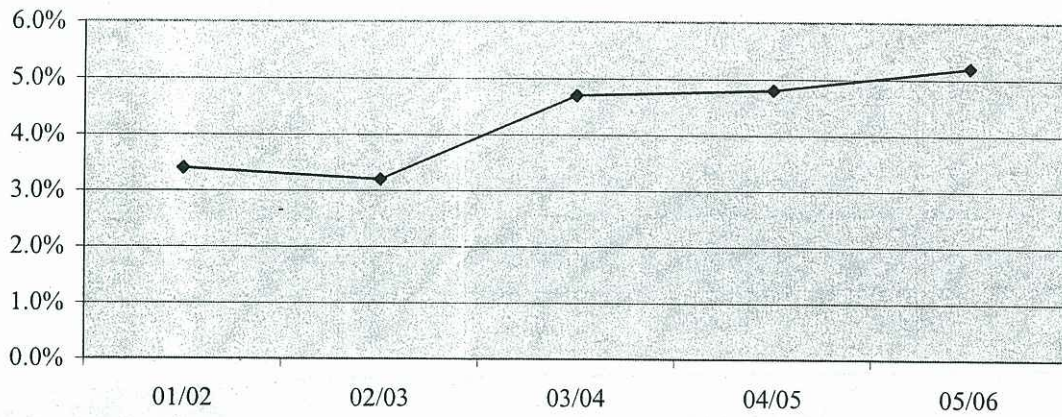


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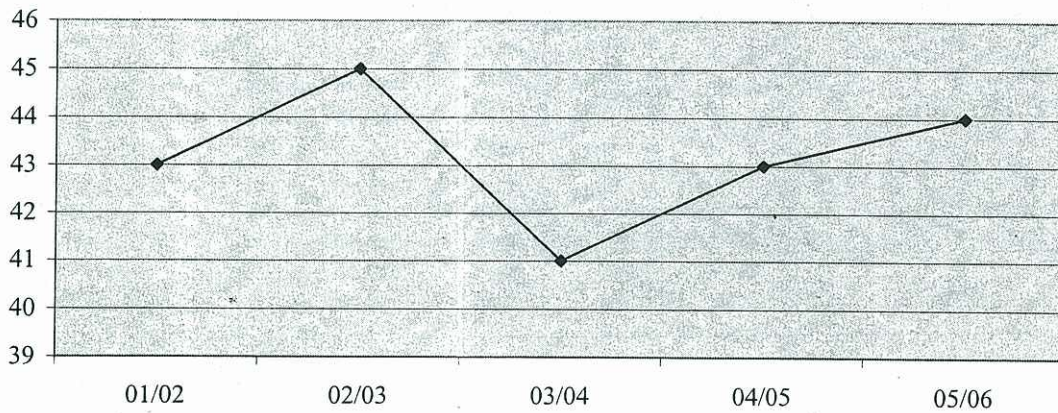
**Students of color**



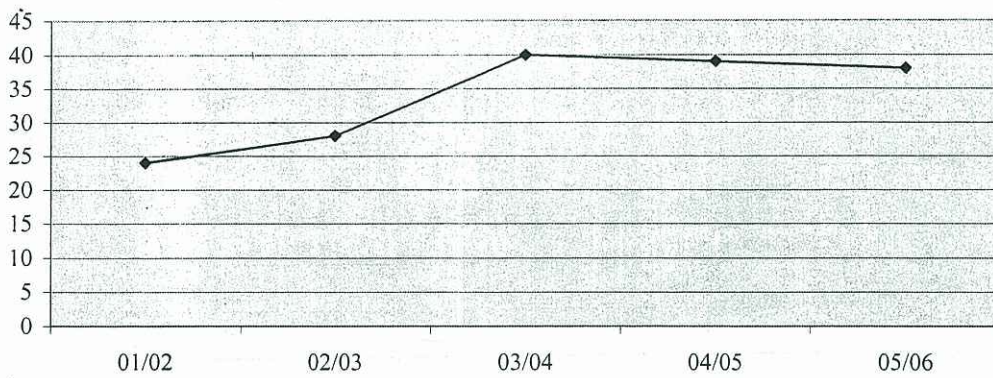
**International students**



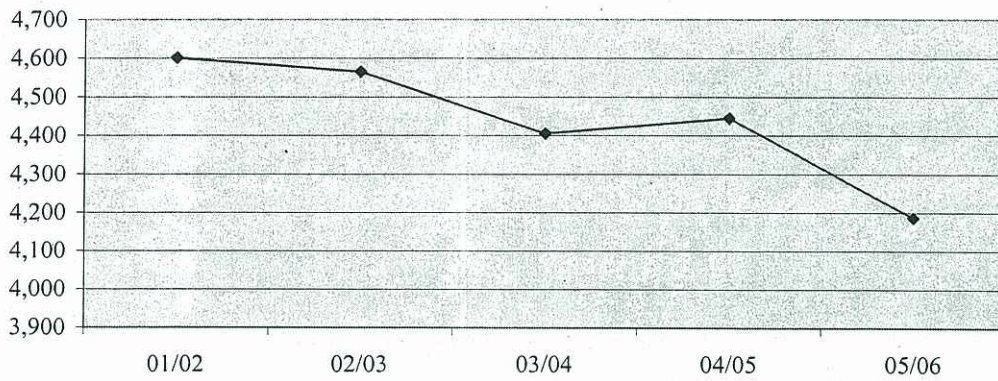
**States of students**



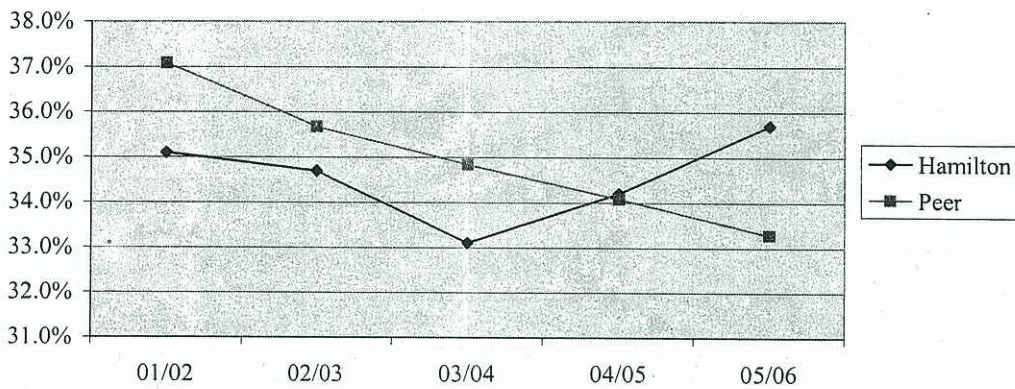
### Countries of students



### Number of applicants

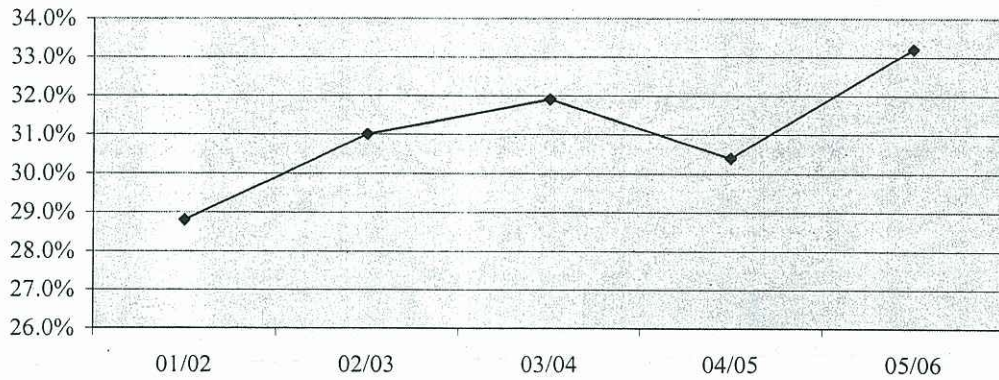


### Admit rate

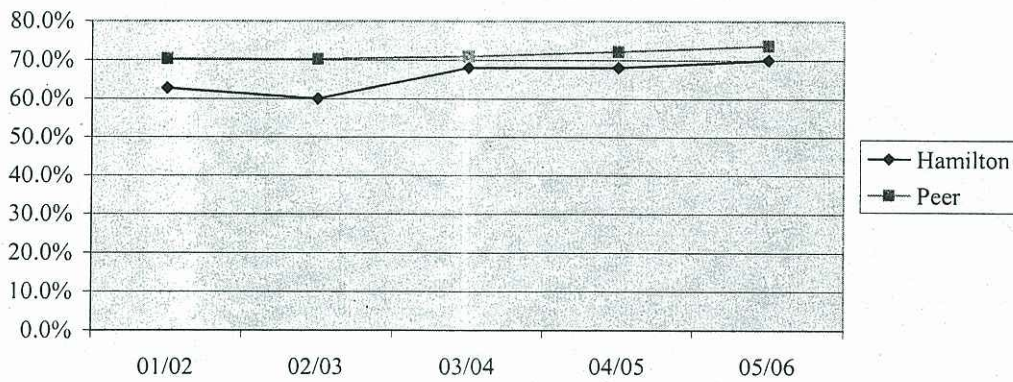


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### Yield rate

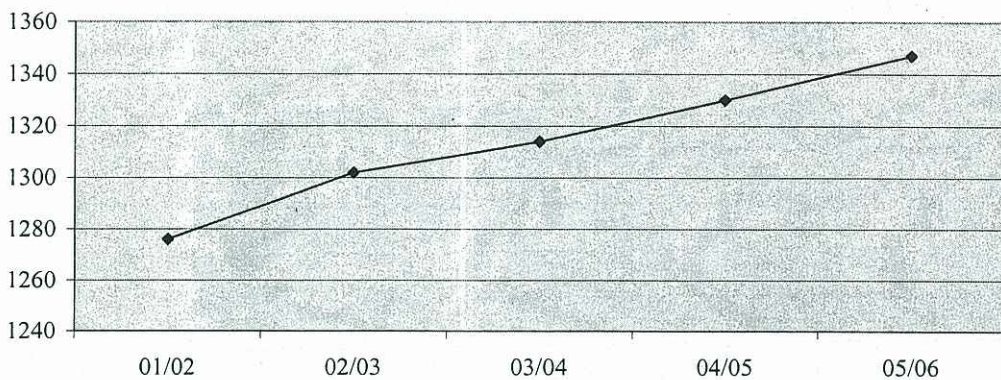


### Top 10% of class (enrolled)



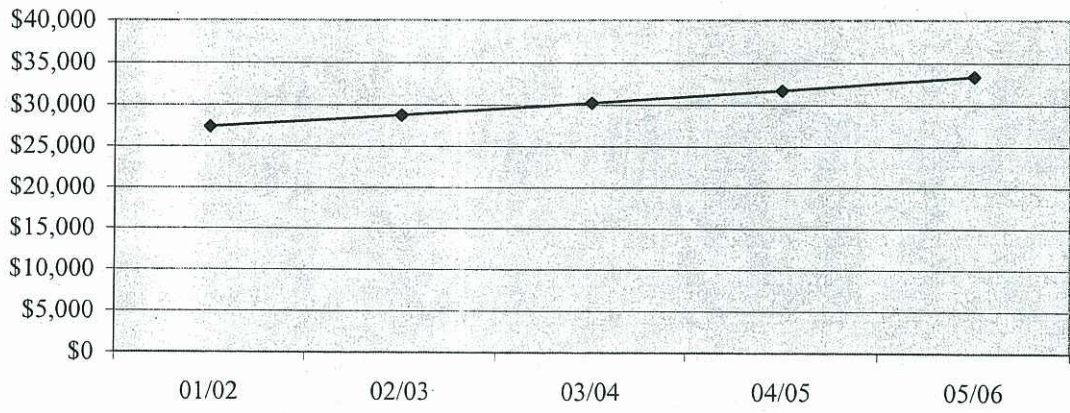
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### Average SAT (enrolled)

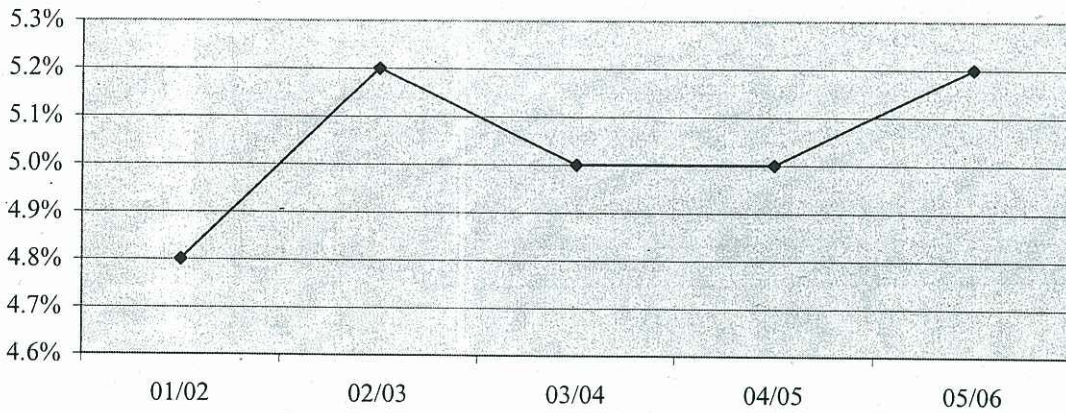




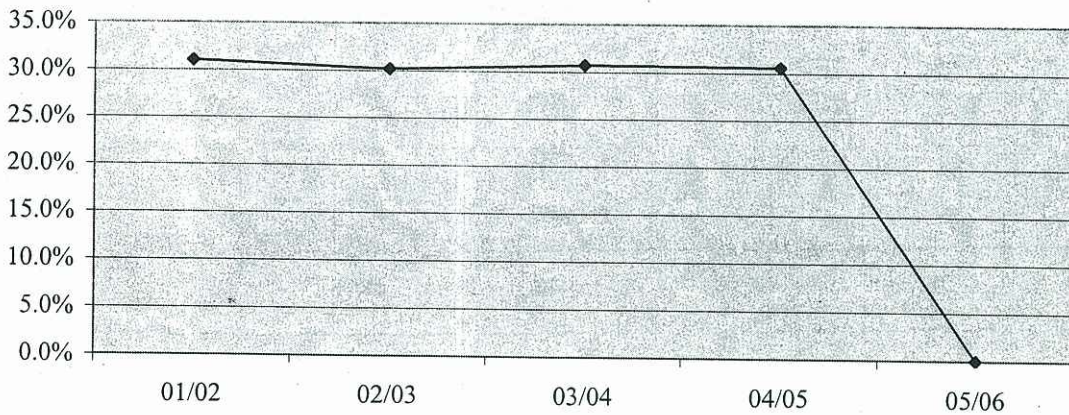
**Tuition and fees**



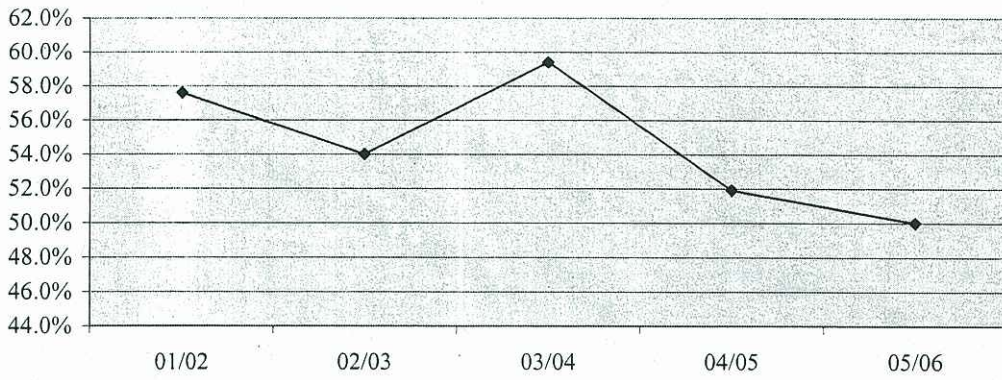
**Percent increase in tuition**



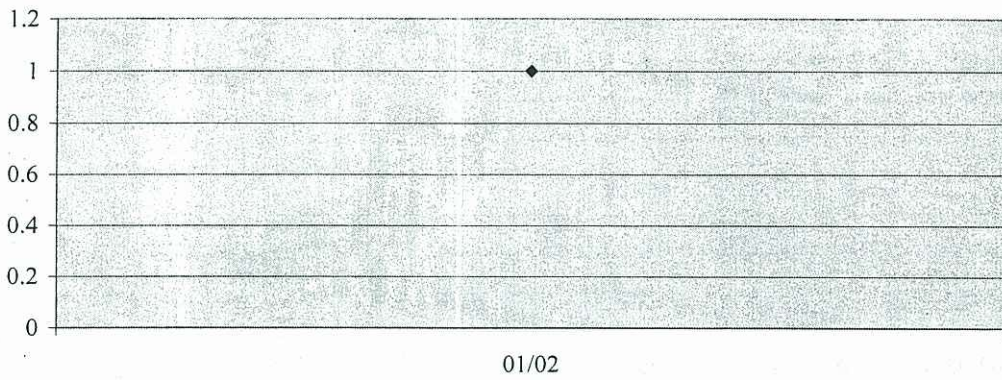
**Discount rate**



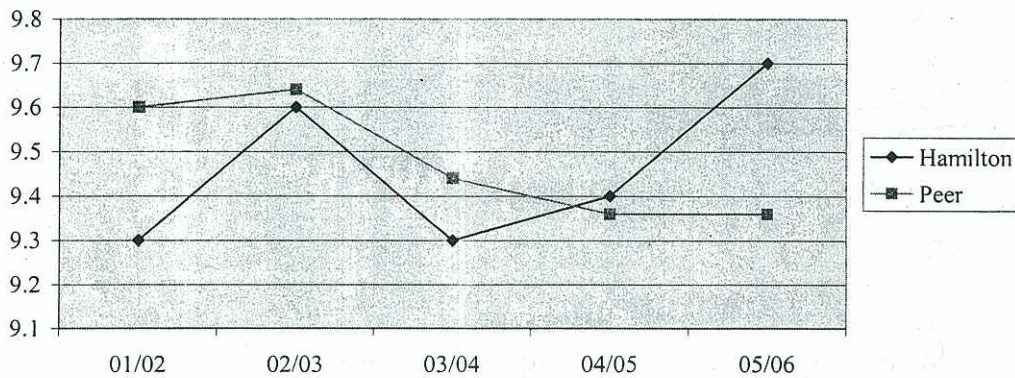
### First-year students on institutional aid



### First-year student on any aid



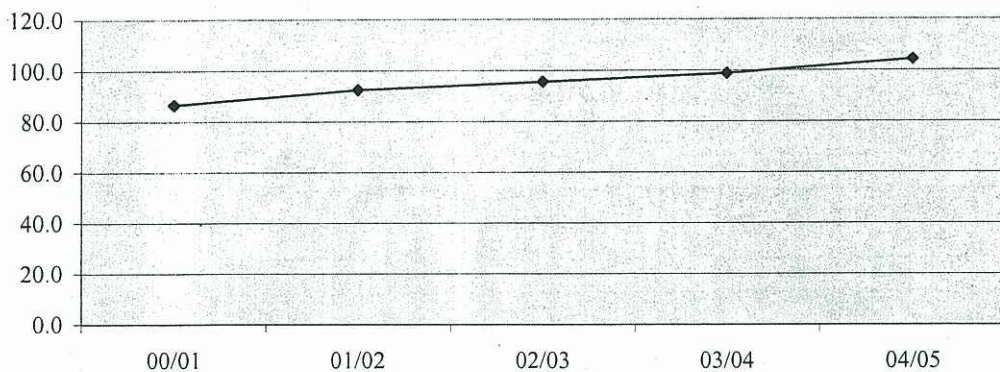
### Student/faculty ratio



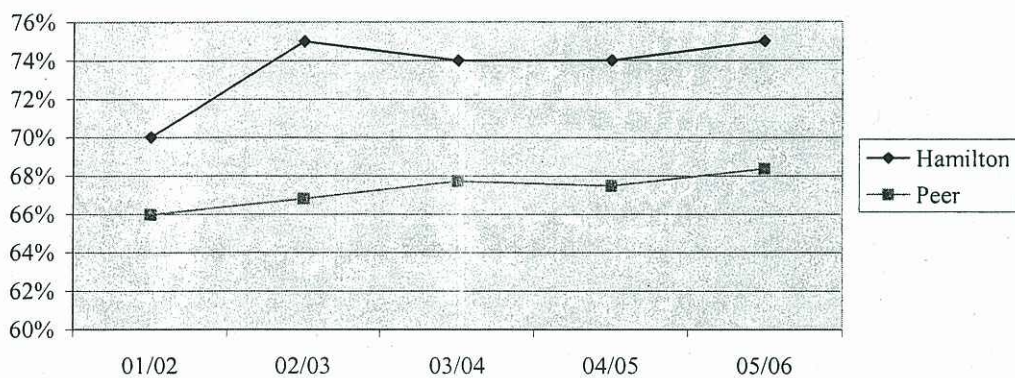
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### Average faculty total compensation (\$000s)

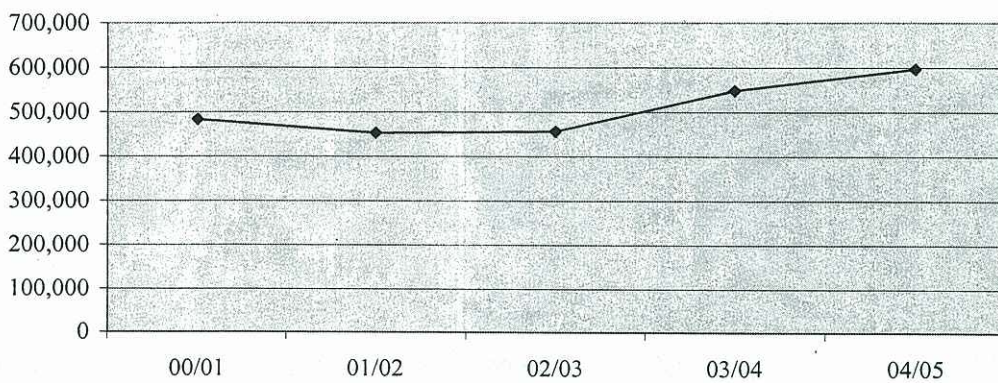


### Classes under 20 students

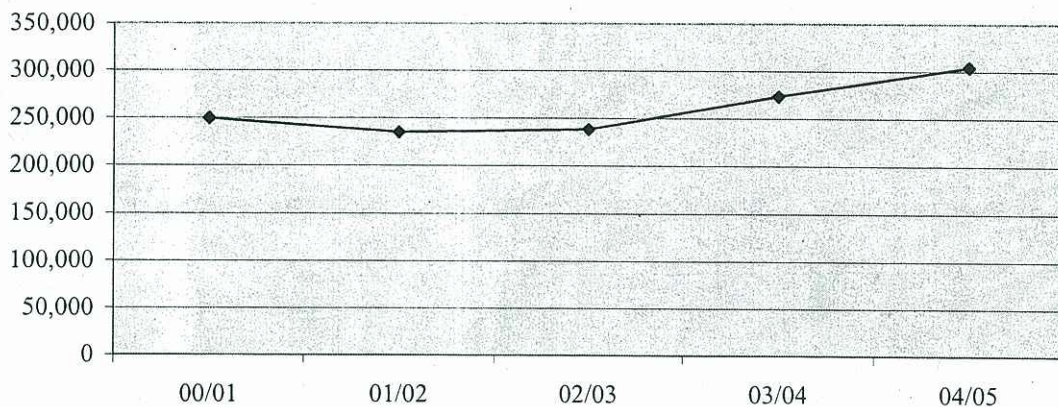


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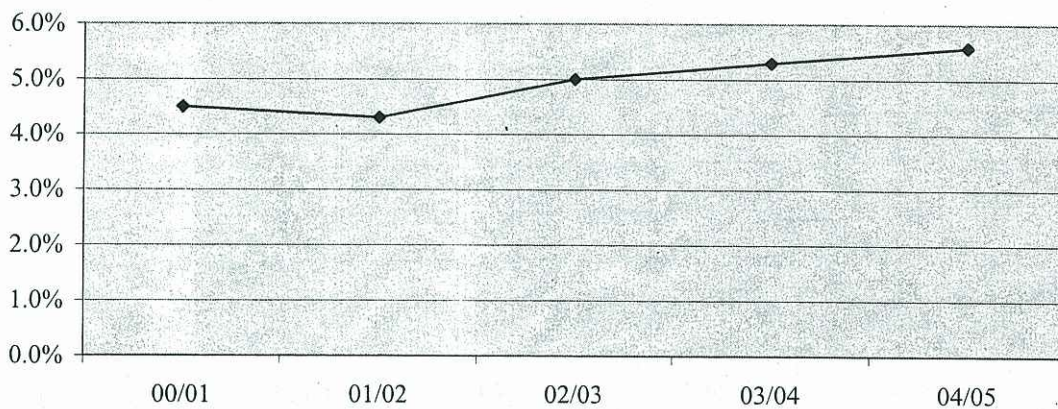
### Endowment market value (\$000s)



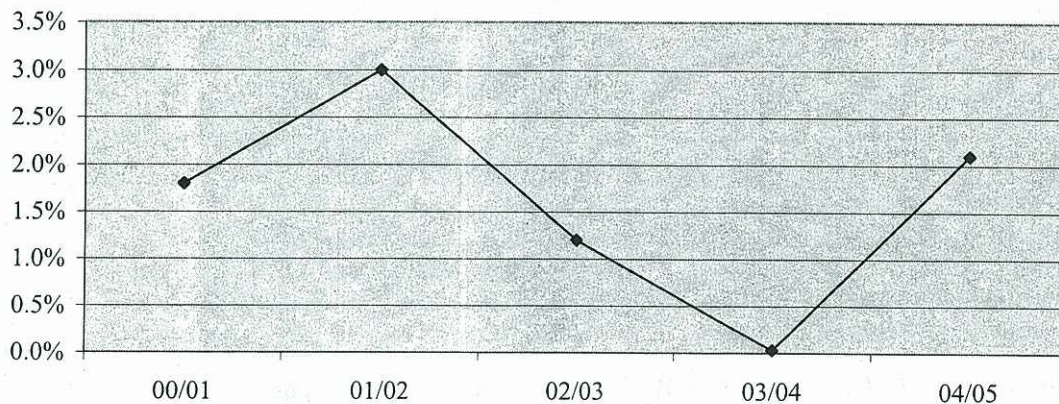
**Endowment per student**



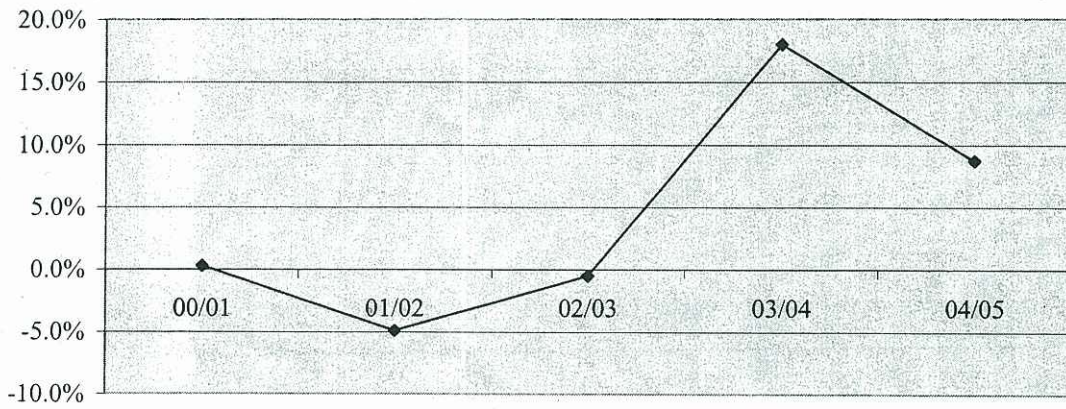
**Spending rate**



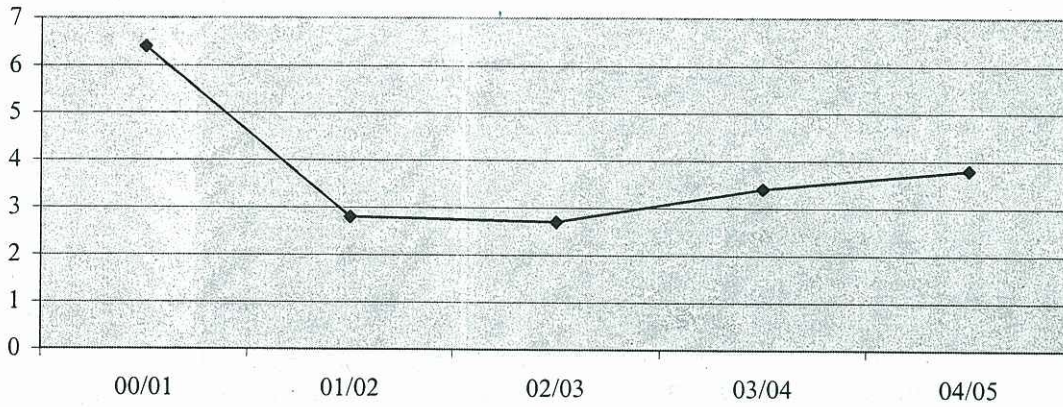
**Annual operating margin**



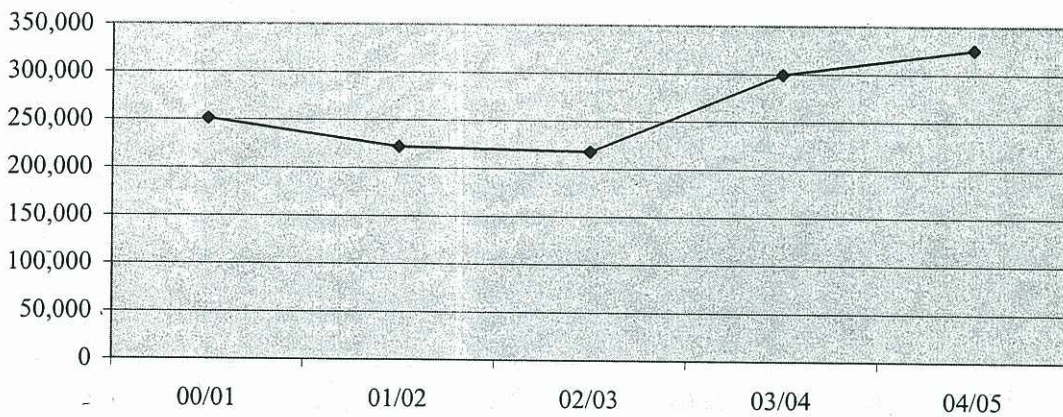
**Return on net assets**



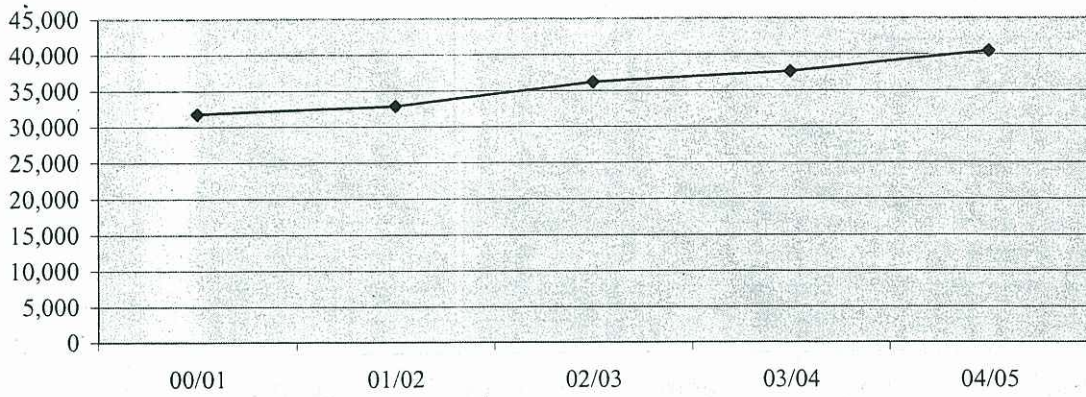
**Expendable resources to debt**



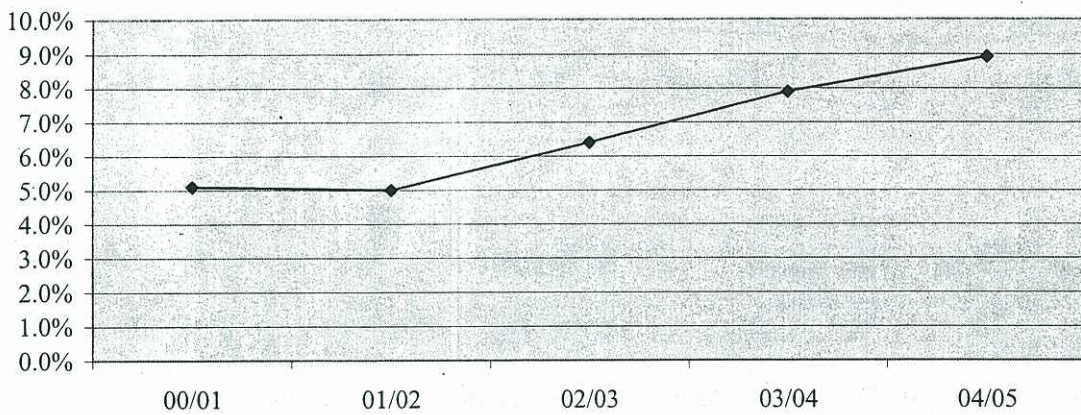
**Financial resources per student**



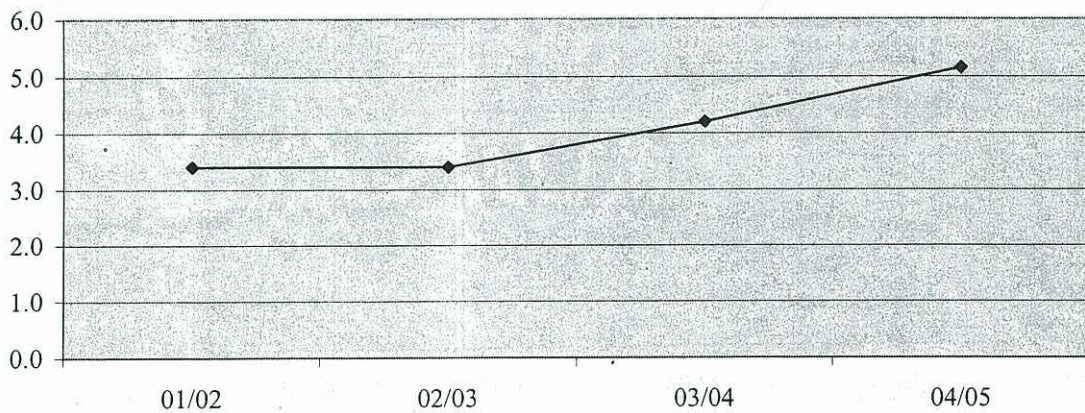
**Non-aux. spending per student**



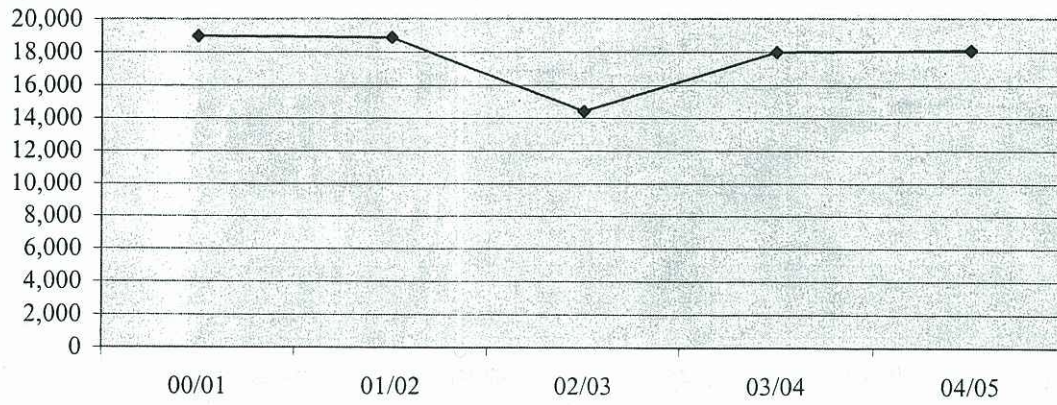
**Debt service as a percent of budget**



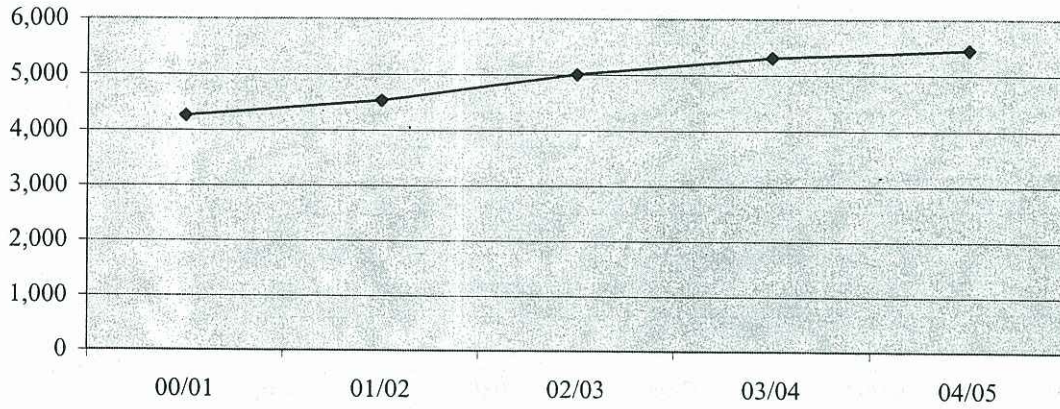
**Endowment to debt ratio**



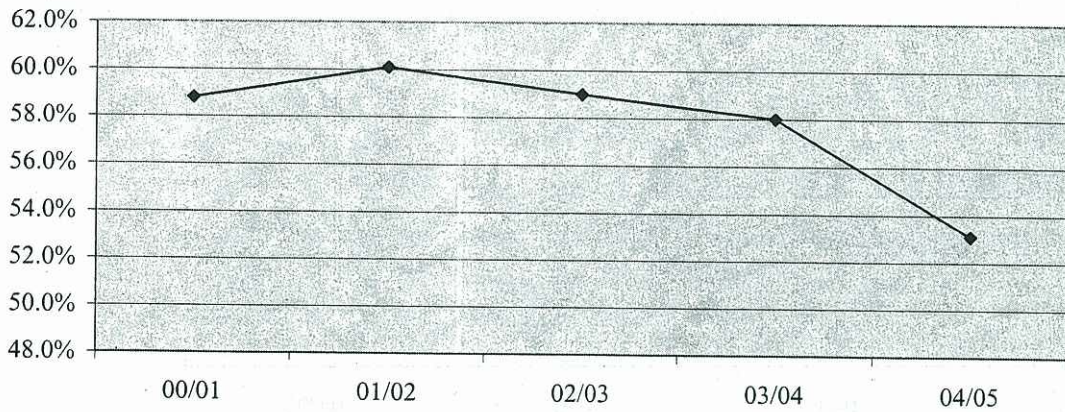
**Total gifts (\$000s)**



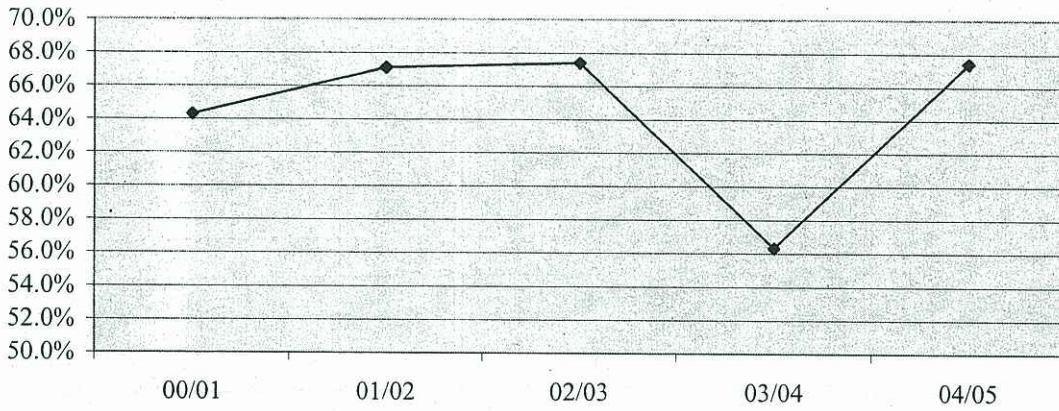
**Annual Fund (\$000s)**



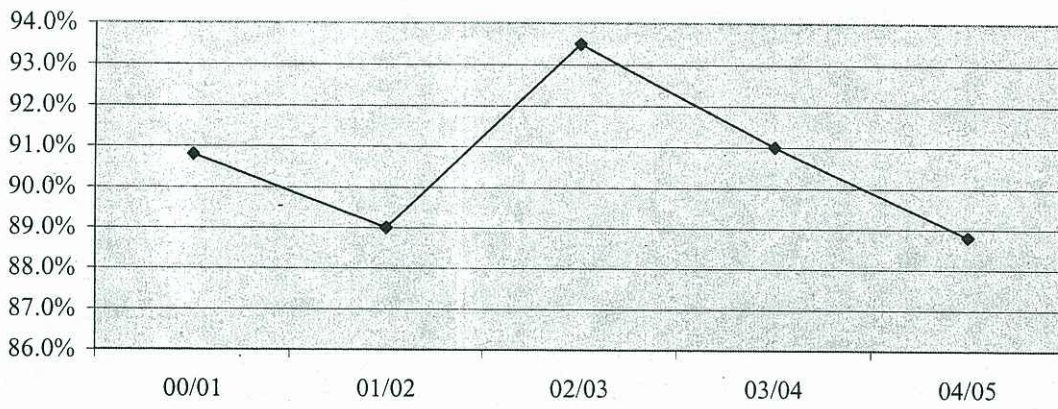
**Alumni giving rate**



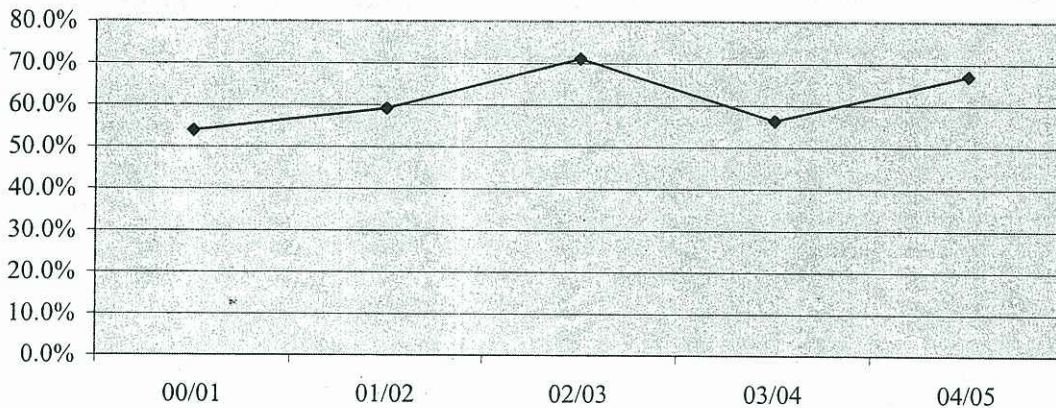
### Would you attend HC again?



### Satisfaction with UG education

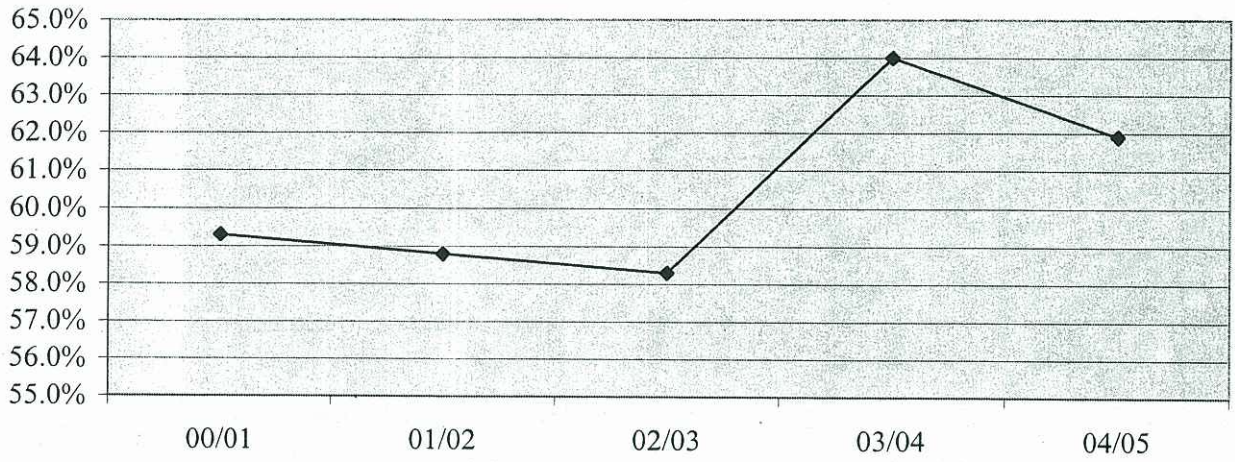


### Satisfaction with social life

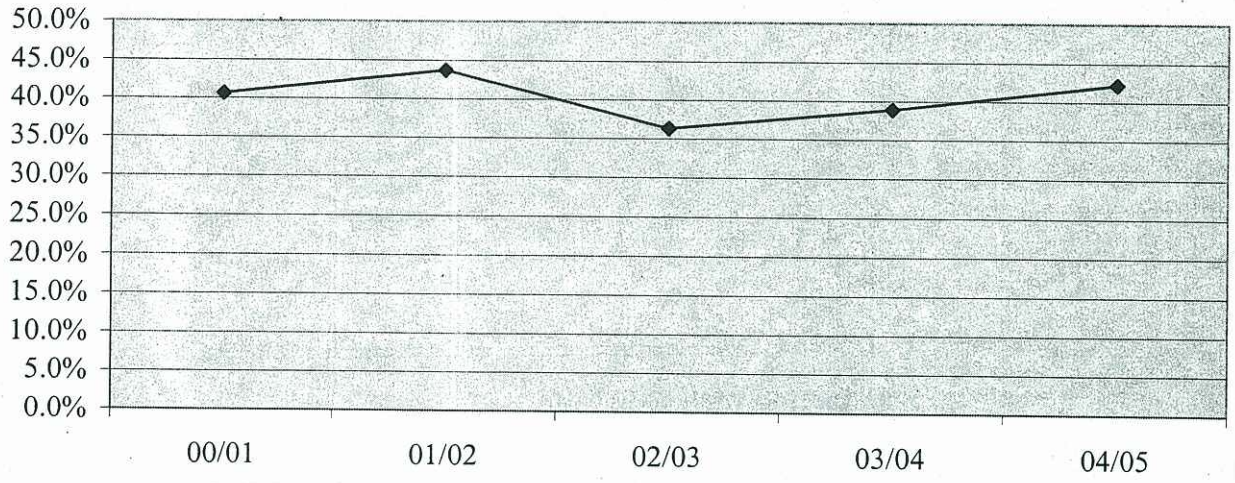




### Writing greatly improved



### Oral comm. greatly improved



<b>Graduation rate</b>	00/01	01/02	02/03	03/04	04/05	05/06
1 Williams College (MA)	95%	93%	96%	96%	96%	X
2 Amherst College (MA)	96%	94%	96%	97%	96%	X
3 Swarthmore College (PA)	92%	92%	92%	92%	91%	X
4 Wellesley College (MA)	90%	90%	91%	91%	91%	X
5 Carleton College (MN)	89%	89%	86%	89%	90%	X
6 Bowdoin College (ME)	90%	89%	90%	90%	90%	X
7 Pomona College (CA)	86%	90%	89%	92%	90%	X
8 Haverford College (PA)	92%	92%	91%	92%	90%	X
9 Middlebury College (VT)	87%	88%	88%	92%	90%	X
10 Claremont McKenna College (CA)	86%	86%	84%	86%	91%	X
11 Davidson College (NC)	91%	90%	89%	89%	92%	X
12 Welsleyan University (CT)	88%	90%	89%	91%	92%	X
13 Vassar College (NY)	87%	87%	88%	88%	87%	X
14 Washington and Lee University (VA)	88%	89%	88%	88%	90%	X
15 Colgate University (NY)	89%	89%	88%	89%	89%	X
16 Grinnell College (IA)	84%	84%	84%	85%	88%	X
17 Harvey Mudd College (CA)	83%	80%	79%	84%	83%	X
18 Smith College (MA)	81%	83%	80%	86%	84%	X
19 Colby College (ME)	88%	88%	88%	86%	88%	X
20 Bates College (ME)	84%	87%	87%	89%	84%	X
21 Bryn Mawr College (PA)	80%	80%	82%	85%	83%	X
22 Mount Holyoke College (MA)	79%	78%	81%	79%	78%	X
23 Oberlin College (OH)	79%	77%	76%	81%	79%	X
24 Macalester College (MN)	77%	80%	82%	82%	81%	X
25 Trinity College (CT)	84%	85%	83%	84%	88%	X
<b>mean</b>	87%	87%	87%	88%	88%	X
<b>median</b>	87%	88%	88%	89%	90%	X

<b>% of classes under 20</b>	00/01	01/02	02/03	03/04	04/05	05/06
1 Williams College (MA)	63%	64%	70%	70%	70%	X
2 Amherst College (MA)	64%	68%	67%	67%	71%	X
3 Swarthmore College (PA)	71%	72%	69%	75%	74%	X
4 Wellesley College (MA)	64%	61%	60%	63%	65%	X
5 Carleton College (MN)	66%	62%	63%	64%	66%	X
6 Bowdoin College (ME)	61%	62%	60%	60%	63%	X
7 Pomona College (CA)	80%	78%	79%	80%	74%	X
8 Haverford College (PA)	73%	72%	73%	70%	72%	X
9 Middlebury College (VT)	71%	71%	71%	63%	68%	X
10 Claremont McKenna College (CA)	60%	68%	74%	77%	86%	X
11 Davidson College (NC)	58%	71%	72%	71%	67%	X
12 Welsleyan University (CT)	65%	64%	64%	67%	62%	X
13 Vassar College (NY)	67%	70%	68%	70%	71%	X
14 Washington and Lee University (VA)	65%	63%	66%	67%	66%	X
15 Colgate University (NY)	57%	57%	60%	62%	63%	X
16 Grinnell College (IA)	69%	66%	68%	62%	63%	X
17 Harvey Mudd College (CA)	60%	66%	68%	63%	67%	X
18 Smith College (MA)	68%	71%	71%	71%	68%	X
19 Colby College (ME)	56%	58%	60%	64%	62%	X
20 Bates College (ME)	61%	58%	60%	58%	64%	X
21 Bryn Mawr College (PA)	73%	76%	77%	75%	69%	X
22 Mount Holyoke College (MA)	64%	69%	67%	69%	76%	X
23 Oberlin College (OH)	67%	66%	65%	68%	69%	X
24 Macalester College (MN)	74%	67%	68%	64%	68%	X
25 Trinity College (CT)	72%	70%	73%	67%	65%	X
<b>mean</b>	66%	67%	68%	67%	68%	
<b>median</b>	65%	67%	68%	67%	68%	

<b>Student/faculty ratio</b>	00/01	01/02	02/03	03/04	04/05	05/06
1 Williams College (MA)	X	9	8	8	8	8
2 Amherst College (MA)	X	8	8	9	8	8
3 Swarthmore College (PA)	X	8	8	8	8	8
4 Wellesley College (MA)	X	9	9	9	9	9
5 Carleton College (MN)	X	10	10	9	9	9
6 Bowdoin College (ME)	X	10	10	10	10	10
7 Pomona College (CA)	X	9	9	9	9	9
8 Haverford College (PA)	X	9	9	8	8	8
9 Middlebury College (VT)	X	11	11	11	11	11
10 Claremont McKenna College (CA)	X	9	9	9	9	10
11 Davidson College (NC)	X	11	11	10	11	11
12 Welsleyan University (CT)	X	10	9	9	9	9
13 Vassar College (NY)	X	9	9	9	9	9
14 Washington and Lee University (VA)	X	9	11	11	10	10
15 Colgate University (NY)	X	11	11	10	10	10
16 Grinnell College (IA)	X	10	10	10	10	9
17 Harvey Mudd College (CA)	X	9	9	9	8	9
18 Smith College (MA)	X	10	9	9	9	9
19 Colby College (ME)	X	10	11	11	10	10
20 Bates College (ME)	X	10	10	10	10	10
21 Bryn Mawr College (PA)	X	10	9	9	8	8
22 Mount Holyoke College (MA)	X	10	10	10	10	9
23 Oberlin College (OH)	X	9	10	10	10	10
24 Macalester College (MN)	X	10	12	10	11	11
25 Trinity College (CT)	X	10	9	9	10	10
<b>mean</b>	X	9.6	9.64	9.44	9.36	9.36
<b>median</b>	X	10	9	9	9	9

<b>Freshmen in top 10% of HS class</b>	00/01	01/02	02/03	03/04	04/05	05/06
1 Williams College (MA)	89%	82%	86%	87%	85%	X
2 Amherst College (MA)	84%	83%	82%	86%	87%	X
3 Swarthmore College (PA)	88%	88%	90%	92%	89%	X
4 Wellesley College (MA)	67%	65%	59%	75%	75%	X
5 Carleton College (MN)	68%	68%	70%	71%	73%	X
6 Bowdoin College (ME)	75%	79%	72%	72%	82%	X
7 Pomona College (CA)	83%	84%	84%	84%	86%	X
8 Haverford College (PA)	83%	81%	80%	84%	82%	X
9 Middlebury College (VT)	73%	72%	74%	77%	77%	X
10 Claremont McKenna College (CA)	83%	81%	82%	83%	83%	X
11 Davidson College (NC)	75%	75%	79%	76%	71%	X
12 Welsleyan University (CT)	68%	72%	73%	73%	66%	X
13 Vassar College (NY)	63%	63%	65%	69%	68%	X
14 Washington and Lee University (VA)	74%	77%	80%	78%	86%	X
15 Colgate University (NY)	58%	61%	68%	64%	73%	X
16 Grinnell College (IA)	61%	63%	59%	62%	67%	X
17 Harvey Mudd College (CA)	94%	89%	83%	89%	93%	X
18 Smith College (MA)	59%	59%	58%	59%	59%	X
19 Colby College (ME)	64%	64%	64%	62%	66%	X
20 Bates College (ME)	54%	57%	62%	65%	65%	X
21 Bryn Mawr College (PA)	61%	62%	57%	56%	66%	X
22 Mount Holyoke College (MA)	54%	51%	52%	52%	54%	X
23 Oberlin College (OH)	65%	66%	68%	69%	68%	X
24 Macalester College (MN)	67%	65%	71%	68%	70%	X
25 Trinity College (CT)	48%	48%	56%	51%	51%	X
<b>mean</b>	70%	70%	71%	72%	74%	X
<b>median</b>	68%	68%	71%	72%	73%	X

<b>Acceptance rate</b>	00/01	01/02	02/03	03/04	04/05	05/06
1 Williams College (MA)	24%	24%	23%	21%	19%	X
2 Amherst College (MA)	19%	19%	18%	18%	21%	X
3 Swarthmore College (PA)	24%	26%	24%	24%	25%	X
4 Wellesley College (MA)	43%	43%	47%	41%	37%	X
5 Carleton College (MN)	44%	37%	35%	30%	29%	X
6 Bowdoin College (ME)	28%	24%	25%	24%	24%	X
7 Pomona College (CA)	30%	29%	23%	21%	20%	X
8 Haverford College (PA)	32%	33%	32%	30%	29%	X
9 Middlebury College (VT)	25%	23%	27%	23%	26%	X
10 Claremont McKenna College (CA)	28%	29%	28%	31%	22%	X
11 Davidson College (NC)	36%	35%	34%	32%	27%	X
12 Welsleyan University (CT)	27%	26%	28%	27%	29%	X
13 Vassar College (NY)	35%	34%	31%	29%	29%	X
14 Washington and Lee University (VA)	35%	35%	31%	31%	30%	X
15 Colgate University (NY)	38%	37%	34%	31%	33%	X
16 Grinnell College (IA)	64%	65%	65%	63%	51%	X
17 Harvey Mudd College (CA)	35%	34%	37%	40%	38%	X
18 Smith College (MA)	53%	54%	53%	52%	57%	X
19 Colby College (ME)	37%	34%	33%	34%	37%	X
20 Bates College (ME)	29%	33%	28%	31%	30%	X
21 Bryn Mawr College (PA)	61%	60%	50%	51%	47%	X
22 Mount Holyoke College (MA)	55%	49%	52%	52%	56%	X
23 Oberlin College (OH)	43%	36%	33%	36%	37%	X
24 Macalester College (MN)	53%	30%	44%	44%	39%	X
25 Trinity College (CT)	29%	43%	36%	36%	40%	X
<b>mean</b>	37%	36%	35%	34%	33%	X
<b>median</b>	35%	34%	33%	31%	30%	X
<b>Choose the same institution</b>	00/01	01/02	02/03	03/04	04/05	05/06
Peer average	61.3%	62.5%	64.4%	66.9%	65%	X
<b>Satisfaction with UG education</b>	00/01	01/02	02/03	03/04	04/05	05/06
Peer average	91.5%	92.1%	92.3%	92.3%	90.8%	X
<b>Satisfaction with social life</b>	00/01	01/02	02/03	03/04	04/05	05/06
Peer average	63.0%	65.5%	67.4%	66.9%	72.6%	X
<b>Writing greatly improved</b>	00/01	01/02	02/03	03/04	04/05	05/06
Peer average	55.7%	51.9%	51.2%	53.5%	47.6%	X
<b>Oral Comm. greatly improved</b>	00/01	01/02	02/03	03/04	04/05	05/06
Peer average	38.1%	37.2%	35.5%	35.9%	35.9%	X

**Excelsior Campaign Report**

February 28, 2006

	<b>Goal</b>	<b>Pledged</b>	<b>Paid</b>
<b><i>CURRENT PROGRAMS</i></b>	<b>40,000,000</b>	<b>36,426,423</b>	<b>31,919,789</b>
Unrestricted Annual Fund		25,727,479	22,285,862
Current Expendable (Budget Assistance)		690,110	610,743
Other Current Expendable		10,008,833	9,023,184
<b><i>ENDOWMENT</i></b>	<b>75,000,000</b>	<b>46,712,772</b>	<b>41,859,867</b>
Student Financial Aid	35,000,000	16,410,330	14,703,034
Faculty Professorships	15,000,000	7,640,104	5,705,450
Career Center Internships	1,000,000	1,379,899	974,724
Diversity Initiatives	2,000,000	70,738	68,532
Town-Gown Fund	1,000,000	552,291	491,436
Arboretum Fund	1,000,000	131,330	130,005
Art Programming		750,000	750,000
Unrestricted/General Purpose	10,000,000	256,045	256,045
Other Special Purpose	10,000,000	17,274,922	16,534,020
Library		554,521	554,294
Other Faculty Support		1,692,591	1,692,327
<b><i>FACILITIES</i></b>	<b>60,000,000</b>	<b>21,791,684</b>	<b>11,641,853</b>
Kirner-Johnson/Renovation	7,500,000	1,622,230	1,082,110
Emerson Literary Society Renovation	5,000,000	1,395,842	125,602
Athletics	10,000,000	8,256,381	1,826,171
Arts	37,500,000	1,221,859	1,181,004
Other Capital Facilities		3,179,237	2,248,886
Undesignated Capital		6,116,136	5,178,080
<b><i>AWAITING DESIGNATION</i></b>		<b>5,178,483</b>	<b>961,084</b>
<b>CAMPAIGN TOTAL</b>	<b>175,000,000</b>	<b>110,109,362</b>	<b>86,382,593</b>

**FEDERAL AND STATE GRANTS AND CONTRACTS**

7.13M

## Highlights:

National Science Foundation	1.95M
National Institute of Health	1.4M
NYS Department of Health and Human Services	1.68M

**LIFE INCOME GIFTS AS A PERCENTAGE OF CAMPAIGN CONTRIBUTIONS: 18%**



# INTEGRATED SERVICES

A division of George Dehne & Associates

**HAMILTON COLLEGE**

**EXECUTIVE SUMMARY**

**BASED ON SURVEYS OF EIGHT CONSTITUENCIES  
REGARDING THE IMPORTANCE OF *U.S. NEWS* RANKINGS OF  
COLLEGES**

**Submitted by:  
GDA Integrated Services  
November 2005**

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# HAMILTON COLLEGE

## EXECUTIVE SUMMARY BASED ON SURVEYS OF EIGHT CONSTITUENCIES REGARDING THE IMPORTANCE OF *U.S. NEWS* RANKINGS OF COLLEGES

### INTRODUCTION

In the late winter of 2005, GDA Integrated Services was asked to aid Hamilton in gaining a better understanding of the impact of the *U.S. News* guide to colleges rankings on student recruitment and prestige as well as why the College's academic reputation is rated lower than that of comparable peers in the *U.S. News* guide to colleges.

To determine the accuracy of this concern, GDA Integrated Services administered surveys to eight Hamilton constituencies. Over 500 (528) current students, equally distributed through all four class years, responded to our request to complete a web-based survey.

Also using the World Wide Web, we provided an opportunity for all faculty and administrators to complete a survey similar to the one completed by current students. A total of 91 professors and 91 administrators completed the survey.

GDA Integrated Services conducted telephone interviews with a variety of prospective students who entered college in the fall of 2005 including enrolling admitted applicants (161), admitted-but-not-enrolling students (153), inquiring students who visited campus but did not apply (150), and a random selection of inquirers who never visited the campus (150).

In the summer of 2005, GDA Integrated Services posted a web-based survey that was distributed to Hamilton and Kirkland College alumni for whom Hamilton had e-mail addresses; just under 2,700 (2,670) alumni completed the on-line survey. Additionally, in the early fall of 2005, GDAIS conducted telephone surveys of another 150 alumni/ae.

In addition to these groups, GDA Integrated Services completed telephone interviews with 100 administrators from national liberal arts colleges who are eligible to "vote" in the *U.S. News & World Report America's Best Colleges* rankings. As most will know, presidents, chief academic officers and chief enrollment officers are asked to complete the *U.S. News* survey.

This executive summary contains the most important insights and recommendations based on these studies. For a more thorough exploration, the reader may wish to review the three full reports. They include an interim report on the results of the surveys of current students, faculty and staff, and the four prospective student groups; a report on the survey of alumni and a report based on the interviews with the national liberal arts college administrators.



## *U.S. NEWS* VOTERS

GDA Integrated Services conducted telephone interviews with 100 “voters” from national liberal arts colleges. The breakdown was roughly one-third presidents, one-third chief academic officers and one-third chief enrollment officers.

### **Summary of Findings**

- Presidents, chief academic officers and admission officers are subject to the same biases as the rest of us, e.g., informal anecdotes can be very persuasive in forming opinions.
  - There was almost uniform disapproval of the college ratings business generally and actual disdain for certain aspects of the *U.S. News* approach, particularly the subjective reputation rating. There was a general belief that the reputation ratings confused the college-choice process for students and added little value to the exercise.
  - When asked how they decide which institutions they can rank, the answers were almost as varied as the number of people asked. Academic officers tended to place more emphasis on faculty or administrators they might know, while admission officers focused on perceived selectivity. Presidents tended to make judgments based on other presidents they knew and colleges they knew that were similar to or close to the one they are ranking. Clearly geographic proximity was important in that they were more likely to know and rank institutions in their region. A frequent comment was, “If I know something specific about the college, I generally tend to rank it.”
- Among the *U.S. News* criteria that seemed to be of significance to the respondents in order of the number of times it was deemed a “valid” criterion included:
  - Percentage of students who graduate in four years
  - Percentage of students who were admitted
  - The average SAT or ACT scores
  - The average annual expenditure per student
  - The percentage of faculty with the highest degree in their field
  - Student to faculty ratio
  - Percentage of full-time faculty
  - Average class size
- Most of the respondents believe that resources (endowment) have as much if not more to do with quality than anything else. Wealth (endowment) of the institution seems to be a prominent variable in assessing reputation.

- Those participants who believed there was a difference between prestige and quality were the ones most likely to rate these characteristics as evidence of prestige:

Well known by family and friends

A high ranking in *USNWR*

Well known nationally

Immediate name recognition

Successful NCAA Division I athletic program

- Many distrust their sister colleges in terms of how they finagle the data. Their institution, of course, plays it straight by the book; but a lot of others are perceived to be cheating.
- There was near universal distain for national liberal arts colleges who send self-serving materials such as alumni magazines or special newsletters to the voters with the idea the voters, in turn, would rank them higher.
- We are surprised that almost all the academic respondents thought that student-faculty ratio is so important especially when there is no indication that all colleges determine the ratio in the same way. For example, if one teaches a lecture course with sixty students and concurrently supervises four independent studies, the ratio is sixteen to one. That number conveys little information to the reader of the rankings or any other source that uses that formula.
- While it is obvious where each college is ranked by *U.S. News*, the academic officers in particular were wary of drawing any strong conclusions based upon the difference between ranks. In other words, they hesitated to judge a college ranked “ten” as significantly better than one ranked “fifty.”
- Some respondents asserted that schools with strong religious affiliations were less likely to be rated highly by *USNWR*.
- A few respondents maintained that the rankings don’t pay any attention to the quality of education once students came to campus.
- Colleges that are on the cusp of exceptional quality get hurt in the ranking by people in colleges “above” and administrator at colleges “below.” It is therefore not surprising that it is so difficult for colleges to enhance their position on the subjective reputation assessment of this ranking system.
- Geography and selectivity are important factors in this assessment. Northeastern highly selective responders tended to rate Hamilton lower than responders outside of the Northeast. Less selective institutions outside the Northeast rated Hamilton very high while several of Hamilton’s “superior peers” in their own back yard rated it “fair quality.” This was particularly true of admission officers who felt that Hamilton was taking weaker students and making decisions based on ability to pay.

- Williams, Carleton and Middlebury were consistently rated as very high quality. Most asserted that Bates, Hamilton, Colgate and Trinity rated next as high quality, but eighteen thought that Hamilton and Trinity also rated as very high quality
- If nothing else, this study confirms our belief that this particular ranking system is even more flawed than we had thought. The people who are believed to be completing the assessment are not necessarily the ones who are actually doing it. The vast majority of those who do complete it know very little about all but a few of the colleges involved and most of their opinions are based on very flimsy anecdotal evidence. Given the lack of support expressed by the people we surveyed, it is quite remarkable that *U.S. News* has been so successful in controlling this interesting and controversial element in the higher education marketplace.

### ***Recommendations***

Below are some recommendations that should aid Hamilton in improving its reputation score in the *U.S. News* rankings:

- To about half the *USNWR* voters, prestige is synonymous with name recognition. Unlike large universities that gain visibility through their medical, law and business schools as well as their big-time athletic programs, Hamilton must rely on consistency of visibility but not necessarily only through the media. Recently, Hamilton produced small posters on keys to good writing that were distributed to high school teachers with belief the posters would be hung in the classroom. While we thought the “look” of the posters was not representative of Hamilton quality, the text certainly was representative. The posters have never, to our knowledge, been reproduced nor have other educational materials been distributed in their place. This one small venture into guaranteed visibility is not enough to improve Hamilton’s image, we recommend producing at least two educationally oriented materials (poster, videos, handouts) that are distributed annually to high schools and even middle schools.
- Since so many voters (especially those in admissions) judge Hamilton’s quality by one or two admitted students who perceive to be weak, the College may wish to “announce” a new admission policy, one that Hamilton may already follow. The College would make it clear to the public, prospective students, their parents and the *U.S. News* voters that, in addition to strong academic standing, it will identify and admit students who bring something “special” to Hamilton. This may include a student who had already done something unusual (hiked through Tibet, wrote a book of poetry), has demonstrated a strong ethical compass, proved him or herself as a genuine leader or because he or she is a good fit and will therefore contribute to the community. Keep in mind that both students and voters see quality as including the total experience, not just the academic program. If the public and the voters know Hamilton is looking for more from the students it accepts, those admission voters will wonder what they missed about the student, rather than being critical of Hamilton for admitting the student.

- It is clear that the way to improve Hamilton's reputation score in *USNWR* guide to colleges is through those administrators at colleges that are not in the top twenty-five or maybe even top fifty. As we discovered, these voters are already willing to give the well-known and wealthier colleges in the Northeast the benefit of the doubt and thus rate them higher. We also know that materials mailed to this group have little impact. We recommend that the president, the provost and the dean of admissions invite their counterparts in these colleges to a breakfast or lunch prior to a national conference or when traveling to an area where there is a cluster of these colleges. The topic might be an open forum on the future of the liberal arts college or a general discussion of education. Obviously, the Hamilton host would preside, offer an introduction to discussion, and use Hamilton as an example of success. We suspect most of these lower-ranked colleges would like to "be seen" with Hamilton and would remember the College when the next *U.S. News* questionnaire arrives. Since so few presidents, academic officers or admission officers rank more than three of ten institutions, even if only five people showed up for each event, it would produce five more positive votes in each category for the College.
- We know Hamilton does "hometown" news stories on enrolling students. We believe there should be special attention given to children of college and university administrators who will enroll at the College. In this and other research, a complementary word about a college or university from someone who presumably knows higher education (professors and administrators) can have a great impact in increasing a student's interest, but it also appears to influence those who vote in the *U.S. News* sweepstakes. The short news release should be sent, obviously, not only to the local daily newspaper but also the weekly newspaper, the institution's public relations office and, perhaps, the student newspaper. We suspect that the fact that the daughter of a beloved professor attends Hamilton will enhance the College's image.
- Hamilton should probably be seen more prominently with the other New England Small College Athletic Conference (NESCAC) colleges. For example, we could not find a list of NESCAC schools in the sports section of the Hamilton Web site. Yet NESCAC positions Hamilton as among the elite national liberal arts colleges. We recommend listing in all forms of communications those colleges that would enhance Hamilton's reputation (Williams, Amherst, Middlebury, Bowdoin, etc.). In fact, we also wonder if most *USNWR* voters actually know that Hamilton is a NESCAC school because the College is in New York, which is not officially New England.
- This may sound contradictory but we believe Hamilton can enhance its position in the reputation section of *U.S. News* rankings by challenging its importance and, therefore, usefulness. As noted above, even the voters do not have any faith in this section. Hamilton could endear itself to voters and the public if it is willing to release some of the findings in the student sections of this study. We know of no other college or group that ever asked **students** what they regard as the important criteria of the *U.S. News* rankings. Note, for example, that only about one of ten all the students surveyed said the "assessment of quality by administrators at other colleges" was an extremely important criterion, yet that characteristic represents 25% of the *U.S. News* ranking.

## ***U.S. NEWS RANKINGS IN THE COLLEGE SELECTION PROCESS***

First, we know that the *U.S. News* ranking is not how students first learn about Hamilton or their enrolling college. In fact, only 2% of the enrolling students first learned of Hamilton from the *U.S. News* ranking and only 1% of the non-enrolling first learned of Hamilton or their enrolling college from *U.S. News*.

Just half of the enrolling (51%) and 45% of the non-enrolling said they consulted the *U.S. News* rankings of national liberal arts colleges to help them identify possible colleges to attend. Only one of three (35%) of the inquirers who did not visit consulted the ranking of the national liberal arts colleges compared with 55% of those inquirers who visited.

The *U.S. News* rankings apparently do not play a significant role in college selection:

- Virtually no enrolling or non-enrolling students said they first learned of Hamilton by reading *U.S. News*.
- Only about half of all the prospective student groups said they even consulted *U.S. News* to help them identify a college. Current students were the exception as the table below shows.

<b>Consulted <i>U.S. News</i> ranking of national liberal arts college:</b>	<b>Yes</b>
Current students	69%
Enrolling students	51%
Accepted, non-enrolling	45%
Visiting inquirers	55%
Non-visiting inquirers	46%

- Only 45% of the enrolling admitted applicants said they knew the ranking of Hamilton in the *U.S. News* guide to colleges compared with only 22% of the non-enrolling admitted applicants.
- Only 14% of the enrolling and non-enrolling students said they ruled out a college or colleges because of their ranking in the *U.S. News* guide to colleges. Most of these 14% ruled out colleges that were not ranked in the top fifty.
- Only 37% of the inquirers who visited and only 25% of the inquirers who did not visit even knew the ranking of their enrolling college.
- Only 33% of the non-enrolling students knew the *U.S. News* ranking of their enrolling college but 45% of the enrolling students know Hamilton's ranking. Two of ten non-enrolling also knew Hamilton's ranking. Keep in mind that 65% of the non-enrolling students reported combined SAT scores of 1350 or above. As noted above, Hamilton's enrolling students were somewhat more sensitive to the *U.S. News* ranking than other prospective students.

- Only 14% of the non-enrolling said the *U.S. News* rankings were essential or very important in their decision to apply to their enrolling college and only 10% said the ranking was very important in their decision to enroll.
- Only 18% of the enrolling students and 11% of the non-enrolling students said Hamilton's ranking in *U.S. News* was essential in their decision to apply to the College. Only 15% of the enrolling students said Hamilton's ranking in *U.S. News* was essential (5%) or very important in their decision to enroll.

While the *U.S. News* rankings cannot be ignored, it does not play a crucial role in the decision to apply or enroll at Hamilton (or any other college). Hamilton's location and perceived lack of a constructive social life plays a far greater role than *U.S. News* in a student's decision to consider the College.

### IS STUDENTS' INTEREST IN THE U.S. NEWS RANKING WANING?

The percentage of current students indicating that the *U.S. News* ranking was not important has doubled between the class of 2005 and the class of 2009. As noted above, the majority of the incoming first-year students in the survey did not know Hamilton's ranking. This suggests that prospective students have become skeptical of the *U.S. News* rankings. This apparent reduced interest in the rankings may be due to overexposure. This generation of students does not fall prey to hype. The key for Hamilton is to focus on those criteria in the *U.S. News* rankings that are of greatest importance to prospective students.

### CRITERIA FOR THE U.S. NEWS RANKINGS

Survey participants were presented with the fifteen criteria that *U.S. News* uses to determine the rankings for national liberal arts colleges such as Hamilton. Students were asked to rate the importance to them when they were considering colleges; faculty and administrators were asked to rate the validity of the criteria as a way of determining the quality of a college.

	Extremely Important Criteria					Very Valid Criteria	
	Current	Enroll	Non-enroll	Inq: Visited	Inq: No Visit	Prof	Admin
<b>Student-to-faculty ratio</b>	63%	35%	23%	28%	23%	54%	42%
<b>The average class size</b>	60%	44%	19%	29%	23%	47%	41%
<b>The percentage of classes with more than 50 students</b>	41%	29%	20%	18%	10%	32%	30%
<b>The percentage of faculty with Ph.D.'s or highest degree in their field</b>	35%	13%	14%	12%	8%	50%	27%

	Extremely Important Criteria					Very Valid Criteria	
	Current	Enroll	Non-enroll	Inq: Visited	Inq: No Visit	Prof	Admin
<b>The percentage of full-time faculty</b>	33%	21%	6%	14%	12%	54%	32%
<b>The percentage of students in the top 10% of their graduating high school class</b>	31%	15%	9%	16%	12%	38%	40%
<b>The average SAT or ACT scores of entering first-year students</b>	31%	12%	14%	13%	21%	22%	22%
<b>The percentage of students who are admitted</b>	31%	21%	13%	11%	15%	16%	27%
<b>Percentage of students who graduate in four years</b>	27%	17%	10%	18%	19%	24%	37%
<b>The percentage of students who withdraw from the college between first year and sophomore year</b>	22%	17%	6%	16%	19%	19%	25%
<b>The number of students who apply</b>	20%	5%	6%	5%	6%	8%	23%
<b>Average annual expenditure per student</b>	16%	8%	6%	10%	8%	20%	12%
<b>Assessment of quality by administrators at other colleges</b>	14%	13%	6%	12%	13%	11%	11%
<b>Percentage of alumni who contribute annually to the college</b>	14%	13%	6%	4%	6%	6%	17%
<b>Faculty compensation</b>	4%	6%	4%	10%	8%	22%	4%

This provides several insights:

- Many of Hamilton's strengths seem to be an "acquired taste." Current students are more than twice as likely than the other student groups to say the following were extremely important criteria of the *U.S. News* rankings:

- Student-to-faculty ratio
- Average class size
- Percentage of classes with more than fifty students
- Full-time faculty
- Percentage of professors with Ph.D.'s

- Despite the low percentage of students who said “percentage of alumni who contribute annually to the college” was an extremely important criterion, we think Hamilton can make a persuasive case for its high giving rate as a symbol of alumni’s satisfaction with their experience. In our interviews with students at selective universities, many suggested that alumni giving was something they looked at as a sign of graduates’ satisfaction and appreciation of their experience. Hamilton may wish to compare its high alumni participation rate (55% or higher) with the national average for small private colleges (25%-30%) and announce it a symbol of satisfaction and appreciation.
- Current students value these characteristics of Hamilton, but enrolling and non-enrolling students with no experience are less enthusiastic. Only a visit to a well-taught small class will increase the importance to prospective students. Meanwhile, Hamilton may wish to be more specific on the advantages of these and other characteristics.

Generally when a college says “small classes,” it thinks prospective students are inferring that they will need to be well prepared for class, are required to defend their views, they will learn from their classmates, they will improve their debate skills, and grading will be instructive rather than just keeping score. Unfortunately, in our national research studies, prospective students instead infer “getting help from the professor.” Hamilton needs to be more articulate in describing its benefits rather than leaving it up to inference.

For example, the benefits of the liberal arts are attractive to prospective students, but only about one of three enrolling and non-enrolling students and even fewer inquiring students said a liberal arts education was essential. Hamilton will need to demonstrate how the liberal arts at the College contribute to the desired outcomes. Fortunately, the alumni research provides some insights. More than 55% of the alumni rated Hamilton as much better or better on delivering these “skills” than their work colleagues who attended other similar colleges:

- Writing effectively
- Making oral presentations
- Utilizing a broad general knowledge
- High ethical standards
- Independent thinking
- A strong work ethic
- Thinking creatively
- Ability to learn new things quickly
- Handling oneself as a professional regardless of the career
- Leadership skills

This information should provide evidence to prospective students that Hamilton alumni feel their preparation was superior.



- Not surprisingly, the criteria most important to students directly affects them—student-to-faculty ratio, average class size, percentage of classes with more than fifty students, full-time faculty and percentage of professors with Ph.D.'s. Only a small percentage of students care about the first-to-second-year withdrawal rate, the annual expenditures per students, or the percentage of alumni who contribute annually to the college.
- It's ironic that *U.S. News* uses assessment of quality by administrators at other institutions as 25% of its ranking, but fewer than 15% of any of the groups surveyed said it was an important or valid criterion.
- Interestingly, while higher education in general and *U.S. News* specifically focus on the importance of "inputs," students are not at all impressed by them. Only a small percentage of the prospective students think the number of students who apply and the percentage of students admitted are important criteria in the *U.S. News* rankings.
- Of particular interest, while three of ten current students said that the percentage of students in the top 10% of their class was an extremely important criterion of the *U.S. News* rankings, only about one of ten of the prospective students said the same. This may reflect students' awareness that many of the private schools from which Hamilton students graduate do not rank their students. Because of this fact, the *U.S. News* use of this criterion is biased toward a smaller and smaller number of high school graduates who continue to rank.

Based on this, Hamilton should concentrate its student recruitment effort on paying less attention to inputs and more attention to outcomes.

### PRESTIGE VERSUS HIGH QUALITY

Nine of ten students from all categories said that a high-quality college refers to the **quality of the total experience including the out-of-class opportunities**. The small remainder said that it refers to the **quality of the academic program only**.

Administrators paralleled the students in this regard, but only 58% of the faculty said that a total experience described high quality. This may be the Achilles Heel of Hamilton or a great opportunity. Assuming this much broader definition of quality, the College may not match up with some of its competitors. In fact, we see elsewhere in this report that only three of ten current students are satisfied with the College's concern for personal and professional development, social life, extracurricular offerings and intellectual environment—all part of this broader definition of quality. Hamilton, if it chooses, can be a leader in providing a total learning experience.

Over half (55%) of the faculty and administrators said that a college that is considered high quality is not necessarily considered highly prestigious. Of course, this means 45% of the faculty and administrators said they were the same. About six of ten of the alumni, current, enrolling, and non-enrolling students as well as the inquirers believe that high quality carries with it high prestige.

	Prof	Admin	Current	Enroll	Non-enroll	Inq: Visited	Inq: No Visit	Alumni
Yes that high quality is also high prestige	45%	45%	60%	63%	60%	51%	59%	65%

Two-thirds of the current students and nearly half (46%) of the administrators said the *U.S. News* rankings were a sign of both quality and prestige. Interestingly, about four of ten of the non-enrolling and both groups of inquiring students compared with only 18% of the current students and 24% of the enrolling students said the *U.S. News* guide was just a sign of prestige.

Four of ten of the enrolling students said the rankings were just a sign of quality compared with only 6% of the current students. The faculty were the most skeptical of *U.S. News* with 27% saying it is neither a sign of quality or prestige. About 10% of all other groups agreed that the rankings were not a sign of either prestige or quality.

More than half of the alumni (54%) said a high *U.S. News* ranking was both a sign of quality and prestige. Only current students (66%) were more likely to make this assertion. We suspect alumni, as they gain experience outside the College, may recognize that high quality and prestige are the same to the public at large. Also, alumni may be more sensitive to the *U.S. News* rankings because it validates their choice of Hamilton over other, perhaps, better-known institutions.

### ***Recommendations***

In our view, the “magic bullet” that some at Hamilton are looking for from this research is the “discovery” that institutional quality refers to the “total experience including the out-of-class opportunities,” not just the academic program. Nine of ten of all constituencies surveyed (except the faculty) described quality in this way.

Although we have seen evidence of the interest in a total learning experience in other research projects, this is the first time we learned how the “total experience” relates to the students’ and the alumni’s notion of “quality.”

With respect to the “total experience,” the following responses from the alumni provide further evidence:

Eight of ten alumni were very satisfied (34%) or satisfied (44%) with Hamilton/Kirkland’s concern for the development of the whole person.

Eight of ten strongly agreed (40%) or agreed (39%) that they chose Hamilton/Kirkland to have a total experience that connected their academic, social, personal and residential lives.

Two-thirds strongly agreed (29%) or agreed (38%) that they learned as much from out-of-class activities as from the academic program. And 95% rated the quality of their Hamilton/Kirkland education (i.e., the academic program) as outstanding or above average.

It is worth noting here that six of ten (58%) of the faculty said their definition of a high quality college is a “total experience including the out-of-class opportunities.”

For the most part, selective colleges have been hesitant to emphasize the out-of-class and extracurricular activities because it might suggest that academic quality is somewhat diminished. Hamilton might wish to present itself as a “total learning community” that values learning in all its iterations, although the academic arena is still primary.

We know that one of the urban legends of higher education is the belief that the “well-rounded student” is one who is not engaged in academics but rather flits from one activity to another, often to the detriment of their academic work. In a study we conducted for a very selective national university, we found just the opposite. The highest-ability students were also the most likely to be deeply involved in both the academic enterprise and the out-of-class experience. These students were not résumé building but rather deeply interested in a multitude of intellectual, social, artistic and personal activities. The angular student, one with a strong academic interest and, perhaps, one outside interest, was hard to find and those who existed were not particularly high achievers.

The alumni tended to be satisfied with the College’s delivery of a total experience.

	<b>Very Satisfied</b>	<b>Very Satisfied &amp; Satisfied</b>
The intellectual environment	40%	88%
Ability to individualize your education	39%	80%
A concern for the development of the whole person	34%	78%
Friendly students	30%	77%
An active social life	28%	73%

It is our view that Hamilton does a very good job at creating a total experience but it has not done enough to describe it as such to prospective and current students. Now that the College is aware that quality is judged on the total experience, all aspects of campus life should be promoted more robustly (but not to the detriment of the academic program).

## THE PERCEIVED DIFFERENCES BETWEEN PRESTIGE AND QUALITY

We asked only those respondents who said that prestige was different from quality to tell us what best described either prestige or high quality. The percentages represent roughly half of the respondents who believed there was a difference.

Characteristics associated with renown were more likely to be attributed to prestige or equally a sign of both high quality and prestige. Note that none of these represent quality by itself.

<b>Characteristic:</b>	<b>Unanimous winner:</b>
Well-known by family and friends	Truer of prestigious
A high ranking in <i>U.S. News</i>	Equally true of both
Successful alumni	Equally true of both
Well-known nationally	Truer of prestigious
Immediate name recognition	Truer of prestigious

Four of five of all constituencies said the following we also truer of prestige or both quality and prestige:

<b>Characteristic:</b>	<b>Selected by four of five:</b>
A large endowment	Truer of prestigious
High cost	Truer of prestigious
Only the best students are admitted	Equally true of both

- We learn that name recognition, preferably national, is a major factor in prestige but not in quality. Apparently, to gain greater prestige, Hamilton needs to be better known.
- Professors are the most likely by far to say that a large endowment and high cost reflect prestige. To most prospective students, high cost and large endowment indicates prestige or both prestige and quality.
- The inquirers who visited but did not apply may be tipping their hand that prestige is particularly important. More than four of ten inquirers who visited said that “only the best students admitted” was a sign of prestige. This was significantly higher than other prospective student groups. It is interesting because 65% of the inquirers who visited but did not apply reported combined SAT scores of over 1350.
- Having successful alumni was regarded by about half of all the student groups to be a sign of both prestige and quality. In the alumni survey, we learn a good deal about how alumni perceive their Hamilton education.
- A surprising three of ten of all groups said a successful NCAA Division I athletic program was a sign of a prestigious institution. Administrators and professors were the most likely to say a successful athletic program was neither a sign of prestige or quality.

For those who believe there is a difference between quality and prestige, it appears that prestige is tied to name recognition and money while quality is tied more to outcomes—having successful alumni in this case.

### **DISTINCTIVE PROGRAMS: WRITING, ORAL PRESENTATION, STUDY ABROAD, UNDERGRADUATE RESEARCH, AND LACK OF A CORE CURRICULUM**

We were asked to learn the importance of Hamilton's special strengths including opportunities for undergraduate research, the emphasis on writing, the encouragement of study abroad/study away, and the emphasis on oral presentation.

#### **Emphasis on Writing**

Only 14% of the current students said the emphasis on writing was essential in their choice of Hamilton.

About three of ten current students agreed that Hamilton's emphasis on writing was excellent.

The 2005 enrolling students were a bit more enthusiastic with about one of four saying the writing emphasis was essential in their choice of Hamilton.

Two of three inquirers who visited the College knew of the writing emphasis. Around one of four of the visiting inquirers who knew of the writing emphasis said it greatly increased their interest in Hamilton, although they still did not apply.

Over one-half of the alumni/ae survey participants (55%) were aware of the Colleges' emphasis on writing when they enrolled; just under one-half said it was extremely (16%) or very (30%) important, and over one-half (57%) rated the quality of the writing emphasis as excellent. Only 31% of current students gave the writing emphasis an excellent rating.

The alumni survey makes a strong case that Hamilton does a good job in producing writers and orators but we do not know how important these skills are to them. In our national studies on the importance of certain outcomes, writing and oral presentation skills rank very high and, in many cases, the highest. Unfortunately, students expect to become better writers and more polished speakers at college—any college or university. These are not considered distinctions of Hamilton unless the College can demonstrate or articulate why the College does a far better job in these areas than its peers.

## **Emphasis on Oral Presentation**

The weakest of the four pedestals of distinction was the emphasis on oral presentation. Only 13% of the faculty said it was an excellent program and only 10% of the current students felt the same way. Fewer than 10% of the current and non-enrolling students said it was essential in their choice of Hamilton, but 15% of the enrolling students said it was. Few of the inquirers knew of Hamilton's emphasis in this area, and even among those that knew, fewer than two of ten said it greatly increased their interest in Hamilton. Only 10% of the current students said the same of the emphasis on oral presentation.

Forty percent of the alums were aware of the emphasis on oral presentation; only about one-fourth said it was extremely (9%) or very important (19%) in their decision to enroll at Hamilton; and one-fourth rated the quality as excellent. Another 37% rated the quality as good.

Apparently, Hamilton emphasis on speech has been on the wane since the period prior to 1970 when six of ten rated the quality of oral presentation as excellent. By the 2000-2005 period, only one of five rated the quality as excellent; roughly, twice as many indicated it was fair (29%) or poor (9%). Based on what we see in the research, Hamilton needs to make a better case for why oral presentation skills are so important as well as improve that aspect of the College's academic program.

The above suggests if oral presentation is to be a major distinction at Hamilton, it must not only be promoted more obviously, but also the College will probably need to develop a distinctive delivery vehicle so the College's emphasis does not appear to be identical to that at other colleges.

## **Encouragement of Study Abroad/Study Away**

Only 25% of the current students said the encouragement to study away was essential in their choice of Hamilton.

About three of ten current students agreed that Hamilton's encouragement of study away was excellent.

About one of four of the 2005 enrolling students said study abroad was essential in their choice of Hamilton.

Three of four visiting inquirers knew of Hamilton's commitment to study abroad and more than four of ten (44%) of the inquirers who visited said encouragement of study abroad greatly increased their interest in Hamilton.

Just under one-half (44%) of the alumni were aware of the College's encouragement of study abroad/study away when they enrolled; and 30% said it was extremely (15%) or very important (15%).

About one-third of the alums (36%) did study abroad/study away while an undergraduate and seven of ten declared that it had a great positive impact on the college experience.

If the College is interested in having a great positive impact on its students, it appears that encouraging, and perhaps guaranteeing, a "study away" opportunity would be very effective.

### **Opportunities to Do Undergraduate Research**

Fewer than two of ten (18%) of the current students said undergraduate research was essential in their decision to enroll.

Fewer than one of four current students (22%) said opportunities for undergraduate research were excellent.

Almost two of three of the inquirers who visited the Hamilton campus knew of undergraduate research opportunities.

Only 20% of the alumni/ae were aware of the opportunity to do undergraduate research when they enrolled. That percentage had grown to 36% for the 2000-2005 graduates. Just 14% indicated that this opportunity was extremely or very important. This percentage had increased to 25% with the 2005-2005 graduates. Thirty percent of all the surveyed alums (43% for the most recent graduates) did perform research and 37% indicated it had a great positive impact (one-half for the most recent graduates).

As the awareness of, participation in, and satisfaction with undergraduate research has been growing, so has the positive impact it had on alumni.

### **Few General Education Requirements**

A Hamilton distinction that fared quite well is the few general education requirements. Nearly all of the enrolling (97%) and 83% of the non-enrolling students knew of the few requirements and 70% of those enrolling students who knew about it said it was extremely or very important in their choice of Hamilton.

Of the 83% that knew about the few requirements in the general education curriculum, 38% said it was extremely or very important in increasing their interest in Hamilton. It is worth noting that 83% of the enrolling students compared with 58% of the non-enrolling students said the ability to individualize your education was essential or very important in their choice of a college.

This interest in few requirements does not surprise us since the greatest complaint among current students at many colleges is the lack of flexibility in the general education curriculum and because so many general education programs seem to repeat what the students had already studied in high school.

In other words, of all of Hamilton's distinctions, the flexibility of the curriculum has the greatest possibility of attracting more and, perhaps, different students. Nearly eight of ten prospective students said the "opportunity to individualize your education" was essential or very important in their choice of a college. (Interestingly, the alumnae who attended Kirkland, were far more likely than those who attended Hamilton to say they were very satisfied with the ability to individualize their experience.)

### **Gaining Awareness of Distinctions**

With respect to awareness of Hamilton's distinctive programs, it appears that the College is communicating these distinctions more powerfully in recent years:

- For instance, 86% of the first-year students who participated in the survey were aware of the College's emphasis on writing. This compares with 94% of this fall's class and but 58% of the current seniors.
- Even more impressive is the message on oral presentation: 73% of the class of 2009 were aware versus 45% of the class of 2008. One-fourth of the seniors in the survey said that they had been aware. The same goes for opportunities in undergraduate research: 87% of enrolling students were aware of the opportunities vs. 53% of first-year students and 43% of seniors. Two of three applicants who were accepted and enrolling elsewhere were aware of undergraduate research opportunities.

With the exception of study abroad, there is a substantial disconnect between Hamilton students' and the administration's perception of the College's distinctive programs. Faculty and students were in fairly close agreement, except for the undergraduate research opportunities.

It also appears that Hamilton may not be direct enough in its communications with prospective students in the strength of these options. While a high percentage of inquirers who visited were aware of these distinctions, very few who did not visit knew of them.

Overall, we regret that these distinctions of Hamilton, except for study abroad, will have only a little impact on the vast majority of students. As noted above, only 25% of the inquirers who visited said an emphasis on writing would increase their desire to attend and only 17% of the inquirers who visited said the same of opportunities for undergraduate research.

Undergraduate research seems to be of greater interest to inquirers who did not visit but, as noted above, these are not the strongest students academically. The fact that the majority of the inquirers said these distinctions would have some impact cannot be ignored, but "increase somewhat" is not nearly as strong as "greatly increase."



## COMPARISON OF HAMILTON WITH OTHER NATIONAL LIBERAL ARTS COLLEGES

The condensed table below lists the competitor group of colleges selected by the College's administration that are in the *U.S. News* rankings and how they compare with Hamilton's quality. Please keep in mind that Hamilton is ranked 15, tied with Colgate, in the 2006 *U.S. News* ranking of national liberal arts colleges.

	2006 <i>U.S. News</i> Rank	Hamilton is much higher or higher quality	Hamilton is about the same quality	Hamilton is lower or much lower quality	Don't know
<b><i>Williams</i></b>	<b><i>1</i></b>				
Alumni		5%	30%	45%	15%
Current		8%	20%	54%	17%
Enrolling		21%	23%	40%	15%
Non-enrolling		7%	12%	64%	17%
Inquirers: Visited		13%	17%	48%	23%
Inquirers: No Visit		14%	25%	25%	37%
Professors		3%	19%	70%	8%
Administrators		2%	22%	39%	36%
<b><i>Middlebury</i></b>	<b><i>8</i></b>				
Alumni		14%	45%	26%	15%
Current		11%	33%	44%	13%
Enrolling		27%	24%	36%	12%
Non-enrolling		14%	17%	55%	14%
Inquirers: Visited		14%	21%	45%	20%
Inquirers: No Visit		23%	20%	24%	33%
Professors		10%	36%	42%	12%
Administrators		7%	36%	26%	31%
<b><i>Colgate</i></b>	<b><i>15</i></b>				
Alumni		42%	40%	7%	12%
Current		27%	53%	10%	10%
Enrolling		30%	48%	12%	10%
Non-enrolling		23%	44%	24%	8%
Inquirers: Visited		25%	43%	23%	9%
Inquirers: No Visit		15%	38%	22%	25%
Professors		19%	56%	15%	10%
Administrators		24%	45%	3%	27%

	2006 <i>U.S. News</i> Rank	Hamilton is much higher or higher quality	Hamilton is about the same quality	Hamilton is lower or much lower quality	Don't know
<b><i>Trinity (CT)</i></b>	<b>25</b>				
Alumni		51%	23%	2%	23%
Current		54%	23%	5%	18%
Enrolling		55%	23%	3%	19%
Non-enrolling		40%	29%	6%	25%
Inquirers: Visited		31%	33%	9%	27%
Inquirers: No Visit		25%	30%	14%	31%
Professors		41%	27%	5%	27%
Administrators		39%	16%	2%	43%
<b><i>Skidmore</i></b>	<b>41</b>				
Alumni		70%	10%	4%	16%
Current		70%	10%	7%	15%
Enrolling		66%	10%	6%	20%
Non-enrolling		51%	25%	3%	21%
Inquirers: Visited		49%	21%	15%	16%
Inquirers: No Visit		27%	29%	11%	33%
Professors		71%	9%	9%	11%
Administrators		52%	9%	3%	35%

Inquirers who did not visit were the least likely to know how Hamilton compared with the other institutions listed. This is unfortunately because one of four of this group is a student of color. With the exception of Colgate, around 30-40% of non-visiting inquirers could not rate the other schools; one-fourth could not rate Colgate.

Somewhat surprisingly, a high percentage of administrators were unable to compare Hamilton with these competitors.

Four of ten alumni said they did not know Hamilton's ranking in the *U.S. News* guide to colleges. Yet the alumni ranking of quality of Hamilton versus the quality of the nine institutions nearly matched the *U.S. News* rankings. The same was true of the other constituencies who could rate Hamilton's quality versus these nine competitors.

For example about half of the current and non-enrolling students and visiting inquirers rated Williams better or much high quality than Hamilton. More than four of ten (45%) of the alumni did the same. We also see that about half of the current, enrolling, non-enrolling students and visiting inquirers rated Colgate about the same quality as Hamilton. Four of ten alumni agreed.

The table below averages the responses of all eight groups. Despite the difference in constituencies' knowledge of these institutions, the results still reflect the *U.S. News* rankings.

	2006 <i>U.S. News</i> Rank	Hamilton is much higher or higher quality	Hamilton is about the same quality	Hamilton is lower or much lower quality	Don't know
<i>Williams</i>	1	9%	21%	48%	21%
<i>Middlebury</i>	8	15%	29%	37%	19%
<i>Colgate</i>	15	25%	46%	14%	14%
<i>Colby</i>	20	25%	41%	8%	25%
<i>Bates</i>	21	29%	36%	8%	26%
<i>Trinity (CT)</i>	25	42%	25%	6%	26%
<i>Union</i>	36	56%	11%	4%	27%
<i>Skidmore</i>	41	57%	15%	7%	21%
<i>Hobart &amp; William Smith</i>	61	55%	11%	5%	28%

All this suggests that there is an informal "pecking order," outside of the *U.S. News* rankings that places Hamilton in its "spot." Only through a well-executed and intentional word-of-mouth campaign will Hamilton make great changes in the minds of the college-bound public and their influencers.

The College may have the most accurate view of its position by focusing on the alumni. Although the alumni tended to rank Hamilton somewhat higher, their perception may provide a more accurate comparison than students and Hamilton personnel because they have a more distant perspective and many may have worked with alumni from these competing institutions. Generally, we have found that the alumni do not put a halo on their institution but have a relatively accurate sense of where their alma mater stands. Assuming this is the case here, in the mind of the public as represented by alumni, Hamilton may enjoy a somewhat stronger reputation.

### ESSENTIAL CHARACTERISTICS IN THEIR SELECTION OF A COLLEGE

We asked alumni, current students, enrolling and non-enrolling admitted applicants, the inquiring students who had visited the campus and the inquiring students who had not visited the campus to tell us how important certain characteristics were in their choice of a college or university. The table below shows the percentage who indicated these characteristics were essential. Obviously, the percentages would be higher if we also included very important, but students are far more likely to act upon something that is essential while they may be willing to sacrifice a trait that is very important.

<i>Essential Characteristics</i>	Alumni	Current	Enroll	Non-enroll	Inq: Visited	Inq: No Visit
Gaining a liberal-arts education	52%	35%	39%	33%	27%	19%
Small class size	43%	45%	37%	25%	26%	23%
Accessibility of faculty	34%	42%	41%	16%	35%	31%
The intellectual environment	32%	33%	24%	22%	35%	29%
A concern for the development of the whole person	27%	30%	32%	28%	29%	35%
Challenging courses	26%	26%	31%	26%	33%	26%
Preparation for a career	20%	26%	34%	27%	32%	33%
Ability to individualize your education	18%	32%	38%	16%	22%	20%
An active social life	17%	29%	26%	14%	26%	31%
A strong department in your concentration of interest	16%	26%	38%	31%	39%	40%
Preparation for graduate school	16%	20%	25%	17%	22%	26%
Quality of academic advising	16%	18%	28%	11%	23%	26%
Students support each other	8%	19%	24%	20%	27%	20%
Many extracurricular opportunities	NA	28%	34%	20%	29%	26%
Quality of academic facilities	NA	26%	30%	18%	31%	31%
Opportunities to develop as a leader	NA	20%	18%	12%	15%	24%

- As we say elsewhere in this executive summary, students generally come to appreciate liberal arts as they mature. Note that 52% of the alumni but only 35% of the current students and only 27% of the inquirers who visited said gaining a liberal arts education is essential. Above we discussed how Hamilton, by using the response of the alumni, can make liberal arts more important.
- Note that small classes and an accessible faculty are universally valued especially among the inquiring students.
- Several areas were less important to the alumni than the current or enrolling students. They include:

- A concern for the development of the whole person
- Preparation for a career
- Ability to individualize your education
- An active social life
- A strong department in your concentration of interest
- Preparation for graduate school

All of these need to be addressed more prominently as indicators that Hamilton has evolved. Fortunately, the research helps. The skills gained cited by the alumni demonstrates career preparation in the broadest sense. The low-requirement general education program allows students to individualize their education.

## SATISFACTION WITH HAMILTON

We also asked alumni and current students about their level of satisfaction with the same characteristics as well as asked professors and administrators how well the College delivered on these characteristics. The table below shows the percentage that were very satisfied and the professors and administrators who thought Hamilton was excellent. Keep in mind that the percentages would be much higher if “satisfied” was included.

	Very satisfied:		Hamilton is excellent:	
	Alumni	Current	Prof	Admin
<b>Gaining a liberal-arts education</b>	71%	44%	41%	52%
<b>Small class size</b>	71%	56%	38%	56%
<b>Accessibility of faculty</b>	63%	54%	67%	37%
<b>Challenging courses</b>	48%	40%	25%	23%
<b>A strong department in your concentration of interest</b>	46%	38%	43%	40%
<b>The intellectual environment</b>	40%	25%	9%	23%
<b>Ability to individualize your education</b>	39%	48%	46%	45%
<b>A concern for the development of the whole person</b>	34%	30%	11%	20%
<b>Preparation for graduate school</b>	33%	17%	36%	42%
<b>An active social life</b>	28%	29%	12%	12%
<b>Preparation for a career</b>	28%	13%	27%	25%

At least one-third of the alumni were very satisfied with their academic department, the College’s intellectual climate, the ability to individualize their education, the College’s concern for the whole person and preparation for graduate school. All of these are important to prospective students.

The one area of concern is the fact that only 13% of the current students feel they are being prepared for a career even though nearly three of ten said career preparation was essential in their choice of Hamilton. With the lack of understanding of the liberal arts among the prospective students, Hamilton needs to demonstrate that preparation for a specific career is less important than preparation for multiple careers. Ways of doing this include:

- Promote the skills, above, that alumni feel they were better prepared than their colleagues who graduated from other colleges.
- Promote the fact that more than three of four alumni strongly agreed or agreed with the statement “Hamilton/Kirkland contributed greatly to my success in my career.”

- Report that more than seven of ten alumni attended graduate or professional school and nine of ten said they were extremely or very well prepared for their advanced degree.
- Find testimonial from alumni who have had multiple careers and how Hamilton contributed to making that possible.
- Promote the “networking” possibilities using successful alumni.
- Mail a newsletter to the parents of sophomores casually informing them of all the services available at career services and a rough timeline as to when a student should take advantage of what services. We have found that parents will push their child to use the services and it keeps the students and parent from complaining at commencement about how Hamilton did not help them find a job.
- Make sure a stop at the career services office is included in the campus tour of prospective students and their parents.
- Offer to arrange a meeting with someone from career services for prospective students and their parents who are concerned about the value of the liberal arts.

Obviously, some of these items may already be included in the new outcomes brochure.

### **IDEAL HAMILTON STUDENT AND IDEAL ALUMNI**

In the Interim Report and the Alumni Report, we discuss an analysis of current students who described themselves “enthusiastic” about their Hamilton experience and are achieving at a high level (87 or above). We identify these as ideal students because they are thriving.

Ideal alumni were identified as such because they were “very positive” about Hamilton currently and as undergraduates posted a cumulative GPA of 87 to 98.

	<b>Ideal Graduate</b>		<b>Ideal Student</b>	
	<b>%</b>	<b>Rank</b>	<b>%</b>	<b>Rank</b>
<b>Essential characteristics:</b>				
Gaining a liberal arts education	62%	1	40%	5
Small class size	51%	2	51%	1
Accessible faculty	46%	3	49%	2
Intellectual environment	45%	4	43%	3
Challenging courses	37%	5	29%	6

	Ideal Graduate		Ideal Student	
	%	Rank	%	Rank
<b>Very satisfied:</b>				
Gaining a liberal arts education	90%	1	57%	4
Small class size	84%	2	65%	2
Accessible faculty	82%	3	66%	1
Challenging courses	70%	4	56%	5
Strong department in concentration	63%	5	54%	6
Intellectual environment	61%	6	38%	10
Ability to individualize your education	60%	7	63%	3
Enrollment under 2,000	58%	8	51%	7
<b>Strongly agreed:</b>				
If you wanted to learn, you got very strong support from faculty	74%	1	66%	1
Hamilton/Kirkland contributed greatly to career success	59%	2	NA	NA
Faculty valued my ideas and contributions	50%	3	53%	3
I chose Hamilton/Kirkland to have a total experience	48%	4	65%	2
Hamilton/Kirkland contributed greatly to my personal contentment	43%	5	NA	NA
I believed in learning just for the sake of learning	40%	6	44%	5

### ***Observations and Recommendations***

It is valuable to note, based on this analysis, that the percentage of ideal alumni increased in the nineties and 2000-2005 period.

There is remarkable consistency among the graduates and undergraduates who came to the College for all the right reasons and took (are taking) advantage of its strengths.

We see many of the messages that would be most effective in attracting more ideal students to Hamilton:

- Gaining a liberal arts education (described by outcomes).
- Small class size.
- Accessible faculty.
- Intellectual environment.
- Challenging courses.
- Able to customize your education.
- Hamilton offers a total learning experience.
- If you wanted to learn, you got very strong support from the Hamilton faculty.
- The faculty value students' ideas and contributions.
- Students who thrive at Hamilton believe in learning just for the sake of learning.

A second central theme for Hamilton recruitment effort may revolve around the one of those above: "If you wanted to learn, you got very strong support from the Hamilton faculty." (The first is making a case for the total learning experience.) This theme ties together several other themes above including a student has responsibility for his or her education, able to customize his or her education, accessible faculty, challenging courses and a faculty that values students' ideas and contributions.

### **DIFFERENCES AMONG ALUMNI BASED ON ATTITUDE TOWARD THE COLLEGE**

In a segmentation analysis, we compared the responses of the very positive, the positive and less enthusiastic alumni. There was nothing meaningful in the demographic comparisons.

As the table below shows, the very positive alumni can be helpful in the admissions effort but the neutral and negative, not surprisingly, have little interest in helping.

<b>What best describes your interest in recommending Hamilton to a prospective student:</b>	<b>Very Positive</b>	<b>Positive</b>	<b>Others</b>
Great interest	72%	28%	5%
Interest	24%	52%	25%
Some interest	3%	18%	39%
No interest	1%	2%	31%

In the table below, we show the responses of the three groups to several subjective inquiries. First, the two most important sentiments:

	<b>Very Positive</b>	<b>Positive</b>	<b>Others</b>
<b>Strongly agreed:</b>			
Hamilton/Kirkland contributed greatly to success in my career	57%	29%	16%
Hamilton/Kirkland contributed greatly to my personal contentment	39%	14%	8%

Next, satisfaction with the academics:

	<b>Very Positive</b>	<b>Positive</b>	<b>Others</b>
The quality of the education I received was outstanding	79%	46%	23%

Not surprisingly, those alumni who were neutral or negative are less enthusiastic about all aspects of their Hamilton experience. Interestingly, we generally find alumni who had another college as their first choice have a far less positive view of the institution, yet this is not the case at Hamilton.



Of the 54% who said Hamilton had been their first choice, 79% had a very positive (38%) or positive (41%) attitude about Hamilton. Of the 46% of the alumni respondents who said Hamilton was not their first choice, 31% said they had a very positive attitude toward the College and 43% had a positive attitude. This is a tribute to Hamilton's ability to embrace even the reluctant enrollee for inclusion in the community.

Two "outcomes" are particularly important to Hamilton. About three of four of the very positive group have great interest in recommending Hamilton to a prospective student and claim that they give annually to the Annual Fund. From previous research, we know that the answer to three questions can pretty well predict the likelihood of an alumnus or alumna ever becoming a generous benefactor of the College. In addition to an alumni telethon, Hamilton may wish to call all its non-donors or rare donors to ask them these three questions:

- What is your current attitude toward Hamilton (very positive, positive, neutral, etc.)?
- Did the College contribute greatly to success in your career (strongly agree, agree, etc.)?
- Did the College contribute greatly to your personal contentment (strongly agree, agree, etc.)?

Those who are less than positive in their response are unlikely to ever become regular and generous donors.

While a review of the demographics of the three groups provided no clues to comparative attitudes, the political sentiments do. Six of ten alums among the very positive described their political leanings as liberal (43%) or very liberal (15%). Not surprisingly, 40% of the very positive felt that the faculty valued their ideas and contributions (strongly agreed). A majority of the Others (62%) did not describe themselves as liberal; and only 15% of these alums strongly agreed that the faculty valued their ideas and contributions. The connection here may be that the conservative students felt their professors had little interest in their conservative views.

### **DEMOGRAPHIC DIFFERENCES AMONG STUDENT GROUPS**

For the most part, there were very few differences in the backgrounds of the enrolling, non-enrolling, inquirers who visited, and inquirers who did not visit. For example, hometown setting and political leaning were virtually the same. Some of the differences, however, are telling:

- Half of the enrolling students are males, but only 37% of the inquirers who visited were males.
- The inquirers who never visited the Hamilton campus were most likely to have attended a public high school (77% vs. 67% of enrolling students).

- Nearly two of ten (18%) of the inquirers who visited campus were Jewish compared with one of ten of the other groups.
- Nearly nine of ten (89%) of the enrolling students and inquirers who visited described themselves as Caucasians compared with 77% of the non-enrolling and 72% of the inquirers who did not visit. More than one of ten (12%) of the non-enrolling students describe themselves as Asian Americans compared with only 4% of the enrolling students.
- As the table below shows, the non-enrolling students were the most likely to report combine SAT scores of over 1350 and the inquirers who did not visit were the least likely to report scores in that range.

	Enrolling	Non-enrolling	Visit	No Visit
<b>Best combined SAT score:</b>				
1350 to 1600	44%	65%	45%	30%
1250 to 1349	27%	22%	26%	27%
1150 to 1249	18%	6%	17%	19%

### *Recommendations*

As noted above, the demographic backgrounds of all four prospective student groups are relatively similar. The differences, however, deserve some attention:

- It is not uncommon but yet it is frustrating to see that the non-enrolling students are academically stronger based on SATs than the enrolling students. The College may wish to spend more time in the spring contacting the higher-scoring admitted students. This may include telephone calls or e-mails—something that keeps them thinking about and appreciating Hamilton.
- The relatively high percentage of Jewish students who visited but did not apply is worthy of some qualitative research. We recommend that someone in the admissions office telephone campus visitors to get their impression of the visit, especially those students who can be identified as Jewish.
- Of all the ethnic and racial groups, Asian Americans are the most likely drawn to urban institutions and the most prestigious institutions. This may explain why a relatively high percentage of Asian American chose not to enroll.
- The low percentage of males visiting campus perhaps suggests that coaches are not heavily promoting a campus visit or are not very successful at it. In our national surveys, we know males are far more likely than women to prefer a small town or rural setting for college.
- There is some evidence that many inquirers who did not visit may have known that they would not be admitted to Hamilton due to modest SAT scores.

## CONCLUSION

Thank you for allowing GDA Integrated Services to participate in this very interesting and enlightening project. Our major conclusions from this comprehensive study include:

The "reputation" scoring of the *U.S. News* ranking is so subjective and so inconsistent that it is more "luck of the draw" than it is a genuine judgment of Hamilton (or any other institution).

The only ways, we saw to alter the reputation section include gaining greater name recognition (especially outside of the Northeast); receiving recognition for students (Rhodes, Corning scholarships), professors or the institution as a whole; and finally concentrating on "informing" those presidents, academic officers and admissions officers who work at lower-ranking national liberal colleges, mostly outside the Northeast.

Fewer than four of ten of the inquiring and non-enrolling admitted students knew the *U.S. News* ranking of the college or university in which they will enroll. Forty-five percent of the admitted applicants enrolling at Hamilton knew the College's ranking in *U.S. News*.

While roughly half of the prospective students consult the *U.S. News* ranking during their search for a college, it does not seem to play a major role in the decision to apply or enroll.

Those prospective students who said they had not consulted *U.S. News* still ranked Hamilton and its competitors in a way that closely reflects the *U.S. News* rankings suggesting that there is a word-of-mouth pecking order.

About two of ten said a high ranking in *U.S. News* indicated high quality, but about half said it represented both quality and prestige. Prestige was basically determined by name recognition.

Of the distinctive Hamilton programs, the alumni gave the College a great deal of credit for their writing and oral presentations skills. Unfortunately, few of the faculty, staff, and current students who responded rated Hamilton's oral presentation "program" particularly strong.

An emphasis on study away was particularly attractive to current and prospective students, and among those alumni who had that experience, study away had a great impact on them.

Undergraduate research has gained popularity among prospective students, especially among students in the sciences. On the other hand, most small colleges and even some large universities are touting their undergraduate research opportunities.

Current and prospective students appreciate the few requirements in Hamilton's "General Education" program because they see it as a way to customize their education from the start. This could be an important theme in student recruitment for Hamilton.

Current students and alumni have a positive attitude toward the College despite some of the unwelcomed publicity.

Alumni are more likely than students to care about the *U.S. News* rankings because a high ranking appears to be validation to friends and employers of the quality of Hamilton.

High quality is determined by the total experience including out-of-class experience, not just the academic program. This provides an opportunity for Hamilton to intentionally recognize learning, in and out of class and in all its iterations.

The liberal arts are hard sell to prospective students but a fundamental strength of Hamilton according to the alumni. Fortunately, the alumni survey provided insights into the many "skills" and benefits gained from their liberal arts education.

## COMPARISON CHARTS: ALL CONSTITUENCIES

The tables below compare the response of all constituencies asked to respond to identical or similar questions.

### Essential College Characteristics

	Essential characteristics:					
	Current	Enroll	Non-enroll	Inq: Visited	Inq: No Visit	Alumni
Small class size	45%	37%	25%	26%	23%	43%
Accessibility of faculty	42%	41%	16%	35%	31%	34%
Gaining a liberal-arts education	35%	39%	33%	27%	19%	52%
The intellectual environment	33%	24%	22%	35%	29%	32%
Ability to individualize your education	32%	38%	16%	22%	20%	18%
A concern for the development of the whole person	30%	32%	28%	29%	35%	27%
An active social life	29%	26%	14%	26%	31%	17%
Many extracurricular opportunities	28%	34%	20%	29%	26%	NA
A strong department in your concentration of interest	26%	38%	31%	39%	40%	16%
Quality of academic facilities	26%	30%	18%	31%	31%	NA
Preparation for a career	26%	34%	27%	32%	33%	20%
Challenging courses	26%	31%	26%	33%	26%	26%
Opportunities to develop as a leader	20%	18%	12%	15%	24%	NA
Preparation for graduate school	20%	25%	17%	22%	26%	16%
Students support each other	19%	24%	20%	27%	20%	8%
Quality of academic advising	18%	28%	11%	23%	26%	16%

## Satisfaction with Hamilton on Dimension

	Hamilton is excellent:			Very satisfied:		Hamilton much better:	
	Prof	Admin	Staff	Current	Alumni	Enrolling	Non-enrolling
Accessibility of faculty	67%	37%	10%	54%	63%	29%	1%
Many extracurricular opportunities	46%	46%	29%	28%	NA	19%	0%
Ability to individualize your education	46%	45%	22%	48%	39%	38%	1%
A strong department in your concentration of interest	43%	40%	32%	38%	46%	27%	1%
Gaining a liberal-arts education	41%	52%	27%	44%	71%	25%	1%
Small class size	38%	56%	37%	56%	71%	29%	4%
Preparation for graduate school	36%	42%	16%	17%	33%	18%	0%
Preparation for a career	27%	25%	10%	13%	28%	23%	1%
Challenging courses	25%	23%	21%	40%	48%	19%	0%
Quality of academic facilities	18%	16%	8%	25%	NA	21%	1%
Students support each other	15%	13%	5%	21%	18%	14%	1%
An active social life	12%	12%	5%	29%	28%	16%	0%
A concern for the development of the whole person	11%	20%	10%	30%	34%	19%	0%
Opportunities to develop as a leader	10%	30%	5%	20%	NA	20%	0%
Quality of academic advising	9%	7%	3%	23%	23%	22%	1%
The intellectual environment	9%	23%	31%	25%	40%	27%	0%

## Hamilton's Distinctive Programs

	Excellent program:					Extremely important:			
	Prof	Admin	Staff	Current	Alumni	Current	Enroll	Non-enroll	Alumni
Opportunities for undergraduate research	43%	46%	13%	22%	37% Great impact	18%	14%	6%	5%
The emphasis on writing	36%	56%	39%	31%	57%	14%	25%	15%	16%
The encouragement of study abroad/study away	34%	32%	25%	33%	71% Great impact	25%	24%	13%	15%
The emphasis on oral presentation	13%	35%	13%	10%	25%	6%	15%	8%	9%
Does not have a Core Curriculum	NA	NA	NA	62%	NA	42%	20%	13%	NA

	Greatly increase interest:		Aware offered:					
	Inq: Visited	Inq: No Visit	Current	Enroll	Non-enroll	Inq: Visited	Inq: No Visit	Alumni
The encouragement of study abroad/study away	46%	44%	73%	95%	75%	75%	32%	44%
The emphasis on writing	25%	21%	76%	94%	81%	65%	31%	55%
Opportunities for undergraduate research	17%	25%	48%	87%	66%	65%	32%	20%
The emphasis on oral presentation	13%	16%	37%	73%	46%	36%	13%	40%
Does not have a Core Curriculum	11%	9%	86%	97%	83%	61%	21%	NA

## Quality vs. Prestige

	Prof	Admin	Staff	Current	Enroll	Non-enroll	Inq: Visited	Inq: No Visit	Alumni
<b>Considers a high ranking in the U.S. News guide to national liberal arts colleges as a sign of ...</b>									
Quality	6%	9%	8%	6%	40%	20%	26%	37%	7%
Prestige	38%	29%	15%	18%	24%	44%	41%	37%	23%
Both quality and prestige	30%	46%	46%	66%	29%	20%	19%	15%	54%
Neither	27%	16%	31%	10%	7%	16%	13%	10%	16%
<b>Believes that when a college is considered high quality that it is also highly prestigious?</b>									
Yes	45%	45%	44%	60%	63%	60%	51%	59%	65%
No	55%	55%	56%	40%	37%	40%	49%	41%	35%

	Prof	Admin	Staff	Current	Enroll	Non-enroll	Inq: Visited	Inq: No Visit	Alumni
<b>Which best fits your definition of a high quality college?</b>									
Refer only to the quality of academic program or	42%	8%	10%	7%	10%	5%	4%	11%	7%
Refer to the quality of the total experience including the out-of-class opportunities	58%	92%	90%	93%	90%	95%	96%	89%	93%



### Truer of a Prestigious vs. High-Quality Institution

	Truer of a prestigious	Truer of a high quality	Equally true of both	Equally untrue of both	Don't know
Well known by family and friends					
<b>Current</b>	69%	3%	23%	5%	
<b>Enrolling</b>	46%	13%	29%	13%	
<b>Non-enrolling</b>	41%	5%	38%	15%	2%
<b>Inquirers: Visited</b>	39%	12%	31%	15%	3%
<b>Inquirers: No Visit</b>	46%	7%	28%	18%	2%
<b>Professors</b>	73%	8%	12%	6%	
<b>Administrators</b>	69%	4%	22%	4%	
<b>Staff</b>	33%	14%	48%	5%	
A high ranking in U.S. News					
<b>Current</b>	34%	16%	43%	7%	
<b>Enrolling</b>	25%	14%	48%	9%	4%
<b>Non-enrolling</b>	34%	8%	43%	11%	3%
<b>Inquirers: Visited</b>	39%	3%	49%	5%	4%
<b>Inquirers: No Visit</b>	20%	11%	57%	11%	
<b>Faculty</b>	67%	6%	21%	6%	
<b>Administrators</b>	53%	10%	29%	8%	
<b>Staff</b>	24%	19%	29%	29%	
Successful alumni					
<b>Current</b>	17%	27%	51%	5%	
<b>Enrolling</b>	16%	27%	45%	13%	
<b>Non-enrolling</b>	8%	25%	57%	8%	2%
<b>Inquirers: Visited</b>	12%	19%	62%	5%	1%
<b>Inquirers: No Visit</b>	13%	28%	49%	10%	
<b>Professors</b>	23%	38%	38%	2%	
<b>Administrators</b>	8%	37%	51%	4%	
<b>Staff</b>	14%	33%	52%	0%	
A large endowment					
<b>Current</b>	52%	7%	35%	7%	
<b>Enrolling</b>	34%	14%	45%	7%	
<b>Non-enrolling</b>	34%	15%	28%	11%	11%
<b>Inquirers: Visited</b>	49%	5%	27%	9%	9%
<b>Inquirers: No Visit</b>	51%	8%	23%	11%	7%
<b>Professors</b>	67%	4%	29%	0%	
<b>Administrators</b>	49%	4%	39%	8%	
<b>Staff</b>	45%	5%	45%	5%	

	<b>Truer of a prestigious</b>	<b>Truer of a high quality</b>	<b>Equally true of both</b>	<b>Equally untrue of both</b>	<b>Don't know</b>
Well known nationally					
<b>Current</b>	74%	1%	24%	1%	
<b>Enrolling</b>	55%	4%	36%	5%	
<b>Non-enrolling</b>	75%	2%	21%	2%	
<b>Inquirers: Visited</b>	73%	1%	19%	5%	1%
<b>Inquirers: No Visit</b>	59%	15%	23%	3%	
<b>Professors</b>	73%	4%	22%	0%	
<b>Administrators</b>	73%	2%	25%	0%	
<b>Staff</b>	52%	10%	38%	0%	
Many private school students attend					
<b>Current</b>	47%	5%	32%	15%	
<b>Enrolling</b>	43%	5%	36%	16%	
<b>Non-enrolling</b>	30%	10%	26%	30%	5%
<b>Inquirers: Visited</b>	26%	4%	43%	19%	8%
<b>Inquirers: No Visit</b>	28%	10%	41%	20%	2%
<b>Professors</b>	70%	0%	17%	13%	
<b>Administrators</b>	42%	6%	27%	25%	
<b>Staff</b>	43%	5%	43%	10%	
High cost					
<b>Current</b>	44%	4%	36%	16%	
<b>Enrolling</b>	43%	2%	39%	14%	2%
<b>Non-enrolling</b>	39%	5%	36%	18%	2%
<b>Inquirers: Visited</b>	38%	3%	41%	16%	3%
<b>Inquirers: No Visit</b>	43%	3%	39%	15%	
<b>Professors</b>	63%	0%	19%	19%	
<b>Administrators</b>	40%	4%	38%	19%	
<b>Staff</b>	48%	0%	38%	14%	
Only the best students are admitted					
<b>Current</b>	17%	25%	48%	10%	
<b>Enrolling</b>	23%	27%	39%	11%	
<b>Non-enrolling</b>	16%	26%	51%	5%	2%
<b>Inquirers: Visited</b>	42%	9%	34%	12%	3%
<b>Inquirers: No Visit</b>	21%	25%	43%	11%	
<b>Professors</b>	18%	45%	31%	6%	
<b>Administrators</b>	18%	31%	43%	8%	
<b>Staff</b>	10%	25%	65%	0%	

	<b>Truer of a prestigious</b>	<b>Truer of a high quality</b>	<b>Equally true of both</b>	<b>Equally untrue of both</b>	<b>Don't know</b>
Immediate name recognition					
<b>Current</b>	81%	2%	12%	5%	
<b>Enrolling</b>	68%	5%	18%	9%	
<b>Non-enrolling</b>	74%	3%	16%	5%	2%
<b>Inquirers: Visited</b>	77%	3%	14%	5%	1%
<b>Inquirers: No Visit</b>	64%	8%	21%	7%	
<b>Professors</b>	92%	2%	4%	2%	
<b>Administrators</b>	80%	2%	18%	0%	
<b>Staff</b>	67%	5%	29%	0%	
Successful NCAA Division I athletic program					
<b>Current</b>	38%	2%	12%	48%	
<b>Enrolling</b>	38%	4%	27%	27%	5%
<b>Non-enrolling</b>	30%	5%	15%	44%	7%
<b>Inquirers: Visited</b>	23%	7%	30%	23%	18%
<b>Inquirers: No Visit</b>	30%	8%	34%	23%	5%
<b>Professors</b>	29%	0%	4%	67%	
<b>Administrators</b>	29%	0%	10%	61%	
<b>Staff</b>	47%	5%	16%	32%	

## College Rankings

<b>Did you consult the U.S. News rankings of colleges and universities to help you identify possible colleges for you to attend:</b>	<b>Enrolling</b>	<b>Non-enrolling</b>	<b>Inq: Visit</b>	<b>Inq. No Visit</b>	<b>Alumni</b>
Yes	54%	48%	54%	45%	
No	46%	52%	46%	55%	
<b>Did you consult the U.S. News rankings of national liberal arts colleges to help you identify possible colleges for you to attend:</b>					
Yes	51%	45%	55%	35%	29%
No	49%	55%	45%	65%	38%
Don't remember					14%
Attended before U.S. News rankings					19%
<b>Do you know enrolling college's ranking in the U.S. News guide to colleges and universities:</b>					
Yes		33%	37%	25%	
No		67%	63%	75%	
<b>How important was the U.S. News ranking of enrolling college in your decision to apply:</b>					
Essential		1%	5%	5%	
Very important		13%	6%	13%	
Somewhat important		28%	33%	29%	
Not important		58%	57%	53%	
<b>How important was the U.S. News ranking of enrolling college in your decision to enroll:</b>					
Extremely important			5%	6%	
Very important		10%	7%	11%	
Somewhat important		23%	21%	19%	
Not important		67%	68%	64%	

	Enrolling	Non-enrolling	Inq. Visited	Inq. No Visit	Alumni
<b>Do you know the ranking of Hamilton College in the U.S. News guide to colleges:</b>					
Yes	45%	22%	12%	6%	60%
Uncertain			9%	5%	
No	55%	78%	79%	89%	40%
<b>How important was the U.S. News ranking of Hamilton in your decision to apply:</b>					
Essential	6%	1%			
Very important	12%	10%			
Somewhat important	36%	32%			
Not important	46%	58%			
<b>How important was the U.S. News ranking of Hamilton in your decision to enroll:</b>					
Essential	5%				6%
Very important	10%				21%
Somewhat important	31%				37%
Not important	54%				12%
Not applicable					24%
<b>How did Hamilton's ranking in the U.S. News guide to colleges affect your interest in Hamilton:</b>					
Greatly increase your interest			6%	11%	
Increase it somewhat			22%	33%	
Have no effect on you			72%	56%	

## Valid Criteria for Rankings

	Very valid criteria:			Extremely important criteria:				
	Prof	Admin	Staff	Current	Enroll	Non-enroll	Inq: Visited	Inq: No Visit
Student-to-faculty ratio	54%	42%	50%	63%	35%	23%	28%	23%
The percentage of full-time faculty	54%	32%	30%	33%	21%	6%	14%	12%
The percentage of faculty with Ph.D.'s or highest degree in their field	50%	27%	33%	35%	13%	14%	12%	8%
The average class size	47%	41%	35%	60%	44%	19%	29%	23%
The percentage of students in the top 10% of their graduating high school class	38%	40%	33%	31%	15%	9%	16%	12%
The percentage of classes with more than 50 students	32%	30%	18%	41%	29%	20%	18%	10%
Percentage of students who graduate in four years	24%	37%	43%	27%	17%	10%	18%	19%
The average SAT or ACT scores of entering first-year students	22%	22%	21%	31%	12%	14%	13%	21%
Faculty compensation	22%	4%	10%	4%	6%	4%	10%	8%
Average annual expenditure per student	20%	12%	15%	16%	8%	6%	10%	8%
The percentage of students who withdraw from the college between first year and sophomore year	19%	25%	23%	22%	17%	6%	16%	19%
The percentage of students who are admitted	16%	27%	18%	31%	21%	13%	11%	15%
Assessment of quality by administrators at other colleges	11%	11%	10%	14%	13%	6%	12%	13%
The number of students who apply	8%	23%	23%	20%	5%	6%	5%	6%
Percentage of alumni who contribute annually to the college	6%	17%	8%	14%	13%	6%	4%	6%

### Comparison of Hamilton with Other Institutions

	Hamilton is much higher quality	Hamilton is higher quality	Hamilton is about the same quality	Hamilton is lower quality	Hamilton is much lower quality	Don't know
Williams College						
<b>Current</b>	2%	6%	20%	44%	10%	17%
<b>Enrolling</b>	5%	16%	23%	37%	3%	15%
<b>Non-enrolling</b>	1%	6%	12%	52%	12%	17%
<b>Inquirers: Visited</b>	5%	8%	17%	41%	7%	23%
<b>Inquirers: No Visit</b>	5%	9%	25%	20%	5%	37%
<b>Professors</b>	1%	2%	19%	58%	12%	8%
<b>Administrators</b>	0%	2%	22%	34%	5%	36%
<b>Staff</b>	0%	13%	18%	23%	0%	48%
<b>Alumni</b>	1%	4%	30%	45%	6%	15%
Bates College						
<b>Current</b>	6%	32%	36%	6%	1%	21%
<b>Enrolling</b>	5%	33%	37%	3%	1%	21%
<b>Non-enrolling</b>	3%	18%	42%	14%	1%	22%
<b>Inquirers: Visited</b>	1%	15%	37%	18%	1%	27%
<b>Inquirers: No Visit</b>	5%	13%	29%	13%	2%	38%
<b>Professors</b>	2%	27%	46%	4%	0%	20%
<b>Administrators</b>	1%	26%	31%	1%	0%	41%
<b>Staff</b>	0%	18%	23%	3%	0%	58%
<b>Alumni</b>	6%	40%	30%	3%	0%	21%

	Hamilton is much higher quality	Hamilton is higher quality	Hamilton is about the same quality	Hamilton is lower quality	Hamilton is much lower quality	Don't know
Middlebury College						
<b>Current</b>	3%	8%	33%	40%	4%	13%
<b>Enrolling</b>	6%	21%	24%	35%	1%	12%
<b>Non-enrolling</b>	2%	12%	17%	49%	6%	14%
<b>Inquirers: Visited</b>	3%	11%	21%	37%	8%	20%
<b>Inquirers: No Visit</b>	6%	17%	20%	20%	4%	33%
<b>Professors</b>	1%	9%	36%	33%	9%	12%
<b>Administrators</b>	0%	7%	36%	24%	2%	31%
<b>Staff</b>	3%	10%	23%	23%	0%	43%
<b>Alumni</b>	2%	12%	45%	24%	2%	15%
Hobart & William Smith Colleges						
<b>Current</b>	28%	38%	9%	4%	1%	20%
<b>Enrolling</b>	23%	41%	7%	3%	1%	24%
<b>Non-enrolling</b>	8%	38%	8%	5%		41%
<b>Inquirers: Visited</b>	12%	29%	17%	7%	2%	33%
<b>Inquirers: No Visit</b>	5%	18%	25%	11%	1%	39%
<b>Professors</b>	22%	49%	8%	3%	1%	17%
<b>Administrators</b>	28%	31%	7%	1%	1%	32%
<b>Staff</b>	3%	35%	10%	3%	0%	50%
<b>Alumni</b>	31%	40%	9%	1%	0%	18%



	Hamilton is much higher quality	Hamilton is higher quality	Hamilton is about the same quality	Hamilton is lower quality	Hamilton is much lower quality	Don't know
Colgate University						
<b>Current</b>	6%	21%	53%	9%	1%	10%
<b>Enrolling</b>	7%	23%	48%	11%	1%	10%
<b>Non-enrolling</b>	1%	22%	44%	23%	1%	8%
<b>Inquirers: Visited</b>	5%	20%	43%	21%	2%	9%
<b>Inquirers: No Visit</b>	8%	7%	38%	20%	2%	25%
<b>Professors</b>	2%	17%	56%	14%	1%	10%
<b>Administrators</b>	3%	21%	45%	2%	1%	27%
<b>Staff</b>	0%	15%	43%	15%	3%	25%
<b>Alumni</b>	6%	36%	40%	6%	1%	12%
Colby College						
<b>Current</b>	4%	26%	47%	5%	0%	17%
<b>Enrolling</b>	10%	23%	45%	5%	1%	17%
<b>Non-enrolling</b>	2%	21%	41%	13%	1%	22%
<b>Inquirers: Visited</b>	2%	17%	42%	16%	2%	21%
<b>Inquirers: No Visit</b>	2%	10%	29%	17%	1%	42%
<b>Professors</b>	1%	20%	54%	3%	0%	22%
<b>Administrators</b>	3%	22%	33%	0%	0%	42%
<b>Staff</b>	0%	15%	30%	3%	0%	53%
<b>Alumni</b>	6%	33%	38%	2%	0%	20%

	Hamilton is much higher quality	Hamilton is higher quality	Hamilton is about the same quality	Hamilton is lower quality	Hamilton is much lower quality	Don't know
Trinity College (CT)						
<b>Current</b>	14%	40%	23%	5%	0%	18%
<b>Enrolling</b>	10%	45%	23%	3%		19%
<b>Non-enrolling</b>	5%	35%	29%	5%	1%	25%
<b>Inquirers: Visited</b>	5%	26%	33%	9%		27%
<b>Inquirers: No Visit</b>	5%	20%	30%	14%		31%
<b>Professors</b>	6%	35%	27%	3%	2%	27%
<b>Administrators</b>	10%	29%	16%	2%	0%	43%
<b>Staff</b>	0%	20%	20%	0%	0%	60%
<b>Alumni</b>	13%	38%	23%	2%	0%	23%
Skidmore College						
<b>Current</b>	30%	40%	10%	5%	1%	15%
<b>Enrolling</b>	13%	53%	10%	4%	1%	20%
<b>Non-enrolling</b>	7%	44%	25%	3%		21%
<b>Inquirers: Visited</b>	6%	43%	21%	13%	1%	16%
<b>Inquirers: No Visit</b>	6%	21%	29%	9%	1%	33%
<b>Professors</b>	22%	49%	9%	7%	1%	11%
<b>Administrators</b>	16%	36%	9%	2%	1%	35%
<b>Staff</b>	5%	23%	20%	13%	0%	40%
<b>Alumni</b>	33%	37%	10%	3%	1%	16%

	<b>Hamilton is much higher quality</b>	<b>Hamilton is higher quality</b>	<b>Hamilton is about the same quality</b>	<b>Hamilton is lower quality</b>	<b>Hamilton is much lower quality</b>	<b>Don't know</b>
Union College						
<b>Current</b>	37%	37%	7%	3%	1%	14%
<b>Enrolling</b>	13%	51%	10%	3%	1%	22%
<b>Non-enrolling</b>	8%	39%	12%	3%		37%
<b>Inquirers: Visited</b>	9%	37%	16%	5%	1%	31%
<b>Inquirers: No Visit</b>	5%	21%	18%	11%	2%	43%
<b>Professors</b>	15%	51%	9%	4%	0%	21%
<b>Administrators</b>	24%	33%	7%	1%	0%	35%
<b>Staff</b>	3%	25%	25%	3%	0%	45%
<b>Alumni</b>	31%	41%	12%	1%	0%	15%

## Level of Agreement

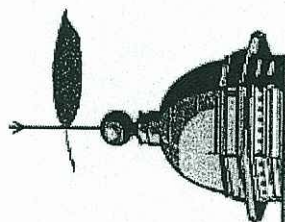
	<b>Current</b>	<b>Inq.: Visited</b>	<b>Inq.: No Visit</b>	<b>Alumni</b>
	<b>Strongly Agree</b>	<b>Strongly Agree</b>	<b>Strongly Agree</b>	<b>Strongly Agree</b>
I chose Hamilton to have a total experience that connects my academic, social, personal and residential lives	51%	65%	65%	40%
At Hamilton if you want to learn you will get incredible support from the faculty	48%	53%	56%	49%
I am learning as much from my out-of-class activities as I am from my academic program	37%	38%	39%	29%
The Hamilton faculty value my ideas and contributions	34%	51%	44%	27%
I believe in learning just for the sake of learning	34%	38%	33%	26%
Hamilton is better than its reputation	26%	15%	25%	15%
Hamilton has a strong sense of community due to its rural setting	25%	14%	10%	19%
Hamilton should prohibit racist and sexist speech on campus	23%	38%	45%	10%
Hamilton's rural setting encourages greater academic seriousness	12%	4%	9%	12%
The fact that Hamilton is in New York rather than in New England reduces the interest of many students	4%	15%	14%	NA

## Demographic and Background Information

	Current	Enrolling	Non-enrolling	Inq.: Visit	Inq.: No Visit	Alumni
<b>Hometown:</b>						
Urban	21%	15%	22%	14%	21%	35%
Suburban	50%	54%	51%	59%	51%	42%
Small Town	19%	20%	18%	19%	17%	17%
Rural	10%	11%	10%	8%	11%	6%
<b>Political leanings:</b>						
Very conservative	3%	3%	2%	3%	1%	2%
Conservative	14%	13%	12%	13%	16%	17%
Middle of the road	24%	35%	30%	29%	31%	30%
Liberal	45%	41%	44%	37%	37%	38%
Very liberal	14%	8%	12%	19%	14%	14%
<b>High school:</b>						
Public high school	64%	67%	71%	65%	77%	67%
Parochial, Catholic school	4%	7%	5%	5%	7%	6%
Private independent day	21%	21%	23%	27%	15%	15%
Boarding school	11%	5%	2%	3%	1%	12%
<b>GPA:</b>						
A- to A+		69%	82%	73%	58%	NA
B- to B+		31%	16%	25%	37%	
C- to C+				1%	3%	
Below C-					1%	
Refused			1%	1%	1%	
<b>Hamilton GPA:</b>						
98 to 93	14%					13%
92 to 87	49%					39%
86 to 81	32%					36%
80 to 75	4%					10%
74 and below	1%					2%
<b>Best combined SAT score:</b>						
1450 to 1600	9%	15%	28%	14%	9%	6%
1350 to 1449	30%	29%	37%	31%	21%	18%
1250 to 1349	32%	27%	22%	26%	27%	33%
1150 to 1249	20%	18%	6%	17%	19%	26%
1050 to 1149	6%	1%	3%	5%	9%	10%
950 to 1049	1%	2%		2%	5%	2%
Below 950	0%		1%		1%	
Did not take the SAT	2%	4%	3%	2%	5%	4%
Refused		4%	1%	3%	4%	

	Current	Enrolling	Non-enrolling	Inq.: Visit	Inq.: No Visit	Alumni
<b>Best composite ACT score:</b>						
30 to 36	12%	8%	18%	13%	7%	6%
25 to 29	16%	27%	17%	21%	13%	6%
20 to 24	2%	5%	3%	5%	7%	1%
Below 20	0%	1%			2%	
Did not take the ACT	70%	55%	61%	57%	67%	87%
Refused		3%	2%	4%	4%	
<b>Religious affiliation:</b>						
Catholic	31%	28%	24%	27%	29%	22%
Protestant, Christian	29%	23%	25%	17%	23%	37%
Jewish	13%	10%	10%	18%	11%	10%
Hindu, Buddhist	2%	1%	1%	1%	1%	1%
Islam	1%		1%		1%	
None	20%	35%	36%	36%	33%	29%
Refused		3%	3%	1%	2%	
<b>Ethnicity:</b>						
Caucasian/White	83%	89%	77%	89%	72%	95%
African American/Black	3%	3%	3%	2%	7%	1%
Hispanic American	3%	3%	5%	2%	7%	1%
Asian American	8%	4%	12%	3%	7%	1%
Mixed	2%	1%	3%	3%	4%	1%
Refused		1%	1%	1%	3%	
<b>Gender:</b>						
Male	40%	50%	47%	37%	49%	61%
Female	60%	50%	53%	63%	51%	39%





# Hamilton

**Monica C. Inzer,  
Dean of Admission and Financial Aid**

**Admission Data and Trends  
Entering Classes: 1996-2005**

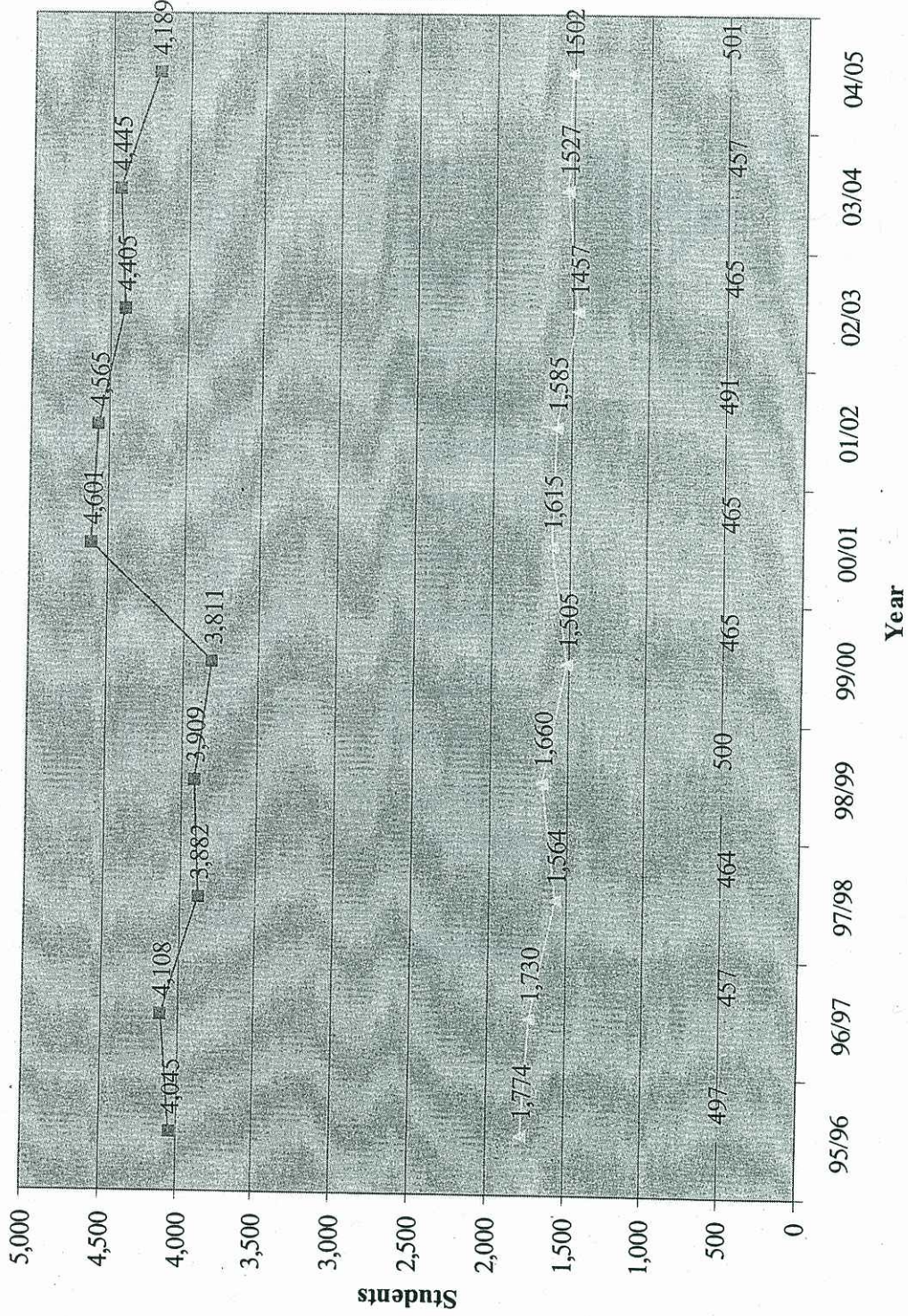




# Hamilton

## Hamilton College

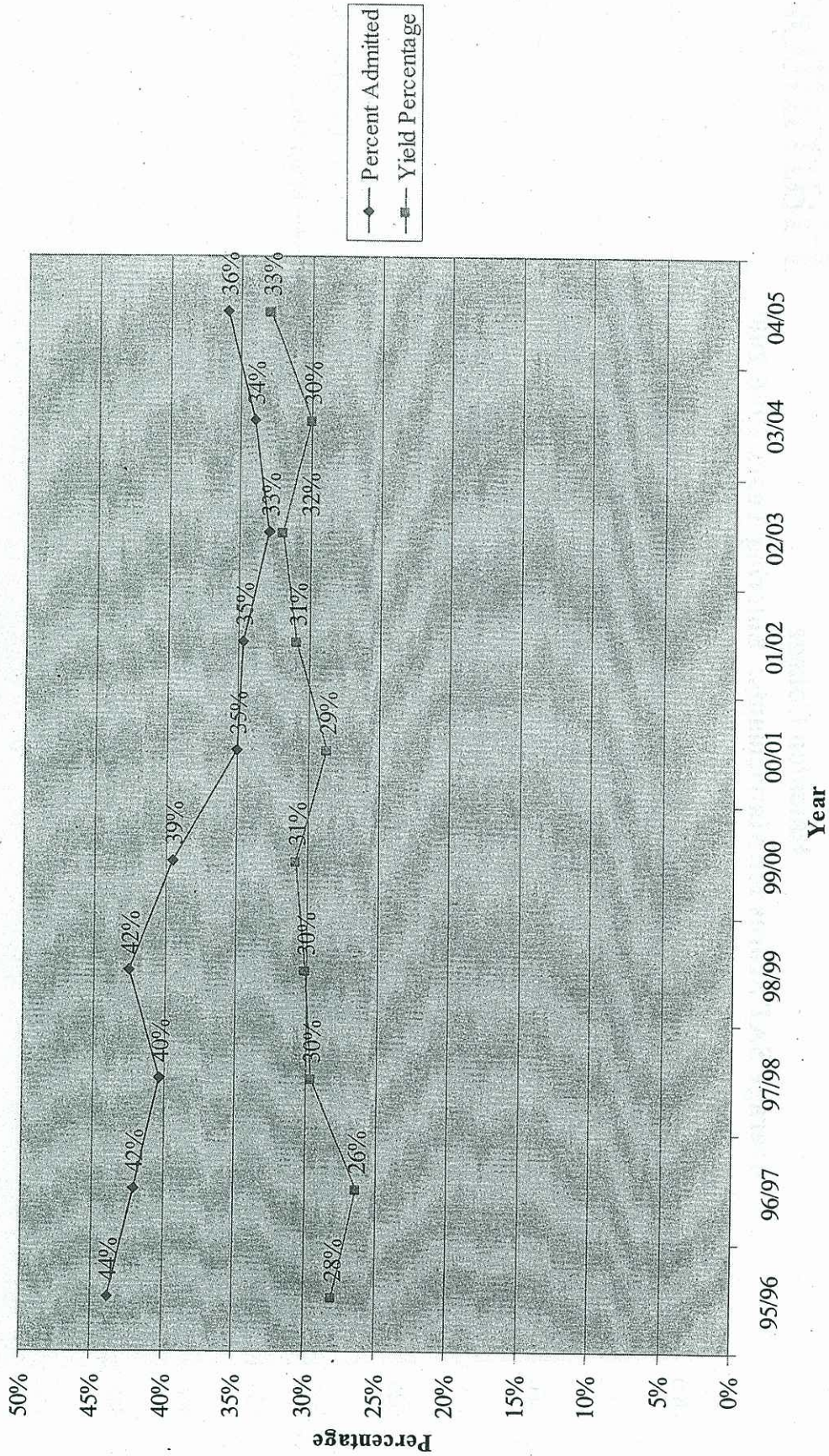
### Applicants, Admits & Matriculants: Entering Years 1996-2005





# Hamilton

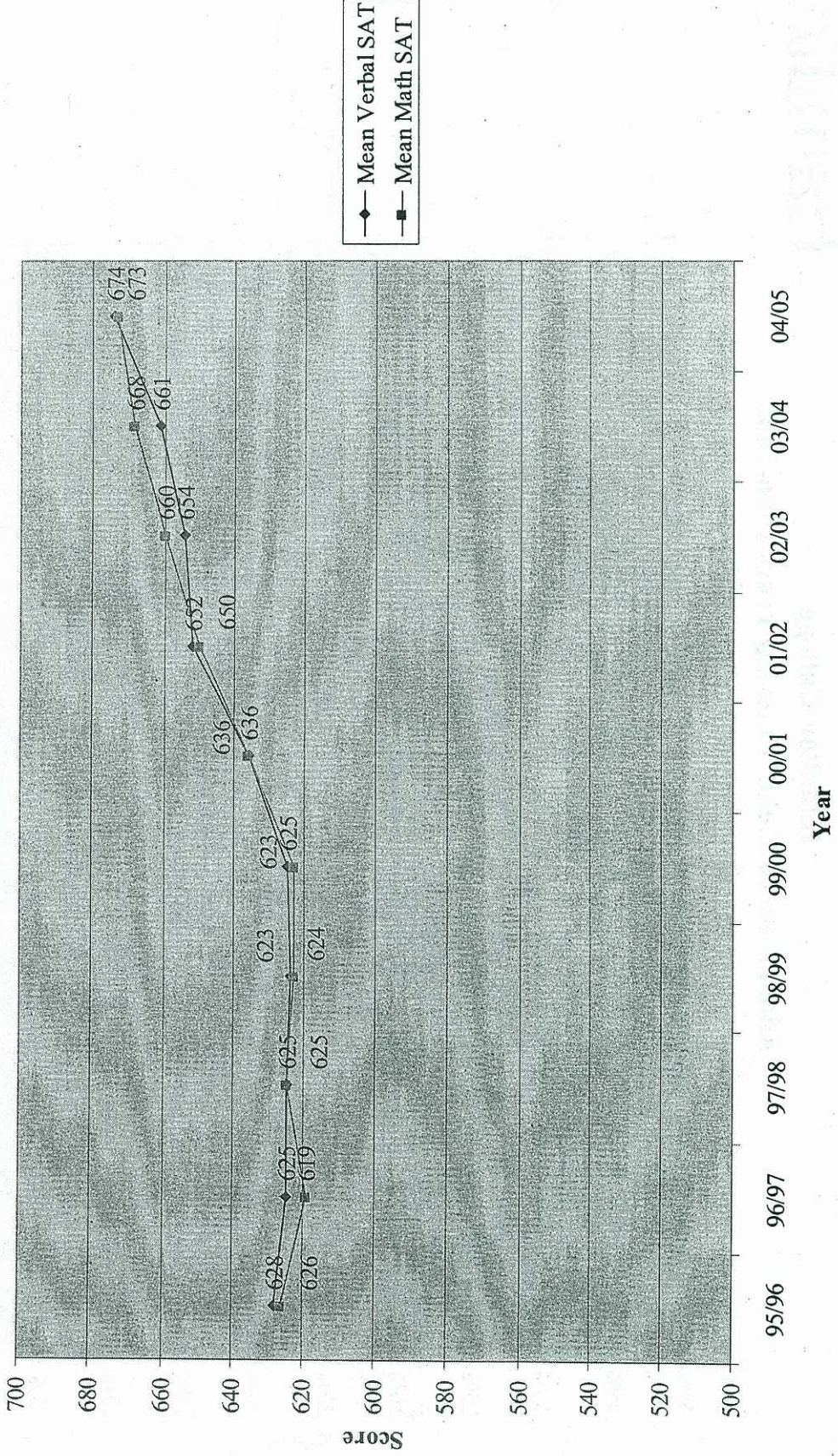
Hamilton College  
Admit Rate & Yield: Entering Years 1996-2005





# Hamilton

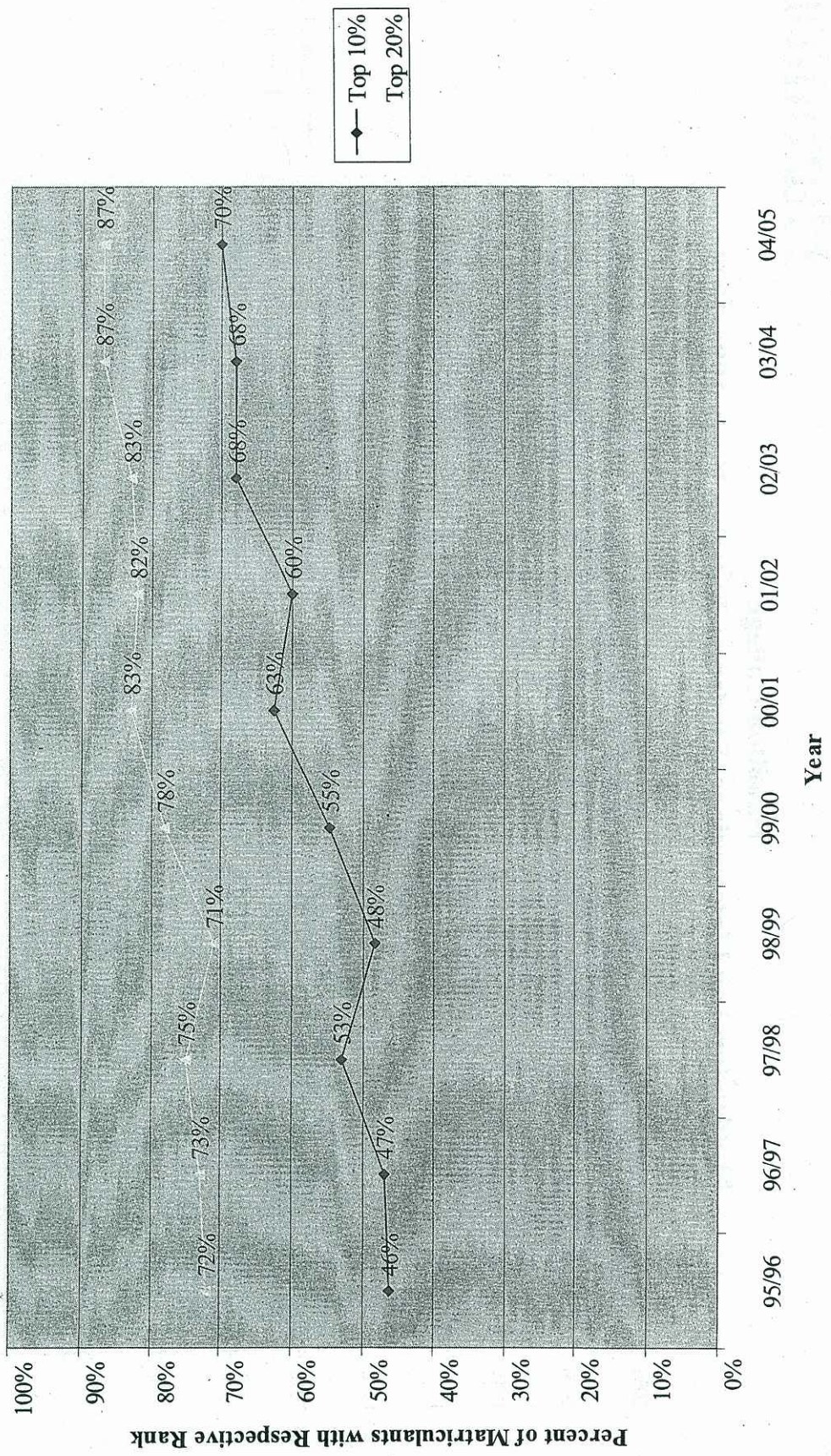
Hamilton College  
Average SAT Scores for Matriculants: Entering Years 1996-2005





# Hamilton

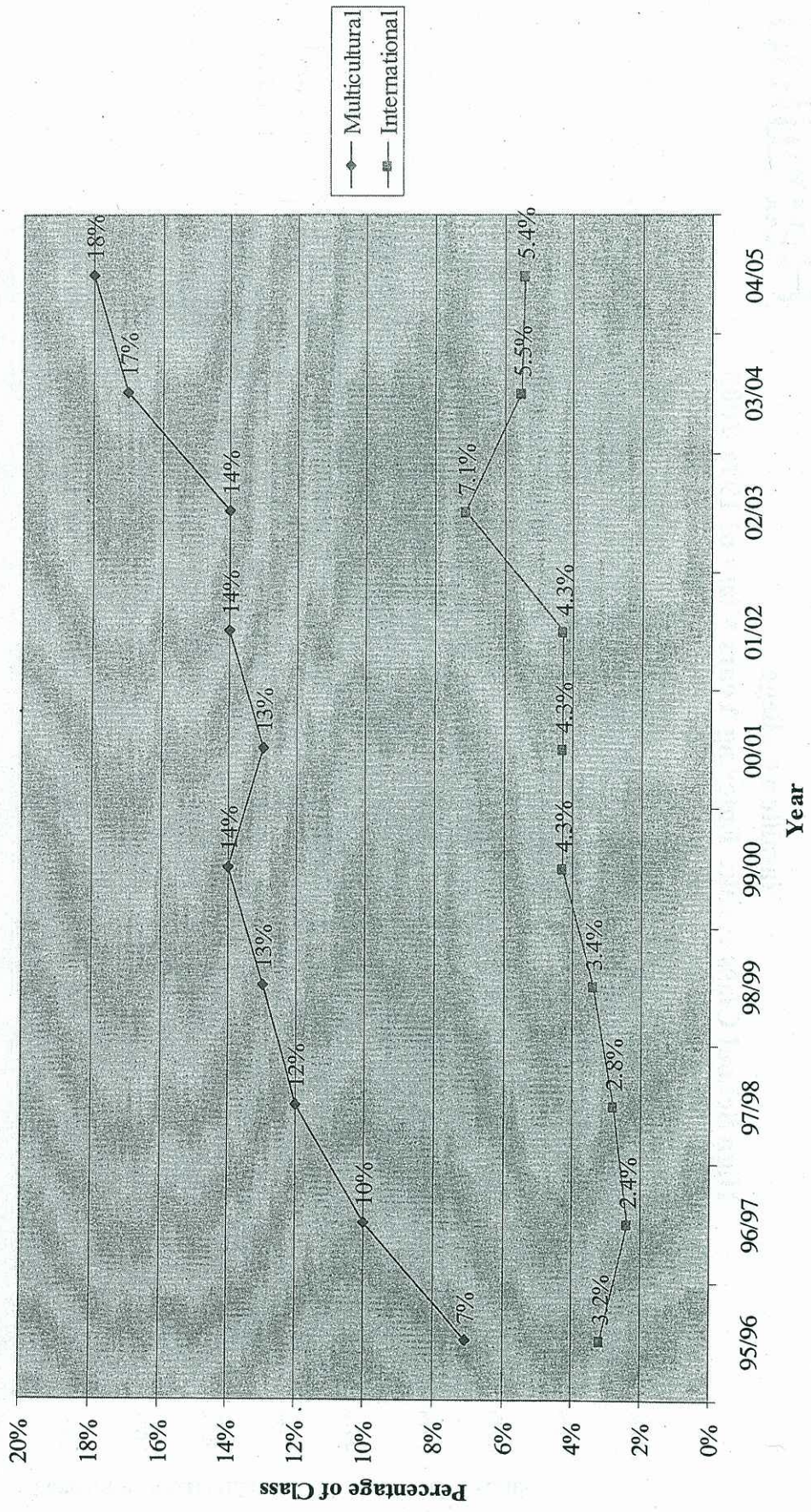
## Hamilton College High School Class Rank: Entering Years Class of 1996-2005





# Hamilton

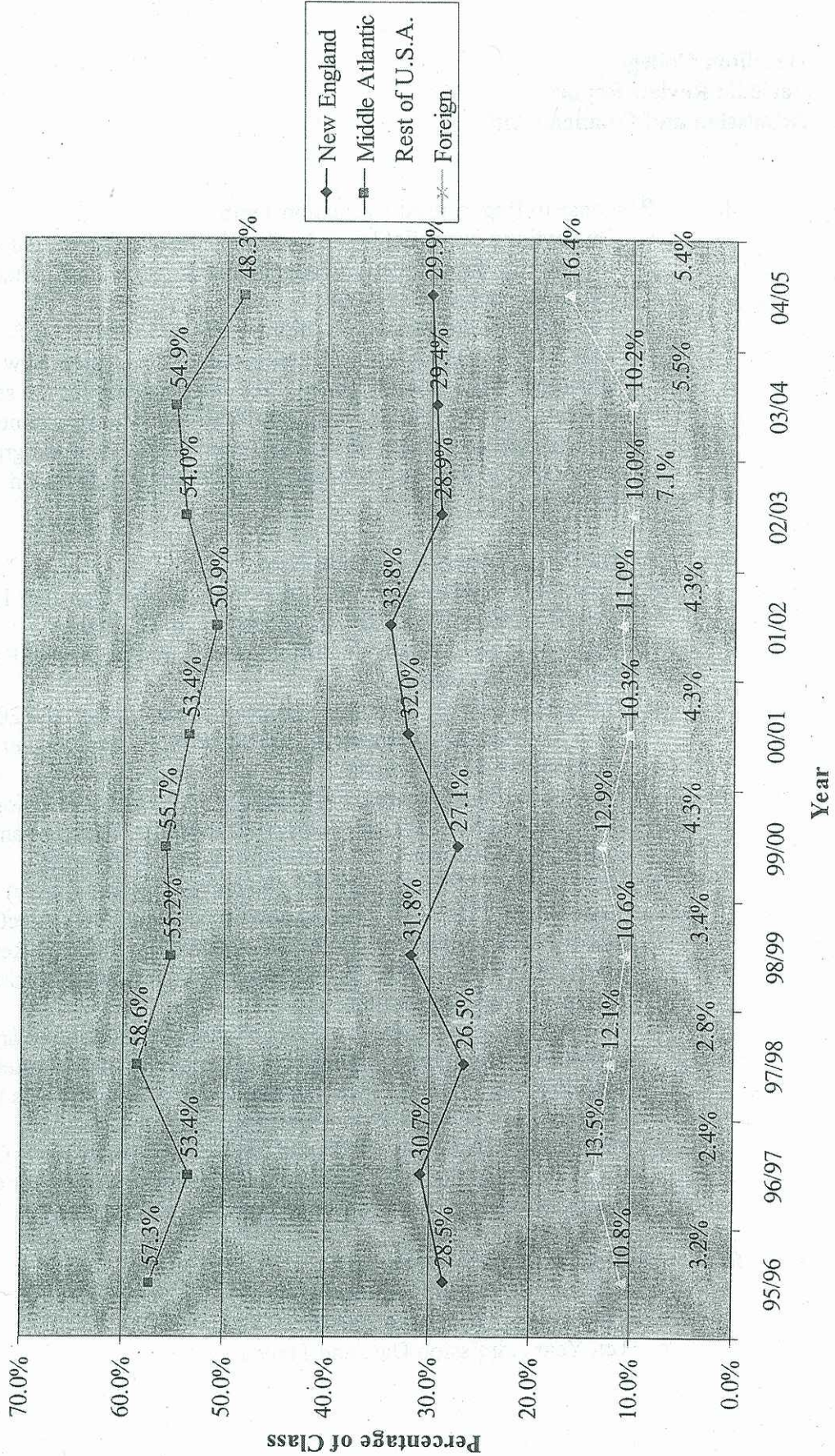
Hamilton College  
Multicultural and International Students: Entering Years 1996-2005





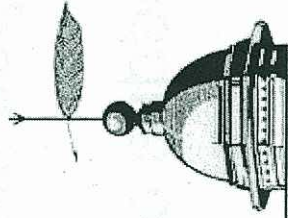
# Hamilton

## Hamilton College Geographic Distribution: Entering Years 1996-2005



**Hamilton College**  
**Periodic Review Report**  
**Admission and Financial Aid**

- I. Response to Report from Evaluation Team
  - a. On anything quantifiable, we have maintained or surpassed any success that the Evaluation Team Found in 2001. I will attach our 10-year trends report for review.
  - b. The one clear suggestion for Improvement is in the area of Assessment. This is, coincidentally, one of the Critical Few Objectives that the Admission Office is focused on for the second year in a row. I agree that this is an area which needs improvement, thus the spotlight on this initiative in my plan. We have made great strides in this area in the past 15 mos and will continue to focus on this area in the near term.
  
- II. Recent Developments and Future Plans
  - a. New Dean of Admission and Financial Aid appointed July 1, 2004.
  - b. New Director of Financial Aid appointed July 1, 2005.
  - c. New Focus on Office-wide Planning as evident in Critical Few Objectives Document
  - d. Complete overhaul of all publications and print materials (2004-2005).
  - e. Web Site Redesign Planned for Spring 2006, to complement printed publications and messaging.
  - f. New Focus on Marketing and Visibility (Print and Web, More sophisticated Mail Sequence, Email Campaigns, Targeted and Different Travel, Revitalized Alumni Volunteer Program)
  - g. Development of Comprehensive Diversity (Geo and Ethnic) Recruitment Plan, with goals as noted in Critical Few Objectives
  - h. Major Focus on Assessment Initiatives, including Market Research Study, Admitted Student Questionnaire, Better internal tracking, Audit of Travel Planning/Timing
  - i. Renewed focus on Customer Service including audit of on and off-campus Programming, Publications and Messaging, Volunteer Selection and Training, Personalization of Communications Plan, etc. (More plans in Critical Few Objectives)
  - j. Plan to move Admission Office to Sigma Phi in June 2007 (Center of Campus, Better Arrival Experience, Better starting point for Campus Tours, Much Improved Presentation Room and Space, etc.)
  
- III. Attachments/Appendix Materials
  - a. Critical Few Objectives 2004-5
  - b. Critical Few Objectives 2005-6
  - c. Ten Year Admission Data and Trends



# Hamilton

**DRAFT—Critical Few Objectives (CFO's)  
Admission and Financial Aid**

**2005-2006**





# 1. Enhance Hamilton's National Reputation and Market Position

- Analyze and Implement Findings from Market Research Audit
- Determine Appropriate Messaging/Talking Points
- Finish developing Viewbook Suite of Publications (assuming supported by Market Research)
- Overhaul web experience to support other messaging and materials
- Put finishing touches on "new and improved" Segmented and Personalized Mail Sequence

# 1. Enhance Hamilton's National Reputation and Market Position (cont'd)

 Hamilton

- Develop Marketing Plan for Guidance Community
- Determine use(s) of video
- Analyze/fine-tune new prospect acquisition strategy and fulfillment initiatives
- Audit travel strategies moving forward: use EPS software to identify markets of opportunity, develop multi-year plans by geography, experiment with receptions in key locations

## **2. Attract and Enroll the Most Diverse Student Body**

 Hamilton

- Implement Multicultural Recruitment Plan
- Develop International Recruitment Plan
- Continue to use Financial Aid as a strategic tool to yield most desired populations
- Continue to develop comprehensive, personalized email campaign
- Use College Board tools to inform decisions about prospects to purchase
- Revitalize relationship with Posse Foundation



## **2. Attract and Enroll the Most Diverse Student Body (cont'd)**

- Work closely with HEOP Office to identify potential candidates earlier (ED if possible)
- Utilize EPS software to identify opportunities for target (geo or ethnic) populations for travel, outreach, etc.
- Develop list and communication strategy for Community Based Organizations (CBO's)
- Encourage more diversity among tour guides, hosts, interns



### **3. Improved Assessment of Admission and Fin Aid Programs**

- Analyze findings from Market Research
- Continue to work with econometric modelist to maximize use of financial aid and merit monies
- Subscribe to College Board's Admitted Student Questionnaire every other year (ASQ)
- Better internal analysis of all conversion points from prospect to inquiry to on-campus visitor to applicant to admit to aided to enrolled
- Link Admission Data to Retention Data—partner with Student Life on Analysis and Strategies



### **3. Improved Assessment of Admission and Fin Aid Programs**

#### **Hamilton**

**(cont'd)**

- Implement more robust Reader Rating Scale that reflects enrollment goals/priorities
- Comprehensive analysis and multi-year planning for admission staff travel
- Determine how to use new SAT for 2006 and Hamilton's Testing Policy for Fall 2007 (after 5 year optional "experiment")
- Continue to better use technology as a recruitment and analysis tool (uploading SAT's, app's, etc.)
- Determine dollars/strategies needed to become "need blind"



## **4. Provide THE BEST Customer Service Among our Competitors**

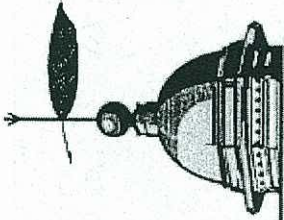
**Hamilton**

- Using Market Research, develop messaging and talking points for interviews, info sessions, etc.
- Launch new Web Experience by January 2006
- Plan for Admission Center at Sigma Phi for Summer 2007 (improvements to ER House in interim)
- Audit/Revamp WAVE Program
- Continuous Assessment of Student Ambassador Programs
- Continuous Audit of all on-campus visit programs
- Continue to promote Clinton (ala Hemstrought's)

## **4. Provide THE BEST Customer Service Among our Competitors Hamilton (cont'd)**

- Cross training for all Admission and Financial Aid staff, particularly on Customer Service Functions
- Better partner with Faculty to Enhance Campus Visit and Geographic Outreach (Hamilton Saturdays, Faculty travel, Liaisons)
- Outreach campaign to Guidance Community (through receptions, at high school lunches, Winter Counselor Weekend, Mailings, etc.)
- Consider opening Financial Aid Office one evening/week





# Hamilton

**Monica C. Inzer,  
Dean of Admission and Financial Aid**

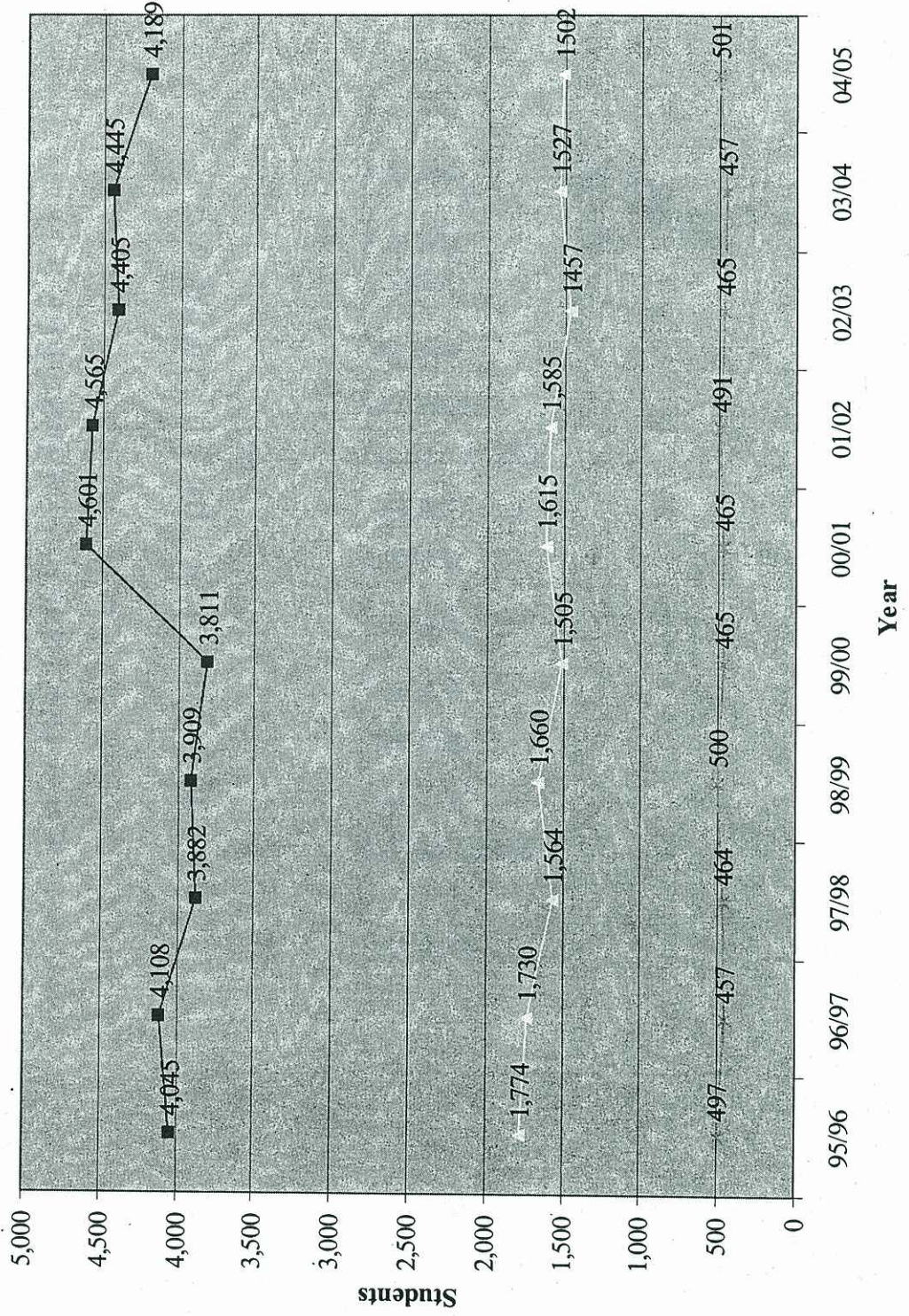
**Admission Data and Trends  
Entering Classes: 1996-2005**



# Hamilton

## Hamilton College

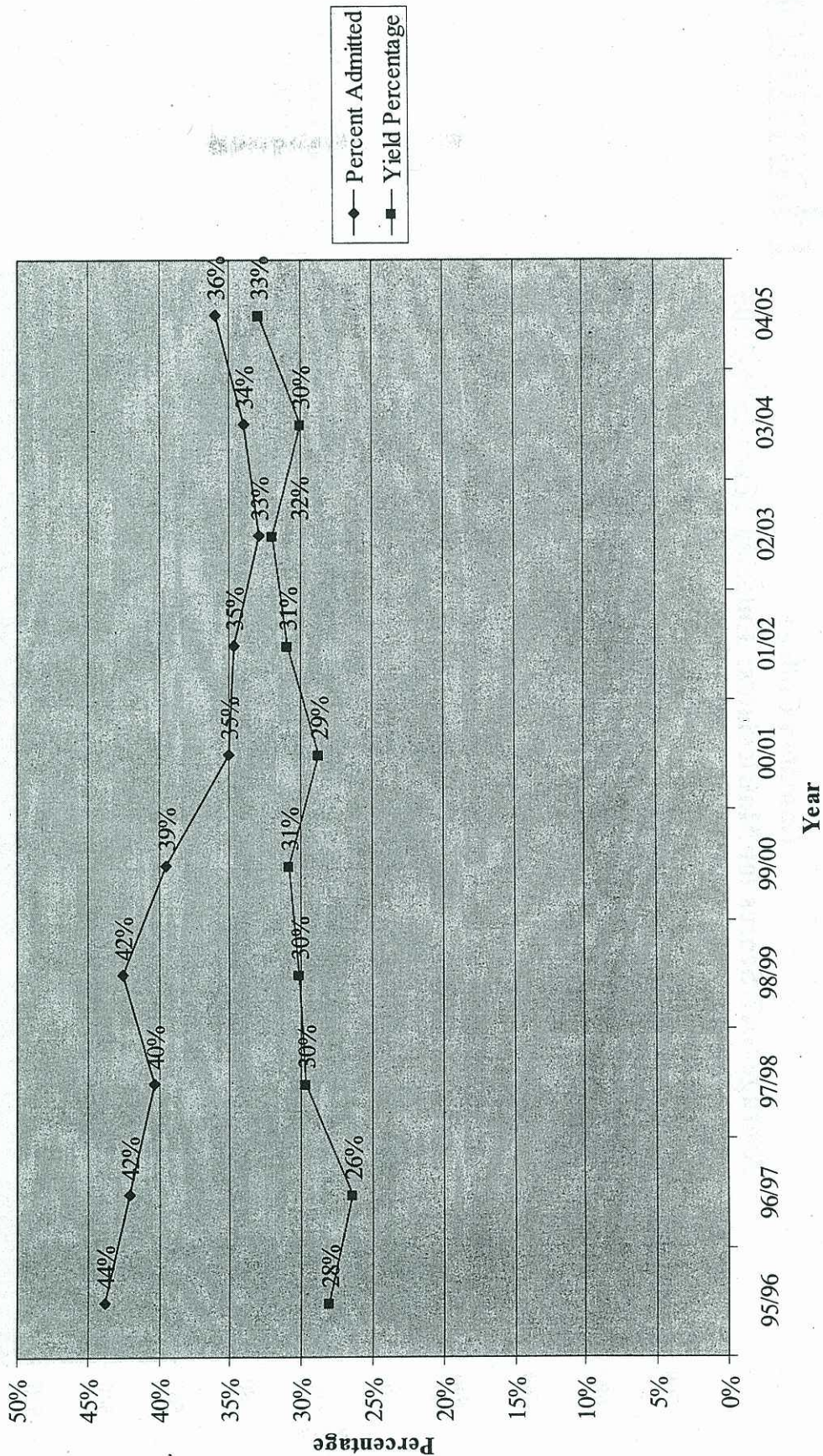
### Applicants, Admits & Matriculants: Entering Years 1996-2005

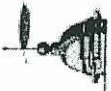




# Hamilton

Hamilton College  
Admit Rate & Yield: Entering Years 1996-2005

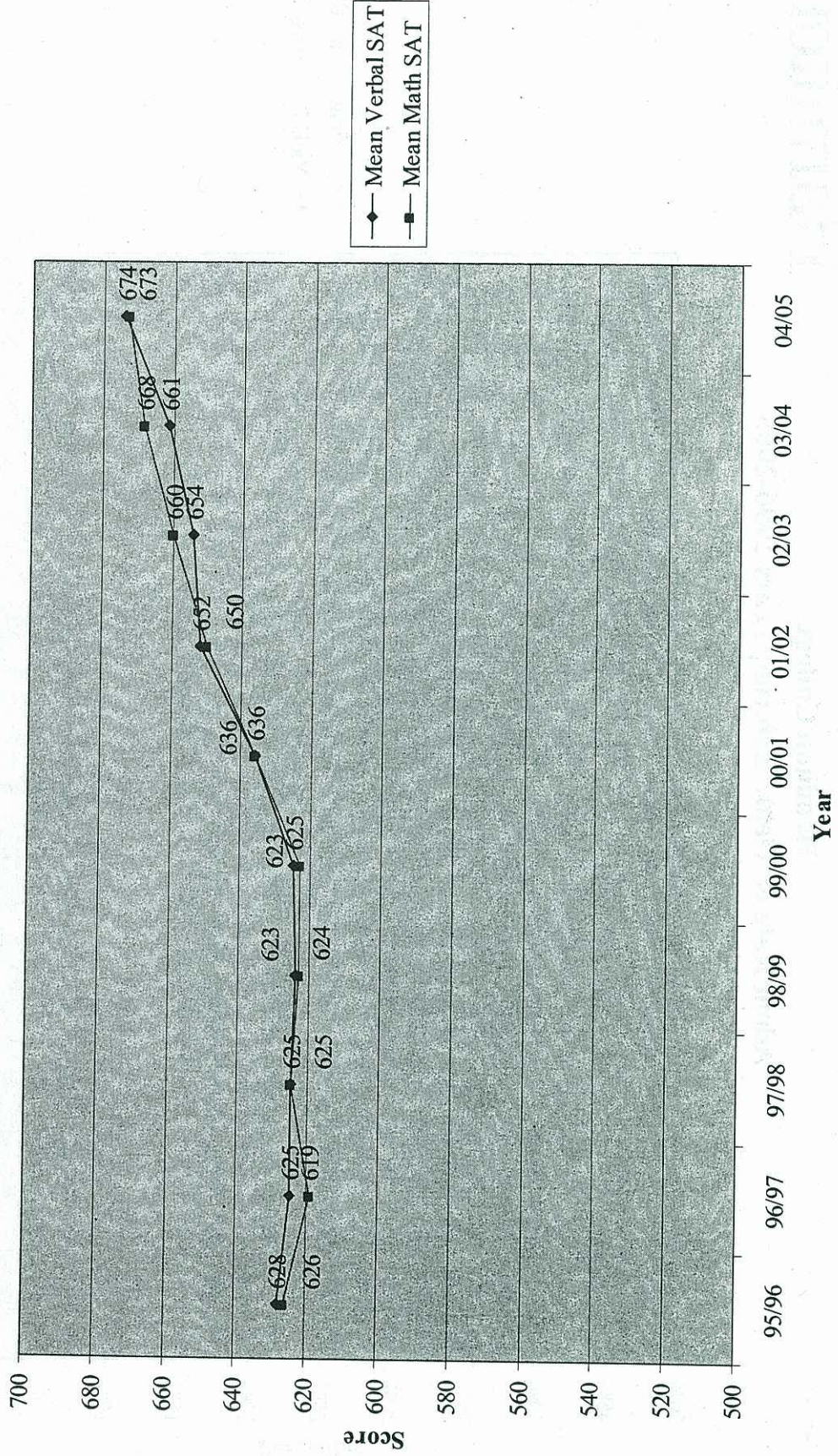




# Hamilton

## Hamilton College

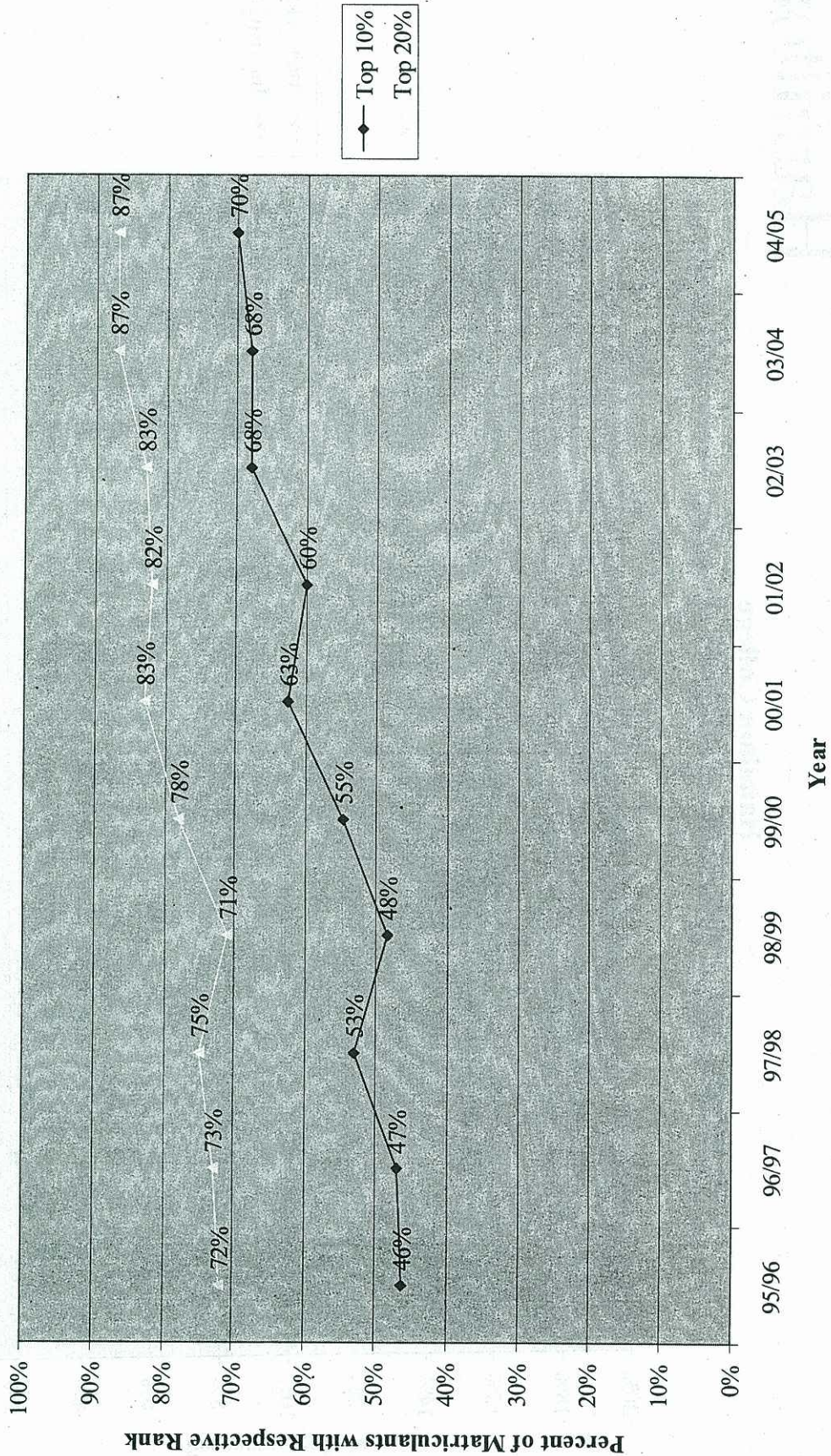
### Average SAT Scores for Matriculants: Entering Years 1996-2005

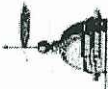




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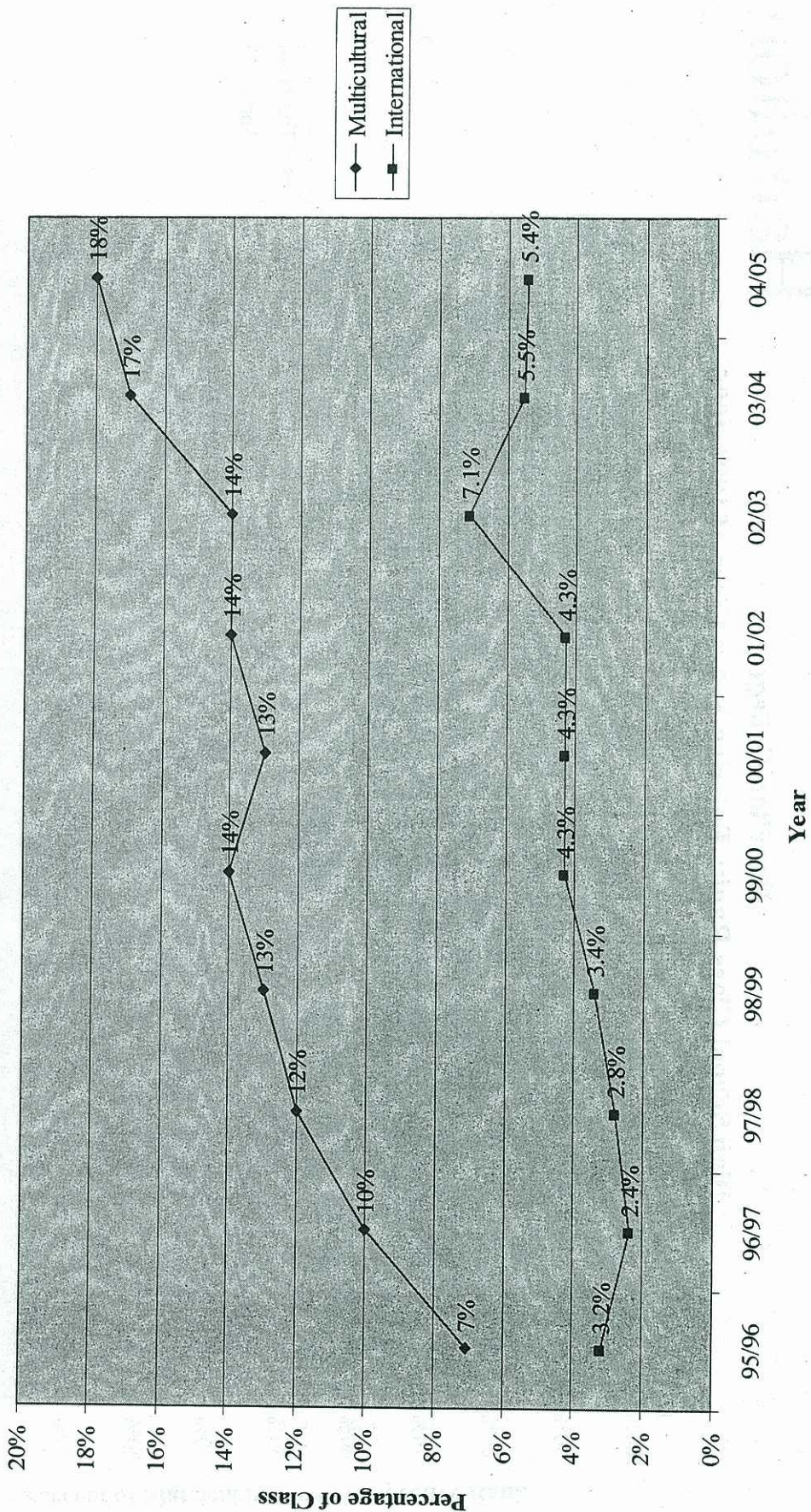
## Hamilton College High School Class Rank: Entering Years Class of 1996-2005





# Hamilton

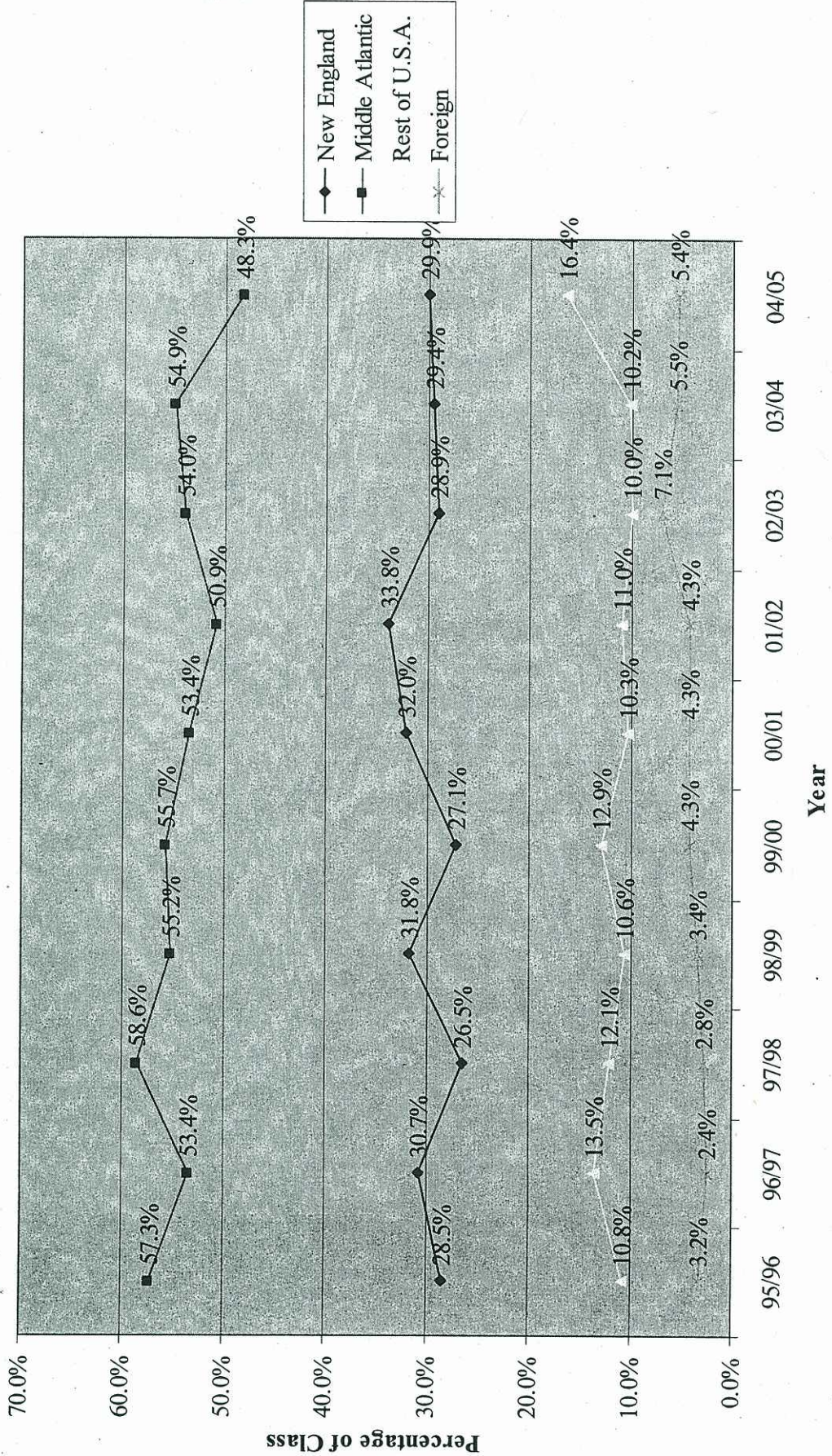
Hamilton College  
Multicultural and International Students: Entering Years 1996-2005





# Hamilton

## Hamilton College Geographic Distribution: Entering Years 1996-2005



## Appendix 1

**Facts About Information Technology (IT) at Hamilton  
2005/2006<sup>1</sup>**

**Finances**

- We budget 4.4 % of the institutional budget on IT (services and infrastructure). This compared with an average of 5.3% for our peer group.
- We spent \$1,592 per member of the campus community (employees + students) compared to the average of \$1,780 for our peer group.
- There is no separate fee for students to use any technology resources (e.g., network, printing) at Hamilton.
- The IT budget is broken down as follows: Personnel (41%), Student help (7%), Contractual expenses (17%), Replacement of existing infrastructure (22%), Professional development (2%), Other (11%)

**Staffing**

- The ratio of total (employees + students) per IT staff (including student help) for Hamilton was 56, the same as for our peer group.
- The ratio of total campus computers per IT staff for Hamilton was 69 as compared to 67 for our peer group.
- 35 % percent of our IT support was provided by student help, as compared with 24% for our peer group.
- Help with technology is available over 100 hours per week through the Help Desk or student technology consultants (STCs).

**Student Computer Ownership**

- Ninety-seven percent of our current students bring computers to campus.
- The distribution of student computers is roughly 72% Windows and 26% Macintosh.
- For the class of 2009:
- 92 % of the student computers were laptops.
- 94 % of the students brought cell-phones.

**Campus Technology Infrastructure**

- At least one high-speed network connection (100mbs) exists in every classroom, office, public space, and residence hall room (one for each student). Each network connection is at least ten times faster than a typical cable modem that students can use at home. There are approximately 5,000 network connections on the campus.
- Wireless access is available in the Burke Library, Science Center, Ferry Building, ELS, Kirner-Johnson, Café Opus, Wertimer House, and Beinecke Village, Admission, Molly Root House and a variety of outdoor areas.
- There are approximately 1,300 institutional computers with over 500 of them accessible by students in connection with the academic program. These computers are replaced on a 3-4 year cycle.
- The cost of the replacement plan represents 22 % of the overall spending on IT.
- Over 75% of our classrooms are equipped with a data projector and computer for Internet access and display during class. Data projectors are replaced on a 6-year cycle.

**Use of IT in the academic program**

- Seventy-nine percent of our courses make some use of the Blackboard course management system (CMS) for communication between members of the course, sharing of materials, and grading.
- Students and advisors have Web access to transcript and course information that can be used to register for classes and plan the student's academic program.

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<sup>1</sup> Comparisons based upon COSTS data for 2004/2005 ([www.costsproject.org](http://www.costsproject.org)). COSTS data for Hamilton compared to the U.S. News top 25 national liberal arts colleges (peer group).



- The staff supporting faculty and students in connection with the academic program represents 33% of our overall IT staff, as compared with 28% at peer institutions.
- In the spring 2006 term 20 courses and 13 independent projects involving 320 students used the Multimedia Presentation Center (MPC) to incorporate images, sound, and video in their presentations and course projects.
- In the fall 2005 semester, there were 150 large format posters printed in the MPC for student and faculty presentations.

***Other IT facts***

- There were approximately 4,000 service requests to the Help Desk a decrease of 27% over the previous year due to a variety of changes to support strategies.
- Formal technology training classes were taken by 322 employees. Over 1,200 employees and students accessed some kind of formal training.
- Approximately 300 self-help documents are accessible from the ITS department Web page.
- The Hamilton Online Alumni Community (HOLAC) currently has 9,300 registered members (approximately 55% of the active alumni).
- The Hamilton e-mail server processes 15 million messages annually of which 53% are spam or contain viruses.
- On a daily basis the Hamilton Web site is viewed by 5,500 unique individuals from off-campus. There are over 9,000 Web pages on the Hamilton Web site and these pages are collectively viewed 32 million times each year.
- Our campus portal (My Hamilton) provides personalized, customizable access to services such as email, personal calendars, news and events, electronic course materials and campus discussion forums. There were 1.6 million logins to the portal during the academic year.
- Computer course training evaluations for 2005 were 4.72 on a 5 point scale (1=poor--> 5=excellent). These evaluations were for 56 class sessions covering 26 unique topics that enrolled 322 participants.

**Appendix 2****Course support related to the Multimedia Presentation Center (MPC) – 2002/2003 – 2004/2005**

	2002-2003 Academic Year		2003-2004 Academic Year		2004-2005 Academic Year	
	Fall	Spring	Fall	Spring	Fall	Spring
Course Sections	10 + Summer Research	17	13 + Summer Research	15	12 + Summer Research	22
Independent Projects	N/A	N/A	22	47	40	16 +
Students	200	231	275	388	238	410 +

Numbers for this spring are not final. We anticipate a few more independent projects showing up as part of the Senior Thesis presentations. Therefore, the number of independent projects and students served are understated from what the final count will be.

Appendix 3

**Creation of Technology-Enhanced Classrooms – 1999 - 2005**

Pre-1999	1999	2000	2001	2002	2003	2004	2005
Burke 005	Science 318	Benedict 105	Benedict 104	Benedict 207	Burke 209	Root 205	Science G027
KJ 220	Benedict 201	CAJ 222	Burke 001	Bristol 304	Burke 213	Science 1050	Science G029
CAJ 305		CAJ 225	Burke 211	Bristol 307	KJ 107	Science 1066	Science G041
		CAJ 308	Burke 215	Root 202	KJ 222	Science 2072	Science G042
		KJ 109	CAJ 309	Root 203	Root 201	Science 2076	Science 1004
		KJ 242	Couper 111	Root 310	Chapel 305	Science 2080	Science 1011
		List 218	Couper 207	Burke 217		Science 3060	Science 1016
		Saund 111	KJ 005	McEwen 109		Science 3087	Science 1018
		Science 034	KJ 144			Science G047	Science 1030
			KJ 221				Science 1033
			KJ 225				Science 1035
			Saund 105				Science 1038
			Science 313				Science 1039
			Science 323				Science 2012
			Scham 108				Science 2015
			Science 115				Science 2017
							Science 2039
							Science 2048
							Science 2075
							Science 3019
							Science 3021
							Science 3023
							Science 3024
							Science 3039
							Science 3040
							Science 3047
3	2	9	16	8	6	9	26
						-2	-5
3	5	14	30	38	44	51	72
						Science aud	
						Physics aud	(5 Rooms in
						removed	Saunders
						other science	Removed)
						rooms moved	
						to Saunders	
						for one year	

**Appendix 4****Facts about the Library at Hamilton College*****Staffing***

- Total Library staff (excluding Audiovisual) is 32.9 FTE
- 12.6 FTE librarians and professional staff
- 20.3 FTE support staff
- Personnel accounts for 37% of the library budget

***Collections***

- 609,855 volumes in the collection
- 441,404 titles in the collection
- Rate of growth is approximately 12,000 per year
- Notable special collections, with particularly strong world-class collections in:
  - Beinecke Lesser Antilles collection
  - Communal Societies collection (with emphasis on Shakers)
  - Ezra Pound
- Of special note is the gift of Dr. Walter A. Brumm of his communal societies collection to Hamilton College (beginning 2004 and continuing through 2012). His was perhaps the strongest such collection in private hands in the U.S. and had considerably strengthened our existing communal societies collection

***Acquisitions***

- Acquisitions of library materials accounts for 47% of the budget
  - periodicals \$730,050
  - books \$440,490
  - databases \$237,000
  - video \$30,000
- 1,900 print periodical subscriptions, a decline of approximately 25% over the last five years
- 2,000 electronic periodicals, an increase of 78% over the last five years

***Circulation***

- 18,240 items borrowed by student in 2004/2005
- 7,768 items borrowed by faculty in 2004/2005
- 7,164 items borrowed through Interlibrary loan in 2004/2005
- 8,215 items on course reserve borrowed and 571,330 pages viewed in electronic reserves

***Use of Library***

- 266,734 people entered the Library in 2004/2005

***Reference Service & Library Instruction***

- 160 reference transactions conducted in a typical week
- 58 group sessions held reaching 884 students
- 73 individual appointments with a librarian

***Library Technology***

- The Library uses the Endeavor Voyager system as its integrated library management system with modules for public catalog (Alex), acquisitions, cataloging, circulation, and interlibrary loan
- The link resolver we use is LinkFinderPlus from Endeavor. Called "Find it" at Hamilton, this link resolver takes one from an entry in an electronic index directly to the electronic full text if the Library subscribes to it. It is a highly popular and useful tool.
- The Library proxies access to its electronic access from off-campus permitting the Hamilton community to work anywhere, anytime.

USNWR Comparison of acquisitions data for 2005						
	Total Collection		Total Acquisitions Expenditure		# Books purchased	
1	Claremont	2,476,503	Claremont	\$ 3,824,270	Wesleyan	24,480
2	Smith	1,389,021	Wesleyan	\$ 3,294,217	Oberlin	20,899
3	Oberlin	1,352,932	Smith	\$ 2,700,000	Claremont	19,036
4	Wesleyan	1,324,647	Williams	\$ 2,581,439	Amherst	18,118
5	Amherst	1,078,161	Amherst	\$ 2,386,248	Williams	16,360
6	Trinity Conn.	1,003,933	Wellesley	\$ 2,229,269	Smith	14,633
7	Bowdoin	995,507	Vassar	\$ 2,225,058	Vassar	13,934
8	Mount Holyoke	986,167	Oberlin	\$ 2,197,184	Middlebury	13,869
9	Williams	934,278	Colgate	\$ 2,033,652	Colgate	12,637
10	Bryn Mawr	891,443	Bryn Mawr	\$ 1,944,974	Wellesley	11,095
11	Vassar	890,304	Bowdoin	\$ 1,913,019	Washington & Lee	9,264
12	Middlebury	852,946	Middlebury	\$ 1,864,052	Trinity Conn.	9,026
13	Wellesley	847,459	Swarthmore	\$ 1,691,199	Grinnell	8,737
14	Swarthmore	762,747	Colby	\$ 1,676,183	Bowdoin	8,372
15	Carleton	709,535	Carleton	\$ 1,634,625	Davidson	8,360
16	Colgate	708,381	Trinity Conn.	\$ 1,608,056	Carleton	8,213
17	Washington & Lee	671,927	Bates	\$ 1,545,611	Colby	8,181
18	Davidson	617,005	Davidson	\$ 1,493,146	Bryn Mawr	6,906
19	Hamilton	609,855	Hamilton	\$ 1,486,477	Haverford	6,867
20	Bates	591,630	Mount Holyoke	\$ 1,373,921	Swarthmore	6,607
21	Haverford	572,132	Grinnell	\$ 1,362,514	Hamilton	6,340
22	Grinnell	544,775	Washington & Lee	\$ 1,311,765	Mount Holyoke	1,100
23	Colby	462,392	Haverford	\$ 1,201,630	Bates	n/a
24	Macalester	455,554	Macalester	\$ 982,182	Macalester	n/a
	Average	905,385		\$ 1,940,029		11,502
	Deviance of Hamilton from the average	295,530		\$ 453,552		5,162
	Median	852,946		1,864,052		9,145
	Deviance of Hamilton from the median	243,091		\$ 377,575		2,805
WITHOUT CLAREMONT (which serves multiple colleges)						
	Average	854,417		1,897,920		10,884
	Deviance of Hamilton from the average	244,562		\$ 411,443		4,544
	Median	850,203		1,777,626		9,026
	Deviance of Hamilton from the median	240,348		\$ 291,149		2,686

## Appendix 6

**Programmatic Plan for Burke Library  
The Library as Intellectual Commons**

**Final Report of the Library Task Force<sup>2</sup>**

The Burke Library stands as both the central symbol of the educational mission of Hamilton College and as an essential means by which that mission is accomplished according to the highest standards of the institution. The college's *Strategic Plan* recognizes the Library's crucial role in nurturing our academic community and calls for the safeguarding and strengthening of this "vital resource." Students cannot "demonstrate their knowledge and insights effectively through written, oral, and other forms of communication" without a heavy reliance on the Library. The Task Force recognizes and applauds the excellence of the Library staff, ITS personnel, and their recent collaborative work in the creation and operation of the HILLgroup, Multimedia Presentation Center, and Information Commons. In the near future, however, the Library faces four serious challenges that it must overcome in order to attain long-term programmatic excellence. The vision of the Library as an *intellectual commons* emerged from the Task Force's deliberation on how to meet these challenges.

**Challenges.**

The four areas that require immediate planning and attention are:

- A. providing services and infrastructure needed to support the changing nature of teaching and learning,
- B. maintaining a balance between virtual and print collections,
- C. maintaining the quality of collections and the space to house the growing collection of materials,
- D. creating the infrastructure to make our distinguished special collections accessible to our academic program.

**A. The Changing Nature of Teaching and Learning:**

Learning is increasingly a collaborative activity assisted by academic support services. More than ever, the Library serves as a place where students work individually and in groups of various sizes to think, strategize, and to design, often in a hands-on way. To be sure, students and faculty with their personal computers access a significant amount of library materials off-site, but such access *increases* the need of students to come to the Library to retrieve shelved materials, seek reference and technological assistance, as well as enter into face-to-face conversations with other students and faculty.

When asked by the Task Force why students come to the Library rather than study elsewhere on campus, students paint a vivid picture of a *community* of peers engaged in the hard work of rigorous learning, supported by reference and technology experts and the necessary infrastructure to complete their work efficiently. Students see the Library as a shared space that supports learning across all disciplines – as a kind of intellectual commons.

*At present, there is an almost total lack of group study spaces in the Library and insufficient space to create and expand the needed technology-enhanced work spaces that would be supported by librarians and technologists. A increasing percentage of space has had to be devoted to the growing collections at the cost of seating and study spaces.*

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<sup>2</sup> The VPAA appointed this Task Force to investigate the constraints and challenges and to articulate a programmatic vision for an expanded Burke Library through 2035.

The Library of the future must be a convenient and comfortable place of choice for students and faculty to gather, reflect, and exchange ideas with each other. Given the different modes of research and the different ways of learning associated with a liberal arts education, emphasis in the expanded Burke Library must be placed on the need to integrate appropriate technology, reference support services, and the teaching role of librarians, with a variety of work spaces. An expanded Burke Library should provide spaces that support instruction, conversation, contemplation, interaction, technology, study, presentation, and support services.

The Multimedia Presentation Center and, most recently, the Information Commons are examples of the kind of spaces supported by increased levels of collaboration between librarians and technologists. These initiatives provide students with new, more efficient, and coordinated services. At the same time, however, the current building has limited the size of these spaces, and the offices for the associated support staff have reduced the number of available spaces for individual study.

To provide the highest level of support to our students and faculty, it is imperative that the Library and ITS staff continue to collaborate effectively. Location of both staffs in the Library facilitates collaboration and makes their work with students more efficient. The two organizations have developed a track record of effective collaboration and continue to seek ways to enlarge the scope of these efforts. In the library of the future it would make sense to incorporate the Media Library, Audio-Visual Services, Photography Services, and perhaps a writing-tutor and oral communications outpost to enhance support for the academic program. Expanded services and economies of scale would be gained by this centralization.

As the Task Force looks to the future, it sees the need for additional services, like Geographic Information Service (GIS), that will be supported jointly by the librarians and technologists. GIS is a sophisticated program that maps any information with geographical content, and has become a core research tool in many disciplines: geology, geography, ecology, environmental studies, community planning, economics, history, and public health analysis.

## **B. Balancing print and virtual collections**

There is an increasing amount of scholarly material being published in electronic format, and the promise of an expanding virtual library has led many commentators to forecast the end of traditional print-based libraries. While it is true that a significant number of journal titles are being published electronically, print publications continue to flourish and, indeed, to increase in number. Particularly for monographs, print continues to be the format of choice, both for publishers and for libraries. In the coming years, the Library staff will have to manage the competition between print and electronic resources. The Library will be active in acquiring "digital objects" – some of our own making, some created by the faculty, and others acquired from shared repositories as well as commercial publishers. Major internet indexers like Google are providing increased access to scholarly material. With the recent announcement that Google is entering into an agreement with five major libraries to digitize their collections we are seeing the first very large scale digitization of monographic materials. The Library intends to take advantage of these developments and incorporate them into its resources and instructional programs. However, even with the new Google project, this will make available mostly those works out of copyright. It has the promise of making the contents much more accessible for searching, and may lead to greater demand for the material. So while we monitor and participate in the growing movement toward digital collections, the Library will continue to acquire print material for the foreseeable future. Thus, the college is faced with a "both/and" situation rather than focusing exclusively on only one format.

For a while digital collections held the hope of reducing costs for library materials. This hope has not been borne out in reality. While periodicals may provide a 10% discount for receiving the title electronically, this savings only generates about a two-year reprieve from the inexorable increase in journal prices. While we are in the “both/and” situation described above, we will find added pressure on the Library’s budget, not less pressure.

### **C. Investing in high-quality collections of print and electronic resources and the necessary space to house them.**

The holdings of Burke Library – largely books and journals but including sound and video recordings, documents, and other items – underpin the Library's educational mission. Collections have long defined the traditional role of the Library in an institution of higher learning, and as the Task Force envisions the future role of the Library in the liberal arts, these collections remain the foundation upon which the College must build. The nature of these collections, however, has evolved considerably in recent years. Increasing numbers of students and faculty use online journals and searchable databases intensively even as the requirements for housing archival and print material continue to expand. Expanding, housing, and accessing electronic and print resources require immediate attention.

*Hamilton College has one of the lowest acquisition rates and budgets among peer institutions. When we examine the top 25 national liberal arts colleges according to *US News & World Report*, Hamilton College ranks last in the number of monographs purchased. In order to meet the second objective of the College’s *Strategic Plan*, that “Hamilton will strive to become the national leader among liberal arts colleges in the opportunities it provides students to engage in academically rigorous work,” the college must increase its investment in its print and online collections and in making them more accessible. This goal will require substantial annual increases in the Library materials budget so that the Library can maintain and even expand its collections. The Library has and will continue to seek consortial agreements that will reduce costs and expand access to resources and will make extensive use of interlibrary loan and document delivery sources to complement existing holdings.*

*Nonetheless, current space and budgetary constraints compromise the Library’s ability to meet the needs of our expanding academic community. There is a looming crisis of shelving space for print materials. Every year the Library adds approximately 7,500 monographs and 3,000 periodical volumes to the stacks. That modest rate ensures that the Burke Library will reach capacity<sup>3</sup> by 2010, little more than five years from today.*

To delay the impending crisis, the Library has already taken a number of measured steps. The installation of compact shelving in the basement of Burke Library, and the off-site storage of bound journals that are available through on-line services such as JSTOR, provided needed shelf space to accommodate the integration of the Science Library and the growth of the collection until 2010. Compact shelving in the Rare Book Room and the Archives provided modest relief for those collections, although even now those materials are stored in four different places.

### **D. Creating infrastructure to make our distinguished special collections accessible**

*The Burke Library contains a number of world-class special collections and archives that remain undervalued and underutilized because of inadequate storage space and lack of appropriate spaces to provide secure access to these materials by faculty, students, and visiting scholars.*

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<sup>3</sup> Working capacity is when the shelves are 85% full. Once that point is reached the collections become much less manageable resulting in overcrowding in some areas and difficulty reshelving and finding books.



Special Collections embrace such diverse subjects as religion, language and literature, the Adirondacks and Mohawk Valley, the Civil War, slavery and abolition, the temperance movement, and presidential campaign literature. The Beinecke Lesser Antilles collection represents the finest collection of rare books, maps, manuscripts, and art work on the Eastern Caribbean in the world. The Ezra Pound collection has attracted specialists from both sides of the Atlantic. The Library is poised to become a major center for the study of Shakers and communal societies as the Library expects a major gift to supplement the already distinguished Communal Societies collection. Yet currently these outstanding collections cannot be easily maintained and displayed. Even when special arrangements are made for their viewing, the existing facilities do not permit convenient use, much less supervised use. Thus, the current situation discourages the integration of these special resources and treasures into the curriculum. In some cases, due to a lack of adequate space, rare books, pamphlets, newspapers, and other resources are housed in basement storage areas that keep them virtually out of sight and, by extension, out of mind.

*Likewise the College Archives suffers from overcrowding and the absence of adequate space for the processing of materials and their use by students and researchers.* Since the functions of storing and using the Archives mirror those of Special Collections, both the Archives and Special Collections should be combined in a facility commensurate with their extraordinary value as intellectual properties.

The Special Collections and Archives receive regular use by Hamilton students, faculty, and outside researchers despite the obstacles noted above. During the fall semester students have used Beinecke, Pound, and Adirondack materials for their projects, while one class came for a tour of the Pound Collection. Three faculty used materials from rare books for class sessions. Additional faculty have indicated that they would make greater use of these materials if there were adequate space to bring classes to the collections. There is a regular flow of visiting scholars coming to use these collections. This semester there have been six scholars who have used our collections for extended periods: three working in Beinecke, two in Pound, and one in communal societies. They came from the University of Essex (UK), University of St. Andrews (Scotland), University of York (UK), University of Toronto, and Princeton Theological Seminary. Adequate facilities would encourage further use as well as safeguarding these collections.

The Library has digitized a portion of its Civil War material and intends to move forward aggressively to digitize other collections. Such replication allows wider use of our collections without damaging the artifact itself, and makes possible more effective searches of the entire contents of these materials. To extend the impact of digitization, the Library and ITS are already working together with faculty to develop a plan to create and manage digital assets college-wide.

### **Conclusion and a Transition Plan**

**Burke Library as Intellectual Commons.** These constraints and challenges necessitate an ambitious plan not only for Burke Library's expansion, but for the reconfiguration of existing space. The Task Force embraces the metaphor of a dynamic intellectual commons that enhances the educational experience of all the community's members by providing an exciting gathering place focused on the academic program. Hamilton College offers centers of excellence in the arts, humanities, social sciences, and natural sciences. While these centers bring together like-minded students and faculty, they may also act to separate disciplines in artificial and unnecessary ways. An expanded Burke Library will serve to bring the disciplines together through the work of students and faculty. Much like the interdisciplinary courses featured in the curriculum, the library of the future must offer places and spaces that cross disciplinary boundaries and allow faculty and students with a wide range of interests to gather, interact and exchange ideas in an attractive and inviting setting.

**A Transition to the Future.** The Task Force recognizes that Burke Library is not scheduled for expansion until 2010 or later. That schedule may meet the shelving needs of the Library, but it does not address the immediate concerns about the services and learning environment required in the Library to support current pedagogical approaches. The Task Force recommends that the college begin work with an architect/ planner to determine how the current space might be reconfigured in the near future to provide some of the services and variety of spaces described in this report. This planning and implementation should be undertaken with an imaginative, long-term vision of the *intellectual commons* so that the interim steps are consistent with this vision.

## Appendix

The following checklist identifies the key elements needed by an expanded Burke Library to implement the vision of an intellectual commons.

### I. Research and study spaces

#### A. *Interactive Spaces*

1. Group study rooms of varying sizes, with emphasis on smaller rooms for groups of 3 to 4 students, all wired with electricity and data ports.  
**Group studies should be separate rooms with table, chairs, white board, and flat panel mounted on wall:**  
**8 group studies holding 3-4 people**  
**8 group study cubbies holding 3-4 people (partitioned but not separate rooms)**  
**4 group studies holding 5-6 people**  
**2 group studies holding 7-8 people**
2. Seminar classrooms  
**Maintain existing 4 seminar classrooms + Graves Room (each accommodates 18 people)**
3. Assignable public desks for students who work on senior projects  
**50 desks (with lockable storage compartment) for senior projects**  
**25 lockers for other students to store study materials in Library**

#### B. *Conversational and Social Spaces*

1. Strategically-located spaces that will facilitate casual and serious consultation, conversation, and socializing between some Library patrons without disturbing others  
**Seating for 100 students, with soft seating**
2. A Library coffeehouse, wired to support portable computer use  
**Seating for 40 people, with space for vending machines and serving area.**

#### C. *Quiet Spaces*

1. Study spaces for individual students reading, thinking, and writing, with many wired to support portable computer use
2. Designated quiet areas acoustically separated from other areas
3. Additional faculty carrels  
**20 additional faculty carrels to accommodate half the faculty who are on leave [reduced to 9 additional]**
4. Twenty-four hour study space for students  
**Accommodate 40 students with some large tables and some individual carrels.**

#### D. *Seating*

1. A mix of seating including soft seating and tables with chairs  
**Add soft seating for 40 in addition to B.1.**
2. Flexible and mobile seating  
**Included above**
3. Increase number of large tables (seating 4 people)  
**Add 4-6 large tables**
4. Increase seating to 30% of student body at a minimum  
**Need 525 total seats in Library (currently have 358 non-computer seats and 79 computer seats). Increase computer seats to 125 and non-computer seats to 400. In this area more is better of both computer and non-computer seating. The more successful the Library is in its expansion and redesign, the more pressure there will be on seating.**

- II. Expert assistance, library resources, and technology
- A. *Increased support for the Library's acquisitions budget*
  - B. *Library instruction room fully equipped with computers*  
**Teaching room dedicated to Library and IT instructional use, technologically enhanced, with 25 student stations plus instructor's station.**
  - C. *Expanded space for the Multimedia Presentation Center*  
**Double the size of the current facility = 1,500 square feet.**  
**Create a rehearsal room for students to practice their oral or multimedia presentation**
  - D. *Expanded space for the Information Commons*  
**Increase computer seating from 24 to 50**
  - E. *Create Geographical Information Service (GIS) center*  
**Accommodate 20 workstations and related equipment (2,400 square feet) plus office for one librarian. [reduced to 8 workstations]**
  - F. *Create a digital images resource center*  
**One office for librarian/staff + 400 sq. ft.**  
**Perhaps merged with Media Library in expanded space in Burke**

**Summary of Technology spaces (including existing space):**

**MPC (current and expansion) = 46 stations, 2 large format printers, 2 high-speed printers, and service desk**

**IC (current and expansion) = 50 stations and service desk**

**GIS (new) = 20 [8] stations plus office**

**Classroom/MPC annex (Burke 001) (current) = 10 stations**

**Classroom (Burke 005) (current) = 25 stations**

**Library/IT instruction (new) = 25 stations**

III. Special Collections and Archives

- A. *Expanded space so that all the special collections and archives can be housed in one place*
  - **Stack space (Special Collections):**
    - a. 250 double-faced sections (DFS) regular shelving
    - b. 30 DFS oversize shelving
    - c. 200 linear feet 4-post shelving
    - d. 30 4-drawer file cabinets
    - e. 10 stacks of maps cases
  - **Storage space (Special Collections): 1,000 sq. ft.**
  - **Stack space (Archives):**
    - a. 60 DFS regular shelving
    - b. 20 DFS oversize shelving
    - c. 40 sections 4-post shelving (24" wide)
  - **Storage space (Archives: file cabinets, boxes, etc.): 2,000 sq. ft.**
  - **Office space: 3-4 staff offices**
  - **Processing space (non-public): 300 sq. ft.**
  - **Exhibit space: bookshelves (glass-fronted, lockable) and interspersed wall exhibit space on the perimeter of the study room as well as a separate secured exhibit space perhaps at the entrance to Special Collections of 300 sq. ft.**
- B. *Separate HVAC for these collections*
- C. *Space for students and researchers to use the collections in a secure environment*

**Accommodate 3-4 simultaneous individual researchers with space for them to spread out materials,**

D. *Classroom within special collections*

**Accommodate class of 20 students for class visits to Special Collections.**

E. *Relocation of the Jazz Archives in an expanded Burke Library*

**Space TBD**

IV. Celebration of the academic program

A. *Provide expanded exhibit spaces to showcase the memorabilia, treasures, achievements, and productive endeavors of the Hamilton community*

1. exhibit spaces in multiple locations

**Burke Library relatively near entrance**

**By Athanaeum (depending on where it is situated)**

**Special Collections area (noted above)**

**Jazz Archive**

2. exhibit cases as well as wall space

B. *Athanaeum for public lectures and receptions*

**Accommodate 50 people**

V. Housing for the growing collection of library materials

A. *Shelving to accommodate growth of the general collection until 2035*

**975 DFS shelving @ 39 DFS per year for 25 years**

B. *Shelving to accommodate growth of the special collections and archives*

**Included in III. above**

VI. Improvements in academic support and efficiency

A. *Co-location of ITS and the Library*

B. *Integration of the Media Library, Audio-Visual services, and photographic services into an expanded Burke Library*

**Space TBD**

C. *Possibly bringing student support services such as the Quantitative Literacy center and Study Skills center in an expanded Burke Library*

**Space TBD**

VII. Staff Spaces

A. *Staff spaces should be reconfigured to maximize the efficiency of services.*

B. *Expansion and reconfiguration of staff offices*

**10 new offices for ITS**

**3 new offices for Library**

C. *Technology work space for Library, AV, and ITS for testing equipment, setup of computers, and maintenance of hardware*

**500 square feet**

D. *Expansion of storage areas*

**1,500 square feet/dry storage for computer replacement plan**

E. *Space for outsource vendors (TAG and IKON)*

**One small office for TAG**

**700 square feet for IKON repair facility**

VIII. Parking and Accessibility

A. *Convenient parking areas for visitors and evening staff*

B. *Parking and access for disabled users*

Note: The Task Force used the following resources in developing its recommendations:

1. LibQUAL survey conducted Spring 2003
2. Student survey conducted Winter 2003
3. Faculty survey conducted Spring 2004
4. Site visits to libraries at Middlebury, Trinity, and SUNY/IT
5. Consultant Susan Perry, Senior Advisor, The Andrew W. Mellon Foundation Director of Programs, The Council of Library and Information Resources, and formerly College Librarian and Director of Library, Information and Technology Services at Mount Holyoke College

Library Task Force members:

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Kirk Pillow  
Deborah Pokinski  
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David Smallen

### Report of the Campus Coalition on Alcohol Spring 2005

The problem of alcohol abuse represents one of the most serious threats to the health and safety of students and to Hamilton's pursuit of academic excellence. To help in our ongoing efforts to address this problem, President Stewart appointed the Coalition on Alcohol and Other Drugs in September 2003. Following through on our report of March 2004, there have been a number of steps taken to begin to address some of the problems related to alcohol abuse. For example:

1. A committee of students, staff, and faculty appointed by the Alcohol Coalition has developed a point system for judicial violations. Though this measure is not a means of increasing sanctions on students and the allocation of points is designed to mirror current enforcement, we believe that it will help clarify current disciplinary policy.
2. Alcohol EDU is now required for all first year students. Students who fail to complete the program will be penalized when pre-registering for spring courses in November.
3. The First Year Forum will be mandatory beginning with the class of 2009.
4. All students intending to have a car on campus next year were required to attend a lecture on drunk driving before receiving parking permits. 720 students attended the lecture on May 3, 2005. Only 29 students registered to park and currently on campus did not attend the lecture. 237 students currently off-campus will attend in the fall. The response from students has been positive. They found the speaker to be "sobering."
5. An annual review process for Greek societies is underway and will be fully implemented at the beginning of the fall semester. Each society is asked to evaluate its success based upon the ideals set forth in their constitution or charter.

In spring of 2004 the Coalition also called on Hamilton students to address the negative consequences associated with alcohol abuse. In our report, we wrote:

"We challenge students to reduce vandalism costs by 50%. In addition, we challenge students to significantly decrease incidents of disruptive and destructive behaviors, and abusive and disrespectful treatment of campus safety officers and resident advisors.

If these goals are not accomplished, the Coalition will urge the President to enact more severe policy and enforcement measures."

After monitoring these indicators over the course of the year, the Coalition has seen no significant progress toward these goals. As a consequence, the Coalition recommends implementing the following measures for the fall 2005.

#### 1. Increased penalties for vandalism.

Separate from the implementation of the point system, we also recommend that beginning in the fall of 2005, **students found responsible for vandalism will be suspended from the college.** An exception will be made for students who turn themselves in immediately. Students who do so will be assessed no less than 6 points and will be required to pay twice the cost of the repair for the damage they caused, up to \$1000 with a \$100 minimum fine. The Dean of Students will send an all-campus e-mail on Monday mornings noting vandalism that occurred over the weekend and asking students to provide information about the persons responsible.

## **2. Installation of security cameras in public areas.**

To help deter vandalism and to identify the individuals responsible for such damage, we recommend that the College begin placing security cameras in public areas of the campus where needed (e.g. North Lot, Beinecke, Martin's Way). Students found responsible would be subject to suspension.

## **3. Increased enforcement of existing College regulations.**

The Coalition recommends that the College step up its enforcement of existing policies, especially those related to alcohol. The Coalition believes that more rigorous enforcement, even for relatively minor violations like carrying an open container or underage drinking, will begin to change the alcohol culture at Hamilton. Lax enforcement of minor violations creates an environment where some students might think that the College condones or encourages drinking. Furthermore, students who receive 1 or 2 points for a minor violation will be more likely to weigh the consequences of any future misbehavior.

## **4. A streamlined process for handling minor violations**

As part of increased enforcement of existing regulations, we recommend that minor violations be handled administratively. A Campus Safety officer or member of the Residential Life Staff will give any student caught in such a violation a written notification. Students then have 2 business days to appeal this penalty. Students who do not appeal or have their appeals denied will automatically receive disciplinary points. If, however, these additional points would cause a student to exceed 6 points (probation) or 10 points (suspension), the student may appeal the violation to the Judicial Board.

## **5. Begin a process of linking academic and social behavior to housing and parking assignments.**

Many students have suggested the creation of incentives for good behavior in the areas of parking and housing. Next fall, the coalition will begin discussions about ways to create such incentives.

We hope that these measures will encourage greater student responsibility. Over the next year, the Alcohol Coalition will continue to monitor this issue and will recommend taking any additional measures necessary for a safe and responsible campus environment.

### **Campus Coalition on Alcohol – 2004/2005**

Nancy Thompson, Chair, Dean of Students  
Amber Aeschbacher, Assistant Director of Residential Life  
Karen Brewer, Associate Professor of Chemistry  
Elizabeth Dolan '05  
Jason Hecht '06  
Patricia Ingalls, Director of Campus Safety  
Andrew Jillings, Director of the Adventure Program  
Ben Johnston '07



Bob Kazin, Director of Counseling and Psychological Services

Blake Keogh '05

Philip Klinkner, Associate Professor of Government

Jeffrey Landry, Director of Residential Life

David Lyons '02, Assistant Dean of Admission

Lisa Magnarelli, Director of Student Activities

Eugene McCabe, Instructor of Physical Education

Barry Seaman, Trustee

Pablo Vives '07

<b>Violation</b>	<b>Point Range</b>
Open container	1
Violation of smoking policy	1-2
Excessive noise	1-2
Possession of drug paraphernalia	1-2
Refusal to ID oneself to college authorities	1-2
False identification	1-2
Possession of alcohol under 21	1-2
Disruptive or lewd behavior	1-6
Failure to leave building during fire alarm	3
Serving alcohol to minors	2-3
Violation of bulk alcohol policy	2-6
Aggressive physical behavior	2-10
Marijuana use & possession	3-6
Weapons policy violation	3-10
Destruction of college or private property	6-10
Theft	4-10
Abusive threatening behavior	4-10
Disabling a smoke detector	6
Discharge of fire extinguisher	6-8
Altering/falsifying college documents	6-10
Hazing	6-10
Illegal drug use and or possession, not marijuana	6-10
Physical violence with a weapon	8-10
Driving under the influence	10
Distribution-illegal or controlled substances	10

### The First Year Forum Fall 2005

The First Year Forum is an ongoing orientation program for new students that covers a variety of topics representative of the issues and challenges commonly faced by first year students. Beginning this fall, all new students, including transfers with less than 8 units of Hamilton credit, are required to participate in the First Year Forum. In addition to presenting information, the Forum seeks to provide an opportunity for new students to develop meaningful relationships with their leaders (faculty, administrators, and student) and one another at a critical time in their Hamilton careers.

Groups of approximately 15 students, facilitated by a team composed of a faculty member, administrator and one student, meet twice weekly (75 minutes each) for five weeks beginning in the second week of class. **Students register for the first year forum along with their other courses, during orientation, as if it were a fifth course.** Advisors will need to remind students of this. Although not technically a requirement, students who fail to attend the minimum required sessions (nine) will lose standing in the spring course registration process.

Session topics are listed below:

1. Introductions/ Inside the Academy: How College is Different From High School
2. Student Code of Conduct/Judicial Process
3. Study Skills/Time Management/Writing Center/Peer Tutoring/Using the Library (presentation for half of the groups)
4. Honor Code/Case Studies/Using the Library (presentation for the other half)
5. Finding Your Niche/Getting Involved on Campus
6. Diversity and Free Speech
7. Alcohol and Sexual Assault
8. Sexual Health (will use video/discussion)
9. Thinking About Your Future (Career Center/Internships/Study Abroad)
10. Open Discussion/Wrap-up

When the curriculum is set, leaders will be provided with a detailed outline of material to be covered in each session, along with discussion questions. Preparation time for leaders will be minimal. The forum will be ungraded and is not for academic credit. There may be some sessions that the faculty and/or administrative leaders would not need to attend.

**Report of the Campus Coalition on Alcohol and Other Drugs**  
**March 15, 2004**

In September 2003, President Stewart reconstituted the Coalition on Alcohol and Other Drugs and charged it with finding ways to reduce the negative consequences - vandalism, sexual assault, drunk driving arrests, injuries and compromised academic performance - associated with the abuse of alcohol at Hamilton.

The members of the Coalition represent a wide array of Hamilton constituencies and a wide variety of perspectives on this issue, but we were all motivated by a common desire to make Hamilton a better and safer place for its students. The need to act is clear. Data compiled by Robert Kazin, Director of the Counseling Center, and Greg Pierce, Associate Professor of Psychology, show that Hamilton faces serious problems related to the abuse of alcohol.

Data collected during the spring semester of 2003 suggest that negative consequences that result from the excessive use of alcohol at Hamilton exceed national averages. Of the negative consequences measured by the Core Survey, the frequency of negative outcomes at Hamilton was higher in most of the categories. These include: getting in trouble with authorities, damaging property, fights or arguments, injuries, being taken advantage of sexually, thinking that one might have a drinking or drug problem, poor academic performance as a result of drinking or drug use, regretted behavior, missed classes, criticism from others, memory losses, illness, hangovers, interrupted studying, and having one's living space "messed up." Consistent with these data a comparison of national averages reveals that more of our students drink alcohol, more drink at least three times per week, and more consume more alcohol per week than the national norms.

Some students question these data, suggesting either that the methodology was flawed or that drinking at Hamilton differs little from drinking at our peer (NESCAC) institutions. The methodology is sound, however, and the numbers, sadly, are accurate. And while no hard comparative data are available, except general indicators that drinking is a bigger problem among selective residential colleges in the Northeast than elsewhere, such comparisons are largely irrelevant. Any institution that accrues \$44,520 in charges for residence hall and general campus damage, as Hamilton did in 2002-2003, or sends 20 students to the hospital for alcohol-related injuries or overdoses, as Hamilton did in the fall 2003 semester alone, has a problem it cannot afford.

Unfortunately, there are no clear or easy solutions. Some have suggested that all Hamilton needs to do is ban fraternities or ban all alcohol. These and many other options were considered by the Coalition. But the bulk of academic research and experience at other colleges offers little evidence that such wholesale measures significantly reduce alcohol abuse and may, in fact, do more harm than good. We also know that a minority of students cause a majority of the alcohol-related problems and that most students drink in moderation. With this in mind, we have adopted two general strategies:

1. **Pursue a multi-pronged attack:** To change the alcohol culture at Hamilton will require incremental reforms in many different areas of campus life. No one measure by itself is going to solve the problem, but we believe that a series of changes in judicial policy; alcohol education; academic standards; social life; and interaction among faculty, staff and students outside of work hours, may have a positive impact over time.

2. **Maximize student buy-in:** Positive change requires the support and active participation of Hamilton students. Policy changes that students see as unilateral and arbitrary impositions by the College are almost sure to fail, whereas those developed and undertaken by the students themselves have at least some chance of success.

Students have argued repeatedly and persuasively that now that they have been informed of the magnitude of the problem, they would like to have the opportunity to affect changes themselves. Members of O.U.R. (Our United Responsibility) have been the most vocal in this regard. O.U.R. is a student group that was created following a December town meeting on alcohol issues. O.U.R.'s purpose is to "provide students a voice in changing the social culture of Hamilton College." In February of 2004 members of O.U.R. collected 800 student signatures on a petition that read:

"By signing this petition I am indicating my willingness to be part of the positive student initiated change about to take place on Hamilton's campus. I agree that vandalism, sexual assault, and violence must be eliminated and am willing to take action to ensure that they are. I ask that faculty and administration.... place faith in the students' ability to enact positive change." O.U.R. petition, published in the January 30, 2004, *Spectator*

The Coalition feels strongly that if students are indeed able to affect change by bringing pressure to bear on their peers who are engaging in dangerous and destructive behaviors, the resulting change in student culture will constitute an enormous victory. We want to support and encourage this movement in every way we can.

Nonetheless, the Coalition is also realistic about the current culture at Hamilton and the challenges of changing it. At the moment, student motivation is high, but the real test will come in translating that motivation to creative action and sustaining it over the coming months and years. While the Coalition hopes for and encourages student-led changes, we have not abdicated our responsibility to recommend immediate actions, including increased enforcement, to deal with the current levels of alcohol abuse and related problems.

The initiatives recommended below are designed to promote and emphasize student self-regulation, rather than stringent regulation by the College. They are also designed to target those students who are causing the problems, as opposed to blanket regulations that restrict everyone. With these two principles in mind, the Coalition challenges students to accomplish reductions in a number of problematic behaviors during the 2004-2005 academic year. O.U.R. has identified vandalism rates as an easily measurable outcome; therefore, **we challenge students to reduce vandalism costs by 50%. In addition, we challenge students to significantly decrease incidents of disruptive and destructive behaviors, and abusive and disrespectful treatment of campus safety officers and resident advisors.**

If these goals are not accomplished, the Coalition will urge the President to enact more severe policy and enforcement measures.

## Recommendations

### I. Policy/Enforcement

1. **Social Honor Code:** The Student Assembly and numerous Adler Conference focus groups have expressed a strong interest in developing a social honor code as a way to hold students to a higher standard of behavior. ***The Coalition strongly supports this effort and calls on the Student Assembly to develop such a social honor code and for the student body to put it in place before the end of this academic year.***
2. **Point System for Student Conduct Violations:** At both town meetings, in conversations in Beinecke, and at the Adler conference, students overwhelmingly expressed concern at what they perceive to be the arbitrary and inconsistent application of sanctions (warnings and probation) to violators. They requested a system that paid less attention to minor violations, but punished more severely major violations and repeat offenders. They also wanted a system in which the outcomes were more clear, consistent and predictable. ***We recommend implementation of a point system to determine sanctions for students who violate the Code of Student Conduct.***

We believe that a point system (an example of which is provided) would meet all of the criteria that the students have requested. This system would clearly delineate the seriousness of each infraction, would eliminate the status of warning and probation, and would allow students to know exactly where they stand in the process that could eventually lead to suspension or expulsion. Essentially, a student is on a status that previously was referred to as "warning" if s/he has accumulated four or fewer points, on "probation" if the points total at least five but less than ten, and is suspended for ten or more. As we created the point system example used in this document, care was taken to assign points in a way that neither increased nor decreased the sanctions from current practice, but merely gave points in a manner consistent with the current assignment of sanctions. This system would clarify for students the role that past infractions play in the assignment of sanctions, thereby relieving them of their perception of arbitrariness. It also clearly meets their request to deal in a predictable manner with major violations and with repeat offenders.

Recognizing that alcohol and other drugs play a role in a significant majority of disciplinary cases, ***the Coalition will work closely with the Judicial Board and administrative hearing officers to define an appropriate point structure for all infractions. We recommend that this system be implemented on a trial basis for the 2004-2005 academic year.***

Below are examples of some violations and possible point values:

- 1 point for open containers
- 1 point for underage drinking
- 1 point for attending a disruptive gathering with alcohol
- 2 points for hosting a disruptive gathering with alcohol
- 2 points for possession of drug or alcohol paraphernalia
- 2 points for any violation of College policy under the influence of alcohol
- 3 points for alcohol related disruptive behavior

- 3 points for marijuana possession
- 3 points for failure to cooperate with a College official or RA
- 4 points for providing alcohol to minors
- 5 points for vandalism under the influence of alcohol
- 10 points for violence or assault
- 10 points for drunk driving (minimum one year suspension)
- 10 points for distribution of any drug other than alcohol
- 10 points for pledging involving alcohol
- 10 points for hazing

Students who accumulate 10 points will receive a minimum one-semester suspension from the College.

Points will be doubled for all second offenses, and doubled again for a third offense.

Students who have received 5 points over the previous two semesters will not be eligible for study abroad, to serve as a Resident Advisor, Student Assembly representative, or member of the Honor Court or Judicial Board.

This system will be published in the Student Handbook and widely publicized on campus to achieve the clarity that students have requested.

*In addition, we recommend that the Office of Residential Life work with the Coalition over the coming year to develop a system that would take these points into account in the housing lottery process, for both on-campus and off-campus housing.*

3. **Parental Notification:** *We recommend that the Dean of Students notify the parents of students who accumulate two or more points. We also strongly recommend that the President write to all parents and students this summer detailing these policy changes, the steps that the College is taking to address alcohol-related problems, and the role that parents and students can play in that process.*
4. **Campus Citizenship Rules for All Athletes:** *A large percentage of Hamilton students participate in intercollegiate athletics, and coaches and teams play important roles in shaping the expectations and behavior of student-athletes. Furthermore, student-athletes can also help to shape the expectations and behavior of the campus at large. **Therefore, we recommend that the Athletic Director, working with the coaches, develop a written set of citizenship rules for all athletic teams. These rules should set clear expectations for responsible behavior and clear punishments for irresponsible behavior on and off the field, in season and out.***
5. **Anonymous Reporting of Conduct Violations:** *Students are often reluctant to turn in their peers. **Therefore, we recommend that the TIPS line -- a phone line that rings in Campus Safety and enables students to report violations anonymously -- be publicized and its use encouraged.** A TIPS line report would allow College officials to follow-up with alleged perpetrators in some way, even if there is not enough hard evidence to move forward with a judicial charge.*

## II. The Academic Environment

Hamilton is, at its heart, a community of scholars. Yet conversations with students often reveal a sense of disconnection between their social and academic lives. While they may at times leave their intellectual curiosity at the classroom door, students voice great respect for the faculty and have repeatedly indicated a strong desire for more faculty involvement in their lives outside of the classroom.

The Coalition believes that such involvement may help to reduce the abuse of alcohol and other drugs, and their negative consequences. The Coalition recognizes the many professional and personal responsibilities of the faculty, but nonetheless it strongly believes that greater faculty involvement in student social lives will significantly bolster efforts to reduce the negative effects of alcohol and other drugs. We therefore make the following recommendations to the VPAA/Dean of the Faculty and the faculty as whole:

1. **Class Schedules**: The relative absence of Friday and morning classes makes it too easy for students to arrange their academic schedules to accommodate their social lives rather than the other way around. For example, half of all seniors and a quarter of all juniors have no Friday classes. Though not the root cause of excessive partying, the relative absence of morning and Friday classes does nothing to deter such behavior. ***We recommend that the VPAA/Dean of the Faculty, the Committee on Academic Policy, and individual departments implement measures to ensure a better distribution of courses across all days and time slots, so that Friday and morning class will be the norm rather than the exception for large numbers of students.***
2. **Grade Compression**: Data compiled as part of the Mellon project show that very few students receive grades below a B-. Such grade compression may reduce the trade-off between partying and academic performance. In fact, data compiled by Bob Kazin and Greg Pierce show no difference between the grades of moderate and heavy drinkers. As a result, many students may well think that if the lowest likely grade is a B-, there is a minimal academic penalty for heavy drinking. To combat this type of thinking and to encourage students to see a connection between their social life and their academic performance, ***we recommend that the VPAA/Dean of the Faculty work with the faculty to develop ways to reduce grade compression, particularly at the lower end of the grade distribution.***
3. **Faculty-Student Social Interaction**: Students have consistently asked for more social interaction with the faculty. Such interaction will create more opportunities for non-alcoholic social functions or for responsible drinking. To create such interactions, ***we recommend the creation of a faculty-student committee to develop and organize such events and for the College to provide the necessary resources.*** In particular, the committee should discuss creating a regular pub night for faculty and students, more events for faculty, their families, and students, and smaller events for individual or groups of faculty. ***We also endorse the faculty associates concept currently under development by the Committee on Student Affairs as a bold and concrete step toward a more unified social and intellectual culture on The Hill.***
4. **Faculty Advisors for Student Organizations and Private Societies**: see section V (Student Organizations and Societies).



### III. Education Programs

Discussions with students, particularly at the Adler Conference, indicated that effective education programs, particularly during New Student Orientation, are insufficient to address the problems of alcohol and drug abuse. To address this problem, we make the following recommendations.

1. **Revise Alcohol Education in the First-Year Orientation:** Many students commented that the alcohol and drug education programs in orientation were too abstract. They suggested that current Hamilton students conduct the program and that they address the realities of alcohol and drugs at Hamilton and the consequences for violating College alcohol and drug policies. ***We recommend that the Division of Student Life work with students to create an education program on alcohol and other drugs for new students.*** In addition, the Division of Student Life should ***make AlcoholEdu (an online alcohol education program) part of the online tour for entering students and provide incentives for students to complete the program.*** (See <http://www.outsidetheclassroom.com/products/alcholedu.asp>)
2. **Create a Mandatory First-Year Program:** The need for a required first-year program was expressed by nearly every Adler group, at every town meeting this year, and has been recommended by several committees in recent years. Although sessions on alcohol and drugs, sexual assault, diversity, and standards of conduct are offered during orientation, even the best program is bound to have a limited impact due to the limited time available and the fact that students lack the context needed to discuss these issues as they relate to their lives at Hamilton. More time is needed to explore these issues and others in a meaningful way.

A pilot program called The First-Year Forum was implemented in the fall of 2003, and offered again for students entering in January as a joint effort of the Division of Student Life and a number of faculty and student volunteers. About 100 students participated in this six-week program, which was led by faculty/student/administrator teams working with small groups to cover issues such as the honor code, study skills, alcohol and other drugs, sexual assault, diversity, and opportunities for co-curricular involvement. Students and leaders felt that the program was a success. It will be offered again this fall as an option, but ***the Coalition recommends that a first-year program be required for all new students entering in the fall of 2005.***

3. **Student Alcohol and Other Drug Education Groups:** Many of our students come to Hamilton having been involved in peer alcohol and drug education programs in their high schools and communities. ***We recommend that representatives of the Division of Student Life, Health, and Counseling centers, in conjunction with the Student Assembly, encourage the formation of a student group or groups whose focus will be on-going alcohol and drug education.***

### IV. Social and Residential Life

Students consistently requested social and residential options that provide alternatives to alcohol and that provide incentives for responsible behavior. In order to meet those requests, we recommend the following:

1. **Late Night Social Options:** *We recommend that a student committee be coordinated through the Student Activities office to promote late-night programming options.* The committee's goal will be to consistently provide programming (between 10pm-2am) every Friday night for the academic year. Funding for a student staff (approximately \$3000 per year) will be required.
2. **Student Center:** *We recommend that the College move forward as quickly as possible to renovate Emerson Hall (ELS) as a student center.* It is crucial that students work directly and closely with the architects of this project to design the space in the best possible way to ensure maximum use. We believe that a social space that is open late nights and weekends, and features regular entertainment, will provide a much needed social option for students who choose not to drink.
3. **Substance-free housing:** *We recommend that any student wishing to be assigned to substance-free housing be guaranteed a space.*
4. **Allow Students to Personalize Residence Hall Lounges:** Students believe that personalized lounge spaces may promote a stronger sense of ownership of their living areas, providing them with an incentive to protect these areas from vandalism. Likewise, students who do not live in these spaces may be less likely to vandalize spaces that they associate with their peers, rather than with the College. *We recommend that funds be made available for this purpose.*
5. **Campus Safety and Residence Hall Staffing:** Currently there are two campus safety officers on duty at any time. At night and on weekends this coverage is often not enough to handle all of the activity on this campus. *We recommend the addition of at least one officer for Thursday, Friday, and Saturday nights.* Similarly, there are currently only two Area Coordinators (professional residential life staff who live in the residence halls and supervise Resident Advisors). *We recommend the addition of at least one Area Coordinator.* Resident Advisors also play an important role in setting standards and enforcing policies, but it is difficult to recruit juniors and seniors who may be best equipped to confront their upper-class peers when necessary. Therefore, *we recommend that the Office of Residential Life evaluate the role of and compensation of Resident Advisors to ensure that we are attracting and keeping the best possible people for these jobs.*
6. **Third-Party Catered Events:** The move to third party catered events (social events where alcohol is provided by a licensed caterer) has made large student-sponsored social events more safe, while dramatically reducing the liability to the student and organization hosts. Some students complain that the cost of these events (a flat fee, whether you drink or not) is unreasonably high for students under 21 or those who choose not to drink. *We recommend that the College examine the possibility of subsidizing these events so that they will be attractive to all students.*
7. **Improved Event Advertising:** Hamilton currently sponsors numerous social events, but students often don't know about them because of poor advertising. *We recommend that the College purchase video screens for Beinecke and the dining halls that will scroll through the various campus events being held. We also recommend that the master calendar and the system for scheduling events be thoroughly examined to address scheduling problems that may affect the success of events.*

8. **Alcohol Advertising:** *The Coalition recommends that alcohol advertising in the Spectator, in sports programs, and at all College events be prohibited. In addition, we recommend strict enforcement of the existing policy that prohibits mention of alcohol in public advertising of on-campus and off-campus social events.*

## V. Student Organizations and Private Societies

Private societies and, to some extent, all student organizations, play a crucial role in student social life and in the culture of the Hamilton community. Positive change on their part could have a significant impact on drug and alcohol abuse at Hamilton. This is especially true of private societies given their central role in Hamilton's social life and the overwhelming evidence that members of such societies are likely to consume more alcohol than other students. While the committee has concluded that banning Greek organizations or delaying rush until the sophomore year are not avenues to pursue at this time, we are nevertheless concerned about the drinking that appears to be fostered by some of these organizations.

Data collected during the spring semester of 2002 reveal that women in Greek societies consume approximately twice as much alcohol as their non-Greek counterparts, and that men in Greek societies consume about 2.5 times as much as independent men. It should come as no surprise that fraternity and sorority members are much more likely to experience negative outcomes as a result of their use of alcohol and other drugs than other students. Greek organizations are therefore in a unique position to play a major role in reforming the destructive nature of the alcohol culture on campus, which is why they merit particular attention in this report.

To ensure that all student organizations, including private societies, contribute to a safe and responsible campus, we make the following recommendations:

1. **Required Advisor for All Student Organizations:** In an effort to promote faculty and student interaction, especially through co-curricular activities, *the Coalition recommends that student organizations be required to have a member of the continuing faculty, staff or administration as an advisor.* This requirement would apply to all student organizations, regardless of their funding or department of origin, and include student media, club sports, and private societies.

To be effective, this policy must have the support of the College, especially the Dean of the Faculty. Faculty must be encouraged to take on this role, and be rewarded for doing so. With over 100 student organizations, faculty must be invested in this requirement or it will not work. Therefore, *we strongly recommend that the College provide incentives for faculty, administrators and staff to serve as advisors.*

The advisor would be expected to meet on a regular basis with the student leadership and attend some meetings of the organization. The Office of Student Activities will offer a training workshop for advisors.

*The Coalition recommends that this new policy go into effect for fall 2005.* This will give student organizations the 2004-05 academic year to secure an advisor. Groups without

an advisor by spring 2005 will notify the Student Activities Office for assistance. The College will not recognize groups without an advisor for the fall 2005 semester.

2. **Annual Review of Private Societies:** As mentioned previously, private societies play an important role in the social life of the campus. While the Coalition recognizes and supports that role, we believe it is vital that that role be a positive and responsible one. To ensure that private societies are making a positive contribution to the College and living up to the ideals of their charter, ***we recommend that all private societies undergo a yearly review.*** This review will be conducted by the Committee on Student Activities (a standing committee of the faculty that includes two student representatives and the dean of students as an ex officio member), and completed by October 1 each year.

Societies will be evaluated on the following criteria:

- Attainment of the goals set out in the society's charter. This measure will be tailored to each group, according to the principles identified in their charter.
- Cumulative academic performance of the society
- Cumulative disciplinary points of the society
- Quality and quantity of society's positive contributions to the College

In addition, societies will provide the following documentation:

- Rush/pledge calendar
- List of social functions and regular meetings
- List of educational activities offered to members and/or the campus
- A joint report from the officers and faculty advisor identifying successes and challenges in the preceding year and goals for the upcoming year.

Any society that submits false information in the review process will automatically have its charter revoked.

Based on these criteria, societies will be placed in one of the following categories:

- Certified with distinction
- Certified
- Probation

Societies that are certified with distinction will be eligible for College funding for leadership development and to support social events.

Societies on probation will not be permitted to hold social functions, or to recruit or initiate a new pledge class. If a society on probation fails to attain certification the following year, it will lose the recognition of the College. Any students found to be functioning as members of the society after its loss of recognition will be separated from the College.

3. **Revise Rush, Bid and Pledge Schedules:** Currently each organization determines its own schedule, although the Inter-Society Council sets parameters. This means that the rush and pledge periods for some organizations are unduly long and conflict with academic priorities. ***We recommend that all societies standardize their rush, bid, and pledge schedules.***

***The pledge period for all societies should be limited to six weeks and completed no later than spring break. We recommend that groups who violate established schedules and regulations be severely sanctioned.***

## **Conclusion**

The Coalition believes that the education available to students at Hamilton College is extraordinary and that students' ability to take full advantage of that education should not be compromised by a campus culture that allows the irresponsible behavior of a few to negatively affect the majority. The Coalition believes that these measures, taken in concert with the work of students who are determined to find ways to hold their peers to a higher standard, will only strengthen the education and total experience at Hamilton.

Respectfully Submitted,

The Campus Coalition on Alcohol and Other Drugs

Amber Aeschbacher-Fanelli, Area Coordinator  
Karen Brewer, Associate Professor of Chemistry  
Elizabeth Dolan '05  
Jason Hecht '06  
Pat Ingalls, Director of Campus Safety  
Andrew Jillings, Director of the Adventure Program  
Bob Kazin, Director of Counseling and Psychological Services  
Phil Klinkner, James S. Sherman Associate Professor of Government  
Jeff Landry, Director of Residential Life  
Lisa Magnarelli, Director of Student Activities  
BJ Markle '04  
Eugene McCabe, Instructor of Physical Education  
Barry Seaman, Trustee  
Shauna Sweet '03  
Robbie Wang '05  
Nancy Thompson, Senior Associate Dean of Students, Chair

## **Summary of Recommendations**

### **Policy/Enforcement**

1. The Coalition strongly supports the idea of a Social Honor Code and calls on the Student Assembly to develop such a social honor code and for the student body to put it in place before the end of this academic year.
2. We recommend implementation of a point system to determine sanctions for students who violate the Code of Student Conduct. We recommend that this system be implemented on a trial basis for the 2004-2005 academic year. We recommend that the Office of Residential Life work with the Coalition over the coming year to develop a system that would take these points into account in the housing lottery process.
3. We recommend that the Dean of Students notify the parents of students who accumulate two or more points. We also strongly recommend that the President write to all parents and students this summer detailing these policy changes, the steps that the College is taking to address alcohol-related problems, and the role that parents and students can play in that process.
4. We recommend that the Athletic Director develop a written set of citizenship rules for all athletic teams. These rules should set clear expectations for responsible behavior and clear punishments for irresponsible behavior on and off the field, in season and out.
5. We recommend that the TIPS line - a phone line that rings in Campus Safety and enables students to report violations anonymously - be publicized and its use encouraged.

### **Academic Environment**

6. We recommend that the VPAA/Dean of the Faculty, the Committee on Academic Policy, and individual departments implement measures to ensure a better distribution of courses across all days and time slots, so that Friday and morning class will be the norm rather than the exception for large numbers of students.
7. We recommend that the VPAA/Dean of the Faculty work with the faculty to develop ways to reduce grade compression, particularly at the lower end of the grade distribution.
8. We recommend the creation of a faculty-student committee to develop and organize social events involving students and faculty and for the College to provide the necessary resources.

### **Education Programs**

9. We recommend that the Division of Student Life work with students to create an alcohol and other drug education program for new students during orientation. In addition, the Division of Student Life should make AlcoholEdu (an online alcohol education program) part of the

on-line tour for entering students and provide incentives for students to complete the program.

10. We recommend that a first-year program -- along the lines of the First-Year Forum --be required for all new students entering in the fall of 2005.
11. We recommend that representatives of the Division of Student Life, Health, and Counseling centers, in conjunction with the Student Assembly, encourage the formation of a student group or groups whose focus will be on-going alcohol and drug education.

### **Social and Residential Life**

12. We recommend that a student committee be coordinated through the Student Activities Office to promote the development of late-night social options.
13. We recommend that the College move forward as quickly as possible to renovate Emerson Hall (ELS) as a student center.
14. We recommend that any student wishing to be assigned to substance-free housing be guaranteed a space.
15. We recommend the addition of at least one Campus Safety officer for Thursday, Friday, and Saturday night, and the addition of at least one Area Coordinator. We recommend that the Office of Residential Life evaluate the role and compensation of Resident Advisors to ensure that we are attracting and keeping the best possible people for these jobs.
16. We recommend that the College examine the possibility of subsidizing third-party catered events so that they will be attractive to all students.
17. We recommend that the College purchase video screens for Beinecke that will scroll through the various campus events being held. We also recommend that the master calendar and the system for scheduling events be thoroughly examined to address scheduling problems that may affect the success of events.
18. We recommend that alcohol advertising in the Spectator, in sports programs, and at all College events be prohibited.

### **Student Organizations and Private Societies**

19. We recommend that student organizations be required to have a member of the continuing faculty, staff or administration as an advisor, and that this new policy go into effect for fall 2005. We strongly recommend that the College provide incentives for faculty, staff, and administrators to serve as advisors
20. We recommend that all private societies undergo a yearly review.
21. We recommend that all societies standardize their rush, bid, and pledge schedules and that pledge periods be shortened. The pledge period for all societies should be limited to six

weeks and completed no later than spring break. We recommend that groups who violate established schedules and regulations be severely sanctioned.



To: President Joan Stewart  
From: Todd Rayne, Committee on Athletics  
Subject: Summary of Committee on Athletics 2004-2005

Dear Joan,

This memo is a summary of the activities of the Committee on Athletics for the '04-'05 academic year.

The major topics the Committee worked on last year were:

- **Title IX:** We started off the year with continuing discussions of the problem of gender inequity in athletic booster funds and the inadequate funding of the General Athletic Fund to compensate for the inequity. You may recall that we met with you and the senior officers in June 2004 about this situation. At that time, we agreed to look into the possibility of generating income for the General Athletic Fund by renting out selected Hamilton facilities such as the fitness center, ice rink, and golf course to paying customers. Several members of the committee met with Karen Leach in late summer 2004 to start discussing this idea, but we lost momentum on this after Fallcoming Weekend, when four substantial gifts totaling more than \$40,000 were pledged to the General Athletic Fund. While these gifts will help to eliminate the gender inequity in athletic booster funding in the short term, the problem hasn't gone away, and the Committee believes that the Development Office should create an endowment for the General Athletic Fund and challenge alumni to help to resolve this situation.
- **The 2<sup>nd</sup> Annual Faculty/Administration Conference on NESCAC Admissions:** This meeting took place in January 2005 at Amherst College. Bruce Walczyk represented the Committee on Athletics, along with David Paris, Ian Rosenstein, and Mary Karen Vellines. The conference seemed to focus on the admissions process and "C-band" student-athletes and the implications of these students on athletics and academics. A copy of the report generated from the conference is attached, including a list of recommendations for NESCAC presidents that are listed on the first page of the report.
- **Discussions with Gordon Hewitt and Committee on Admissions about the issue of underperformance of recruited athletes:** This resulted from a request to Gordon from the Committee in the spring of 2004 to analyze academic performance of recruited athletes, similar to studies used in the book *Reclaiming the Game*. Gordon used the cohorts of 1997 and 1998, the most recent years for which we have complete data (i.e. the 1998 cohort graduated in 2002).

He found that Hamilton College athletes were not performing as poorly as the NESCAC averages presented in *Reclaiming the Game*. Male walk-on athletes underperformed the most, followed by recruited male athletes. Female athletes, in

general, performed much better than male athletes and female walk-ons actually outperformed all groups of female students. A copy of Gordon's report is included with this summary.

This year ('05-'06), we plan to discuss the following topics:

- We have asked Gordon for more information about the underperformance of student athletes, because while we think that Gordon's exercises were very useful, the true picture is more complex than the graphs portray. For example, we would like to see statistics of how academic performance changes with class year. We also wish to examine academic performance in-season versus out-of-season. In addition, we'd like to determine if more recent cohorts perform similarly to the earlier ones he examined. Finally, although it is somewhat beyond the scope of our committee, we'd like to examine the impact of private society and pledging on academic underperformance for both athletes and non-athletes. Private society pledging data exist in the Dean of Students office.
- One of the ways to demonstrate compliance with Title IX is to show that the athletic interests of the student body are being fully met by our existing athletic program. We plan to conduct a survey of students to determine our compliance in fall '05. The survey will be online and will be similar to the 1998 gender equity survey. It will be based on a model available from the U.S. Department of Education<sup>1</sup>.
- We plan to meet again with the Admissions Committee to share the results of Gordon's work on the academic underperformance of student athletes at Hamilton and how our results compare to those of other NESCAC schools.

Sincerely,



Todd Rayne, Chair

cc:

Karen Leach

David Paris

Dave Thompson ✓

Nancy Thompson

Sue Viscomi

<sup>1</sup> U.S. Department of Education, National Center for Education Statistics. (2005). *User's Guide to Developing Student Interest Surveys Under Title IX* (NCES 2005-173). Washington, DC: National Center for Education Statistics.

**Faculty/Administration Conference on NESCAC Athletic Admissions  
January 15, 2005**

**Conference History and Purpose**

The first Faculty/Administration Conference on NESCAC Athletic Admission gathered in Amherst one year ago, with representatives attending from ten of the eleven NESCAC schools (only Hamilton was absent). Conference participants shared current practices with regard to athletic admissions and discussed problems of academic under-performance, lack of engagement in class, disproportionate involvement in disciplinary cases, and a tendency for many athletes to distribute themselves across an unusually narrow portion of the curriculum. At the conclusion, the general consensus was to urge Presidents to do the following:

- θ Define the mission and objectives of NESCAC athletic programs and consider who should benefit from these programs. The advantages of participating in sports programs are often unavailable to the more academically talented students. What is the rationale for admitting C-band athletes who effectively reduce these opportunities for the more academically-inclined students?
- θ Think about our current definition of NCAA championships as a measure of success, and consider whether we should continue to allow NCAA championships.
- θ Reduce/eliminate C-band athletes while considering the implications for football.
- θ Monitor outcomes for athletes on each campus, and conduct research on C-band and team behavior.
- θ Consider further the need for athletes to be representative of the student body.
- θ Think about setting a goal to create a sports program that, perhaps apart from football, could be run without athletic "tips."

**Participants in Second Conference**

The Second Conference attracted 34 faculty and administrators from 10 of the 11 NESCAC schools. (A list of participants is attached.) Tufts University was the only institution not represented this year, due to scheduling conflicts.

**NESCAC Presidents' Report**

Anthony Marx, President of Amherst College and the NESCAC Presidents' representative to this conference, summarized their December discussion. The NESCAC Presidents

- θ acknowledged and appreciated the time and effort faculty members and administrators were expending in this area;
- θ supported the NESCAC Mission Statement;
- θ supported the process by which admission officers across NESCAC have converged to raise the academic standards for athletic recruitment;
- θ were mindful of the need to monitor academic performance of athletes at their respective schools;
- θ acknowledged the need to evaluate the timing of post-season competition, especially where it impinged on academics;
- θ urged everyone to avoid stigmatizing language that might unfairly paint all athletes with a negative brush, and to make athletes feel welcome at all our institutions.

President Marx then, speaking for himself, described the common desire across the NESCAC Conference to maintain team competitiveness and play on a level playing field while recruiting teams that closely approximate the academic norm. He acknowledged that any action taken is best enacted collectively across the league. In previous discussions this has implied finding a way to establish a norm and enforcing a limit to deviations from that norm (perhaps by identifying measures that would define a "floor" for teams). Further raising the academic level of athletes might decrease the level of competition to some degree, but Marx thought that raising the floor league-wide would make any such differences barely discernible, and these would be offset by other advantages for athletes and colleges as a whole. He urged faculty and administrators to discuss these and other issues of concern and then report their concerns and recommendations to their respective presidents.

To foster this discussion in NESCAC, participants suggested that a Dean of Faculty be added to the Executive Committee of NESCAC, thereby increasing representation from college administrators. President Marx said he would raise this suggestion with the other presidents.

**Athletic Admission: Can we agree on a way to define the "floor" across NESCAC?**

The topic of raising the "floor" for athletic admissions evoked much discussion, beginning with the issue of the statistical bottom 10%. The issue raised by President Marx, that there will always be a bottom 10%, quickly led to the heart of the matter: under-performance by the group of athletes that comprises a large portion of that 10%. John Emerson (Middlebury) noted that academic under-performance for the middle 50% of athletes was just as great a problem in Division III according to Mellon research. President Marx recommended that we begin by focusing on the bottom 10%, and then discuss how much variation from the college norm should be tolerable.

***Defining the floor: the Amherst experience***

To help us think about possible ways to describe the range of students in an admitted class, Tom Parker first described the Amherst governance structure, in which a committee composed of faculty and administrators oversees every step of the admission process. That committee receives a spreadsheet, which includes information on race and ethnicity, testing, reader ratings, athletic support, music/art/theater support, legacy status, and financial aid status, for the entire admitted class.

Tom then went over one such spreadsheet showing a portion of the most recent class at Amherst, organized by academic strength, which made the predominance of athletes in the bottom 10% of the class immediately apparent. Tom said that Amherst was disappointed that NESCAC presidents failed to raise the floor for athletic admits. This year Amherst plans to move unilaterally to raise its floor, omitting the weakest athletes. This spreadsheet has aided Amherst in making that decision.

Judith Brown (Wesleyan) asked if Admission Directors shared this sort of information. Tom said they did so during three separate meetings every year. He recommended this sort of spreadsheet as a tool that any school could use to identify the academically weakest athletes, a group at Amherst that was clearly dominated by football players last year. Several conference participants noted that typically they would expect to see a larger number of students of color represented in this portion of the class, and a change in athletic admissions would have some serious repercussions for that group.

### ***Creating a NESCAC-wide scale defining academic promise***

After the Amherst presentation, Parker Beverage (Colby) led a discussion concerned with identifying a common measure that could be adopted across all NESCAC schools to define the academic promise of students admitted as athletic "tips." Finding a common quantifiable metric would seem to be a necessary first step before embarking on a discussion about raising the "floor" for athletes. This problem is complicated by the widely varying data collection methods of the different member schools. Several schools do not require national testing results, reader rating systems vary widely, and at least one school employs a holistic reader rating that is not solely academic. The lack of consistent data collection eliminates the possibility of adopting a common index based on external testing, as the Ivies have done, for reporting on athletes.

The most likely alternative seemed to be a system using Reader Ratings. It might be possible to allow each school to employ its own Reader Rating system, which would then be mathematically converted to a standardized NESCAC rating. Although subtle distinctions between schools' systems might be lost in the conversion, the resulting rating would offer a way for colleges to measure whether their athletes are broadly representative of the other students at their own colleges. This would enhance trust between schools and would create a way to raise the "floors" at all campuses.

Several participants questioned just how useful the academic Reader Rating is. In Amherst's experience, the Reader Rating (a 7-point scale) has been highly predictive of

academic performance, correlating closely with GPA in all major studies. The Williams Reader Rating (a 9-point scale) has proven to be equally effective, explaining about 40% of the variation in freshman grades. Colby also uses an academic rating, which includes only measurable, quantifiable achievements. Like Amherst and Williams, Colby has an additional non-academic rating for other more subjective factors. Doug Badger, Director of Admissions at Middlebury, described their holistic system, which has the academic record at its core but includes other factors of a non-academic nature. He said that their system, though not precisely defined nor numerically objective, does correlate with academic performance.

On the one hand, admission officers from two schools (Trinity and Middlebury) defended the need for a system that would allow for exceptions and expressed real discomfort with the statistical approach that was being discussed. On the other hand, several participants expressed concern about using too subjective a system, especially a system that allowed for a mixture of academic and other variables. The majority of participants seemed to agree that, whatever academic rating system a school chose to adopt, it would have to exclude athletic factors, since conflating athletic promise with academic promise would introduce bias into the rating system.

There was general agreement that careful monitoring of athletes would require transparency in data-sharing across campuses. It was also agreed that coaches would need to know conference-wide admission data to aid transparency and mutual understanding. In addition, representatives of several schools argued that NESCAC schools would also need to engage in a thorough study of college performance (academic and social behavior) for athletes after admission, from arrival through graduation.

### *Defining a NESCAC "floor"*

The consensus seemed to be that, if mutually agreed upon academic rating system could be put in place, it would be possible to define a "floor" within each school's applicant pool, whether it took the form of a standard deviation from the mean or a percentage of overall student distribution. Safeguards would have to be devised to prevent coaches and admission offices from playing games with the system, and some coaches might push the boundaries to some extent, but most participants agreed that the coaches would comply if the boundaries existed, and that transparency of data would limit attempts to "game" the admission system.

On the whole, participants seemed interested in:

- θ trying to establish a well-defined common Reader Rating,
- θ defining a standard deviation from the mean within which athletes should fall,
- θ monitoring their own behaviors.

### **Educational Goals and Athletic Admissions**

### ***Sports which require substantial help from Admission***

After lunch, Cappy Hill (Williams) opened this wide-ranging set of discussions with some statistics about athletics at Williams. Although 52% of their athletes were admitted on academic merit, 48% of their varsity athletes required some admission assistance. . By looking at the distribution of students on each varsity team by academic reader rating, one can see the importance of athletic factors by team. Several men's and women's teams have significantly higher shares of varsity players with less strong academic reader ratings (more athletic factors) than other teams. These data also suggest that Williams could reduce or remove athletic tips from some sports with relatively small impact since most players are currently academic admits. At the same time, eliminating athletic factors would have a much larger impact on other sports. In particular, football would not exist as it currently does without assistance in the form of athletic tips. Representatives of Connecticut College noted that they would be unable to continue with women's ice hockey if the league decided to end C-band admits.

### ***What are the costs and contributions of athletic admission decisions to our educational goals?***

Once enrolled, Cappy said, varsity athletes at Williams achieve at slightly lower levels than non-athletes, as would be expected given that they have less strong academic reader ratings on average at the time of admission. Again, it is useful to examine this achievement gap both by sport and by academic reader rating. For some sports, within academic reader ratings, varsity athletes' and non-varsity athletes' grades are very similar. However, for other sports, this reveals a pattern of under-performance for athletes, particularly but not exclusively in the lower ranks of the rating scale.

Athletes at Williams are over-represented in disciplinary cases, too, but this appears to be partly explained by their academic reader ratings. (Students with weak academic reader ratings are more likely to have been involved in discipline and honors cases, and athletes are more likely to have weaker academic reader ratings.) While about 35% of the Williams student body is made up of varsity athletes, 46% of the disciplinary cases involve athletes.

Conference participants then went on to discuss Bowen and Levin, *Reclaiming the Game* (2003). It was reported that the book suggests that underperformance is a substantially greater problem in three male sports: football, basketball, and ice hockey. In other sports, men and women under-perform in roughly similar numbers.

A discussion of just what contributes to under-performance by athletes debunked the myth that it resulted from either exhaustion or time commitments. According to Bowen and Levin, other students with similar time commitments (lab experiments, musical or theatrical performances) do not under-perform. Moreover, the under-performance continues in the off-season, according to a study at Colby that reproduced Bowen and Levin's results. A more likely explanation is that coaches concentrate their recruitment efforts on students who exhibit a greater commitment to their sport than to academics.

### *What are the trade-offs?*

After this, the discussion turned to the issue of whether athletes brought greater socio-economic diversity to NESCAC campuses. While some participants thought they did, data from both Williams and Amherst revealed their athletes to be both wealthier and less ethnically diverse than other students on their campuses.

### *Should NESCAC schools limit athletic admissions further?*

One suggestion was to consider ending recruitment for sports that seem to need little help from the admission office. Some of these sports only receive one athletic tip per year now. One participant defended the status quo, saying that even a single key athlete could make a difference for a particular team. Others pointed out that each decision to admit an athlete was significant in a small college, and had not-so-hidden costs. Each time someone is admitted for athletics, the school loses an opportunity to give preference to an admission that would support another aspect of their college, and these missed opportunities have costs. Another cost is also felt by students admitted for their academic promise, who lose the opportunity to participate in sports whose teams are filled by athletic recruitment.

It was noted that eliminating recruitment for some sports was a question that could only be addressed after conversation with athletic directors, who currently have some discretion in allocating recruitment spots, and was not a decision that could be made independently. Several participants noted that no change would occur until schools signal to coaches that they need to recruit better students. Coaches will always push the boundaries. However, if admission offices demand change and if coaches begin to signal to athletes that they must work harder on their academics in order to be admitted, this may limit some of the current under-performance after they arrive at college. The current system which overlooks under-performance in high school may appear to sanction under-performance in college.

### *What is the impact of Post-Season Play?*

The next discussion revolved around the two forms of post-season play: NCAA Division III championships and NESCAC championships. To some extent, the pressures on admission decisions that derive from post-season play depend upon the particular sport. On the one hand, for instance, football has no post-season play. So the pressure on admission offices to admit football players cannot be pinned on the pressures of post-season games. On the other hand, post-season play has increased the number of baseball games quite significantly, to 32 games last season, up from 18 games some years ago, driven by the need to declare a NESCAC champion who will go to the NCAA tournament. The resulting double-header weekend games have, in turn, increased the need for multiple pitchers at each school, and also have had an impact on students' academic schedules.

Several participants noted that eliminating post-season play might have beneficial effects, not the least of which would be reducing the impact of athletics on academics. The current



NESCAC tournament system creates considerable pressure on coaches and student athletes alike, and threatens to replace the importance of the entire season with a few significant games at the end of the season. The timing of the additional tournament games and late scheduling have caused unnecessary conflicts with academic schedules. However, dropping the post-season would have political implications at some schools. Conversations with coaches might shed some useful light on this particular issue, according to at least one participant who thought coaches might actually be inclined to drop post-season play. Others thought it might be viewed as a serious loss, an opportunity removed. One participant thought it might be possible, with proper NESCAC rules, to control the more excessive demands of post-season practices and games. The goal of seeking excellence in many different areas is not one that is easily abandoned.

### ***NESCAC Mission Statement: Which sentences are we living up to?***

NESCAC has clearly departed significantly from its original idealistic mission, which allowed neither championships nor the public listing of relative standings. However, at this point even the *current* mission statement seems idealistic relative to the current state of athletics on our campuses. The final paragraph of the current mission statement evoked in participants the concern that we are no longer abiding by our mission. There was general agreement that our NESCAC intercollegiate teams are no longer "representative of the overall student body." Nor was it clear from the conversation on post-season play that conference members still "give primary emphasis to in-season competition," "managing competition and post-season play in a manner that minimizes conflicts with class schedules and examinations." Participants generally agreed that these aspects of NESCAC athletics should be re-visited by the college presidents.

Whether an athletic program is truly "available to the entire student body" was also cast into doubt, and many questioned whether "athletic excellence" is currently supporting our educational mission. In some respects, such as the demands of post-season play, the search for athletic excellence seemed to some participants to have had quite the opposite effect on the educational mission.

### **The Mellon College Sports Project**

#### ***Its current status***

John Emerson (Middlebury) gave a brief summary of the College Sports Project's current state. The project was initiated after *Reclaiming the Game* revealed that sports, even in Division III, had evolved in directions that might not be serving colleges well. Since its inception in 2003, the Mellon group has worked on two major projects: increasing the integration of coaches into academics, and improving the degree to which athletes are representative of their campuses. Seventy college presidents and nine of the eleven NESCAC schools have already signed on to support the CSP.

#### ***A summary of the Report***

To help integrate coaches into the academic sphere more effectively, the CSP has recommended a number of measures, including professional development for coaches, special institutes, and visiting teams. On the larger issue of greater concern to NESCAC schools, how representative athletes are of the student body at large, the CSP has proposed tracking athletes (and making comparisons using aggregated data) on a number of measures including choice of major and percentile class rank at graduation, and, if possible, measuring career patterns five years after graduation. They expect groups of schools to participate as conferences, with an external data analysis center providing aggregated data if all schools in each conference agree to participate. Integrity and confidentiality of data will be crucial issues.

Currently, the CSP is engaged in four tasks:

- assembling a technical advisory committee to define variables that will be collected and analyzed
- developing a board for deciding major policies
- conducting a small pilot study for data collection next fall
- seeking additional financial support

### ***Discussion***

The fundamental assumption, that there is something wrong if athletes' academic profiles do not look like everyone else's, troubled at least one participant. She noted that team membership might influence academic choices, and was troubled by the value-laden assumptions implicit in the decision to examine majors. Others noted that majors would only be an area of concern if athletic activities somehow prevented students from choosing certain fields. However, a larger question arising from data concerning the choice of majors might be which factors were motivating students' decisions, and whether these factors were positive, negative, or neutral in their impact. Several people thought the academic outcomes assessment scheme proposed by the CSP offered an interesting starting point, which would allow data collection for areas that could be studied fairly easily. Athletics may be influencing students' choices, and it would be worth knowing more about these aspects of athletics.

### **Future Goals**

Conference participants expressed interest in meeting again next year to share information and to continue seeking solutions to common problems, with an eye to achieving the following goals:

- Further define the "floor" for individual institutions, and the ways to raise it

- Invite Athletic Directors to the conference to discuss recruitment
- Seek out coaches' perspective on post-season play
- Further define NESCAC notions of what it means for athletes to be representative of their overall student body
- Discuss under-performance (devote a minimum of one hour to this discussion next year)
- Discuss football separately

### **Message to the NESCAC Presidents**

Conference participants agreed that the NESCAC Presidents should be strongly urged by faculty and administrators to do the following:

- a. To bring current practices into line with the NESCAC Mission Statement, particularly:
  - i. to create teams that are "representative of the overall student body,"
  - ii. to "give primary emphasis to in-season competition," and
  - iii. to "manage competition and post-season play in a manner that minimizes conflicts with class schedules and examinations."
- b. To define a "floor" for athletic admissions based on a concept of proportionality within each school, perhaps using academically based Reader Rating systems.
- c. To raise the "floor" so as to eliminate the academically weakest athletes, using a system that is regulated in explicit detail.
- d. To devise a NESCAC system for monitoring whether teams are representative of the student body.
- e. To discuss whether NESCAC institutions might agree to discontinue making academic sacrifices to support particular sports in their admission process.
- f. To endorse the College Sports Project's recommendations, including the following:
  - i. To endorse its recommendations on representation and integration.
  - ii. To begin collecting data to measure academic performance of college athletes.
  - iii. To endorse our participation as a Conference in the College Sports Project, and agree to the collection of conference-wide data, in accordance with CSP recommendations.
  - iv. To begin integrating coaches into the conversation.

- g. To reconsider whether we should continue to allow participation in post-season NCAA championships. (Participants from two institutions did not support this recommendation.)

### Invited Participants

	<b>Attended</b>
<b>Amherst College</b>	
Greg Call, Dean of the Faculty	yes
Rick Griffiths, Associate Dean of the Faculty	yes
Tom Parker, Dean of Admission and Financial Aid	yes
Katie Fretwell, Director of Admission/Senior Associate Dean	yes
Buffy Aries, Professor of Psychology	yes
David Hall, Assistant Professor of Physics	yes
Leah Hewitt, Professor of French	yes
Scott Kaplan, Assistant Professor of Computer Science	yes
Howell Chickering, Professor of English	yes
<b>Bates College</b>	
Jill Reich, VP for Academic Affairs and Dean of the Faculty	no
Mike Retelle, Professor of Geology	no
Wylie Mitchel, Dean of Admission and Financial Aid	no
Joe Pelliccia	yes
<b>Bowdoin College</b>	
Craig McEwen, Dean for Academic Affairs	no
Linda Kreamer, Senior Associate Dean of Admissions	no
Nancy Jennings, Professor of Education	yes
<b>Colby College</b>	
Edward Yeterian, VP for Academic Affairs and Dean of Faculty	yes
Parker J. Beverage, Dean of Admissions	yes
Jim Meehan, Professor of Economics	yes
Mary Beth Mills, Professor of Anthropology	no
<b>Connecticut College</b>	
Roger Brooks, Associate Dean of the Faculty	no
Martha Merrill, Director of Admission	yes
Cathy Stock, Professor of History	yes
Marc Foster, Professor of History	yes
Tim Cheney, Admission	yes
<b>Hamilton College</b>	
Monica Inzer	no
David Paris, VP for Academic Affairs and Dean of Faculty	yes

Ian Rosenstein, Professor of Chemistry	yes
Bruce Walczyk, Professor of Dance	yes
Mary Karen Vellines, Senior Admission Dean	yes

**Middlebury College**

Alison Byerly, Dean of Faculty	no
John Emerson, Professor of Mathematics	yes
Doug Badger, Dir. Of Admission Systems & Operations	yes
James Ralph, Professor of History	yes
Susan Watson, Prof. of Physics	yes

**Trinity College**

Frank Kirkpatrick, Interim Dean of Faculty	no
Larry Dow, Dean of Admission	yes
Henry DePhillips, Prof. of Chemistry	yes
John Alcorn, Asst. Prof. of Italian Studies	yes
Katherine Power, Associate Academic Dean	yes

**Tufts University**

Lee Coffin, Dean of Undergraduate Admissions	no
James Glaser, Prof of Political Science and Dean of Undergraduate Education	no

**Wesleyan University**

Joe Rouse, Professor of Philosophy	yes
Joe Bruno, Prof. of Chem. and Dean of the Natural Sciences and Mathematics	no
Judith C. Brown, VP for Academic Affairs and Provost	yes

**Williams College**

Richard Nesbitt, Dean of Admissions	yes
Laurie Heatherington, Professor of Psychology	yes
David Dethier, Professor of Geoscience	yes
Catherine Hill, Provost	yes

Andrea Savage, Executive Director of NESAC	no
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## Athletes and Academic Performance Summary Report

### A. Background

In the spring of 2004 the Committee on Athletics at Hamilton asked the Office of Institutional Research to conduct an analysis of the admissions rates and academic performance of varsity athletes at the institution. This request was based on the recent publication of *Reclaiming the Game (RTG)*<sup>1</sup>, a book written by researchers from the Mellon Foundation that looked at the admissions advantage and academic underperformance of varsity athletes at elite private institutions, including Hamilton and other NESCAC schools. The subjects of this summary report are the academic outcomes and academic performance of athletes. The analysis of the admissions advantage was previously reported to the Committee.

The methodology used for this study was based on the guidelines distributed to colleges and universities by the Mellon researchers to help institutions conduct comparable self-studies<sup>2</sup>. Not all secondary and supporting calculations were completed due to data availability and resource constraints, but all primary calculations were completed and reported in this summary

<sup>1</sup> Bowen, W., and Levin, S. 2003. *Reclaiming the Game: College Sports and Educational Values*, Princeton University Press.

<sup>2</sup> Kurzweil, M.A. 2004. "Guide to Analysis of Intercollegiate Sports Programs." Andrew Mellon Foundation.

This study used the entering cohorts of 1997 and 1998. While *RTG* used only one cohort – 1995 – for their multi-institutional study, multiple cohorts were needed at the institutional level in order to increase the number of observations and obtain significant findings. The cohorts of 1997 and 1998 were selected because they went back far enough to measure graduation rates and all data needed to conduct primary calculations were available.

### B. Characteristics of Athletes

As shown in Figure 1, participation in varsity athletics among the student body is just over 30% for females and just over 40% for males. Participation was defined as any student who appeared on a varsity roster at least once in their time at Hamilton.

Figure 1.

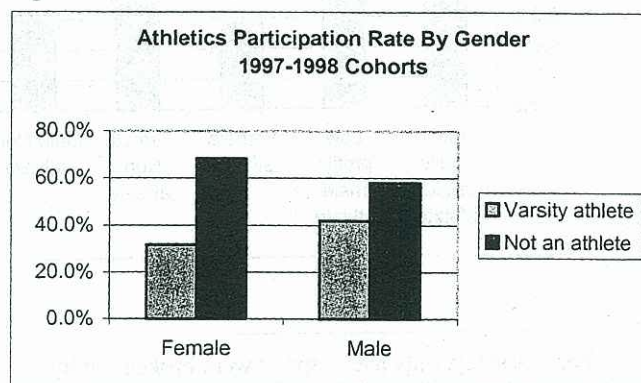
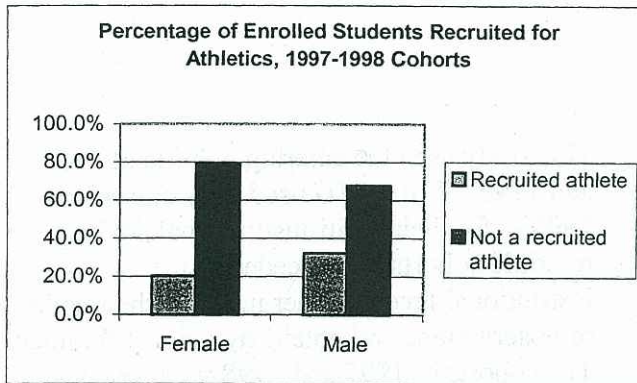


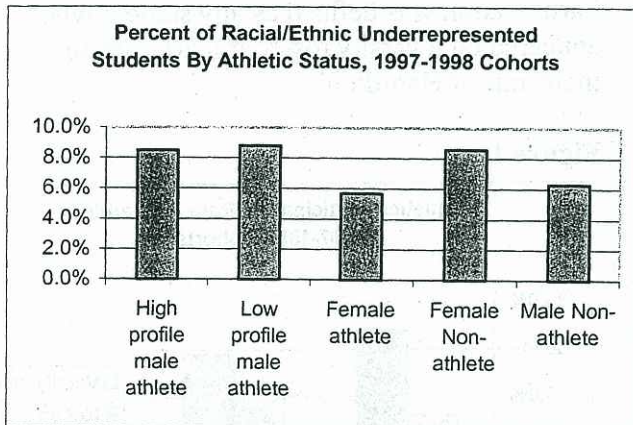
Figure 2 shows the extent to which recruited athletes make up the student body as whole. Twenty percent of all female students were recruited for athletics, while a little over 30% of all males were recruited athletes. Not all recruited athletes, however, played a varsity sport, as discussed in the following section.

**Figure 2.**



The presence of underrepresented racial/ethnic groups differed by athletic status. For this study underrepresented groups included Blacks, Hispanics, and Native Americans. As seen in Figure 3, high profile and low profile male athletes<sup>3</sup> had the highest representation of these groups, both just over 8%.

**Figure 3.**

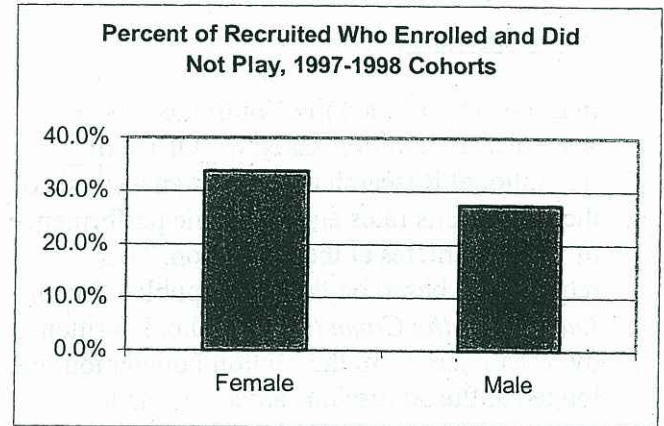


<sup>3</sup> For this study, only men's sports were broken out by high and low profile. High profile sports included football, basketball, and ice hockey. All other men's sports were classified as low profile.

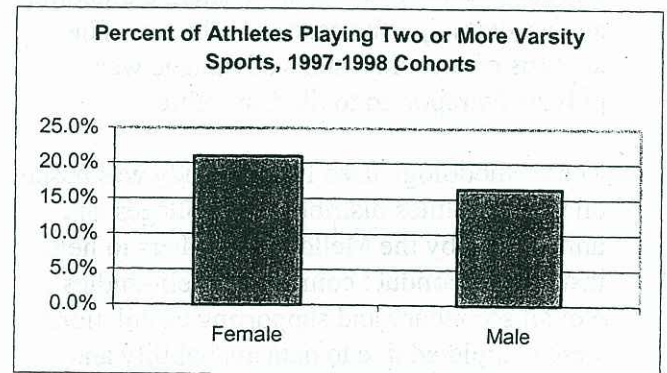
### C. Level of Individual Participation

As shown in Figure 4, almost 35% of females who are recruited athletes and enroll do not play one year of varsity sports at Hamilton, while over 28% of recruited male athletes do not play. Many of those who do play, however, end playing more than one sport while at Hamilton (see Figure 5).

**Figure 4.**



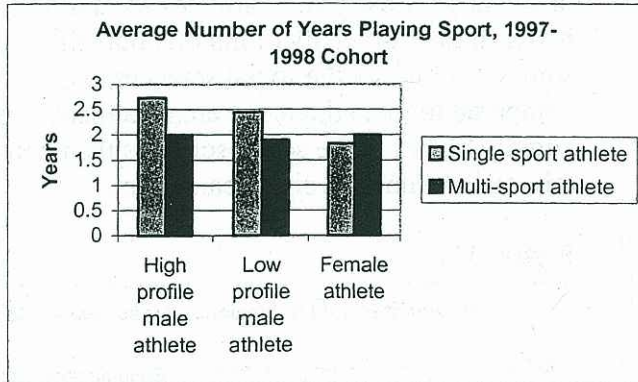
**Figure 5.**



As shown in Figure 6, male athletes tend to play more years than their female counterparts. High profile male athletes who participate in one sport play, on average, a little more than 2.5 years, while females similarly situated play, on average, less than two years. The average for the multi-sport athletes includes the number of years played in each of their sports.

Determining a primary sport for those athletes would have been preferential, but was not feasible based on the data available.

Figure 6.



#### D. Academic Characteristics

The measure of academic success used by the RTG was class percentile, or the student's relative standing in regards to grade point average. The definition of class for this study was the entering class, or cohort, and not the graduating class, which is often a mixture of different entering cohorts due to transfers, stop-outs, and other non-permanent attrition activity. As shown in Figure 7, high profile male athletes – both recruits and walk-ons – have significantly lower average percentile rankings than non-athlete males. Lower profile athletes, however, are much closer the non-athlete average, with walk-ons almost equal to that group. Female walk-ons actually have a higher percentile rank than non-athletes, and recruits are just slightly lower than non-athletes.

Figure 8 shows that high profile athletes are clustered in the bottom third of their class, with walk-ons especially noticeable at 80%. All low profile males and recruited female athletes are much closer to the same representation as non-athletes. Walk-on female athletes actually have

a lower percentage in the bottom third than other females.

Figure 7.

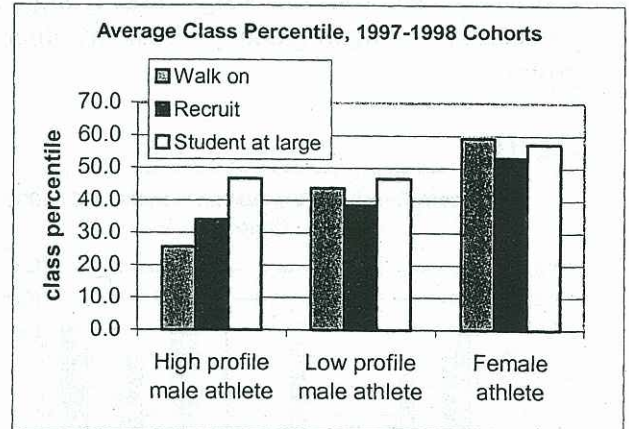
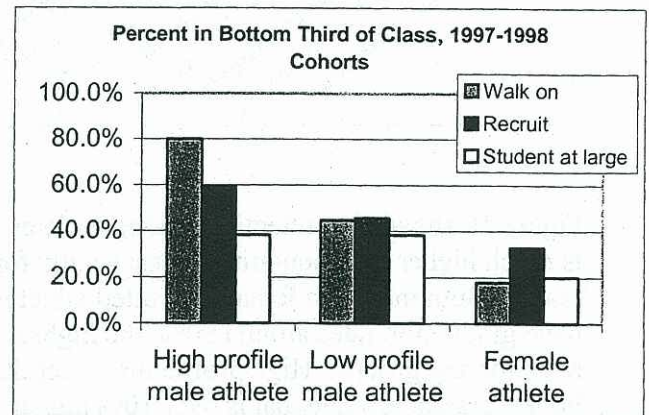


Figure 8.



Even though high profile athletes don't have the same academic success on average as other groups, Figure 9 shows that they accumulate graduation honors at a higher rate than expected. Over 9% of high profile recruits obtained *cum laude* honors, while another 7% obtained *magna cum laude* honors. Male students at large actually had lower percentage for both of those honors categories, although no high profile recruits obtained *summa cum laude*, as compared to almost 4% for students at large.

In general, female athletes obtained graduation honors at a much higher rate than any other



group. Female recruited athletes had, by a significant amount, the largest percentage of *summa cum laude* graduates than any group, and female walk-ons had a significantly higher percentage of *magna* graduates than any other group.

Figure 9.

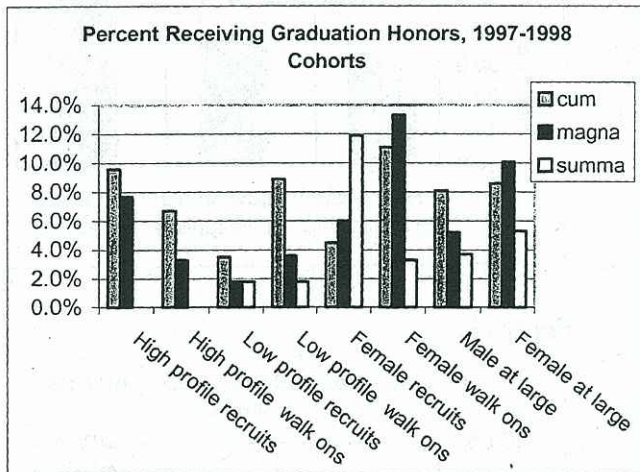
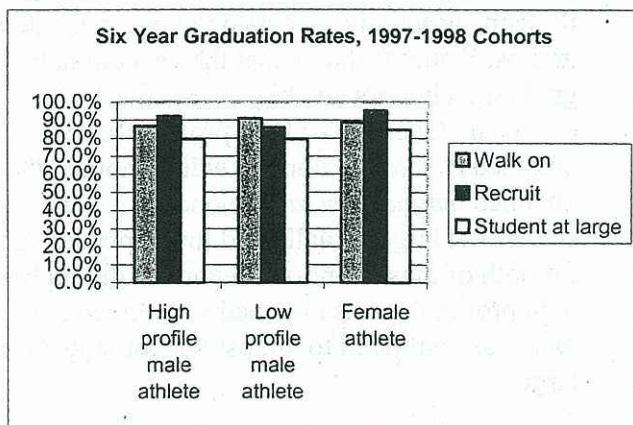


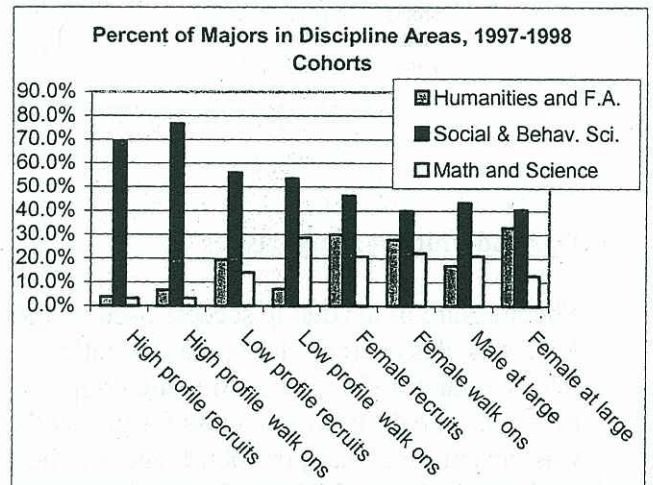
Figure 10 shows that retention among athletes is much higher than non-athletes, especially for males. Both male and female recruited athletes have graduation rates around 90%, the highest rates for any groups. High profile male recruits have a graduation rate that is over 10% higher than male non-athletes.

Figure 10.



As shown in Figure 11, there is a significant cluster of high profile athletes majoring in the social and behavioral sciences, while very few of these students are majoring in the humanities or sciences. Low profile athletes are a little better in their diversity of majors, but still somewhat high in the social sciences, as compared to non athletes. Female athletes are slightly higher in the social sciences than non-athletes, but not at a significant level.

Figure 11.



**D. Academic Underperformance**

Regression analyses by gender were run to determine if, holding other variables constant, athletes underperformed academically. Underperformance was defined as doing less well in the classroom than one would expect them to do on the basis of their entering academic credentials. Variables controlled for included race, SAT scores, and field of study. Race was recoded as a binary variable, identifying each student as either a member or not a member of one of the three underrepresented groups – Black, Hispanic, and Native American.

Findings from this regression calculation were somewhat surprising. As shown in Table 1, the only two groups of athletes with significant

rates of underperformance were high profile recruits and high profile walk-ons. And, among those two groups, the walk-ons had a greater rate of underperformance. The high profile walk-ons' percentile ranks were 17 points below what was expected holding those other variables constant, and the high profile recruits' percentile ranks were 11 points below. These are significantly different from the *RTG* findings for NESCAC schools, where high profile walk-ons and high-profile recruits underperformed at rates 7 and 20 points below expected values, respectively. The only non-athletic variable that was found to be significant was ethnicity among females.

**Table 1. Underperformance of Athletes, 1997-1998 Cohorts**

<i>Status</i>	<i>Sig.*</i>	<i>Coeff.</i>
High profile walk-on	.001	17.22
High profile recruit	.009	11.00
Low profile recruit	.098	
Low profile walk-on	.203	
Female recruit	.352	
Female walk-on	.233	

\* Significant at the <.05 level

### **E. Summary**

Overall, the results of this study show that Hamilton athletes are not performing as poorly as the entire group of NESCAC athletes, as identified in *Reclaiming the Game*. The researchers in that study found underperformance in all athletic groups – high profile, low profile, and females. At Hamilton, the problem of underperformance has only been identified among the high profile athletes. Even within that context the results differ. While high profile walk-ons at Hamilton had a higher underperformance rates, high profile recruits underperformed at almost half the rate of their NESCAC colleagues.

Female athletes also perform much better, in relative terms, at Hamilton than among the entire NESCAC cohort. Not only do they not underperform, but they fair better in many academic outcomes measures than female students at large. Female athletes were more likely to obtain graduation honors than female non-athletes, and female walk-ons actually had a higher average class ranking than any other group.

There are, however, performance and outcome issues to be addressed. While underperformance among athletes is not as prevalent, the concentration of athletes in the bottom third of the class, especially among high profile athletes, is troubling. This, combined with the fact that a relatively high number of athletes obtain graduation honors, shows that there is a real dichotomy of student success among athletes, especially males.

Finally, the issue of retention is a significant positive outcome of Hamilton's athletic program. External accountability, in terms of Congressional oversight and publication rankings (*US News, et. al*), is increasingly focused on graduation rates as the key indicator of institutional quality. The high rate of graduation among all athletic groups plays a big part in raising the overall graduation rate of the college. This important outcome should not only be noted, but campus leaders should use the athletics program as a model for retention success.

*Report completed by:*  
Gordon J. Hewitt  
Director of Institutional Research  
February 25, 2005

## **Strategic Direction for the Hamilton College athletic Department**

**November 11, 2004**

The following is the result of the Athletic Department staff's collaboration on strategic direction for the Hamilton College Athletic Program.

Our intention is that this document be used internally as a guide for the athletic department staff in establishing our competitive and philosophical direction. This document will be shared with the College Officers and perhaps appropriate members of the Board of Trustees as a means to communicate our department's position on these critical decisions. This document identifies the competitive potential for the varsity program and clarifies our goals for the educational and experiential objectives for the program.

The *educational and experiential* goals create a philosophical framework within which all our programs operate. These goals identify the values, priorities and overall purpose of participation in the varsity program. This part of the statement recognizes and highlights the relationship between academics, athletics and student life, and emphasizes the importance of balance in the program. Responsibility for balance is shared by coaches in their program expectations and by students in their attention to choices affecting their time management.

The *competitive* goals identify a range of achievements that our program (beginning from various starting points) can strive for. They are not designed as standards, expectations or requirements for individual teams. These goals are designed to provide a competitive direction that all teams should aspire toward. These goals are somewhat general and evaluation of particular programs or coaches will not be specifically related to the achievement of

anything listed here. These goals rely on the availability of necessary resources\* as identified by the coaching staff.

## **Strategic Direction/ Education and Experience**

Coaches are teachers.

As such, a coach's participation in and leadership for the intercollegiate athletic program extends and enhances each student-athlete's educational experience. The lessons learned through team membership provide insights about teamwork, discipline, goal setting and time management. The commitment and effort required to excel athletically extend the potential for self discovery. This experience, while physically and mentally challenging, should result in an overall sense of satisfaction, enjoyment and accomplishment.

The athletic department recognizes that the academic life of each student is primary. To this end, we provide programs that respect this priority so that students can properly engage in the rigors of academic life in balance with other interests. We expect our student athletes to excel to their highest potential in the classroom and be held to high standards of academic achievement by our coaches. We expect our student athletes to make responsible choices about the use of their time and role as campus citizens. They are expected to demonstrate campus leadership and contribute to the positive overall liberal arts experience for the entire community.

### **Goals**

- ❖ The varsity program promotes excellence in the classroom and in the athletic arena.

- ❖ Coaches support the academic, emotional and social concerns of their students.
- ❖ Coaches develop a partnership with academic faculty and are involved in the campus community.
- ❖ The athletic program represents the College in a positive way.
- ❖ Involvement in the varsity program is rewarding for the participants.
- ❖ A successful athletic program is a source of pride and unity for the campus, community and alumni.

### **Strategic Direction/ Competitive Goals**

1. All programs maintain records of .500 or better.
2. All programs participate in post season competition (For those that it is available).
3. Several conference champions on an annual basis.
4. Significant representation at NCAA Championships.
5. Consistent top twenty Sears Cup standing.
6. Occasional National Championship Team and/or individual performance.

## \*Necessary Resources

### Facilities

#### I. Outdoors:

- Steuben Field - Multi-Purpose upgrade
- Love and Turf fields - Support facilities, bathrooms, concession, press box, seating for
- Baseball field upgrade
- Locker rooms outside
- Upgrade practice fields - Soccer, Football
- Provide storage facilities on fields
- Boat House

#### II. Indoors:

- Weight Room
- Athletic Training clinic
- Squash Courts
- Locker Rooms
- Offices
- Meeting Rooms
- Storage
- Alumni Gym upgrade
- Indoor practice space
- Track surface
- Erg room
- Friends room/ Hall of fame

### Staffing

- More interns
- Strength and conditioning position
- Graduate assistantships (w/Utica)

- Better wages and benefits for all part time personnel, delay turnover.
- Additional training room staff
- Full time head coach in all sports

### **Budget**

- Meal Allowance
- Travel Allowance
- Equipment budget
- Professional travel line
- Uniform replacement line
- Printing and duplicating line increase, letterhead
- Training room line
- Officials Fee line
- Rink Availability

### **Admissions**

- More slots
- Better Strategy
- Financial aid

## New Staff Orientation Outline Overview

- I. Welcome
  - A. Collaboration of team effort
  - B. Ask questions
  - C. Experience of staff
  
- II. Best Advice for Success/Best for department
  - A. Liberal Arts College
  - B. Be involved
  - C. Role of Phys. Ed.
  - D. Attend faculty events
  - E. Time expectations
  
- III. History of the Tenure Decision
  - A. Relate to re-appointment
  - B. Evaluation
  - C. Faculty Status VS News Rep.
  - D. Benefits-Pay Scale etc.
  - E. \*\*Think of yourself as a member of the faculty first
  - F. \*\*Do not want to be viewed as narrowly - focused only on Ath.
  
- IV. Job Description
  - A. Go over this AD or Associate ADs  
Make sure you understand all responsibilities
  - B. Under "Any other assignments" ask and see what the possibilities  
Are---Avoid surprises
  - C. Let us know about other areas where you can help phys. Ed. or  
Coaching or other that we could exchange.
  - D. Bring up any proposed changes at end of season meetings in Spring.  
We hope to have all Job Duties done by July 1<sup>st</sup>.
  - E. Responsibilities
    1. Phys. Ed. / Rank
    2. Coaching
    3. Other
    4. Recruiting(Very Active)
  - F. Expectations not on Job Duties
    1. Pro travel
    2. Faculty Meeting
    3. Committees
    4. Office Hours
    5. Office Workers/Assistants - You set (timely)
    6. Self sufficient
    7. Officials/travel
    8. Scheduling- with Help



V. Evaluation

- A. Phys. Ed. Class
- B. Captains
- C. Team Members
- D. AD and Associate Ads- More interaction the better
- E. Outside reviewers and for members and alumni on Re-appointment
  - 1. Look over all questionnaires in advance to be aware of areas of survey.
  - 2. Evaluations are intended to help
    - a. Welcome feedback- better than no feedback. Learn from feedback
    - b. (Betsy/Steve)
  - 3. Review evaluations with Associate Ads at end of season.  
Meet with the Dean (he's the boss) and the president.
  - 4. All Evaluations end up in Re-appointment file.
  - 5. Get perspective from outside the Athletic Dept.
  - 6. Use the evaluation process to your advantage.
  - 7. Meet with all team members before during and after season for feedback

VI. Re-appointment / Faculty Status / Like Tenure Review

- A. Dealing with the deans office- they sent in the '99 book as an example
- B. Based on the Dept. of Phys. Ed.  
Be aware of what type of position you hold
- C. Main Criteria
  - 1. Teaching
  - 2. Coaching
  - 3. Service

\*\*They like paper - accumulate as much documentation of what you do so you have info. to submit.
- D. Timing- Most Important- be sure to know when materials are due - your respons.
- E. Be clear on what materials must be submitted.
- F. Communicate regularly with deans office
  - 1. #1 on page 45-46
- G. Read #3 on page 46

VII. Miscellaneous

- A. Master's Degree
- B. Amex / Phone Card- Get one
- C. NCAA forms / Schedule Meeting
- D. Recruiting / NESCAC challenge
- E. Appropriate dress when traveling
- F. Weight Room
- G. Team Handbook
- H. Tax Exempt
- I. Develop positive relations with professors make academics a priority talk is cheap
- J. Make sure your program reflects academics first

- K. Monitor academics
- L. Scheduling / Class conflicts
- M. Appropriate training in and out of season

\*Add section on financial dealings from meeting outline with Matt Orlando.

## Review of 2001 Middle State Report Athletics

### Reactions:

**“...currently undertaking a study of SAT’S and grade performance of men’s and women’s teams...” “...the team encourages...to track academic performance of athletes...”**

- ❖ We now monitor grade of all athletes each semester and keep a record of all team gpa’s. we discuss and compare team academic performance as a department at regular intervals
- ❖ NESCAC requires our admission office to limit the number athletes we stretch for and to closely monitor the ones we do stretch for
- ❖ Academic advisors are now in place with every team to help us address potential academic underperformance

**“...major decision to enter NESCAC as a full playing member. While this is an important opportunity to position the College within the most academically rigorous athletic conference, it also poses serious challenges for the athletic program.”**

- ❖ We have not yet fully committed to NESCAC due to scheduling and missed class time concerns
- ❖ We are continuing to increase our commitment to NESCAC this year we have added tennis as a full member and will soon do so with Squash
- ❖ Discussions internally continue as we look to move to adding addition sports to full NESCAC membership

**“However women are more often asked to serve as head coaches in two sports than are men...”**

- ❖ This is no longer true. We have more part time head coaches than before, but this is true for both women’s and men’s sports.
- ❖ The athletic director still coaches, but now as an assistant
- ❖ Job descriptions have been restructured to more equitably balance the workload among all department members resulting in improved retention of women coaches

**“...Booster club general Fund to be an ongoing source of concern.”**

- ❖ The general fund is the healthiest that it has ever been. Current balance is approximately \$130,000 and it has supported women's team trips to the Bahamas and South America. Initiatives by the department administration, the committee on athletics and the development office have essentially solved the problem.
- ❖ There are currently more booster funds available for women than men.

**“Athletics needs to be incorporated into the strategic planning process of the College.”**

- ❖ Recent facility development shows the recognition of the importance of sports and recreation for the future of the College. Current construction includes weightlifting, fitness and rock climbing facilities, space for recreational, club and intramural activity. New Squash courts, sports medicine and locker room round out the current construction effort.
- ❖ This facility effort is aimed at attracting quality students and providing state of the art fitness opportunity to the college community.

**“...improved communication between the department and other faculty.”**

- ❖ We have a departmental agreement regarding attendance at faculty meetings and college ceremonies
- ❖ We strongly encourage all staff to participate on college committees and many do.
- ❖ We have academic faculty involved in every program

**“New leadership within the athletics department provides the opportunity to enhance internal communications within the department by instituting regular staff meetings and broader policy and operational discussions.”**

- ❖ We have regular monthly staff meetings with an agenda available several days in advance
- ❖ We have informal discussion meetings addressing topics such as: recruiting, team leadership, departmental awards, etc.
- ❖ We are planning our third department retreat
- ❖ We brought in a professional facilitator to help us with departmental team building
- ❖ We conduct bi-weekly, seasonal and annual individual meetings with all staff members
- ❖ The staff participated in the creation of the department's strategic direction
- ❖ The staff participated in the creation of a department decision making matrix
- ❖ We have regularly scheduled department social events

### **Recent developments/Future Plans**

- ❖ Emphasis on coaches' involvement outside of department- attendance at faculty meeting and academic ceremonies; participation on faculty committees.
- ❖ Continue retention of successful coaches, maintain staff stability
- ❖ Continue efforts to maintain good department communication and morale
- ❖ Academic advisors for all teams
- ❖ Development of interest survey to determine title nine compliance
- ❖ Continuation of academic monitoring for underperformance
- ❖ Dual League concern, move to full NESCAC membership
- ❖ Continued communication effort with academic faculty
- ❖ Broaden athletic administrative team
- ❖ Refinement of department strategic direction
- ❖ Continue to build on relationships with: C&D, Admission, Physical Plant, Res. Life, Dean of Students.
- ❖ New Facility development and program implementation
- ❖ Continue development of team/alumni interaction
- ❖ Improve recruiting effectiveness

## **Appendix Materials**

- ❖ Revised Staff Handbook
- ❖ New Staff Orientation information
- ❖ Department Strategic Direction Statement
- ❖ Seven Year Plan
- ❖ NESCAC Membership Notes and Background
- ❖ Tiering, admission strategy and budget reallocation Information

A Proposal to the Andrew W. Mellon Foundation  
To Support Faculty Career Enhancement  
submitted by the Upstate New York Four-College Consortium  
Colgate University, Hamilton College, Skidmore College, and Union College  
October 2003

## I. Executive Summary

Four Upstate New York Colleges — Colgate, Hamilton, Skidmore, and Union — undertook a planning process in 2002-03 to address faculty career issues and to seek collaborative solutions. Each college gathered a committee of faculty and administrators who surveyed faculty, convened focus groups, and discussed ways in which the colleges, individually and separately, could support and enhance faculty careers. The process was supported by an \$80,000 planning grant from the Mellon Foundation.

The four-college consortium's proposal for an implementation grant includes the following elements:

- An innovative process for **post-tenure faculty development** that will assist faculty in planning their research and teaching agendas, and that will make funds available for specific elements of those plans. Faculty will submit a three-to-five-year plan to their Dean of Faculty in conjunction with the application for a sabbatical leave, and will meet with the Dean to discuss goals and any funding or other support needed in order to achieve them. A grant from the Mellon Foundation would supplement institutional funds for faculty research and development, thereby enabling each college to make a real commitment to faculty career goals in the post-tenure years.
- A program of **faculty exchanges** between and among the colleges, for the purpose of reinvigorating faculty and their departments and programs. Each year, two faculty members from each institution will have the opportunity to teach a course at one of the other institutions. We expect that most of the exchanges will take place between the nearby pairs of institutions — Colgate/Hamilton and Skidmore/Union. The visitors will be expected to be active participants in the life of the host colleges, and to share their experiences with their home institutions upon their return. As an incentive to full involvement, participants will be released from two courses and all service obligations at the home institution in order to teach one course at the other institution.
- Opportunities for faculty at the four institutions to propose and implement **collaborative programs** such as workshops and colloquia on disciplinary or interdisciplinary topics. The consortium will also implement a four-college speakers bureau to allow the colleges to draw upon faculty expertise at the other institutions for guest lectures.

## II. Report on the Planning Grant

The Mellon Faculty Development planning grant was announced on the four campuses in October 2002. Steering committees were formed (see Appendix A) with the goal of representation across fields and ranks. The committees included the Dean or Associate Dean, four to five faculty members, and the grants officer of each college. The committee chairs and grants officers met at Hamilton College on November 19 to coordinate their efforts.

Each steering committee organized focus groups to discuss faculty career issues. Colgate and Hamilton committee members attended each other's focus groups. At Union and Skidmore, focus groups were assisted by an external facilitator. Based on issues raised in these discussions, Colgate, Hamilton, and Union developed surveys that were sent out to all tenured and tenure-track faculty. Skidmore analyzed the focus group results, developed position papers, and followed up with the faculty via electronic fora.

The results of the focus group discussions, surveys, and fora pointed to many similarities among the colleges, along with some issues that were distinctive to one or two. At all four colleges, the overriding faculty concern was lack of time — specifically, blocks of time in which to pursue research, scholarship, creative activity, and course and curriculum development. At Skidmore, other top issues were lack of compensation for service to the college and inadequate training for chairs. Union also found that the need for renewal for senior faculty was a major issue. At all four colleges, too, we found perceptions of inequality in the reward structure for scholarship, teaching, and service, and lack of clear communication of the requirements for promotion to full professor.

The committee chairs and grants officers met a second time, on May 13 at Union College, to discuss results of their surveys and potential implementation plans suggested by the issues raised at each college.

Finally, 22 members from the four committees participated in a working retreat at Minnowbrook Conference Center in the Adirondacks on August 15-16, 2003. (Six committee members were unable to attend due to other obligations.) At this meeting, the group discussed aspirations for assisting faculty and, focusing on their common interests, agreed on the collaborative proposals described below.

A financial report on the planning grant is included as Appendix B. The colleges have spent \$73,528 of the \$80,000 grant on planning activities through August 2003. We request that the remaining \$6,472 be available to the four colleges for continued coordination activities.



### III. Proposals for Faculty Career Enhancement

#### **Post-Tenure Faculty Development**

We propose an innovative approach that will combine planning and support for faculty research and teaching agendas in the post-tenure phase of their careers. Prior to a sabbatical leave, tenured faculty will submit a multi-year plan to the Dean of the Faculty, outlining personal career goals and the finances or means necessary to achieve them. The plan, which will be in addition to the regular application for sabbatical leave, will seek to establish an appropriate balance among teaching, scholarship, and service obligations. The plan might involve a program of research intended to produce a major article, book, performance, or exhibit (i.e., a scholarly project appropriate to one's discipline), or to develop an area of expertise in a new teaching field, or to revise or create courses. The plan could also focus on leadership in some aspect of faculty governance. The faculty member will meet with the dean, who will help determine the extent to which funds can be provided to enable the faculty member to carry out the agreed-upon plan. Consideration also will be given to the potential for external grant support, and guidance offered.

This program addresses perceived longstanding problems identified by tenured faculty and deans from all four colleges about both the relative lack of attention to career planning after the tenure decision and the lack of clear expectations for promotion to full professor. A self-conscious assessment of one's career goals, in consultation with the dean, will enable both the institution and the individual faculty member to better achieve the goals of both. The deans of the four colleges believe that there probably is no better use of their time than to spend it discussing these multi-year plans with individual faculty members.

Funding from the Mellon Foundation, combined with institutional funds, will make a substantive difference in the impact of this program. It will allow the four colleges to offer modest but genuine support to all faculty who present compelling plans and need funds to achieve them. It has been noted that our institutions offer start-up grants for new faculty, but nothing similar is available once the individual has attained tenure.

We request \$50,000 per year, per college, to assist us in funding this faculty development program. The number of faculty on sabbatical leave each year ranges from 16 to 28 at the four colleges (averages over the past five years), with an overall average of 24 faculty on sabbatical per school. We anticipate that some faculty would have no funding needs, others would request only modest support, and still others would have external grants. Mellon support, then, combined with institutional funds already in place, would allow the colleges to offer \$2,000 to \$10,000 per faculty member to support specific projects. The colleges could also approve an extra course reduction, in exceptional cases, if time off from teaching were the faculty member's primary need and no external funding was available.

The four deans will meet to prepare appropriate protocols for these reviews, including their timing, the nature of the faculty planning document, requirements for applying for external funding, and internal mechanisms for reviewing requests and awarding funds. Agreement on a common procedure and common goals will provide a basis for an assessment of the program's effectiveness. This collaborative effort also will enable the Deans to come to understand the differing expectations at the four colleges and explore their implications.

We will strive for uniformity as appropriate, though there will be variations from college to college. Specifically, Colgate and Skidmore propose to use a portion of the Post-Tenure Faculty Development funds to pilot initiatives that respond to particular needs seen as crucial at those two institutions. These programs are described on pages 10-11. **Colgate** has developed a system of banking sabbatical leaves that would allow faculty to take leave time on a more flexible basis (see Appendix C). **Skidmore** will develop training programs and award compensation for department chairs (see Appendix D).

### **Faculty Exchanges**

Each year, two faculty members from each of the four institutions will have the opportunity to teach a course at one of the other institutions. The exchange need not take place between the same departments, although that might simplify staffing and curricular logistics. Participants will be expected to become involved in the host department or program, examine its curriculum, and give a colloquium or presentation at the host school. In other words, they will be, as much as possible, active participants in the life of the host institution. These visiting faculty will offer new perspectives and perhaps a new course to the host institution. Participants will be expected to share their experiences with their home department or program upon their return.

The faculty member will be released from two courses at his/her home institution in return for teaching one course at the other institution. Additionally, participants will be released from any service requirements at the home institution. The elimination of responsibilities to the home institution will afford participating faculty sufficient time to work with their new colleagues and to become aware of their research, curricular, and pedagogical interests. Visiting faculty will be provided with office space at the host institution.

We expect that the majority of the exchanges will take place between the nearby pairs of schools — Colgate and Hamilton, and Skidmore and Union. The commute by car between Colgate and Hamilton is about 35 minutes; between Skidmore and Union, about 50 minutes. In the case of longer-distance commutes, the host institution will make every effort to provide low-cost housing for visiting faculty, and participants from some colleges may apply for a housing stipend.

As with the faculty development program, the four deans will meet to plan the application and selection process and logistics of the faculty exchanges.

The main purpose of the faculty exchange program is to revitalize faculty by allowing them exposure to a different set of colleagues and a different academic and institutional culture. The exchange will encourage and sustain relations between the faculties at the home and host schools and, we believe, will motivate further collaboration. Research collaborations may be begun or enhanced during these exchanges. The program will also enlarge perspectives at each school — each visitor will contribute new ideas to the host school and also bring fresh views back to the home school.

Funding required for the program, for each school, would cover two course releases — one for each participating faculty member — and minimal travel and/or housing funds, for a total of \$15,000 per school, per year.

### **Other collaborative initiatives**

We propose funding for small-scale collaborative endeavors including but not limited to:

- **Speakers bureau** A four-college speakers bureau will enable faculty at any of the four institutions to draw upon the expertise of the others as visiting lecturers. Faculty interested in participating as speakers will be listed on a Consortium web site. Faculty at the four schools will be able to browse through lecture topics or areas of expertise listed under broad subject areas, and then contact the prospective guest speaker. The speaker's travel expenses and a small honorarium (\$200) will be paid from grant funds. We feel this opportunity may be especially useful for junior faculty who are not yet presenting at conferences. It will allow the inviting faculty to augment a course, symposium, or panel discussion with a visiting expert. The speakers bureau information will be available to other colleges in the area and beyond.
- **Workshops and seminars** Each school will have funds available for faculty to organize disciplinary and inter-disciplinary workshops, seminars, colloquia, and conferences that involve faculty from two or more of the consortium schools. The topic might be a particular area of scholarship or a pedagogical issue. Faculty who wish to organize a workshop, seminar, etc. will contact potential participants at the four colleges. Pending interest from at least two schools, the organizing faculty will apply through their Dean's office for funds to conduct the workshop and pay participants' travel expenses. Again, faculty from other area colleges may be invited to attend (at their own expense). Faculty will also be encouraged to use videoconferencing in order to eliminate travel time and expense.
- **Faculty mentoring** Senior or emeritus faculty from a consortium college may be asked to mentor a junior faculty member in his or her field at another institution. At small colleges, the problem sometimes arises that there is no appropriate mentor to advise a junior faculty member on scholarship, read drafts of papers, etc. A small honorarium would be offered to the senior faculty member, to be paid through grant funds.

Faculty will be invited to propose other collaborative activities as well. We are requesting a small fund for collaborative endeavors — \$5,000 per college, per year — that will be administered by the individual colleges as they see fit, and available to faculty each year on a competitive basis until funds are expended.

#### IV. Assessment and Continuation

Because Hamilton College, supported by the Mellon Foundation, has developed the expertise, infrastructure, and methodology necessary to effectively assess programs in the liberal arts, we propose to fold the evaluation of the four-college upstate consortium into the next phase of Hamilton's ongoing assessment project. In particular, we will focus on the program of post-tenure faculty planning and support. This program will encompass common procedures and goals for all four colleges, as well as variations at Skidmore and Colgate that will allow us to make comparisons in our assessment. In its proposal for Phase Two assessment funding (planned submission to Mellon in Spring 2004), Hamilton will request modest additional support to oversee and perform the evaluation of the four-college upstate consortium. We are not, therefore, requesting any funding in this proposal for assessment. Colgate, Skidmore and Union would receive "subcontract" funds to enable a faculty member to act as liaison and coordinator for the assessment process at their respective institutions. We envision both quantitative and qualitative evaluations, in most cases gleaned from interviews, survey instruments, and institutional data.

We plan to submit a detailed progress report in summer 2005. At that time, the four colleges will reconvene to assess the programs, make any necessary mid-course alterations, and propose follow-on funding for two additional years. A full four years of support from the Mellon Foundation will allow each college to establish these programs on a solid foundation.

#### V. College-Funded Initiatives

All four colleges developed additional proposals that they would like to pursue but will have to fund internally. Both Colgate and Skidmore would like to provide opportunities for the informal sharing of scholarship across academic disciplines. This will probably take the form of a lunchtime forum at each of the two colleges. Hamilton is interested in developing faculty reading groups, choosing books related to common scholarly interests. Skidmore would like to provide a forum for faculty and trustees to interact with each other, with the goal of improving mutual understanding.

Additionally, faculty at the four colleges developed significant proposals that were, unfortunately, beyond the scope of both grant funding and internal funding. These included (in no particular order): competitive research fellowships, course releases for curriculum development, topping off of external grants, compensation for distinguished

service, and funds for collaborative research projects. Many of these ideas were aimed at renewal of senior faculty members or those finishing a term as chair.

## VI. Grant Request

We request a grant of \$600,000 to pilot our programs through academic year 2005-06. Because we are eager to begin making an impact on our campuses as soon as possible, we are requesting a small amount in order to inaugurate the faculty development program in the coming semester.

PROGRAM	GRANT REQUEST, PER COLLEGE			Totals, all colleges
	Spring 2004	2004-05	2005-06	
Post-tenure faculty development	10,000	50,000	50,000	440,000
Faculty exchanges		15,000	15,000	120,000
Other collaborative initiatives		<u>5,000</u>	<u>5,000</u>	<u>40,000</u>
Totals per college	10,000	70,000	70,000	
<b>Total grant request:</b>				<b>\$600,000</b>

Matching funds and in-kind contributions provided by each institution will include:

- Additional funds for post-tenure faculty development grants.
- Administration of programs by the Deans and their staffs.
- Technical support for web site and videoconferences.
- Record-keeping to support evaluation of programs.

## VII. Conclusion

Colgate, Hamilton, Skidmore, and Union — although geographically proximate and similar in mission, scope, and devotion to the liberal arts — had done little true collaboration before the planning process for this proposal. As with most new partnerships and alliances, working through institutional idiosyncrasies and attitudes toward genuine consensus was difficult at times but kindled relationships that will form the foundation of strong and innovative collaborative activities in the years ahead. In formulating our ideas, we worked together to devise cost-effective programs that would offer broad, systemic support to the permanent faculty of our institutions and perhaps offer models to other liberal arts institutions. We look forward to working with one another and with the Mellon Foundation to accomplish the goals set forth in this proposal.

Appendix A  
Mellon Faculty Career Enhancement Planning Grant  
Steering Committees, 2002-03

**Colgate University**

Jon Jacobs, Professor of Philosophy, chair of the department (chair of steering committee)  
Jeff Baldani, Associate Dean of the Faculty, Associate Professor of Economics (through June 2003)  
Jill Tiefenthaler, Associate Dean of the Faculty, Associate Professor of Economics (July 2003–)  
Jyoti Khanna, Associate Professor of Economics  
Myra Smith, Professor of Psychology, *Emerita*  
Ann Jane Tierney, Associate Professor of Psychology  
*ex officio*: Helen Keabian, Director of Corporate, Foundation, and Government Relations

**Hamilton College**

Rob Hopkins, Associate Professor of Music (chair of steering committee)  
David Paris, VP for Academic Affairs and Dean of the Faculty, Professor of Government  
Dave Bailey, Associate Professor of Geology  
Katheryn Doran, Associate Professor of Philosophy  
Tom Wilson, Professor of History  
*ex officio*: William Billiter, Director of Foundation, Corporate & Government Relations

**Skidmore College**

Gove Effinger, Professor of Mathematics and Computer Science (chair of steering committee)  
Charles M. Joseph, VP for Academic Affairs and Dean of the Faculty, Professor of Music  
Raymond Giguere, Professor of Chemistry and Physics  
Pushkala Prasad, Zankel Professor in Management for Liberal Arts Students  
Patricia Rubio, Professor of Foreign Languages and Literatures, Director of Women's Studies  
Peter Stake, Associate Professor of Art and Art History, chair of the department  
Susan Walzer, Associate Professor of Sociology, Anthropology, and Social Work  
*ex officio*: Barry Pritzker, Director, Foundation and Corporate Relations  
*advisers*: Ann Henderson, Registrar and Director of Institutional Research  
Marion Terenzio, Consultant, Office of the President

**Union College**

Terry Weiner, Professor of Political Science, chair of the department (chair of steering committee)  
Christina Sorum, VP for Academic Affairs/Dean of the Faculty and Bailey Professor of Classics  
Ken DeBono, Livingston Professor of Psychology  
Bernhard Kuhn, Assistant Professor of English  
Susan Niefield, Professor of Mathematics  
*ex officio*: Jane Zacek, Director of Grant Support  
*adviser*: Linda Cool, Professor of Anthropology and co-director, Mellon College Retirement Project

Appendix B:  
Planning Grant Expenditures

Colgate University

course release for planning committee chair	6,500
honoraria for faculty participants, 3 @ \$1,500	4,500
stipend for 1 additional faculty (focus group facilitator)	100
administrative and miscellaneous expenses	2,400
focus group lunches	764
car travel to meetings and retreat	354
retreat accommodations for 1 faculty	340
<i>Colgate subtotal</i>	<u>\$14,958</u>

Hamilton College

course release for planning committee chair	6,500
honoraria for faculty participants, 4 @ \$1,500 and 1 @ \$1,256	7,256
stipend for faculty consultant	600
administrative and miscellaneous expenses	2,400
focus group refreshments	290
car travel to meetings and retreat	412
<i>Hamilton subtotal</i>	<u>\$17,458</u>

Skidmore College

course release for planning committee chair	6,500
honoraria for faculty participants, 5 @ \$1,500	7,500
stipend for 1 additional faculty (focus group coordinator)	830
administrative and miscellaneous expenses	2,400
refreshments	137
car travel to meetings and retreat	563
<i>Skidmore subtotal</i>	<u>\$17,930</u>

Union College

course release for planning committee chair	6,500
honoraria for faculty participants, 3 @ \$1,500	4,500
stipends for external consultants	2,039
administrative and miscellaneous expenses	2,400
refreshments	115
car travel to meetings and retreat	168
<i>Union subtotal</i>	<u>\$15,722</u>

Planning retreat

August 15-16, Minnowbrook Conference Center	\$ 7,460
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**Total expenditures** **\$73,528**

Funds remaining from \$80,000 planning grant: \$6,472

## Appendix C

## Colgate University – Proposal for Sabbatical Leave Accounts

Colgate proposes to use a portion of the Faculty Development grant funds to help initiate a new, more flexible system of sabbatical leaves.

Following one's first sabbatical, each faculty member would bank one-half course of release time for each year of teaching, and would be able to cash in those saved courses on a schedule more responsive to the faculty member's own needs. For example, a faculty member could request a two-course leave in the fifth year or a three-course leave in the seventh year. The taking of leave would still require the approval of the department chair and the Dean; and, as with any sabbatical leave, withdrawals of banked time must be substantiated by an application outlining the scholarly work to be accomplished.

Colgate's current leave policy makes available one semester of leave at full pay or a full year at half pay, every seventh year. The current policy is equivalent to earning .42 credits per year of full-time teaching; the new system would be more generous. It addresses two primary concerns shared by many faculty: (a) that there should be more blocks of time available for scholarly work, and (b) that faculty should have more control over when to take that time. The new leave possibilities would be:

Years of teaching:	1	2	3	4	5	6	7	8	9	10	11
Leave Eligibility: (in courses off)		0.5	1	1.5	2	2.5	3	3.5	4	4.5	5
% Pay for Full- Year Leave		10	20	30	40	50	60	70	80	90	100

Faculty would be better able to time leaves to fit their scholarly plans and the progress of specific projects. The plan would also enhance incentives to apply for outside funding, since such funding could be combined with earned leave credits. Leave credits from other sources (credit for teaching an overload; credit accumulated through consistent mentoring of student summer research) would also be added to the leave account. Finally, unused credits would stay in the bank. For example, a two-course leave in the sixth year would leave 0.5 courses in the leave account.

Cost: We predict that the new system would trigger approximately 10 additional course leaves per year. Depending on departmental coverage, perhaps three courses could be taught by moonlighters (\$19,500 total), one full-time visiting faculty would be hired (\$70,000), and two courses would not be offered. Thus the yearly cost would be \$89,500 more than the current system. Colgate would like to apply approximately half of the Post-Tenure Faculty Development funds to help bridge the transition to sabbatical leave accounts. The additional post-tenure funds would come from institutional sources. The Mellon Foundation's endorsement of this initiative would be an important step towards making this a permanent policy at Colgate.



Appendix D  
Skidmore College  
Training and Compensation for Department Chairs and Program Directors

Skidmore proposes to provide Department Chairs and Program Directors, both current and potential, with more effective training (compensated workshops, on- or off-campus, for example) and more appropriate compensation. Focus groups and other discussions have identified the pivotal role of department chairs and program directors, as well as their inadequate training and compensation, as being of central importance to the health of the institution. Representative comments from untenured and non-tenure-track faculty alike include, “Things are good — I have a good Chair to turn to,” or “My life would be so much easier if my Chair were more effective.” Chairs themselves tend to feel overwhelmed by the job and a bit like suckers in their efforts. The issue of mentoring also arose frequently, since Chairs can play a key role here if encouraged and trained to do so. Skidmore needs to focus attention on this crucial group of individuals to make them happier and more effective.

## Finance 2005-06

Institution: Hamilton College (191515)

User ID: P51915151

**Finance - Private not-for-profit institutions and Public insitutions using FASB standards****General Information  
Finance - FASB Institutions**

To the extent possible, the finance data requested in this report should be provided from your institution's audited General Purpose Financial Statement (GPFS). Please refer to the instructions specific to each page of the survey for detailed instruction and references.

**1. Fiscal Year calendar**

**This report covers financial activities for the 12-month fiscal year:** (The fiscal year reported should be the most recent fiscal year ending before October 1, 2005.)

Beginning: month/year (MMYYYY)

Month: 7

Year: 2004

And ending: month/year (MMYYYY)

Month: 6

Year: 2005

**2. Audit Opinion**

**Did your institution receive an unqualified opinion on its General Purpose Financial Statements from your auditor for the fiscal year noted above?** (If your institution is audited only in combination with another entity, answer this question based on the audit of that entity.)

- Yes     No (Explain in Caveats below)     Don't know (Explain in Caveats below)

**3. Does this institution or any of its foundations or other affiliated organizations own endowment assets ?**

- Yes (report endowment assets)  
 No

**4. If your institution participates in intercollegiate athletics, are the expenses accounted for as auxiliary enterprises or treated as student services?**

- Auxiliary enterprises  
 Student services  
 Does not participate in intercollegiate athletics  
 Other (specify in caveats box below)

**5. Does your institution account for Pell grants as pass through transactions (a simple payment on the student's account) or as federal grant revenues to the institution?**

- Pass through (agency)     Federal grants     Does not award Pell grants

Caveats:

Intercollegiate athletics is reported with all of athletics expenses in the instruction category

**Part A - Statement of Financial Position, Page 1****Fiscal Year 2005**

Report in whole dollars only

Line No.	Assets, Liabilities, and Net Assets	Total Amount	Prior Year Amounts
	<b><u>Assets</u></b>		
01	Long-term investments	596,514,000	548,435,000
02	Total assets	952,040,000	876,566,000
	<b><u>Liabilities</u></b>		
03	Total liabilities	297,895,000	277,022,000
	<b><u>Net assets</u></b>		
04	Total <u>unrestricted net assets</u>	416,267,000	376,472,000
05	Total <u>restricted net assets</u>	237,878,000	223,072,000
05a	<u>Permanently restricted net assets</u> included in line 05	139,868,000	
06	Total net assets	654,145,000	599,544,000

Institution: Hamilton College (191515)

User ID: P51915151

**Part A - Statement of Financial Position, Page 2****Fiscal Year 2005**

Report in whole dollars only

<b>Line No.</b>	<b>Plant, Property and Equipment</b>	<b>Total Amount End of Year</b>	<b>Prior Year Amounts</b>
11	Land and land improvements	8,220,000	8,007,000
12	Buildings	131,512,000	128,177,000
13	Equipment, including art and <u>library</u> collections	35,730,000	33,411,000
14	Property obtained under capital leases (if not included in equipment)	0	0

Institution: Hamilton College (191515)

User ID: P51915151

**Part B - Summary of Changes in Net Assets**  
 (Please complete Part A before providing data for Part B)

**Fiscal Year 2005**

Report in whole dollars only

Line No.	Revenues, Expenses, Gains and Losses	Total Amount	Prior Year Amounts
01	Total <u>revenues and investment return</u>	148,594,000	186,441,000
02	Total <u>expenses</u> (enter a positive number)	93,993,000	86,709,000
03	<b><u>Other specific changes in net assets (CV)</u></b> <b>CV=[B04-(B01-B02)]</b>	0	
04	Change in <u>net assets</u>	54,601,000	99,732,000
05	Net assets, beginning of year	599,544,000	499,812,000
06	<b><u>Adjustments to beginning of year net assets (CV)</u></b> <b>CV=[B07-(B04+B05)]</b>	0	0
07	<b>Net assets, end of year (from A06)</b>	654,145,000	599,544,000

Institution: Hamilton College (191515)

User ID: P51915151

**Part C - Student Grants****Fiscal Year 2005**

Report in whole dollars only

Line No.	Student Grants	Total Amount	Prior Year Amounts
01	<u>Pell grants</u>	348,000	0
02	<u>Other federal grants</u>	347,185	353,858
03	<u>State grants</u>	0	0
04	<u>Local grants</u>	0	0
05	Institutional grants (funded)	7,414,055	7,098,585
06	Institutional grants (unfunded)	10,355,648	9,936,794
07	<b>Total student grants (CV)</b> <b>CV=[C01+...+C06]</b>	18,464,888	17,389,237
08	<u>Allowances</u> scholarships applied to <u>tuition and fees</u>	18,116,888	17,389,237
09	<u>Allowances</u> scholarships applied to <u>auxiliary enterprise</u> <u>revenues</u>	0	0

**Part D - Revenues and Investment Return**  
 (Please complete Parts B and C before providing data for Part D)

**Fiscal Year 2005**  
 Report in whole dollars only

Line No.	Source of Funds	Total Amount	Prior Year Amounts
01	<u>Tuition and fees</u> (net of allowance reported in Part C, line 08)	41,016,000	39,213,000
	<b><u>Government Appropriations</u></b>		
02	Federal appropriations	0	0
03	State appropriations	0	0
04	Local appropriations	0	0
	<b><u>Government Grants and Contracts</u></b>		
05	Federal grants and contracts	2,405,000	2,489,000
06	State grants and contracts	386,000	892,000
07	Local grants and contracts	0	0
	<b><u>Private Gifts, Grants and Contracts</u></b>		
08	Private gifts, grants and contracts	18,774,000	15,256,000
09	<u>Contributions from affiliated entities</u>	0	0
	<b><u>Other Revenue</u></b>		
10	<u>Investment return</u>	70,243,000	110,464,000
11	<u>Sales and services of educational activities</u>	0	0
12	<u>Sales and services of auxiliary enterprises</u> (net of allowance reported in Part C, line 09)	13,977,000	13,653,000
13	<u>Hospital revenue</u> If this institution is primarily a hospital, please <a href="#">click here</a>	0	0
14	<u>Independent operations revenue</u>	0	0
15	<b><u>Other revenue (CV)</u></b> <b>CV=[D16-(D01+...+D14)]</b>	1,793,000	
16	<b>Total revenues and investment return (from B01)</b>	148,594,000	186,441,000

Institution: Hamilton College (191515)

User ID: P51915151

**Part E - Expenses by Functional and Natural Classification**

(Please complete Part B before providing data for Part E)

		Fiscal Year 2005						
		Report in whole dollars only						
Line No.	Expenses by Functional Classification	Total amount	Salaries and wages	Benefits	Operation and maintenance of plant	Depreciation	Interest	All other
		(1)	(2)	(3)	(4)	(5)	(6)	(7)
01	Instruction	34,478,000	17,491,000	5,207,000	4,061,000	2,214,000	1,069,000	4,436,000
02	Research	1,306,000	564,000	168,000				574,000
03	Public service	326,000	53,000	16,000				257,000
04	Academic support	11,106,000	4,439,000	1,322,000	1,205,000	657,000	103,000	3,380,000
05	Student service	9,638,000	3,887,000	1,157,000	952,000	519,000	220,000	2,903,000
06	Institutional support	14,231,000	5,067,000	1,508,000	386,000	210,000	154,000	6,906,000
07	Auxiliary enterprises	15,647,000	4,116,000	1,237,000	5,447,000	2,969,000	1,364,000	514,000
08	<u>Net grant aid to students</u> (net of tuition and fee allowances) (do not include work study here)							
09	<u>Hospital services</u> If this institution is primarily a hospital, please <a href="#">click here</a>							0
10	Independent operations							0
11	Operation and maintenance of plant (see instructions)	0			-12,051,000			12,051,000
12	<b>Other expenses (CV)</b> CV=[E13-(E01+...+E11)]	7,261,000	0	0	0	0	0	7,261,000
13	<b>Total expenses</b>	93,993,000	35,617,000	10,615,000	0	6,569,000	2,910,000	38,282,000
	<b>Prior year total expenses</b>	86,709,000	34,911,000	10,666,000		6,230,000	2,126,000	



**Part H - Value of Endowment Assets**

**Fiscal Year 2005**

Report in whole dollars only

Line No.	Value of <u>Endowment Assets</u>	Market Value	Prior Year Amounts
01	Value of <u>endowment assets</u> at the beginning of the fiscal year	486,477,000	405,900,000
02	Value of <u>endowment assets</u> at the end of the fiscal year	529,708,000	486,477,000

Institution: Hamilton College (191515)

User ID: P51915151

**Explanation Report**

**There are no explanations for the selected survey and institution.**

Institution: Hamilton College (191515)

User ID: P51915151

### Explanation Report

**There are no explanations for the selected survey and institution.**