Hamilton College

Application Report

For Submission to:

The New England Commission of Higher Education

January 19, 2024

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Institutional Characteristics Form

Institutional Characteristics Form Revised September 2009

This form is to be completed and placed at the beginning of the self-study report:

Date _1/18/2024_____

1. Corporate name of institution: Trustees of Hamilton College _____

2. Date institution was chartered or authorized: 1812_____

3. Date institution enrolled first students in degree programs: 1812_____

4. Date institution awarded first degrees: 1814_____

5. Type of control:

Public	Private
☐ State	☒ Independent, not-for-profit
☐ City	☐ Religious Group
☐ Other	(Name of Church)_____
(Specify) _____	☐ Proprietary
	☐ Other: (Specify) _____

6. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant? The Regents of the University of the State of New York 26 May 1812. Hamilton College offers a Bachelor of Arts degree.

_____

7. Level of postsecondary offering (check all that apply)

☐ Less than one year of work	☐ First professional degree
☐ At least one but less than two years	☐ Master's and/or work beyond the first professional degree
☐ Diploma or certificate programs of at least two but less than four years	☐ Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)
☐ Associate degree granting program of at least two years	☐ A doctor of philosophy or equivalent degree
☒ Four- or five-year baccalaureate degree granting program	☐ Other doctoral programs _____
	☐ Other (Specify)

8.   Type of undergraduate programs (check all that apply)

☐   Occupational training at the   ☒   Liberal arts and general
     crafts/clerical level (certificate
     or diploma)

☐   Occupational training at the technical   ☐   Teacher preparatory
     or semi-professional level
     (degree)

☐   Two-year programs designed for   ☐   Professional
     full transfer to a baccalaureate
     degree   ☐   Other_____

9.   The calendar system at the institution is:

☒   Semester   ☐   Quarter   ☐   Trimester   ☐   Other _____

10. What constitutes the credit hour load for a full-time equivalent (FTE) student each semester?

     a)   Undergraduate   __3____ credit hours – The undergraduate bachelors of art degree at
Hamilton count each course as one credit. Students enrolled in three or more credits in a given semester
are considered full-time. Most students carry four courses in a semester.

     b)   Graduate   _____ credit hours – N/A

     c)   Professional   _____ credit hours – N/A

11. Student population:

     a)   Degree-seeking students:

	Undergraduate	Graduate	Total
Full-time student headcount	2044		
Part-time student headcount	1		
FTE	2045		

     b)   Number of students (headcount) in non-credit, short-term courses: _0_____

12. List all programs accredited by a nationally recognized, specialized accrediting agency.

Program	Agency	Accredited since	Last Reviewed	Next Review
Chemistry Department	American Chemical Society	9/1/1958	2018	2024

13. Off-campus Locations. List all instructional locations other than the main campus. For each site, indicate whether the location offers full-degree programs or 50% or more of one or more degree programs. Record the full-time equivalent enrollment (FTE) for the most recent year. Add more rows as needed.

	Full degree	50%-99%	FTE
A. In-state Locations			
N/A			
B. Out-of-state Locations			
N/A			

14. International Locations: For each overseas instructional location, indicate the name of the program, the location, and the headcount of students enrolled for the most recent year. An overseas instructional location is defined as "any overseas location of an institution, other than the main campus, at which the institution matriculates students to whom it offers any portion of a degree program or offers on-site instruction or instructional support for students enrolled in a predominantly or totally on-line program." **Do not include study abroad locations**.

Name of program(s)	Location	Headcount
Hamilton College Academic Year in Spain	Madrid, Spain	23
Hamilton in France	Paris, France	10

15. Degrees and certificates offered 50% or more electronically: For each degree or Title IV-eligible certificate, indicate the level (certificate, associate's, baccalaureate, master's, professional, doctoral), the percentage of credits that may be completed on-line, and the FTE of matriculated students for the most recent year. Enter more rows as needed.

Name of program	Degree level	% on-line	FTE
N/A			

16. Instruction offered through contractual relationships: For each contractual relationship through which instruction is offered for a Title IV-eligible degree or certificate, indicate the name of the contractor, the location of instruction, the program name, and degree or certificate, and the number of credits that may be completed through the contractual relationship. Enter more rows as needed.

Name of contractor	Location	Name of program	Degree or certificate	# of credits
N/A				

17. List by name and title the chief administrative officers of the institution. (Use the table on the following page.)

18. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:

a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;

b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;

c) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, IT, auxiliary enterprises, and other units assigned to this area;

d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.

19. Record briefly the central elements in the history of the institution:

Institutional origin begins with the Plan of Education for the Hamilton-Oneida Academy in 1793 followed by the charter of Hamilton College in 1812. A brief account of the college history is available at this link.

Hamilton College
Senior Staff and Direct Reports
9/2023

Wippman, David — President

King, Gillian — Chief of Staff

Jones, Jacquette — Associate Dean, Office of the President

Desnoyers, Michael — Executive Vetter

Bennett, Sean — VP Administration & Finance

- Harrison, Allen — Asst Dean, Accessibility Services
- Berryman, Catherine — Director, Community Standards
- Mansour, Aboud — Director, Days-Baucolo Center
- Jumet, Kira — Spec Appointment to VPAA/DOF & VP DEI
- VP for Diversity, Equity & Inclusion

Jaseh, Karen — VP Administration & Finance

- Martinez, Heather — Associate VP for Human Resources
- Starr-Kodd, Steve — Associate VP for Finance & Controller
- Klepper, Michael — Director, Procurement & Admin Services
- Burke, Lucy — Director, College Events & Scheduling
- Magnarelli, Lisa — Director, Facilities Planning
- Hansen, Brian — Director, Environmental Protection, Safety and Sustainability
- Jacobson, Lauren — Chief Investment Officer

Shelley, Joe — VP Information & Technology

- Sweeney, Marty — AVP for Academic Systems
- Reback, Dave — Director, Enterprise Information Systems
- Beforselt, Beth — Director, Resource Planning
- Foley, Shay — Director, Learning & Research Infrastructure
- Goodwin, Christian — Director/Curator, Special Collection & Archives
- Tylutki, Jerry — Director of Information Security & Privacy
- Yang, Jasmine — Director of Institutional Research & Assessment

Martena, Ngontsanfe — AVP Academic Affairs & Dean of Faculty

- Goodale, Nathan — Associate Dean of Faculty
- Yee, Penny — Associate Dean of Faculty
- Hull, Tina — Athletic Director
- Hind, Jon — Dean of Engaged Education
- Chen, Kevin — Director of Sponsored Program Grants
- Rothe, Jeff — Director, Sponsored Research
- Adler, Tracy — Associate Dean, Wellin Museum of Art
- de la Riva, Nicolas — Associate Dean, Academic Finance & Resources
- Friedel, Kristin — Registrar

Card, Christopher — VP Dean of Students

- Landry, Jeff — Associate VP for Student Affairs
- Hill, Travis — Associate Dean of Students for Campus Life
- Genao-Homs, Maria — Associate Dean of Students for Diversity & Inclusion
- Van Wynsberghe, Adam — Associate Dean of Students for Academics
- Solomon, Sarah — Associate Dean of Students for Student Support Services

Inzer, Monica — VP Enrollment Management

- McLaughlin, John — Asc VP Enrollment Mgmt, Dean of Admission
- Scheidzow, Janice — Executive Director of Financial Aid

Demrajan, Lori — VP Advancement

- Chiozozie, Joni — Executive Director, Advancement Info Systems & Donor Discovery
- Medina, Joe — Executive Director, Career Center
- Martena, Melissa — AVP Advancement Operations
- Rogers, Fred — Director Gift Planning
- Tarnitis, Dick — Senior Philanthropic Officer
- Butler, Kimberly — Executive Director, Development
- Mendiola, Jen — Exec Dir, Alumni & Parent Engagement (Advancement Events & Stewardship)
- Welch, Sam — AVP Constituent Engagement

Richards, Melissa — VP Communications & Marketing

- O'Keeffe, Tim — Senior Director, Marketing and Analytics
- VACANT — Executive Director, Visual Communications
- Keniston, Meg — Executive Director of Content Strategy

CHIEF INSTITUTIONAL OFFICERS

* Year of appointment – date given in all cases indicates year appointed into current position.

Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees	David M. Solomon	Chair	2021
President/CEO	David Wippman	President	2016
Executive Vice President	N/A		
Chief Academic Officer	Ngonidzashe Munemo	Vice President for Academic Affairs, Dean of Faculty	2022
Deans of Schools and Colleges (insert rows as needed)	N/A		
Chief Financial Officer	Karen Leach	Vice President for Administration and Finance	2001
Chief Student Services Officer	Chris Card	Vice President, Dean of Students	2022
Planning	N/A		
Institutional Research	Jasmine Yang		2021
Assessment	Nathan Goodale	Associate Vice President for Academic Affairs	2023
Development	Lori Rava Dennison	Vice President for Advancement	2017
Library	Joe Shelley	Vice President for Libraries and Information Technology	2017
Chief Information Officer	Joe Shelley	Vice President for Libraries and Information Technology	2017
Continuing Education	N/A		
Grants/Research	Jeff Ritchie	Director of Sponsored Programs	2017
Grants/Research	Krista Campbell	Director, Corporate & Foundations Relations	2018
Admissions	Monica Inzer	Vice President for Enrollment Management	2004

Registrar	Kristin Friedel	Registrar	1996
Financial Aid	Janice Scheutzow	Executive Director of Financial Aid	2022
Public Relations	Gill King	Chief of Staff and Interim Vice President for Communications and Marketing	2019
Alumni Association	Lori Rava Dennison	Vice President for Advancement	2017
Diversity, Equity, and Inclusion	Sean Bennett	Vice President for Diversity, Equity, and Inclusion	2022
Other			

Institutional Rationale for Relinquishing Accreditation with MSCHE and become accredited by NECHE

Hamilton College is in good standing with MSCHE and we maintain a positive working relationship with their leadership and management. Hamilton's accreditation was recently reaffirmed by MSCHE in 2021. However, the reaccreditation process highlighted dimensions of our institutional structure and organization that would benefit from an approach to accreditation more aligned with NECHE including–a focus on peer institutions similar to Hamilton, and an emphasis on the process of presenting ideas, providing feedback on draft documents, and relationship-building through an iterative process. We are therefore interested in exploring accreditation through NECHE because of its focus on private colleges–several, like Hamilton, with open curriculum paths for students to earn their undergraduate degree.

The [United States Department of Education](#) describes accreditation as a mechanism that ensures both institutional quality and a common level of academic standards for students. The *Standards for Accreditation* for MSCHE and NECHE provide a picture of accrediting agencies with different approaches to supporting and acknowledging institutional culture for improvement and quality assurance. MSCHE, for example, is structured more to serve larger institutions and replicate large institutional cultures. While serving large institutions of higher education is necessary for accrediting agencies, the feedback Hamilton College received from MSCHE in our last reaccreditation provided little guidance for which institutional priorities should carry forward from a quality assurance perspective.

NECHE, on the other hand, works with a much smaller group of institutions and is, in our view, better placed to work through the nuances of small-school institutional cultures by providing substantive feedback in both informal and formal ways, and in affirming priorities or calling attention to other areas that can help an institution improve. We are eager to benefit from NECHE's experience working alongside small liberal arts colleges with close-knit communities, and where cherished shared governance means all voices are heard and considered in institutional decision-making.

Hamilton College is among a small set of colleges with an open curriculum; two peer institutions with this structure–Amherst College and Brown University–are under NECHE. We are confident that we would learn from NECHEs long track record of supporting colleges with an open curriculum, effectively helping us, through iterative feedback and dialog, to improve our educational offerings and serve our students.

Hamilton is also a member of the [New England Small College Athletic Conference (NESCAC),](#) which is comprised of many of our peer institutions (Amherst College, Bates College, Bowdoin College, Colby College, Connecticut College, Hamilton College, Middlebury College, Tufts University, Trinity College, Wesleyan University, and Williams College). Hamilton is the only NESCAC institution not currently accredited by NECHE.

Highlighted in NECHEs published materials is an organization that allows for diversity in institutional practice, designed to protect both educational quality and individual institutional philosophy through the Standards of Accreditation that "welcome perceptive and imaginative innovation aimed at increasing the effectiveness of higher education." Welcoming our own institutional creativity in how to improve our offerings, policies, and practices to support our ever-changing students is important and valued by all members of the Hamilton College community.

Executive Summary

Introduction to Hamilton College

Founded more than 230 years ago in 1793 as the Hamilton-Oneida Academy and chartered in 1812 as Hamilton College, we are the third oldest college to be established in New York State. Hamilton is both a traditional four-year residential, liberal arts college and a progressive institution, providing internships, experiential learning, career exploration, and leadership opportunities to prepare students for *lives of meaning, purpose, and active citizenship*. Guided by the motto "Know Thyself," the College emphasizes intellectual growth, flexibility, and collaboration in a residential, academic community. Hamilton students learn to think for themselves, embrace difference, write effectively and speak persuasively, and to engage issues ethically and creatively. One of America's first liberal arts colleges, Hamilton enables its students to effect positive change in the world.

At Hamilton, we promise to support students in creating a program of study that meets their individual interests and goals through our open curriculum. Hamilton is one of the few U.S. colleges with an open curriculum, which means students have the freedom to choose courses that reflect their interests, while still fulfilling the faculty's expectation that they study broadly across the liberal arts. Hamilton offers 44 concentrations (majors) and 57 total areas of study. Some students know exactly what they want to study and can't wait to get started; Hamilton's open curriculum provides that flexibility. Others explore different options before choosing their concentration; our open curriculum works for them, too. An open curriculum is best suited for students who are independent, motivated, and committed to the ideals of a broad-based liberal arts education.

Hamilton's 1,350-acre campus is situated on a hilltop overlooking the picturesque village of Clinton, N.Y. The College is eight miles southwest of Utica, 45 minutes east of Syracuse, one hour from the Adirondack Park to the northeast, and 90 minutes west of Albany. The College is named after Alexander Hamilton, U.S. statesman, first secretary of the U.S. Treasury, and member of the first Board of Trustees of the Hamilton-Oneida Academy. Hamilton College is highly selective; 11.8% of applicants were accepted to both the classes of 2026 and 2027.

Since 2010, Hamilton has practiced need-blind admission while continuing to meet the full demonstrated financial need of every student it accepts. Approximately 50% of our students are on financial aid, and the College budgets more than $55 million for financial aid.

Nicknamed the Continentals, and sporting buff and blue as the school colors, Hamilton's Division III athletic teams compete in the New England Small College Athletic Conference (NESCAC) with Amherst, Bates, Bowdoin, Colby, Connecticut College, Middlebury, Trinity, Tufts, Wesleyan, and Williams.

Hamilton has approximately 23,200 alumni, who ranked in the top 1% of all U.S. colleges and universities in terms of giving. We have had 129 students win Fulbright Awards and 20 Goldwater Scholarships since 2000. More than 200 students conduct Hamilton-funded research or internships each year and approximately 83% of seniors graduate with at least two internships and/or research experiences; nearly all graduate with at least one career-exploratory experience. In the last 15 years we invested more than $350 million in facilities, including new buildings or major renovations for the sciences, social sciences, humanities, and the arts.

Self-Study Process

The College's last accreditation through the Middle States Commission on Higher Education (MSCHE) occurred in 2021. That accreditation included two recommendations for systematic and regular

assessment documenting student achievement and institutional effectiveness. In March 2022, we submitted our Supplemental Information Follow-up Report outlining our response to the recommendations and how we will meet them using newly designed assessment systems. On June 23, 2022, we were notified that our plans had been accepted by Middle States and that no other follow-up was required before our next scheduled evaluation visit in 2028-29. We have provided the materials from our last Middle States accreditation review, including the Self-Study and the Supplemental Information Report based on the recommendations we received.

Our last self-study was a community effort spanning the years 2018 to 2021. It was managed by a steering committee of 11 faculty, staff, and administrators overseeing five working groups composed of 36 committee members. The process formally began when the self-study co-chairs and one of the working group chairs attended the Middle States Self-Study Institute in November 2018. Subsequently, we formed the steering committee and working groups, with each beginning to gather data, interview students, faculty, and staff, and assess the degree to which the College had met each of the standards of accreditation. Our last accreditation process was only completed about 18 months ago. Thus, our current timeline for exploring accreditation with the New England Commission of Higher Education is quite short, so we have relied on our last self-study for updates and revisions to document our activities. Most importantly, we appreciate that the self-study provides an opportunity to understand ways in which the College has evolved and grown, to recognize the areas in which we've succeeded and areas of future growth, to affirm our existing goals, and to develop and articulate new goals and strategies at our next full accreditation review with NECHE in five years.

DATA FIRST FORMS
GENERAL INFORMATION

			Annual Audit	
			Certified:	Qualified
Institution Name:	Hamilton College			
OPE ID:	?	002728		
	?		Certified:	Qualified
Financial Results for Year Ending:	?	06/30	Yes/No	Unqualified
Most Recent Year	?	2023	Yes	Qualified
1 Year Prior		2022	Yes	Qualified
2 Years Prior		2021	Yes	Qualified
Fiscal Year Ends on:	6/30		(month/day)	
Budget / Plans				
Current Year		2024		
Next Year		2025		
Contact Person:	?	Heather Martinez		
Title:	Associate Vice President for Finance and Controller			
Telephone No:	(315) 859-4313			
E-mail address	hmartine@hamilton.edu			

Standard One: Mission and Purposes

Hamilton College's mission statement was developed by faculty, students, and staff, adopted by the Board of Trustees in June 2015, and is consistent with the long-held principles of a Hamilton education:

> Hamilton College prepares students for lives of meaning, purpose, and active citizenship. Guided by the motto "Know Thyself," the College emphasizes intellectual growth, flexibility, and collaboration in a residential academic community. Hamilton students learn to think independently, embrace difference, write and speak persuasively, and engage issues ethically and creatively. One of America's first liberal arts colleges, Hamilton enables its students to effect positive change in the world.

The mission and educational goals are encapsulated in the College's motto "Know Thyself" and in the College's open curriculum. Both identify for students how the mission and goals structure the open curriculum. See Figure 1 below.

The mission statement appears in online materials and in the *Faculty Handbook* and is the guiding principle of the most recent 2018 Connected Hamilton strategic plan. The College's senior staff use the mission statement to guide their communications with their departments and the initiatives and programs they oversee.

The mission statement was developed over the course of 2014 and 2015 in response to a recommendation from work on the 2010 Middle States accreditation. Prior to this, the College had more diffuse expressions of its mission, included in various ways in catalogues over the years. For instance, catalogues from the 1940s had a section on "Purpose," catalogues from the 1950s into the 1960s articulated "The Hamilton Idea," catalogues from the 1970s described "The Nature and Origin of the College," and catalogues from the 1980s had a section on "Academic Purposes and Goals," which evolved in the 1990s and 2000s into "College Purposes and Goals."

After 2010, the College worked to consolidate the community's understanding of "Purposes and Goals" into a cogent and condensed mission statement to guide the work of the College. In fall 2014, the Campus Planning Committee (a standing committee made up of students, faculty, and staff) surveyed the campus about the themes and characteristics that should be included in the mission statement. The committee then circulated three drafts of a mission statement to the campus as a whole for comment in February, April, and May of 2015. The March 2015 meeting of the Board of Trustees included discussion of the draft mission statement. In June 2015, the Board of Trustees approved the College's current mission statement.

The College is consistently revising its mission, goals, and curriculum as outlined in Figure 1.1 below.

The College's educational goals were adopted by the faculty in 2011 after a year-long examination of the educational mission by the Committee on Academic Policy, prompted by recommendations arising from the 2010 Middle States Accreditation process and the 2009 Advising Task Force. The preamble to the educational goals was revised in May 2020 through shared governance and faculty vote.
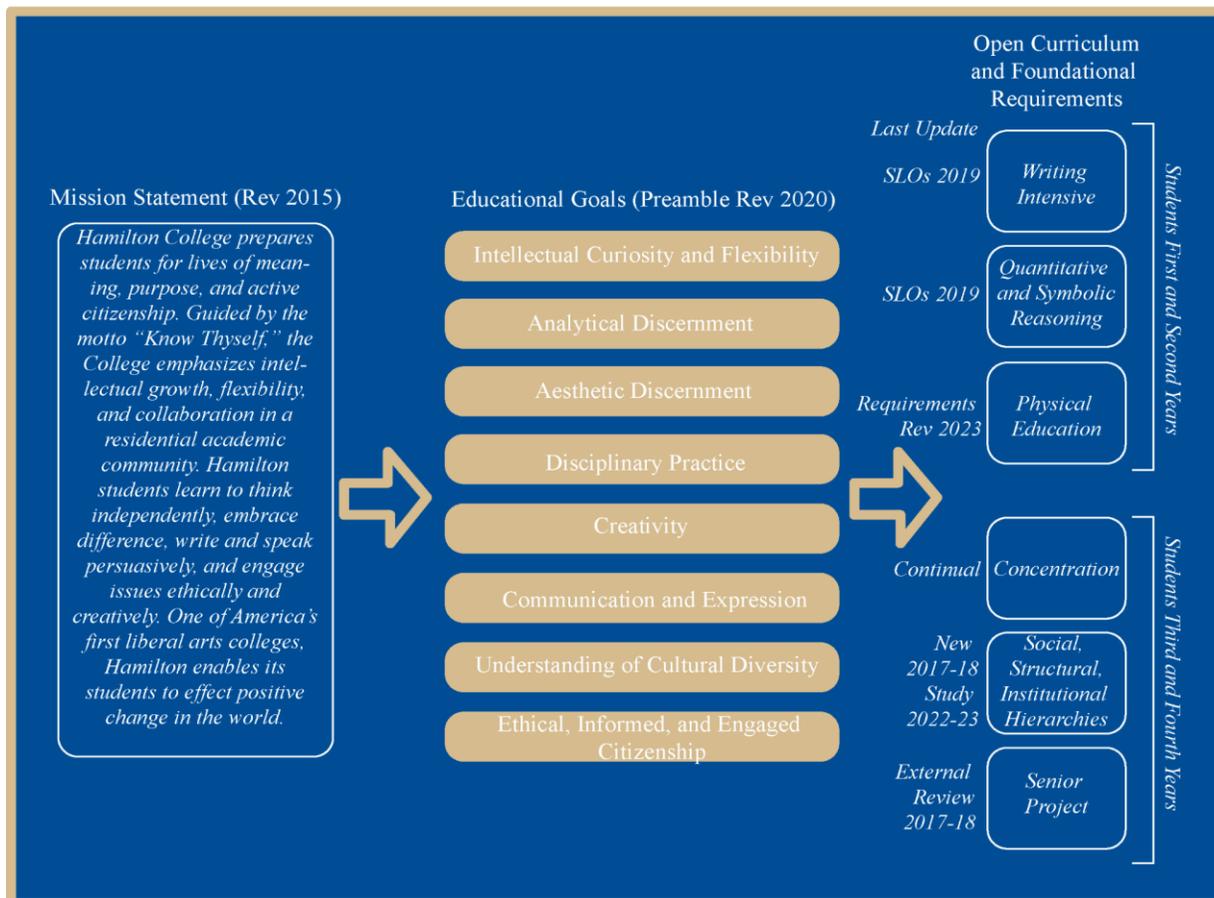
Figure 1.1 Flow chart demonstrating the relationship between the components of Hamilton College's mission, educational goals, and the open curriculum, with delineation of requirements in the first and second years as well as the third and fourth years. All of these aspects of a Hamilton education structure our student's learning experience and are consistently reviewed and revised as denoted in the figure.

Preamble

Hamilton College is committed to the intellectual and personal development of students. We seek to nourish a love of learning, a creative spirit, and an informed and responsible engagement with an ever-changing world. To promote these qualities, the College challenges all of its students to work with their advisors to devise an educational program (including credit-bearing courses, co-curricular work, and extracurricular activity) that fosters the fulfillment of the eight educational goals.

Educational Goals

- **Intellectual Curiosity and Flexibility** — examining facts, phenomena and issues in depth, and from a variety of perspectives, and having the courage to revise beliefs and outlooks in light of new evidence.

- **Analytic Discernment** — analyzing information, patterns, connections, arguments, ideas, and views quantitatively and symbolically.

- **Aesthetic Discernment** — evaluating quality and value in a variety of artistic and other intellectual domains.

- **Disciplinary Practice** — engaging in the focused and sustained practice of disciplinary techniques and methodologies in order to acquire mastery of a specific ability or craft.

- **Creativity** — imagining and developing original ideas, approaches, works and interpretations, and solving problems resourcefully.

- **Communication and Expression** — expressing oneself with clarity and eloquence, in both traditional and contemporary media, through writing and speaking, and through visual, aural, gestural and other modalities.

- **Understanding of Cultural Diversity** — critically engaging with multiple cultural traditions and perspectives, and with interpersonal situations that enhance understanding of different identities and foster the ability to work and live productively and harmoniously with others.

- **Ethical, Informed and Engaged Citizenship** — developing an awareness of the challenges and responsibilities of local, national and global citizenship, and the ability to meet such challenges and fulfill such responsibilities by exercising sound and informed judgment in accordance with just principles.

In pursuing Hamilton's educational goals, students should progress meaningfully along a path toward fulfilling their potential for being thoughtful, responsible and purposeful individuals with the capacity to make a positive difference in the world.

The educational goals are evident in all layers of the academic experience. They guide the masthead copy of the Areas of Study for the College; they are often referenced and emphasized in course syllabi; and the request form for inviting speakers to campus requires an assertion of the goals to be advanced by the visit. As the faculty recently discussed, our educational goals are often advanced by co-curricular enhancements, such as bringing classes to the exhibits at the Wellin Museum (aesthetic discernment and understanding of cultural diversity); by extracurricular activities, such as participation in community outreach and Opportunity Programs (ethical, informed and engaged citizenship); and by the many lectures and events that faculty and students organize for one another's edification (disciplinary practice and intellectual curiosity and flexibility).

Institutional Goals

Each division has clearly articulated missions and goals published on our website that are consistent with the College's mission: Academic Affairs, Administration and Finance, Admission and Financial Aid, Advancement, Communications and Marketing, Diversity, Equity, and Inclusion, Division of Student Life, and Library and IT Services (LITS).

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document	Website location		Governing Board
Institutional Mission Statement	?	?	

Mission Statement published	Website location		Print Publication
? Institutional Mission Statement	? https://www.hamilton.edu/about/mission-		June 2015
			revised 9/1/2020

Related statements	Website location		Print Publication
? Educational Goals	? https://hamilton.smartcatalogiq.com/current /college-catalogue/educational-goals-and-		2023-24 College Catalogue

Please enter any explanatory notes in the box below

Standard Two: Planning and Evaluation

Strategic Planning at Hamilton is iterative, normally commencing soon after a new president begins with a community oriented process. Just as we continue to expect more from the smart and talented students we are privileged to attract to College Hill, we seek to strengthen further the academic, co-curricular, and extracurricular programs that draw them to our historic campus. Strategic Planning outlines how we expect to fulfill our ambitions, maximize the resources entrusted to us, and make Hamilton even stronger. We build from our fundamental mission as a residential liberal arts college and the educational goals defined by our faculty. Strategic planning identifies new initiatives with the potential to transform a student's education on College Hill. Most ideas will be implemented during the five-year timeframe while others will take longer. The most recent strategic plan, Connected Hamilton, took a future-oriented view– that students enrolling at Hamilton in years to come will find an academic program that better prepares them for life in a world of rapid technological, demographic, and social change; a college that purposefully integrates learning inside and outside the classroom; a more robust, coordinated, and expansive experiential learning program; a more diverse and inclusive campus; and a community with greater opportunities for intellectual engagement and personal growth and well-being.

With a presidential search in process, we anticipate the next strategic planning work with associated capital campaign to begin approximately 12 to 18 months after the 21st President of the College begins employment in July of 2024.

The Office of Institutional Research and Assessment (OIRA) supports the institution with robust and systematic ways for planning, assessment, and overall effectiveness. In 2019-20, OIRA reporting was moved from the VPAA/DoF to the VP for LITS to more effectively work with the Business Intelligence Team and to realize the development and long-term management of our data warehouse and its governance. The transition was implemented with the hire of a new director for OIRA in February 2021 and shortly thereafter with the hire of an assistant director of institutional research.

In recent years, OIRA has been deeply involved in modernizing our systems with a particular focus on data governance, and, in collaboration with the Business Intelligence Team, developing a data portal with a series of dashboards for the community to use for decision making using reliable and governed data. OIRA typically provides data and assistance to support a wide range of formal processes and decision making, such as for the allocation of faculty FTE when a position is vacated, assessment and goal setting across the College, and benchmarks and planning for student enrollment.

Planning

The College has a robust structure to address challenges related to program needs assessment, land-use, space allocation and utilization, and project prioritization and sequencing. A Facilities Planning Committee was formed in 2017 to address these challenges and to serve as the primary planning and coordination team for facilities master planning. This committee continues to meet monthly, and members of this group include campus stakeholders from Facilities, the Dean of Faculty Office, Residential Life, Athletics, LITS, Enrollment, Communications and Marketing, the Business Office, and Advancement. The group evaluates and manages the campus master planning process; identifies needs for new, repurposed, or renovated space; develops recommendations for space allocation and project prioritization; and provides input and recommendations on proposed uses, resource allocation, and fundraising priorities.

Planning for facilities, infrastructure, and technology is considered in the long term (5-7 year and 10+ year) and the short term (annual capital budget) and is determined by financial resources, programming needs, and facilities objectives. During the 2022-23 academic year, Hamilton selected, through a

competitive RFP, the Sasaki design firm to engage in a campus-wide facilities master plan. The results, expected by the end of spring 2024, will provide a roadmap to drive facilities priorities over the coming decade or more. The master plan effort drew from studies focused on residential life, sustainability planning, and the campus landscape. Enrollment projections and goals are necessarily integrated into planning, as well as factors that relate to academic instruction, such as the student-to-faculty ratio which we strive to maintain at our current level of 9.3:1. The Enrollment Management Committee is composed of personnel representing similar offices as the Facilities Planning Committee.

The Buildings, Grounds, and Equipment (BG&E) Committee of the Board of Trustees provides guidance and approval for major planning and project initiatives. The committee meets during the quarterly board meetings. Facilities planning incorporates the results of Facilities Condition Assessments (FCA) to determine annual allocations to capital renewal (reduction of deferred maintenance). Planning decisions are also connected to the work of the Sustainability Working Group (SWG), with subcommittees focused on facilities, energy, and land-use. Long-range planning incorporates the objectives of the most recent strategic plan by identifying potential projects as specific line items.

The College uses Sightlines for facilities benchmarking and analysis and Competitive Energy Services to provide sustainability metrics and planning. The College has pledged and plans toward carbon neutrality by 2030, 20 years earlier than the initial target.

In the most recent *Because Hamilton* capital campaign, need-blind admission remained a top priority. The campaign case materials pledged: "For students from families unable to pay Hamilton's comprehensive fee, we make an additional promise: If you are a U.S. student applying for fall admission, we will evaluate your application without considering your financial circumstances (i.e., need-blind admission), and, once you are accepted, we will meet your full demonstrated need for all four years."

Hamilton takes serious consideration in not only planning and implementation, but also integrating new initiatives throughout the student educational experience. Several new large-scale pedagogical initiatives have been launched as a result of using both formal and informal planning processes to identify critical gaps in our curriculum and to think about ways of addressing them. During our recent strategic planning initiative, the Digital Working Group recommended that the College incorporate digital technologies and thinking into its curriculum in a way that "involve[d] a multi-pronged approach, connecting with faculty and students through changes that are structural, curricular, and programmatic" and that would "enable students to draw broadly from their education at Hamilton to cross disciplinary boundaries." The strategic plan, adopted in 2018, contained the Digital Hamilton Initiative, which "will transform the way we teach, learn, and operate the College with digitally intensive courses and emerging digital technologies." The trustees subsequently approved the creation of four new interdisciplinary tenure-track faculty lines in digital studies to foster innovative collaborations between departments and programs. The Committee on Academic Policy has now allocated all four digital positions, and all four tenure-track posts have been filled with interdisciplinary scholars aligned broadly in the social sciences, sciences, humanities, and arts.

The LITS committee, a standing campus committee composed of LITS staff and faculty, has been tasked with planning and coordinating the curricular aspects of the digital initiative. In 2019, the LITS committee created a working group of interested faculty to develop an academic plan around the digital initiative, including whether to adopt a set of specific learning outcomes for digital courses, whether to create a new course designation, and to consider the feasibility of a digital hub. The "digital hub" discussion resulted in the renovation of the first floor of the Burke Library as a digital commons, which was completed in fall 2023, and the programming and design of the new Center for Innovative Technologies (CIT). The CIT is being designed in collaboration with an on-campus steering committee and Kennedy & Volich Architecture (KVA). We are currently in the final design phase and, with successful fundraising, hope to break ground soon.

A second major initiative in the strategic plan for improving teaching and pedagogy involves establishing "a new organizational framework that evaluates, consolidates, and strengthens existing – and creates new – experiential and community learning opportunities that connect students to society and strengthen their problem-solving skills." Work by the Advising and Experiential Learning planning committees, as well as information gathered at a number of points through advising assessments and feedback from admitted students in the Admissions Office, suggested students wanted a more integrated approach to planning their academic and postgraduate careers. Furthermore, students valued close working relationships with faculty and opportunities for experiential learning in particular. Such findings led to the creation of ALEX (Advise, Learn, EXperience), an integrated program that coordinates advising resources across campus (e.g., academic, career, and student affairs) with support for learning (e.g., academic resource centers and disability services) and a new experiential learning program. The College created a new dean of engaged education position to oversee this initiative with one responsibility to coordinate a team of dedicated ALEX advisors who, along with faculty academic advisors, help students seek the resources, services, and programs that support them throughout their four years, and offer guidance related to academic success, career exploration, experiential learning, and personal growth. The new dean also oversees the director of experiential learning.

Evaluation

The College conducts regular and systematic assessment of its mission and educational goals, the effectiveness of its operation, and the execution of curricular and administrative activities through both quantitative and qualitative methods. The delivery of our open curriculum is evaluated at many points, from assessment of instructors in the classroom, to the departmental and institutional level. Assessment of educational effectiveness begins with student evaluations. Student course evaluations, combining both qualitative open-ended and quantitative Likert-scale responses, are made available to the instructor, their department chair, and the dean of faculty at the end of each term. These evaluations are used alongside other evaluative practices, such as peer observations by peers and mentors, to complete a picture of teaching effectiveness in annual reviews for each faculty member. These are prepared by department chairs and reviewed with individual faculty and the dean of faculty.

In addition, academic departments, programs, and offices regularly undergo an external review process every seven to 10 years to assess the delivery and educational effectiveness of their curricula in light of current best practices in their respective fields. For example, within Academic Affairs, external review teams are tasked (by the dean of faculty and the Committee on Academic Policy) with evaluating the structure of each department or program's concentration, and consider departmental goals, course syllabi, and other teaching materials in their assessments and recommendations. Academic departments use external review reports to take action on recommendations in collaboration with the Committee on Academic Policy and the dean of faculty, who use these reviews to make decisions about resource allocations and approve changes to department and program curricula. When requesting a reallocation or a new allocation of a faculty position, departments and programs are asked to show how they have responded to the recommendations made in their most recent external review. This request encourages departments proactively to integrate recommended changes into their curriculum and teaching practices, and to address concerns prior to petitioning to retain or gain teaching resources. Recently, several departments have used the feedback from external reviews to make changes to their curricula and pedagogy. The College continues its practice of external reviews of its academic departments as a key component to assuring, through peer review, that we are offering current and appropriate degrees across our curriculum and in deploying faculty resources.

We also employ external peer review for curricular initiatives. A 2017 external evaluation of the Senior Program found that "There was almost unanimous agreement between faculty, students and alums that the SP [Senior Program] provides students with a useful culminating experience. It is both something that

draws together what they've already learned, and also provides, in students' final year of the undergraduate career, new challenges." One of the great strengths of the program is that in virtually every department, seniors work one-on-one with faculty to develop their final project, whether it be an essay, a research project, a scientific paper, a creative exhibition, or a performance piece. This close mentorship and collaboration lies at the heart of the small liberal arts college experience. Moreover, the College has recently begun assessing the degree to which students' senior projects demonstrate their fulfillment of the College's eight educational goals and the department's educational goals (see Standard 8).

At the operations and administrative level, the College administers the Hamilton Institutional Administrative Effectiveness Plan (The Plan) as a "commitment to a culture of continuous quality improvement across the institution in achieving its mission and goals." In the assessment cycle, division- and department-level goals and objectives align with the institution's mission, goals, and priorities. Performance and success are demonstrated across the institution through assessment initiatives, and the analysis and interpretation of results guide the institution's improvement efforts. Additionally, College resources are allocated by the planning and assessment activities.

Communication is essential to facilitating the campus community's understanding of the evaluation process through annual assessment reports that are publicly available to the community. The Plan stipulates that divisions and departments report annually on their progress by completing a standard report of division- and department-articulated goals and performance measures. Direct reports to the vice presidents provide similar reports at the department level. The reports are reviewed on an ongoing basis by the Hamilton Administrative Assessment Team (HAAT) to ensure consistency and effectiveness. HAAT meets with senior staff at the beginning of each academic year to discuss progress at the institutional level, as measured by the annual assessment reports. Division and department progress toward the goals are evaluated within the divisions during the fall of each academic year. HAAT maintains an advisory role throughout the academic year to ensure the process is value-added and complete.

Standard 2: Planning and Evaluation

PLANNING	Year approved by governing board		Effective Dates		Website location
Strategic Plans	?	?		?	
Immediately prior Strategic Plan	2008		2008		2008 /
Current Strategic Plan	2018		March 5, 2018		https://www.hamilton.edu/strategicplan
Next Strategic Plan					

	completed		Dates		Website location
Other institution-wide plans*					
Master plan	2017		March 5, 2018		gic%20Plan%20Draft%20Oct%206.pdf
Academic plan	2017		March 5, 2018		gic%20Plan%20Draft%20Oct%206.pdf
Financial plan					
Technology plan					
Enrollment plan					
Development plan	2016/2017		March 5, 2018		ier%20Campus%20Final.pdf

Plans for major units (e.g., departments, library)*

?				ier%20Campus%20Final.pdf

EVALUATION

	Website location

Academic program review

Program review system (colleges and departments). System last updated: ? %20Department%20Review%20Process.F15

Program review schedule (e.g., every 5 years)   https://www.hamilton.edu/documents/DOF

Sample program review reports (name of unit or program)*

Geosciences Department	? qLow6UgPX_u0XA7AG6A6l2cd/view?usp=d
Hispanic Studies Department	Y4AqQoED9EBVtz8EfqRwI2D3QdJ/view?u
Philosphy Department	OeijjiVVKKk4dVhAPtgyGLTbYDqZpS/edit

System to review other functions and units

Program review schedule (every X years or website location of schedule)   I8Gp9itHSASi14LrWJDTE_seP3Cqro1w3vS6

Sample program review reports (name of unit or program)*

Neuroscience Program	wiWZU42zJTz8mJNJBY351iJ/view?usp=driv
Latin American Studies	f48zIPtWx49vc5XdbO0Xirfc/view?usp=drive
Jurisprudence Law and Justice Studies	OeijjiVVKKk4dVhAPtgyGLTbYDqZpS/edit

Other significant institutional studies (Name and web location)*

	Date
Example: Advising: www.notrealcollege.edu/advising	*2014*
Senior Program External Review	KfXKY0z23Nc-
DC Program External Review	akkOenCX2_DIm5qLHclPheBQyBV/view?us
New York City Program Spring 2019	LU739IyDRko2kwueWTcwsTH/view?usp=dr

*Insert additional rows, as appropriate.

Please enter any explanatory notes in the box below

Standard Three: Organization and Governance

Hamilton College follows a conventional structure of shared governance in which decision-making responsibilities are appropriately balanced and spread among the Board of Trustees, the president, administrators, faculty, staff, and students. Each of these dimensions of governance is designed to advance our educational mission.

Description

The main constituencies of Hamilton College governance are the Board of Trustees, the administration, the faculty, the students, and the staff. These constituencies and the organizational structures that connect them are documented in the *Hamilton College Charter*, the *Bylaws* of the Board of Trustees, the *Faculty Handbook*, and the *Employee Handbook*. The Board of Trustees exercises fiduciary responsibility for the College through oversight by 10 standing committees and the Executive Committee, and through deliberation and voting by the full board. The administration, led by the president, manages the College's academic, administrative, financial, and student-supporting divisions. While the board and the administration work together on matters of general College policy, the board respects the autonomy of the president and the administration in the day-to-day running of the College.

The faculty is responsible for the specific terms of the College's academic governance processes and delivery of the curriculum, which it controls by vote through the *Faculty Handbook*, subject to the board's approval. The faculty is also responsible for the content of the curriculum, which it controls by vote through its Committee on Academic Policy and through the College *Catalogue*. Curricular content is developed by faculty members in consultation with department chairs or program directors. Proposals for new courses or any changes in departmental course requirements are approved by the elected faculty Committee on Academic Policy.

Students collaborate with the administration and the faculty in the governance of the student body through two elected branches: The Executive Branch, composed of the Central Council of the Student Government Alliance, and the Judicial Branch, composed of the Judicial Board, the Honor Court, and the Appeals Board.

There is regular engagement among the four constituencies of College governance. The board mainly engages with the administration through the president, who is a voting *ex officio* board member, the secretary to the Board of Trustees, and the vice president for administration and finance. The administration mainly engages with the faculty through *ex officio* membership on most of the faculty standing committees and through participation in faculty meetings by the president and the vice president for academic affairs and dean of faculty, both of whom are voting members of the faculty. The administration engages with student government through the president's regular meetings with the president and vice president of the Student Government Alliance, and through the vice president and dean of students' oversight of the Student Government Alliance and the Judicial Branch of student government. The faculty mainly engages with student government through elected membership on the Judicial Board, the Honor Court, and the Appeals Board. In addition, the Student Government Alliance treasurer is an *ex officio* member of the faculty Committee on Budget and Finance, and the Student Government Alliance president attends faculty meetings as a non-voting observer.

Governing Board

The Board of Trustees governs academic quality, the awarding of degrees, planning, and the fiscal wellbeing of the institution. These fiduciary responsibilities, as well as the board's administrative structure and rules, are documented in the *Charter of Hamilton College*, which is granted by the University of the State of New York, the *Bylaws of the Board of Trustees*, and the *Statement of*

Commitment and Responsibilities of the Members of the Board of Trustees of Hamilton College. Trustees meet four times each year, three times on campus and once in New York City. Meetings to conduct regular business are usually scheduled in early October, early December in New York City, early March, and the first weekend of June. The December meeting is held in conjunction with the 1812 Leadership Circle Weekend, which honors Hamilton's most generous donors and volunteers, and the June meeting coincides with Reunion Weekend.

The board oversees academic quality through its appointment of the president of the College, who is responsible for Hamilton's educational program and the appointment of faculty and staff, and through its review and approval of faculty candidates for tenure and promotion to full professor in the March and June board meetings, respectively. In addition, the trustee Committee on Academic Affairs stays informed about a broad range of academic issues and advises the president and the board as a whole. While the president, the other administrative officers, the faculty, and the students are responsible for the general governance and discipline of the student body, this responsibility is subject to the board's oversight as well. The trustee Committee on Student Affairs is informed about relevant issues in student life and advises the president and the board as a whole. It is further noteworthy that board members have participated in recent reviews of Greek life and the Career Center.

The board authorizes the president to certify the awarding of Bachelor of Arts degrees, while the awarding of honorary degrees is determined by the board upon the recommendations of its Committee on Board Governance and Affairs, which considers input from faculty and students.

The board participates in long-term College planning through periodic strategic planning, in cooperation with faculty, staff, and students. It oversees annual planning through committees, including the Committee on Academic Affairs, Committee on Buildings, Grounds and Equipment, the Committee on Advancement, and the Committee on Enrollment, which advise the president and the board as a whole.

The board oversees the fiscal wellbeing of the College through its appointment, upon the recommendation of the president, of the vice president for administration and finance. Among the vice president's duties are provision of budget updates to the board and collaboration with the president and other administrative staff in preparing the annual budget, which must be reviewed by the board's Committee on Budget and Finance and approved by the board at its March meeting. The board further ensures the fiscal wellbeing of the College through the Committee on Investments and the Committee on Audit.

The Committee on Investments exercises control over all funds and securities of the College, other than real estate. In executing its responsibilities, the Committee on Investments complies with the New York Prudent Management of Institutional Funds Act of September 2010 (NYPMIFA). NYPMIFA requires that "each person responsible for managing institutional funds act in good faith and with the care an ordinarily prudent person in a like position would exercise under similar circumstances." The act provides that in managing and investing an institutional fund, an institution shall consider the purposes of the institution and the purposes of the institutional fund. Furthermore, the Committee on Investments is responsible for guiding and maintaining a long-term orientation in the investment of endowment assets and establishing investment objectives that are consistent with the financial needs of the College and the risk tolerance of the Board of Trustees.

The Committee on Audit has oversight of the following: the integrity of the College's internal and external financial statements; the independent accountant's qualifications, independence and performance; and the College's internal accounting and financial control systems. The Committee on Audit reviews the financial statements and related schedules and oversees, and may investigate, "any matter of or activity involving financial accounting and reporting, internal controls, or legal and regulatory compliance" (*Bylaws*, Article 5, Section 11). The Committee on Audit must report the results

of any such investigation to the board's Executive Committee. Board members further ensure the fiscal wellbeing of the College by participating in fundraising and making regular leadership gifts.

The terms of board membership are documented in the *College Charter*, *The Bylaws of the Board of Trustees*, and the *Statement of Commitment and Responsibilities* of board members. The current membership is publicly listed on the College website.

The board consists of a maximum of 42 members and no fewer than 18 members. Twenty-nine charter trustees may be elected by the board for renewable six-year terms. The president is an *ex officio* charter trustee. The recruitment and nomination of charter trustees are managed by the Committee on Nominations, which is responsible for ensuring that nominees have relevant expertise. The committee furthermore strives for representative diversity. Twelve alumni trustees are elected by the Alumni Association for four-year terms, which are not renewable. Candidates are proposed by the Alumni Council's Committee on Nominations and are voted onto the board by the alumni body. Three alumni trustees are elected each year. The mandatory retirement age for elected charter and alumni trustees is 68. A charter trustee, having served at least seven years, may be elected as a life trustee, at the discretion of the board. Life trustees do not have voting privileges at full meetings of the board but can serve on committees.

The diversification of the board's membership is a priority. The board recognizes that its demographic composition is not representative of Hamilton's increasingly diverse student body, and it has undertaken new initiatives to address this issue. The Middle States *Hamilton College Self-Study Report, 2010-2011* acknowledged that "…identifying qualified women and people of color [for board membership] continues to be a challenge and an area of focus" (*Self-Study*, 2010-2011, p. 50). The report recommended that the board should seek assistance from faculty members in identifying alumni of color, in particular, as potential trustees (*Self-Study*, 2010-2011, p. 61). The Middle States review team and the authors of the subsequent *Periodic Review Report, 2016* observed the importance of this issue.

In 2017-18, 10 trustees formed the Governance Working Group to address the diversification of the board and overall board governance. The group reported to the full board in June 2018. The working group proposed to expand the board membership from 36 to 42 and to reduce the retirement age for charter trustees from 70 to 68 in order to facilitate diversification. The board approved these recommendations, and the *Charter* and the *Bylaws* were amended. The working group also recommended that the Committee on Nominations strengthen its efforts to increase the diversity of the board in terms of race, gender, age, and background; apply more rigorous standards to the renomination process for board members; provide greater transparency in the nomination process; and encourage the Alumni Council to consider younger and more diverse alumni in its selection process for the board. Toward this end of fostering more diverse alumni leadership, as well as a more broadly inclusive community, the Alumni Council formed the Equity and Inclusion Committee in 2018. This committee is composed of the chairs and vice chairs of the Multicultural Alumni Relations Committee, Women's Leadership, and Spectrum (LGBTQ+). As stated on the College website, the committee's "mission is to inform the strategic planning of the Council by promoting cross-cultural awareness and increased understanding of all alumni and foster beneficial relationships across the Hamilton community."

On the basis of these initiatives and new policies since 2016, the board has continued to make progress in diversifying its membership. It has also expanded its conceptualization of diversity to include not only race and ethnicity but also sexual and gender orientation. At present, 31.6% of the voting members of the board are women, and 18.4% are from diverse backgrounds. The diversity of the board has improved from 10.0% to 18.4% in the past few years.

Table 3.1. Composition of the Voting Board of Trustees as of December 18, 2023.

	Charter	Alumni	Total
% Female	15.8%	15.8%	31.6%
% Diverse	7.9%	10.5%	18.4%

In fall 2018, the College initiated an annual orientation program for new board members. Orientation includes programming on the principles and policies articulated in the College documents, and meetings with the chair of the board, the president, and all of the College officers to clearly identify their roles, duties, and working relationships. Each new alumni trustee is assigned a mentor from among the current charter trustees, while each new charter trustee is given the option of having a mentor.

The board ensures that members have independence, and that they act upon their primary responsibility to the institution, by requiring all to sign an annual conflict of interest disclosure, which is sent to the chair of the board and the Committee on Audit for review. Members must report any unforeseen conflict of interest directly to the chair, who must then refer the matter to the Committee on Audit for investigation.

Board members are clearly instructed to respect the autonomy of the president and the faculty in conducting the College's regular business (*Bylaws*, Article VII; *Statement of Commitment and Responsibilities*, Section 8). They are likewise instructed to recognize the president as the public spokesperson for the College (*Commitment and Responsibilities*, Section 11). The autonomy of the president and the faculty, and of the whole institution, is broadly ensured by the terms of the *Charter*, which states in the amendment of 1972: "The corporation [Hamilton College] is a nonstock corporation organized and operated exclusively for educational purposes, and no part of the net earnings of the corporation shall inure to the benefit of any individual, except [in] reasonable compensation for services." The *Charter* (p.9) further states in this section that the College shall not engage in political lobbying or in political campaigning.

The Committee on Nominations, in consultation with the Committee on Board Governance and Affairs, assesses individual board members' compliance with the board's duties and rules. As the *Statement of Commitment and Responsibilities* indicates (section 11), "These assessments occur during the third and fifth year of a Charter Trustee's term, during the third year of an Alumni Trustee's term, and periodically at the Committee's discretion for Life Trustees".

The board conducts a national search for the president, employing an external search firm and appointing a search committee composed of board members, faculty, staff, and students. The board enjoins the search firm to construct a diverse pool of candidates, and it conveys the College's Equal Opportunity Policy in the job prospectus. The search committee ultimately puts forward a single recommendation on which all charter and alumni trustees vote.

At the time of writing this self-study, President David Wippman had given the community notice of his retirement at the end of June 2024. After his announcement, a process was initiated to form a search committee chaired by board leadership and composed of trustees, students, faculty, and staff with the help of search firm Issacson, Miller. We anticipate that a community announcement will likely be made regarding the results of the search process before the external team visits campus in late February 2024.

The president is assessed and reappointed by the board on an annual basis. The secretary of the board sends an email to all trustees in May, inviting them to write to the chair of the board with comments on the president's performance. The chair conveys these comments to the Subcommittee on Compensation,

which is a standing subcommittee of the Executive Committee. This subcommittee is composed of the chair and the vice chairs of the board, the chair of the Committee on Budget and Finance, and the chair of the Committee on Audit. The subcommittee takes account of the comments by trustees, evaluates the president's performance relative to the written job description of the office, determines the president's salary, and agrees upon the points that the chair will address in meeting with the president regarding performance.

The president of the College is responsible for Hamilton's educational program, the appointment of its faculty and staff, and the general administration of the institution. The president serves as the College's spokesperson and collaborates with the Board of Trustees and the vice presidents to ensure the financial, reputational, and emotional wellbeing of the College and its faculty, staff, and students. There are eight vice presidents who report to the president in addition to the chief of staff. The vice presidents oversee Academic Affairs, Administration and Finance, Advancement, Enrollment Management, Communications and Marketing, Diversity Equity and Inclusion, Libraries and Information Technology, and Student Affairs.

The president ensures that the vice presidents have appropriate expertise and experience by conducting national searches to fill these positions. The members of the administration are evaluated on an annual basis, and the general capacity of the administration, including its support staff, technology, and information systems, is evaluated during the annual budgetary process.

Internal Governance

The administration has regular engagement with the faculty in advancing the institution's goals and objectives. The institutional relationships between the administration and faculty are documented in the *Faculty Handbook* and the *Department Chair Handbook*. Faculty participate in administrative decisions by serving on advisory committees to the administration. Five of the vice presidents serve as *ex officio* members of these standing committees. The vice president for academic affairs and dean of faculty (VPAA/DoF) sits on the Faculty Committee on Budget and Finance, the Academic Council, the Committee on Academic Policy, the Library and Information Technology Committee, and the Faculty Committee on Admission and Financial Aid; the vice president for administration and finance sits on the faculty Committee on Budget and Finance and the faculty Library and Information Technology Committee; the vice president for libraries and information technology sits on the faculty Committee on Library and Information Technology; the vice president for student affairs and dean of students sits on the Faculty Committee on Academic Standing; and the vice president for enrollment management sits on the Faculty Committee on Admission and Financial Aid. Furthermore, both the president and the vice president for academic affairs and dean of faculty address the faculty and take questions in each of the monthly faculty meetings during the academic year.

The VPAA/DoF is responsible for faculty personnel matters. This vice president sits on the faculty Committee on Academic Policy and is advised by its elected faculty members in allocating faculty positions to departments and programs, subject to the approval of the president. The VPAA/DoF and the two associate deans of faculty participate in all faculty searches and hiring, coordinating with the chairs of departments and programs and consulting with Human Resources to ensure compliance with federal and state laws, College regulations, and best practices. The VPAA/DoF oversees the annual reviews of all faculty and determines merit increases in salary in accordance with written criteria. The Dean is informed by the faculty members' written annual reports and the written annual reviews by department and program chairs. In the review processes for tenure and promotion, the associate deans coordinate with chairs in collecting the materials that constitute each candidate's file. The Faculty Committee on Appointments reviews tenure and promotion files in confidence, then advises the VPAA/DoF regarding the merits of each case. The VPAA/DoF makes recommendations to the president, who makes

recommendations to the Board of Trustees for approval.

In addition to working with department and program chairs on personnel matters, the VPAA/DoF chairs the Academic Council as an *ex officio* member. Here, the VPAA/DoF works with two elected officers of the faculty, the faculty Chair and the faculty Secretary, who are also *ex officio* members, and with three more elected faculty to establish the agendas for faculty meetings and to address policy matters.

The institutional relationships between the administration and students are documented in the *[Student Assembly (recently renamed the Student Government Alliance) Constitution and Bylaws](...)*. Students share responsibility with the faculty and administration of the College for creating and maintaining an atmosphere that is conducive to learning and personal growth and respectful of the rights of others. The vice president and dean of students oversees the [Student Assembly](...) (aka Student Government Alliance) and oversees the administrative responsibility for student discipline. The Honor Court and the Appeals Board, both of which handle student disciplinary issues, are composed of elected students and faculty. The Honor Court conducts hearings regarding alleged academic infractions, and the Appeals Board hears student appeals of cases previously heard by the Judicial Board and the Honor Court, as well as cases from the Harassment and Sexual Misconduct Board. The vice president and dean of students may attend meetings of the Honor Court as a non-voting member. The director of community standards, who is also the Title IX coordinator, oversees another component of student government, the Judicial Board, which conducts hearings regarding alleged infractions of non-academic rules. The president has discretionary authority over the cases heard by these bodies.

In addition, the president has meetings every two weeks with the president and the vice president of the Student Government Alliance.

Standard 3: Organization and Governance	
(Board and Internal Governance)	
Please attach to this form:	
1) A copy of the institution's organization chart(s).	
2) A copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.	
If there is a "sponsoring entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution.	

Name of the sponsoring entity	N/A
Website location of documentation of relationship	

Governing Board	**Website location**
By-laws	https://www.hamilton.edu/documents/ByLaws%20Updated
College Charter granted by the State of New York	Charter of Hamilton College
Board members' names and affiliations	https://www.hamilton.edu/offices/president/the-trustees

Board committees *	**Website location or document name for meeting minutes**
? Committee on Academic Affairs	https://www.hamilton.edu/board-book/archived-board-
Committee on Buildings, Grounds and Equipment	Hardcopies of all approved minutes are housed in the
Committee on Nominations	College archives and are filed at the end of each academic
Committee on Budget and Finance	year
Committee on Advancement	
Committee on Student Affairs	
Committee on Investments	
Committee on Enrollment	
Committee on Board Governance and Affairs	
Committee on the Audit	
Executive Committee	

Major institutional faculty committees or governance groups*	**Website location or document name for meeting minutes**
Academic Council	https://www.hamilton.edu/offices/dof/shared-
Committee on Academic Policy	https://www.hamilton.edu/cap
Committee On Academic Standing	https://www.hamilton.edu/offices/dof/shared-governance_
Committee on Admission and FinAid	https://www.hamilton.edu/offices/dof/shared-governance_

Major institutional student committees or governance groups*	**Website location or document name for meeting minutes**
Student Governence Allience	https://www.hamilton.edu/documents//student-

Other major institutional committees or governance groups*	**Website location or document name for meeting minutes**

*Insert additional rows as appropriate.	
Please enter any explanatory notes in the box below	

Standard 3: Organization and Governance
(Locations and Modalities)

Campuses, Branches and Locations Currently in Operation (See definitions in comment boxes)

(Insert additional rows as appropriate.)

	Location (City, State/Country)	Date Initiated	Enrollment*		
			2 years prior (FY2021)	1 year prior (FY 2022)	Current year (FY 2023)
? Main campus	Clinton, NY	1812	2,017	2,133	2,131
? Other principal campuses					
? Branch campuses (US)					
? Other instructional locations (US)					
? Branch campuses (overseas)					
? Other instructional locations (overseas)					

Educational modalities

	Number of programs	Date First Initiated	Enrollment*		
			2 years prior (FY2)	1 year prior (FY 2)	Current year (FY 2)
Distance Learning Programs					
Programs 50-99% on-line					
Programs 100% on-line					
? Correspondence Education					
Low-Residency Programs					
Competency-based Programs					
Dual Enrollment Programs					
Contractual Arrangements involving					

*Enter the annual unduplicated headcount for each of the years specified below.

Please enter any explanatory notes in the box below

The FY 2024 has not completed yet. We report the data from FY 2021-FY 2023

Standard Four: The Academic Program

Hamilton's curricular offerings are provided by its 29 academic departments, each of which offers one or more concentrations of eight to 12 courses in its discipline(s). We also have 19 interdisciplinary programs, many of which offer interdisciplinary concentrations, for a total of 44 possible concentrations. Our departments' and programs' offerings are very similar to those of other similar size liberal arts colleges, with a complete range of opportunities in the arts, humanities, social sciences, and sciences.

Undergraduate Degree Program

Hamilton offers only a traditional Bachelor of Arts degree in concentrations and minors approved by the faculty through shared governance. Every degree reflects students earning a passing grade in at least 32 courses during a traditional four-year degree program. The 32 courses encompass the completion of the foundational requirements and at least one concentration, including a Social, Structural, and Institutional Hierarchies (SSIH) course and the Senior Program. A course equates to 150 minutes of class time and 10 hours of out-of-class work per week over each 15-week term, plus a week of final exams to meet the federal credit hour definition. Students are required to fulfill the requirements of at least one concentration (see average distribution of concentrations below), which is normally declared in the second term of the sophomore year.

The College *Catalogue*, the Admission website, and the websites of individual academic departments offer detailed information regarding majors and minors. The faculty is responsible for the content of the curriculum, which it controls by vote through its Committee on Academic Policy and through the College *Catalogue*. Curricular content is developed by faculty members in consultation with department chairs. Proposals for new courses or any changes in departmental course requirements are approved by the elected faculty Committee on Academic Policy. Departments and programs wishing to make changes to their concentration requirements or course offerings must receive approval from the CAP. Furthermore, revisions to the curriculum that require changes to the academic regulations or graduation requirements that appear in the College *Catalogue* must be approved by a majority of the faculty.

It has been over 20 years since Hamilton College adopted the Open Curriculum in 2001 for granting its Bachelor of Arts degree. The success and coherence has been affirmed by multiple Middle States Accreditation reviews, and it has become a crucial aspect of the identity and success of the College. Directed by our mission statement, faculty, students, and administrators have embraced the combination of student self-determination and responsibility and faculty guidance that the curriculum produces. The open curriculum is the means by which we prepare students for lives of meaning, purpose, and active citizenship by emphasizing intellectual growth, flexibility, and collaboration in a residential academic community.
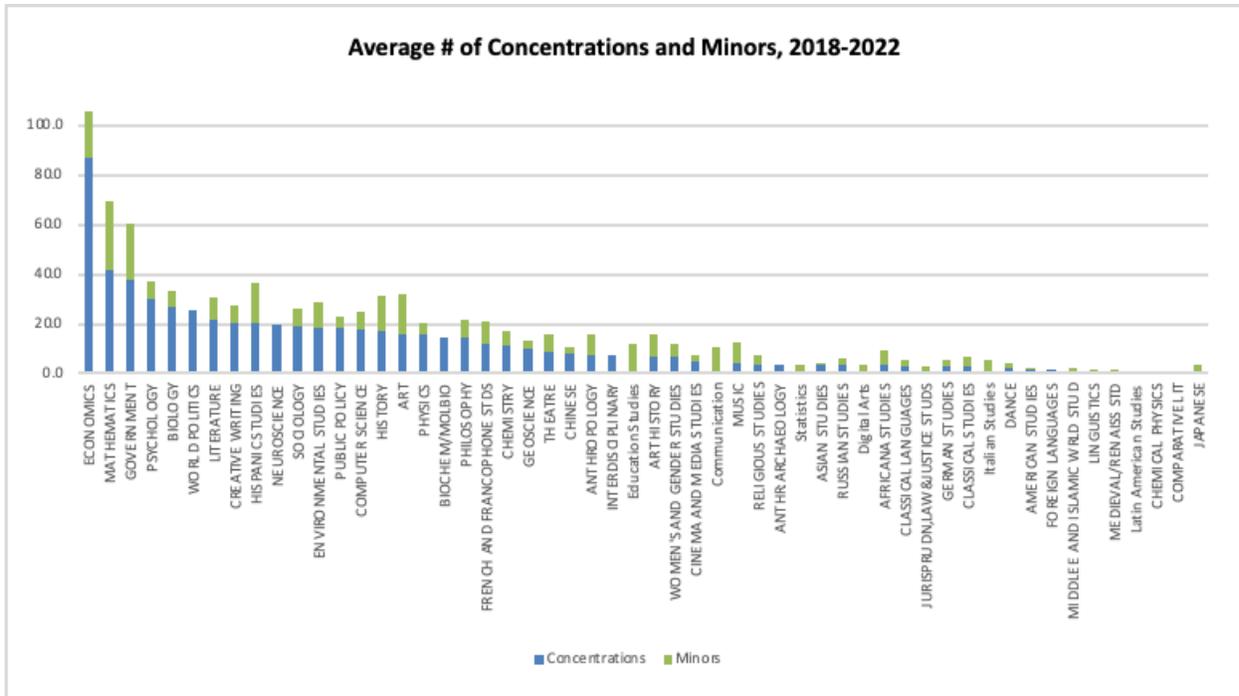
Figure 4.1. Average Number of Concentrators and Minors by academic area 2018-2022.
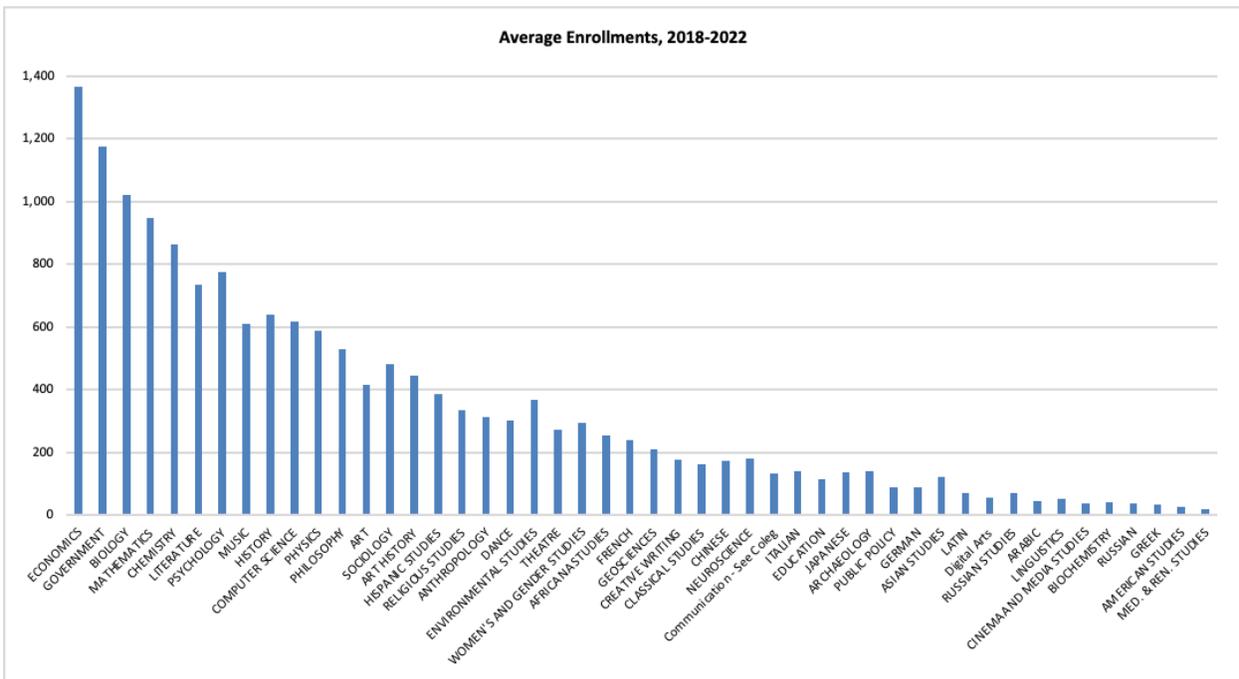
Figure 4.2. Average Enrollments by academic area, 2018-2022

Hamilton students learn to think independently, embrace difference, write and speak persuasively, and engage issues ethically and creatively. Because of the open curriculum, students, working closely with

faculty advisors and others, choose their courses out of individual interest instead of external dictate. Students welcome the affirmation of their freedom and responsibility, and faculty believe strongly that no student is in any way forced to take any specific course. Collectively, our educational goals stress that students choose courses that allow them to explore, take risks, and be prepared for citizenship, while also developing areas of expertise.

General Education

The open curriculum offers students a great deal of freedom, but there are still several critical ways in which a student's academic experience is guided, measured, and assessed. Most basically, students are required to take 32 courses over four years to graduate. In addition, our foundational programs focus on core competencies, guided by the principles articulated in our educational goals. First, our Writing Program requires that students take at least three writing-intensive courses, normally before their junior year, and in at least two different departments. Writing-intensive courses are offered by nearly every department. The College's writing program is supported robustly by our Writing Center, which has enormous support and buy-in from faculty and students. Enrollment caps for writing intensive (WI) courses were recently reduced from 20 to 18 in recognition of best practices for intensive writing instruction. Second, students must take at least one course designated as QSR – Quantitative and Symbolic Reasoning. Such courses are also supported robustly by the QSR Center and offered by many departments, again emphasizing that these skills and ways of thinking and learning are not discipline-specific, but are foundational. Third, students must take at least three Physical Education courses and a fitness assessment designed to encourage students to think about aspects of physical and mental wellbeing and to help in developing lifetime interests in a wide variety of athletic skills and sports. The developing emphasis in wellness aligns with one of the goals of our current strategic plan.

All students must declare a concentration and fulfill the requirements set by each department or program, including a discipline-integrated Social, Structural, and Institutional Hierarchies (SSIH) requirement. This requirement gives students an understanding of structural and institutional hierarchies based on one or more of the social categories of race, class, gender, ethnicity, nationality, religion, sexuality, age, and abilities/disabilities within the discipline(s) in which they have declared a concentration.

Fourth, students must fulfill the Senior Program requirement – also specific to each concentration. Instituted in 1987, the senior program requires that each concentration culminates in a capstone experience for seniors, allowing all students to demonstrate attainment of the educational goals of the department and, to a lesser degree, the more general educational goals of the College. Each department has a great deal of latitude in determining what kind of senior experience suits its discipline and department. Some require senior seminars that lead to a long essay or research project; others require guided independent research and a thesis; some involve combinations of these. Nonetheless, all fulfill the goals of the institution and those of the concentration. For the former, the senior program enables students to demonstrate the development of certain skills and intellectual maturity beyond just the completion of a set of courses. It makes students more responsible for acquiring the skills they will need to complete their projects and serves as a "proficiency examination" in general education. Within each concentration, the senior program also demonstrates a measure of proficiency in the field of study, gives students an exposure to the discipline similar to that of a practitioner, and encourages exploration of the concentration with clear direction toward the method and subject in a culminating project.

The faculty recently approved the creation of speaking-intensive (SI) designated courses, which identify those courses that "will provide explicit instruction in effective oral communication through assigned readings, lectures, class discussions, or other instructional features of the course. Oral communication instruction should introduce strategies that improve students' effectiveness as speakers and listeners." This kind of course is not required for graduation, but it does provide students with explicit support in

meeting the College's educational goal of enhancing communication and expression. The Oral Communication Center provides support for these courses, and for oral presentations in all classes and events.

Hamilton offers its first-year students the opportunity to enroll in First-Year Courses (FYC), a special set of small, limited enrollment courses or sections. We are currently able to offer enough FYC courses for approximately 60% of the first-year students to enroll. Each first-year course is a writing-intensive (WI), quantitative and symbolic reasoning (QSR), or speaking intensive (SI) course. The FYC program introduces students to a liberal arts education while supporting their transition to college academics, develops students' critical thinking skills, engages students in an academic discipline, and encourages close interactions with their faculty.

The opportunity for student research with faculty, a priority for many students who come to Hamilton, is an important component of the student academic experience. According to the CIRP Freshman Survey, 85.7% of incoming students believe there is some chance or a very good chance of working with a professor on a research project. Nearly all senior projects are built around this goal, but there are many other opportunities for students to work closely with faculty to conduct research. The most significant are summer research programs, funded by a variety of College grants and endowed funds in the sciences, humanities, arts, and social sciences. In a typical summer, more than 150 students work one-on-one with faculty to conduct research, much of it presented later in conferences or publications.

In fall 2019, the faculty passed a new designation, along with guidelines, for courses to be tagged as experiential learning (EL). These include specific assessments of student learning outcomes. Our experiential learning program, supported by the newly created Office of Experiential Learning, focuses on four types of EL opportunities: 1) mentored research and creative work; 2) internships or other direct career experiences; 3) off-campus study, both domestic and international; and 4) community engagement. Through credit-bearing and co-curricular opportunities, we support students engaging in at least three of these four activities and enable them to make connections between their more traditional academic experiences and those that enable them to find meaningful and civically engaged work outside the classroom. As shown in Figure 4.3 below, many Hamilton students engage in experiential learning opportunities.

Figure 4.3. Student engagement in experiential learning opportunities during 2022-23.

Hamilton has clearly defined goals for the delivery of its education at every level. These include the institution's mission statement and educational goals, the mission statements of academic resource centers, and the masthead of academic departments (link to an example masthead) in the College *Catalogue* that define each department's goal(s) and the student learning outcomes for the concentrations they offer. At the institutional level, we evaluate our efforts against our own goals and in comparison to peer institution benchmarks we set to ensure we are meeting appropriate expectations.

Hamilton uses a myriad of assessment tools employed by departments across the College. These include: course evaluations, assessment of the senior program and academic advising, peer external review of academic departments and programs, annual and multi-year faculty review and assessment, and annual department and program reports. We also use a host of institution-wide assessment initiatives, such as participation in various national surveys (e.g., NESSE, CIRP, Gallup, and COACHE). Our assessment strategy includes a combination of direct (e.g., evaluating the extent to which senior projects meet the College's educational goals) and indirect (e.g., evaluating a student's perception of their advising experience) measures. Hamilton has increased its investment in self-assessment in the past 10 years, expanding its Office of Institutional Research and Assessment (OIRA) staff to include an assistant director and additional student support.

Study Abroad / Global Learning

To recognize the importance Hamilton places on international study within a baccalaureate learning experience, Off-Campus Study changed its name in fall 2022 to the Global Learning Office (GLO). Global Learning supervises agreements and programming offered to Hamilton's first year GAP term program affiliation with Arcadia University in London and an offshore research program with SEA Semester. Global Learning maintains a "preferred programs" list of pre-approved study abroad programs sponsored by third-party providers.

Global Learning implemented a site vetting form that is used by faculty and staff who visit study abroad sites. The form is comprehensive, providing information on the administration of each program, its operation, history, health and safety compliance, insurance, risk intelligence, reporting, resources for mental health, and the overall student experience. Site visits entail getting to know housing, local staff, policies, and health and safety protocols, as well as looking at academic quality and pedagogy. The assistant dean sits on the SIT Partnership Council, the Arcadia Guild, and The Swedish Program Advisory Board, and meets regularly with the New York 6 international deans and directors. GLO works intensely with provider partners abroad and we are well acquainted with risk management and health and safety staff in these programs.

Staff and faculty have embraced a thorough and on-going program of site visits since 2014.

- Through DoF-allocated resources, the Global Learning Office has supported two to four *staff* site visits to study abroad programs annually.

- Extensive support of *faculty* site visits has had the effect of unprecedented direct engagement in review and assessment of study abroad programs, as well as in the development of new recommended study-abroad opportunities within academic disciplines.

- Site reports or incidents raising risk concerns receive attention, coordinated with health and safety personnel at the site and at provider headquarters.

As a result of this effort, Global Learning has developed deep familiarity with personnel, philosophy of support and risk management, and the quality of operations of our partner providers.

Off-campus study, which is an important aspect of experiential learning and part of the ALEX initiative, is another significant facet of the student academic experience. Guided by the belief that a deep and informed engagement with the world is an indispensable part of a liberal arts education, the College strongly supports student interest in off-campus study. Hamilton runs two of its own programs abroad, in Paris and Madrid, and currently runs domestic programs in New York City, Washington, D.C., and at the New England Center for Children outside Boston. In addition, our Global Learning Office maintains a "preferred programs" list of pre-approved study-abroad programs sponsored by third-party providers. In 2018, 66.9% of Hamilton's graduating class studied off campus for one or more terms, nearly always during the junior year. Of these, 4% studied abroad on more than one program. Study abroad was suspended during the COVID-19 pandemic. As of the 2022-23 academic year, however, we saw study abroad interest return to levels prior to the pandemic, and in 2023-24 that interest appears to be even higher.

Founded in 1957 as Hamilton College Junior Year in France, Hamilton in France (HiF) provides students with an international academic experience reflecting Hamilton's commitment to the liberal arts and personal exploration. HiF is directed by Hamilton professors of French or guest directors from liberal arts colleges on a rotating basis. The students, from Hamilton and from other accredited colleges and universities, benefit from the directors' deep knowledge of the French educational system and of cultural and daily life in France. Hamilton in France is small enough to provide individual advising and personal support and is limited to 35 students. The program's integrated academic, linguistic, and cultural components enable students to progress in their academic discipline, acquire excellent linguistic proficiency, gain confidence, and become more informed citizens of the world.

The Hamilton College Academic Year in Spain (HCAYS), now in its 49th session, offers students the opportunity to develop true linguistic proficiency and to experience the many facets of Spanish life. Open to Hamilton students and students from other accredited colleges and universities, HCAYS offers small liberal arts-oriented classes and the opportunity to enroll directly in the Madrid University system. Participants must speak only Spanish at all times, both in and outside of class; all students are required to sign a pledge to this effect before their arrival in Madrid. Through personal contact with the culture, language, ideals, and customs of another nation, participants step beyond the familiarity and comforts of their own environment to gain a new perspective on international affairs and a greater respect for and understanding of other people. Students live with host families and attend classes at the *El Centro*, the program headquarters in El Viso, Madrid. Normally, a Hamilton faculty member serves as the director of the program, though sometimes faculty from regular sending schools serve as director.

Open only to Hamilton students, the Hamilton Program in Washington D.C runs in the fall and spring semesters. Sixteen students live and study in the D.C. area and intern with one of the three branches of government, think tanks, NGOs, non-profits, or at lobbying and consulting firms. The students receive four credits based on an independent project, the internship, and two substantive classes from a Government Department professor who is resident director of the program. The student apartments are located in Woodley Park, adjacent to Adams-Morgan and Rock Creek Park. Students enjoy numerous extracurricular outings and interact with Hamilton's large alumni diaspora.

Hamilton in New York City combines an internship, academic experience, and experiential learning opportunities that encompass a wide range of perspectives on New York as a classroom. The fall semesters are normally run by a faculty member in our Economics Department and focused on a topic in that discipline. In the spring semester, the NYC program is directed by another faculty member at Hamilton with a curricular focus in that professor's area of expertise.

Assuring Academic Quality

The curricula and personnel of all our departments and programs are regularly reviewed, and nearly all make steady, incremental changes in their course offerings and requirements in order to stay abreast of new developments in their fields and to reflect the teaching and research interests of newly arriving faculty. It's worth noting in this context, that the College has had a significant turnover in the faculty. Since 2008, we have hired 131 new tenure track faculty, mostly through replacing retirements, although there has been an expansion of the faculty during that time of eight positions (four digital interdisciplinary hires, two hires in economics, and two new positions currently open in computer science). The strategic plan's digital initiative seeks to "build a campus-wide digital learning community with curricular and other initiatives intended to enable all students to understand and acquire the modes of thinking and the basic skills necessary to communicate and work effectively in an increasingly digital world." As a first step, the administration approved four additional faculty positions in interdisciplinary digital scholarship and pedagogy, and CAP allocated these based on proposals to digital arts, digital humanities in art history, environmental data analysis, and ethics-based digital research and pedagogy in government. These new positions reflect not just important developments in teaching and scholarship in new technologies, but also increasing interdisciplinarity; all of these positions were allocated on the condition that the new teacher-scholars would assist in cross-departmental collaborations in digital pedagogy and scholarship.

While there is relative stability in the departmental structure of the College, and in the course offerings within each department, both evolve over time, responding to a number of internal and external factors. For example, in 2015 the English and Creative Writing Department merged with the Comparative Literature Department to become the Literature and Creative Writing Department, with an entirely new curriculum that reflects the increasingly comparative and global nature of the study of literature. In 2019, based on the recommendation from an external review, the German and Russian Department became the German, Russian, Italian, and Arabic (GRIA) Department, signaling a welcome consolidation of language teaching. Following this change, in 2019-20 three tenure-track positions were allocated to Arabic, German, and Italian, adding stability to the course offerings. The Mathematics Department has become the Mathematics and Statistics Department, having created a new minor and major in statistics. The Middle East and Islamicate Studies Program designed and implemented a new concentration in 2023. There are also relatively new programs in Jurisprudence, Law, and Justice Studies and in Digital Arts. The programs in Environmental Studies and Asian Studies have hired faculty for the first time, including moving forward with governance and structural additions to hire full-time faculty into interdisciplinary programs. These changes highlight the growing and continually changing curriculum. In contrast, the Communications Department, always very small in terms of faculty, was closed and eliminated from the list of departments the College supports during the spring of 2020, its educational mission being filled instead by the relatively new interdisciplinary program in Cinema and Media Studies and by speaking intensive courses across the curriculum.

Notable programs that have been discontinued in recent years include ending a pilot Adirondack Program and the Associated Colleges of China (ACC) Program in Beijing. The College piloted (for five years) an off-campus Adirondack Program, with the expectation that the program meet educational goals and enrollment targets. When the pilot was unable to meet the specified enrollment targets, the program was suspended.

During the global COVID-19 pandemic our ACC program was placed on hiatus in 2020. After an extensive review of the program, the dean of faculty made the difficult decision to not reopen the program in China and began the process, through site visits, of exploring Chinese language programs that could be added to the Global Learning Office's list of approved programs so that students wishing to enroll in a Chinese language immersion program would have options that meet Hamilton standards.

Transfer Credit

Students who choose to transfer from Hamilton College will typically begin that process through their academic advisor, the registrar, or the associate dean of students for academics. This process is student-initiated. The number of students who transfer to other institutions from Hamilton is relatively small, ranging from 2.2% to 10.7% of the entering cohorts for the classes from 2021 to 2024.

For students transferring credits to Hamilton, credit may be awarded for applicable coursework prior to or after enrolling at Hamilton. Currently, department chairs / program directors are responsible for reviewing and approving course credits counting toward a concentration or a minor and the Registrar's office reviews courses to award general transfer credit.

- Attention to policies governing transfer of credit is important in order to avoid any problems with credit being accepted. Hamilton awards credit for coursework that meets the definition of the liberal arts and that is completed with a letter grade of C or better, or for exams, has the minimum score established by the faculty.

- Transfer credit, in any form, is counted toward the total number of units or courses required for the degree, but the grades are not included in the student's Hamilton GPA and do not affect class rank.

- Once credit is applied to a student's Hamilton record, it cannot be removed.

Hamilton does not currently offer any courses via distance education or outside of the regular semester system (we do not offer a summer or January term).

Standard 4: The Academic Program
(Summary - Degree-Seeking Enrollment and Degrees)

Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location &	Associate's	Bachelor's	Master's	Clinical	Professional	M.D., J.D.,	Ph.D.	Total Degree-
Main Campus FT		1,934						1,934
Main Campus PT		1						1
Other Principal Campus FT								0
Other Principal Campus PT								0
Branch campuses FT								0
Branch campuses PT								0
Other Locations FT		17						17
Other Locations PT								0
Overseas Locations FT		93						93
Overseas Locations FT								0
Distance education FT								0
Distance education PT								0
Correspondence FT								0
Correspondence PT								0
Low-Residency FT								0
Low-Residency PT								0
Unduplicated Headcount Total	0	2,045	0	0	0	0	0	2,045
Total FTE		2,044.00						2,044.00
Enter FTE definition:								
Degrees Awarded, Most Recent		500						500

Notes:

1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.

2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."

3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

Standard 4: The Academic Program
(Summary - Non-degree seeking Enrollment and Awards)

Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students	Visiting Students	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Main Campus FT				0		0
Main Campus PT		8		8		8
Other Principal Campus FT				0		0
Other Principal Campus PT				0		0
Branch campuses FT				0		0
Branch campuses PT				0		0
Other Locations FT				0		0
Other Locations PT				0		0
Overseas Locations FT				0		0
Overseas Locations FT				0		0
Distance education FT				0		0
Distance education PT				0		0
Correspondence FT				0		0
Correspondence PT				0		0
Low-Residency FT				0		0
Low-Residency PT				0		0
Unduplicated Headcount Total	0	8	0	8		8
Total FTE		2.67		3		2.67
Enter FTE definition:						
Certificates Awarded, Most						

Notes:

1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.

2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."

3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

	Standard 4: The Academic Program					
	(Headcount by UNDERGRADUATE Major)					

?		Number of credits*	3 Years Prior (Fall 2020)	2 Years Prior (Fall 2021)	1 Year Prior (Fall 2022)	Current Year (Fall 2023)	Next Year Forward (goal) (Fall 2024)
	For Fall Term, as of Census Date						
Certificate (add more rows as needed)							
?							
	Total		0	0	0	0	0
Associate (add more rows as needed)							
?							
?	Undeclared						
	Total		0	0	0	0	0
Baccalaureate (add more rows as needed)							
?	AFRICANA STUDIES	32	1	2	1	1	1
	AMERICAN STUDIES	32	3	1	2	1	1
	ANTHR:ARCHAEOLOGY	32	6	11	9	4	4
	ANTHROPOLOGY	32	14	19	18	21	22
	ART	32	29	37	34	32	31
	ART HISTORY	32	19	16	14	16	15
	ASIAN STUDIES	32	6	2	3	1	1
	BIOCHEM/MOLBIO	32	29	28	31	42	44
	BIOLOGY	32	67	74	64	77	82
	CHEMICAL PHYSICS	32	1				
	CHEMISTRY	32	19	18	12	18	18
	CHINESE	32	16	13	12	11	11
	CINEMA AND MEDIA STUDIES	32	15	11	13	11	11
	CLASSICAL LANGUAGES	32	5	7	4	1	1
	CLASSICAL STUDIES	32	5	6	9	13	14
	COMPUTER SCIENCE	32	43	47	72	90	90
	CREATIVE WRITING	32	39	30	40	48	48
	DANCE	32	3	6	7	5	4
	Data Science	32				8	10
	ECONOMICS	32	159	190	204	218	222
	ENVIRONMENTAL STUDIES	32	41	41	43	62	62
	FOREIGN LANGUAGES	32	2	1			
	FRENCH AND FRANCOPHONE STDS	32	30	22	17	12	13
	GEOARCHAEOLOGY	32		2	2		
	GEOSCIENCE	32	20	18	10	20	20
	GERMAN STUDIES	32	9	7	5	4	4
	GOVERNMENT	32	77	74	61	66	65
	HISPANIC STUDIES	32	36	38	36	39	40
	HISTORY	32	28	40	48	50	51
	INTERDISCIPLINARY	32	10	8	7	9	10
	JAPANESE	32		6	13	13	13
	LITERATURE	32	34	32	48	34	34
	MATHEMATICS	32	70	93	94	84	86
	MUSIC	32	9	13	10	6	6
	Middle E/Islamicate Worlds Std	32				1	1
	NEUROSCIENCE	32	38	48	51	55	57
	PHILOSOPHY	32	32	32	42	37	40
	PHYSICS	32	38	39	34	25	29
	PSYCHOLOGY	32	68	70	61	70	73
	PUBLIC POLICY	32	30	43	43	38	40
	RELIGIOUS STUDIES	32	4	5	6	11	11
	RUSSIAN STUDIES	32	4	4	3	1	1
	SOCIOLOGY	32	36	35	35	43	46
	THEATRE	32	20	16	21	29	29
	WOMEN'S AND GENDER STUDIES	32	6	9	10	8	39
	WORLD POLITICS	32	53	50	40	39	8
	Undeclared		983	1057	1,075	990	1,013
	Total		2,157	2,321	2,364	2,364	2,421
	Total Undergraduate		2,157	2,321	2,364	2,364	2,421

* Enter here the number of credits students must complete in order to earn the credential (e.g., 69 credits in an A.S. in Nursing)

Please enter any explanatory notes in the box below

All major data in Column D-G is based on Census Day frozen dataset; Column H is based on current concentrator data provided by Registrar Office.

Standard 4: The Academic Program (Headcount by GRADUATE Major)						
? For Fall Term, as of Census Date						
?		Number of credits*	3 Years Prior (Fall 2)	2 Years Prior (Fall 2)	1 Year Prior (Fall 2)	Current Year (Fall 2)	Next Year Forward (goal) (Fall 2)
Master's (add more rows as needed)						
? N/A						
Total			0	0	0	0	0
Doctorate (add more rows as needed)						
? N/A						
Total			0	0	0	0	0
First Professional (add more rows as needed)						
? N/A						
Total			0	0	0	0	0
Other; specify (add more rows as needed)						
? N/A						
Total			0	0	0	0	0
Total Graduate			0	0	0	0	0

* Enter here the number of credits students must complete in order to earn the credential (e.g., 36 credits in an M.B.A.)

Please enter any explanatory notes in the box below

Standard 4: The Academic Program
(Credit Hours Generated and Information Literacy)

Credit Hours Generated By Department or Comparable Academic Unit

	3 Years Prior (FY 2021)	2 Years Prior (FY2022)	1 Year Prior (FY 2023)	Current Year (FY 2024)	Next Year Forward (goal) (FY 2025)
Undergraduate (add more rows as needed)					
AFRICANA STUDIES	321.00	248.00	238.00	211.00	
AMERICAN STUDIES	23.00	51.00	14.00	117.00	
ANTHROPOLOGY	333.00	301.00	277.00	243.00	
ARABIC	40.00	32.25	49.75	62.00	
ARCHEOLOGY	133.00	150.00	116.00	111.00	
ART	399.50	437.25	404.00	379.00	
ART HISTORY	437.00	460.00	439.00	369.00	
ASIAN STUDIES	70.00	197.00	176.00	212.00	
BIOCHEMISTRY	30.00	52.00	52.00	19.00	
BIOLOGY	694.25	684.00	685.25	725.50	
CHEMISTRY	544.50	477.25	557.75	544.00	
CHINESE	161.00	155.00	127.00	89.00	
CINEMA AND MEDIA STUDIES	20.00	84.00	33.00	63.00	
CLASSICAL STUDIES	200.25	116.00	183.00	217.00	
COLLEGE COURSES	46.00	119.00	162.25	126.50	
COMPUTER SCIENCE	441.00	461.25	494.25	464.50	
CREATIVE WRITING	187.00	188.00	199.00	196.00	
CRITICAL LANGUAGES	26.00	36.00	24.00	9.00	
DANCE	258.00	354.00	314.50	343.00	
DIGITAL ARTS	54.00	58.00	61.00	47.00	
ECONOMICS	1420.50	1377.00	1325.00	1345.00	
EDUCATION	123.25	107.00	127.00	89.00	
ENVIRONMENTAL STUDIES	403.00	419.95	572.50	481.00	
FRENCH AND FRANCOPHONE STD	281.00	212.00	176.75	175.00	
GEOARCHAELOGY		1.00	0.50		
GEOSCIENCES	215.00	219.50	260.75	240.00	
GERMAN	120.00	52.25	101.00	107.50	
GOVERNMENT	1156.00	1152.25	1197.25	1138.00	
GREEK	37.00	32.00	24.00	14.00	
HAMILTON IN FRANCE		194.00	204.25	84.00	
HEBREW	12.00	9.00	8.00	9.00	
HISPANIC STUDIES	419.00	358.50	362.00	320.00	
HISTORY	671.50	723.75	619.50	651.50	
INTERDISCIPLINARY	6.00	8.00	3.00	6.00	
INTERNSHIP	4.00	0.75	1.00	0.75	
ITALIAN	182.00	102.50	120.00	103.00	
JAPANESE	143.00	142.00	110.00	140.00	
LATIN	82.00	58.00	50.00	52.00	
LINGUISTICS	50.00	44.00	73.00	57.00	
LITERATURE & CREATIVE WRITING	692.75	730.25	710.25	632.00	
MATHEMATICS AND STATISTICS	962.50	967.50	957.00	953.50	
MID EAST & ISLAMIC WORLD ST	19.00		1.00	1.00	
MUSIC	547.00	601.25	667.00	554.00	
NEUROSCIENCE	144.50	204.75	251.50	108.25	
PHILOSOPHY	553.00	550.00	567.00	552.00	
PHYSICS	383.50	427.00	418.25	419.25	
PSYCHOLOGY	821.00	792.50	745.75	866.25	
PUBLIC POLICY	77.00	55.00	31.00	21.00	
RELIGIOUS STUDIES	318.00	352.00	310.00	229.00	
RUSSIAN	34.00	29.00	35.00	23.00	
RUSSIAN STUDIES	54.25	73.00	83.00	51.00	
SENIOR FELLOWS		6.00		14.00	
SOCIOLOGY	486.00	512.00	449.00	473.00	
HAMILTON IN SPAIN		152.00	211.00	95.00	
THEATRE	269.50	322.00	295.00	258.00	
WOMEN'S AND GENDER STUDIES	304.75	368.00	265.00	205.00	
Total	15410.50	16016.70	15939.00	15015.50	0
Graduate (add more rows as needed)					
Total	0	0	0	0	0

Information Literacy Sessions

Main campus					
Sessions embedded in a class	119	161	187	145	155
Free-standing sessions	10	10	15	30	40
Branch/other locations					
Sessions embedded in a class	0	0	0	0	0
Free-standing sessions	0	0	0	0	0
Online sessions	0	0	0	0	0
URL of Information Literacy Reports:					

Please enter any explanatory notes in the box below

Standard Five: Students

Hamilton College is committed to the delivery of a world class liberal arts education as described in our educational goals and curriculum: "*Hamilton College is committed to the intellectual and personal development of students. We seek to nourish a love of learning, a creative spirit, and an informed and responsible engagement with an ever-changing world.*" The institution provides a rigorous academic program and robust learning opportunities through a variety of modalities. To this end, the College recruits and enrolls talented, diverse, and ambitious students eager to take advantage of opportunities provided. Furthermore, we have implemented numerous strategic initiatives to recruit, admit, retain, and support the student curricular and residential experience. In 2009, the College's strategic plan, *Foundations for Hamilton's Next 200 Years,* articulated our core values over the next 200 years and shaped our mission and goals for the next 10 years. The strategic plan stated:

> "*Over the course of the planning process, we have come to recognize our greatest strengths to include inspired teaching, a supportive, nurturing community, an alumni body of exceptional loyalty, and a campus graced by natural and architectural beauty. We have also recognized that insufficient funding for financial aid is a significant weakness.*"

In the 2009 and again in the 2018 strategic plan the College reaffirmed its commitment to recruiting and enrolling the most talented and diverse pool of students regardless of financial need. In addition, the College has stated as a core value, the need to support students in their academic and personal lives.

In the recently enrolled Class of 2027, 29% were students of color from the United States, 8.4% were international citizens, 55% received need-based, financial assistance, 18% were Pell-eligible, and 15% were from the first generation in their family to attend college. The students hailed from 45 states and 25 countries, were admitted in the most selective year on record (11.8% acceptance rate), and posted average standardized testing ranges of 1430-1520 for the SAT and 32-35 for the ACT.
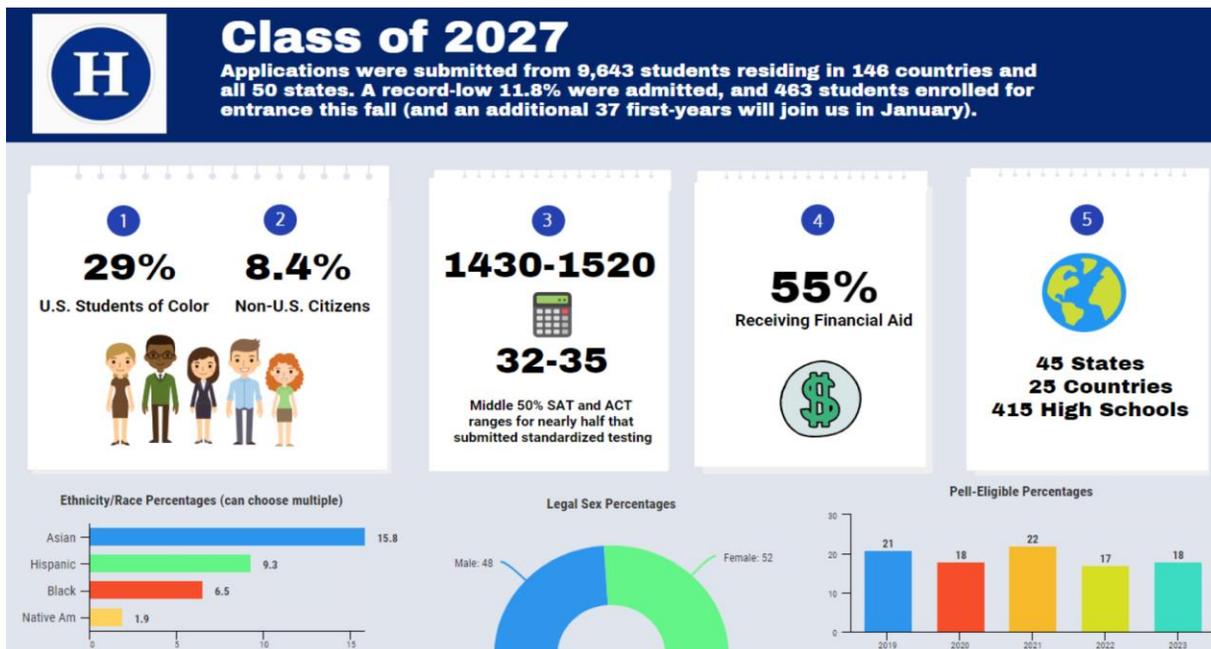
Figure 5.1. Summary Profile for Class of 2027.

Hamilton competes in a market where the number of small colleges is decreasing and the value of a liberal arts curriculum is under critical scrutiny. However, the College has been fortunate to attract a healthy and consistently increasing number of applications over the last 10 years. The applicant pool for the Class of 2014 was 4,339. Ten years later, the College saw applications to the Class of 2023 double in size to a record-high 8,339. For the class of 2027, the applicant pool rose to 9,643. Partnerships focused on creating access, application enhancements intended to remove barriers, and the College's generous financial aid commitment and need-blind admission program have enabled Hamilton to attract and enroll a global community that reflects the world in which our graduates will work and live.

The College partners with several outside organizations that focus on the whole student experience, not solely on creating access at the recruitment stage of the admission process. Through these collaborations the College provides financial, academic, and social services to ensure that each student associated with these partnerships thrives both in and out of the classroom.

Since 2001, Hamilton has had a successful partnership with the Posse Foundation, first with Boston and then in 2010, expanding to Miami. In 2018, the College made the decision to reduce the number of future Posse cohorts on campus beginning in fall 2019. Resources were redirected to enhance diversity outreach to other parts of the country and world. With this change, the College chose to continue to accept Posse scholars from Miami.

In 2017, the College started its partnership with QuestBridge to build on its long-standing commitment to access and affordability. QuestBridge seeks to match high-achieving, low-income students with highly selective colleges and universities.

In 2019, the College celebrated its 50th anniversary with the Higher Education Opportunity Program (HEOP). This commitment has positively impacted the lives of top-performing students from New York State who meet economic eligibility requirements based on state-mandated low-income guidelines. The HEOP/NYS scholars currently on campus may not have the traditional admission profile, but they demonstrate to the Admission Committee (and subsequently to our faculty) that they can thrive at Hamilton. The Admission Committee, in partnership with the Opportunity Programs Office, seeks to enroll 12 to 15 HEOP students each year as members of the incoming first-year class.

In addition to HEOP scholars, the College selects students every year as Hamilton College scholars. These students have similar academic profiles to their HEOP counterparts, but are not from New York State. Similar to the HEOP scholars, Hamilton College scholars admission is contingent upon the successful completion on campus of a required five-week summer program prior to their first semester. The total number of HEOP and Hamilton College scholars is 35 to 40 students annually.

Students whose parents did not attend and complete their education at a four-year college or university automatically receive a waiver to the $60 application fee. Beginning in the 2018-2019 application cycle, the Admission Office permitted students to submit self-reported standardized test scores such as those from the SAT, ACT, and Advancement Placement. Due to the significant expense of providing official test scores to each school that a student applies to, a student is now only required to submit official scores once they are admitted and enrolled at the College. Our Testing Policy provides applicants with the range of options for submitting testing information if they choose to.

Hamilton is celebrating more than a dozen years with a need-blind admission policy, and the College has earned the reputation as a "school of opportunity." For U.S. citizens and U.S. permanent residents, a student's financial need is not considered when admission decisions are made. Hamilton is among a small population of U.S. colleges and universities that are need-blind *and* meet 100% of the demonstrated need of each admitted student.

In addition, Hamilton maintains its commitment to provide access and opportunity to all of its students and has developed an infrastructure to financially support students once on campus. The Office of Financial Aid provides a breakdown of both the direct and estimated costs for one year at the College. These are determined by the Board of Trustees in the spring. Students who qualify for financial assistance will have their needs met through a combination of family contributions and financial aid. As a school of opportunity, Hamilton's goal is to accept the most talented and deserving students and provide them with the financial aid that will enable them to have an exceptional educational experience regardless of their financial background. Hamilton's financial aid awards consist of Hamilton scholarships, student employment, and federal subsidized student loans. Hamilton's annual financial aid budget is $55.7 million in FY24 (see Figure 7.3).

To help prospective families determine their eligibility for financial aid, the College participates in two financial aid estimators: MyinTuition, a quick college cost estimator, and a more comprehensive Net Price Calculator that can be used to estimate a family's potential costs at Hamilton. Students' financial aid packages are determined by the Financial Aid Office after a thorough review of their application materials. Those admitted to Hamilton are provided a financial aid package with their acceptance materials. Students can refer to the FAQs on the Financial Aid Office website and the *Understanding Your Statement of Financial Aid* insert that accompanies their financial aid award letter to better understand their package. In the situation where students and their families do not believe that the financial aid will meet their needs, they are provided the opportunity to appeal the decision and provide additional information that may not have been available during the initial review. The Financial Aid Office is committed to working with students and their families to make their Hamilton education possible, not just at the point of admission, but for all four years.

Hamilton is committed to meeting 100% of every admitted student's demonstrated financial need, through need-based scholarships, work-study, and loans. In meeting students' demonstrated financial need, Hamilton includes federal subsidized loans for domestic students, which are adjusted annually in accordance with the federal loans table. Some international students, including Canadian citizens, may be awarded an institutional loan that aligns with the federal loans table. Repayment on loans begins six months after the student graduates or drops below half-time enrollment.

In addition, in spring 2010, the Hamilton Student Emergency Aid Society (SEAS) Fund was established through a grant from the Hearst Foundation and gifts from the Hamilton community. Students who have significant financial barriers and require funds for emergencies or exceptional needs submit a request form to be reviewed by the SEAS Committee. Previous SEAS requests have consisted of unmet medical expenses, emergency travel costs, or career-related activities.

The College's policy on the refund of payments to students is restricted to those who withdraw voluntarily or due to illness, or who are dismissed during any term. They receive a refund based on the date when the student, parent, or guardian notified the dean of students of the withdrawal. In cases where withdrawing students are financial aid recipients, they have their aid re-evaluated and possibly adjusted. In addition to a potential adjustment of their institutional resources, the financial aid adjustment includes any required return of federal, state or other funds a student has earned from outside the College. For withdrawals prior to the first day of classes, 100% of tuition, room, and board is refunded, less any nonrecoverable costs incurred by the College.

Students enrolled at the College are automatically enrolled at the beginning of each academic year in the Tuition Insurance Plan, and have the option to opt out if their family chooses not to participate. This resource protects students and families from the loss of tuition, room, and board should a student withdraw from the College due to illness or accident.

Each fall, Hamilton welcomes approximately 500 new students and their families to campus. This group includes new students enrolling for the fall term, transfer students, and approximately 45 students whose enrollment is deferred until January (a three-day modified Orientation program takes place prior to the beginning of the spring term for these 45 students).

Hamilton offers a robust student orientation program in August that lasts approximately eight days and is designed to introduce new students and their families to the culture of the College and the academic and co-curricular programs that will enrich their experience. The orientation program consists of three components: an orientation adventure trip, which is a four-day program that takes a group of 10 students and two orientation leaders to many locations off campus to engage in small-group activities and discussion; a four-day on-campus program designed to help new students transition to the College community; and the First-Year Experience program (FYE). The FYE program aims to create spaces and opportunities for new students to connect with the campus, explore new interests, and engage with a variety of people and ideas. The program emphasizes social connections, work-life balance, and campus resources. Typical events include a dinner and discussion series, off-campus outings, and student panels on getting involved, all designed to help new students transition into the Hamilton community.

The Registrar's Office is responsible for class registration, including requests to withdraw from courses; grade processing; declaration of a concentration; transfer credit evaluation; verification of enrollment; and student records and transcript requests. The registrar supports the College community in providing a quality liberal education to our students and strives to deliver quality service.

Academic Resources

Hamilton College provides many resources and support structures to advise students through the open curriculum, helping them to fulfill degree requirements and meet the institution's educational goals. These are overseen by the vice president and dean of faculty. Our resources support an exceptional student body and a six-year graduation rate between 90-96% in recent years, percentages reflecting our institutional commitment to retaining and graduating all students who we admit to the college.

Faculty-supported academic advising has existed at Hamilton College for many years, but the development of the open curriculum put the onus on the College to enhance and assess the role of advising in the student academic experience. Many of our educational goals require a breadth of coursework and other forms of educational experience in which all students need at least some guidance to achieve. The mechanics and distribution of advising has regularly been improved and updated, both before and since the implementation of the open curriculum. Our previous Middle States accreditation reviews documented many changes and enhancements made to advising over the first 10 years of the open curriculum. Since then, there have been several other developments in our academic advising system. These include matching course instructors as faculty advisors, so that as many first-year students as possible get an advisor who is also an instructor for one of their first semester courses at Hamilton; implementing summer registration and advising for first-year students; implementing new course registration software with the capacity to track advising; implementing and revising student evaluation of faculty advising; enhanced training of faculty advisors; consolidating advising resources; and implementing ALEX advising as additional support of students' curricular, co-curricular, and extracurricular integration of their four-year experience.

Hamilton recognizes that students get information and make decisions about their educational experiences from a wide range of sources, not just, or even primarily, from their appointed faculty advisors. A new initiative, and a crucial part of the College's 2018 strategic plan, was to develop a more integrated and multifaceted advising system, focusing on the whole student, in all aspects of their lives on campus with the ALEX (Advise, Learn, EXperience) Program. Our aim, as stated in the strategic plan, is to develop

"an individualized advising network that connects students' academic advising with their co-curricular and extracurricular experiences. This network will assist students with forming partnerships throughout the campus that help them identify their academic, personal, and career passions; think broadly and critically; develop skills for successful lives beyond their time on College Hill; and pursue happy and fulfilled lives. The network might bring together faculty members, student life professionals, career counselors, health and fitness counselors, and alumni."

Furthermore, recognizing the increasingly diverse student body choosing Hamilton, we committed ourselves to principles of both inclusive excellence in our pedagogy and to the development of a four-year advising curriculum in the ALEX initiative to support the ability for all students to maximize their Hamilton experience. When fully operational, the ALEX advisor program will consist of eight ALEX advisors, each with a caseload of 250 student advisees. Ideally, the students will remain with their ALEX advisors for the duration of their four years at Hamilton. Students will continue to be assigned a faculty academic advisor, who is likely their professor for one course during their first term at Hamilton. We also plan for the ALEX advisors to be incorporated in some way into first-year courses to bridge the curricular and co-curricular aspects of student life. Hamilton adopted a new advising software (Compass on the Starfish platform) that connects each student's advising network, but with an emphasis on data sharing on a need-to-know basis determined by advising role(s).

ALEX is a large project that combines several facets of Hamilton's current strategic plan. The phased rollout of the plan began with the start date of the new dean of engaged education on July 1, 2020, and has continued as we build-out the ALEX initiative. The personnel-building process will continue and largely be complete with the anticipated addition of the final two ALEX advisors in the 2024-25 academic year, which is when all students will have assigned ALEX advisors.

Hamilton's Academic Resource Centers (ARCs), forming the L for *Learn* in ALEX, directly support the delivery of graduation and curricular requirements and the College's educational goals. These resource centers include: the Nesbitt-Johnston Writing Center (WC), which also provides support for English as a second language; the Oral Communication Center (OCC); the Quantitative and Symbolic Reasoning Center (QSR); the Language Center (LC); and the Library's Research and Instructional Design program (R&ID). The College also maintains academic support offices that specifically serve diverse student populations, including the Hamilton College Opportunity Programs, which comprises The Arthur O. Eve Higher Education Opportunity Program (HEOP) for low-income New York State residents and the Hamilton College Scholars Program for students who fall outside the HEOP eligibility requirements.

These academic support resources have grown and changed in tandem with Hamilton's curricular decisions and educational mission. ARCs play an important role in maintaining the rigor of Hamilton's academic programs. Each center directly supports student learning through one-on-one and group academic tutoring (available in most ARCs every day of the week) and additional workshops and events. Many also support faculty pedagogy through assistance with course and assignment planning, teaching development workshops, and online resources. Our resources are well utilized by both students and faculty. The centers (WC, QSR, OCC, and LC) hold thousands of tutoring appointments each year and serve a significant portion of the student population across the curriculum. As summarized below in Figure 5.2, ARCs served 41 of the 44 concentrations, yielding 11,466 student visits representing 658 of the 1,366 courses, with 116 center tutors providing one-on-one and group level tutoring.

ACADEMIC RESOURCE CENTER PEER TUTORING IMPACT STATEMENT | **2022 2023**

41 Departments served of 44 — 93% — LC: 11% QSR: 41% OCC: 64% WC: 84%

204 FACULTY SERVED THROUGH TUTORING — 11,466 TOTAL NUMBER OF VISITS TO ARCS

658 Courses served of 1,366 — 48% — LC: 34 QSR: 178 OCC: 141 WC: 445

1,587 STUDENTS SERVED THROUGH TUTORING

STUDENTS BY CENTER
WC 1,179 — LC 61 — OCC 721 — QSR 655

94 % OF CLASS OF 2026
82 % OF CLASS OF 2025
59 % OF CLASS OF 2024
69 % OF CLASS OF 2023

Figure 5.2 Impact of ARCs, 2022-2023.

In response to the dramatic rise in student use of the academic resource centers, the dean of faculty recently allocated more resources into each center to help cope with student demand. As those resources are realized, the dean of faculty and the dean of engaged education will carefully monitor the impact and assess future needs.

A wide array of campus offices and programs support student learning beyond the classroom, providing experiential and other learning opportunities that serve the College's mission to "nourish a love of learning, a creative spirit, and an informed and responsible engagement with an ever-changing world." This programming directly serves the 2018 strategic plan initiative around "Experiential Hamilton," which has led to adoption of an Experiential Learning (EL) course designation in fall 2019. The initiative emphasizes four types of EL that help students gain experience outside of the traditional academic classroom and apply what they have learned in the classroom to real-world contexts.

Hamilton is committed to ensuring that experiential learning opportunities are robust, rigorous, and accessible to all students. Offices that support EL programming often work closely with faculty to ensure that their co-curricular student learning opportunities meet the College's academic standards and link directly to what students learn in the classroom, with critical reflection. Some notable examples of offices that provide experiential support resources include the following:

- The Levitt Center focuses on helping students expand their "creativity, understanding, self-awareness and empathy" through experiential learning opportunities that are directly tied to the College's educational mission and curriculum, and which help students apply their academic study to an exploration of complex social problems and possibilities for meaningful change. The

Levitt Center's programming engages students, faculty, and other community members in this endeavor and includes grants to support mentored and collaborative student and faculty research on persistent social problems, with a series of [student resources](#) and [faculty support](#) in collaboration with the Dean of Faculty Office that provide "a curriculum that fosters ethical, informed, and engaged citizenship as well as creativity." Also included are social innovation fellowships and postgraduate fellowships, a speaker series, and engaged citizenship programs that include workshops and experiential learning opportunities in support of academic work.

- The [Ruth and Elmer Wellin Museum of Art](#), which celebrated its 10-year anniversary in 2022-23, provides a venue through which students and faculty may pursue "learning through interaction with works of art and material culture from a wide variety of regions and eras." Its director notes that a focus on the importance of art and object-based learning "has been an integral part of a Hamilton education for well over a century," and this focus reflects the College's current educational goals of aesthetic discernment, creativity, communication and expression, and understanding of cultural diversity.

  The Wellin offers numerous opportunities for engagement and experiential learning, from docent training to student assistantships in collections and exhibitions, its education department, social media and outreach, and through the student-run [Wellin Initiative for Student Engagement](#). The Wellin also provides curricular support for faculty who wish to use its current exhibitions and permanent collection to extend their classroom teaching in a variety of disciplines. In fall 2023, 75 classes visited the Wellin Museum, representing 1,169 students. Museum staff are available to help faculty design class sessions "to enhance student understanding of course content and advance critical thinking, problem solving, oral communication and visual literacy skills."

The [Library and Information Technology Services](#) mission is to empower all members of the Hamilton community to use information and technologies to engage in intellectual exploration, make informed decisions, and create and share knowledge. LITS members help build connections between the Hamilton community (faculty, staff, students, prospective students, parents, alumni, etc.) and the information and technology resources they need to succeed. For example, support for student learning is provided by the Research and Design team in LITS. In support of the current Digital Hamilton strategic plan, LITS was able to run an analysis on data they had collected on the nature of faculty requests for support in digital areas. Three main themes emerged: algorithmic thinking, design thinking, and data and analytic thinking. Based on these demonstrated needs, LITS has undertaken the development of pedagogical modules to support both student and faculty development of these skills including a module supporting Python with a series of lessons that include learning, practice, and self-assessment. Furthermore, in an effort to support the algorithmic and data and analytic thinking of both faculty and students, a new data science and analytics research librarian position was created and filled. This new research librarian provides support to faculty and students in analytical digital projects.

Residential Life

Over the past five years, the College has focused its attention and resources on creating or bolstering its student support offerings. In 2019, Hamilton opened the [Johnson Center for Health and Wellness](#), a state-of-the-art complex housing the College's Health Center and [Counseling Center](#). The Johnson Center demonstrates Hamilton's commitment to enhancing the wellbeing of our students by providing resources that help set the foundation for a healthy and productive life. It also functions as a space for students to think about their physical and emotional wellness, and how the two impact their academic success, social success, and personal satisfaction.

In addition to academic advising, the health center, and the counseling center, students may seek support from a variety of other resources on campus. Students who are unsure of the type of support they need or the resources that are available to them may meet with the associate dean of students for student support services or the case manager, both housed in the Dean of Students Office. These two positions are part of a new case management program that addresses the needs of students who are experiencing significant difficulties related to mental health, physical health, or psycho-social adjustment. When needed, our staff will provide direct case management services, including interventions, referrals, and follow-up services, and will work in close collaboration with faculty, faculty advisors, health care providers, student affairs colleagues, and parents, and will manage relationships with internal and external stakeholders as needed. Additional student affairs support services for the wellbeing of students outside the classroom are provided by the office for International Student Services, Department of Community Living, the Chaplaincy, and the Days-Massolo Center.

Hamilton is committed to establishing policies that allow students, faculty, and staff to work and live in an environment that gives everyone an opportunity to realize their potential while ensuring compliance with both federal and state laws. Below are examples of policies and procedures that have been created or revised recently.

Student conduct policies are regularly reviewed and revised. The Student Code of Conduct, which sets out prohibited behaviors and defines procedures and sanctions for policy violations, was revised in 2016 to update the points system that outlines penalties for violations, and was further revised in 2018 to redefine Judicial Board procedures. This latest revision also made major changes to the language in the policy, making it more educational and less punitive. The Honor Code, which regulates issues of academic integrity, was reviewed in 2016 and modified to clarify and simplify the list of possible violations, and to modernize language, in addition to other changes. Further review of the Honor Code occurred during the 2019-20 academic year, extending expectations for academic integrity beyond graded assignments and modifying sanctions.

Physical Education, Athletics, and Wellness

A robust, broad-based athletics program is an integral component of Hamilton's liberal arts education and provides an important complement to students' residential and academic experience. Students enjoy numerous options for athletic, fitness, and wellness activities, including intramurals, club sports, wellness programming, and intercollegiate athletics sports teams. In addition, physical education is one of the few graduation requirements that must be fulfilled by all students. Just as we prepare students to think, write, and speak after college, we emphasize that they learn the basics of healthy living, fitness, mental health, and physical conditioning. The College's diverse athletics program therefore functions as an educational partner to the academic mission. It plays a significant role in recruiting high-quality students and provides a positive social platform and varied opportunities to bring our diverse communities together, joining students, faculty, staff, parents, alumni, and local residents in the spirit of health, fitness, fun, and competition.

At Hamilton, coaches are teachers and head coaches are voting members of the faculty. They attend faculty meetings, participate in campus-wide committees, and teach classes in the physical education program. They are hired, evaluated, and reappointed similarly to the academic faculty, as outlined in the *Faculty Handbook*. Their leadership serves as an extension of and enhancement to students' educational experiences. We expect our student-athletes to excel to their highest potential in the classroom and to be held to high standards of academic achievement by our coaches. We also expect them to make responsible choices about their time, to demonstrate campus leadership, and to contribute to a positive liberal arts experience for the entire community.

The Physical Education Department has implemented a number of changes to its offerings and procedures to better support students. For example, it has moved from a "fitness test" to a "fitness assessment" in order to minimize student anxiety around this requirement and highlight support. In 2022-23, in collaboration with the Committee on Academic Policy, the College eliminated the long-standing swim requirement. In addition, PE offers a wide range of classes taught throughout the academic day. The majority of classes are introductory so that they are accessible to all students. Over the last few years, the department has also introduced a number of wellness classes that include mental health components to support the College's strategic initiatives in this area and to evolve to support current student concerns.

The intramural program provides structured playing opportunities for students in a wide variety of sports. Recent improvements in the indoor practice facility and the addition of artificial turf fields have vastly improved these activities. The program is supervised by a full-time staff member who oversees a student committee that provides seasonal game scheduling, playoff organization, and peer supervision. The department is exploring ways to partner with the Residential Life and Student Activities offices to provide services more effectively.

Club sports are intended for students who seek competition with other institutions, but not at the NCAA level. The department offers club sports in rugby, sailing, curling, water polo, equestrian, marathon canoe racing, fencing, ultimate frisbee, soccer, ice hockey, figure skating, nordic and alpine skiing, and cycling. These activities receive funding for travel, lodging, equipment, fees, and in some cases, coaching.

Originally initiated for employees, the Wellness Program has been expanded to support students. It features a 12-part lecture series, a variety of fitness activities that include yoga, cardio classes, spinning, Zumba, swimming, tai chi, and co-movement, as well as weekly stress management sessions. Special programming is offered for self-defense, nutrition, and positive psychology. Partnerships with the Dean of Students and Dean of Faculty offices and the Counseling Center have helped facilitate programming, including guest speakers on sleep, body image and nutrition; an annual wellness fair; the annual all-campus triathlon; and an annual 5k run and walk. The program has also initiated a six-week life skills program available for all students that provides coaching in time management, coping skills, conflict resolution, resiliency, and stress management.

The Athletics Department makes every effort to maximize athletics facility availability for use by students, faculty, and staff. Athletics facilities are open daily during the school year and during breaks. Recreational equipment is available to students for checkout, and the Recreation Office provides scheduling and support for a variety of special events, games, and tournaments.

Intercollegiate Athletics is a highly visible program on campus. It attracts prospective students and brings together Hamilton students, faculty, and staff as well as alumni and local community members who take great pride in the performance of our teams. Hamilton sponsors 29 intercollegiate sports teams and is a charter member of the New England Small College Athletic Conference (NESCAC), which is composed of 11 highly regarded academic institutions. The results of varsity competitions are covered by local and national media and are highlighted on the College's website. Hamilton is currently the only NESCAC institution that is not accredited by the New England Commission of Higher Education.

Policies on Student Services

Policies on student rights and responsibilities, including student conduct and grievance procedures are formally provided in the Student Handbook. Policies for the Code of Student Conduct and judicial procedures are published on the Hamilton website.

Through the Information Security Program, Hamilton College has developed a policy and procedure for

maintaining and sharing information and data pertaining to the institution, its students, faculty, and staff. The mission of the information security program is to protect the information assets of Hamilton College thereby reducing institutional risk. These assets include the data that Hamilton collects from its faculty, staff, students, alumni, parents, and others doing business with the College, as well as intellectual property created by members of the Hamilton community. Policies on records maintenance and security and the release of academic information govern student data and the release of information.

Through our robust college-wide assessment system, we systematically review the effectiveness and efforts of the services we offer. For example, goals for the 2021-22 academic year included to "create and implement a Health Promotion program for the Hamilton College community." This goal was articulated through an assessment of needs to: 1) understand the Hamilton College culture and community to inform and impact the wellbeing of the campus community; 2) guide a vision and strategy for creating a wellbeing collective of students, faculty, and staff who will work together to become a health-promoting campus; and 3) provide support and consultation for embedding, and building capacity for, health promotion initiatives in departments and organizations across campus. These goals are aimed at promoting the new Community Health Department in the Dean of Students Office and resulted in the hiring of a new director. The Community Health Department has now been established and is working to become integrated into the division and provide student support.

Standard 5: Students

(Admissions, Fall Term)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

		?

Credit Seeking Students Only - Including Continuing Education

		3 Years Prior (FY 21)	2 Years Prior (FY 22)	1 Year Prior (FY 23)	Current Year (FY 24)	Goal (specify year) (FY 25)
Freshmen - Undergraduate	?					
Completed Applications	?	7,443	9,380	9,899	9,643	
Applications Accepted	?	1,370	1,320	1,166	1,135	
Applicants Enrolled	?	438	533	478	462	470
% Accepted of Applied		18.4%	14.1%	11.8%	11.8%	
% Enrolled of Accepted		32.0%	40.4%	41.0%	40.7%	
Percent Change Year over Year						
Completed Applications			26.0%	5.5%	-2.6%	
Applications Accepted			-3.6%	-11.7%	-2.7%	
Applicants Enrolled			21.7%	-10.3%	-3.3%	
Average of statistical indicator of aptitude of enrollees: (define below)	?	Fall 2020	Fall 2021	Fall 2022	Fall 2023	
Average SAT Composite		1433	1465	1477	1469	
Average ACT Composite		33	34	34	33	
Average High School Rank		15	21	18	16	
Transfers - Undergraduate	?					
Completed Applications		229	266	321	305	
Applications Accepted		47	12	26	34	
Applications Enrolled		12	4	8	11	10
% Accepted of Applied		20.5%	4.5%	8.1%	11.1%	-
% Enrolled of Accepted		25.5%	33.3%	30.8%	32.4%	-
Master's Degree	?					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-
First Professional Degree	?					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-
Doctoral Degree	?					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-

Please enter any explanatory notes in the box below

The Enrollment Division does not set targets for application numbers or selectivity, but always seek to attract as many qualified and deserving applicants as possible to reach out enrollment goals.

Standard 5: Students

(Admissions, Fall Term)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

Credit Seeking Students Only - Including Continuing Education		3 Years Prior (FY 21)	2 Years Prior (FY 22)	1 Year Prior (FY 23)	Current Year (FY 24)	Goal (specify year) (FY 25)
Freshmen - Undergraduate	?					
Completed Applications	?	7,443	9,380	9,899	9,643	
Applications Accepted	?	1,370	1,320	1,166	1,135	
Applicants Enrolled	?	438	533	478	462	470
% Accepted of Applied		18.4%	14.1%	11.8%	11.8%	
% Enrolled of Accepted		32.0%	40.4%	41.0%	40.7%	
Percent Change Year over Year						
Completed Applications			26.0%	5.5%	-2.6%	
Applications Accepted			-3.6%	-11.7%	-2.7%	
Applicants Enrolled			21.7%	-10.3%	-3.3%	
Average of statistical indicator of aptitude of enrollees: (define below)	?	Fall 2020	Fall 2021	Fall 2022	Fall 2023	
Average SAT Composite		1433	1465	1477	1469	
Average ACT Composite		33	34	34	33	
Average High School Rank		15	21	18	16	
Transfers - Undergraduate	?					
Completed Applications		229	266	321	305	
Applications Accepted		47	12	26	34	
Applications Enrolled		12	4	8	11	10
% Accepted of Applied		20.5%	4.5%	8.1%	11.1%	-
% Enrolled of Accepted		25.5%	33.3%	30.8%	32.4%	-
Master's Degree	?					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-
First Professional Degree	?					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-
Doctoral Degree	?					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-

Please enter any explanatory notes in the box below

The Enrollment Division does not set targets for application numbers or selectivity, but always seek to attract as many qualified and deserving applicants as possible to reach out enrollment goals.

			Standard 5: Students			
			(Admissions, Fall Term)			
Complete this form for each distinct student body identified by the institution (see Standard 5.1)						
					?	
		Credit Seeking Students Only - Including Continuing Education				
		3 Years Prior **(FY 21)**	**2 Years Prior** **(FY 22)**	**1 Year Prior** **(FY 23)**	**Current Year** **(FY 24)**	**Goal (specify year)** **(FY 25)**
Freshmen - Undergraduate	**?**					
Completed Applications	**?**	7,443	9,380	9,899	9,643	
Applications Accepted	**?**	1,370	1,320	1,166	1,135	
Applicants Enrolled	**?**	438	533	478	462	470
% Accepted of Applied		18.4%	14.1%	11.8%	11.8%	
% Enrolled of Accepted		32.0%	40.4%	41.0%	40.7%	
Percent Change Year over Year						
Completed Applications			26.0%	5.5%	-2.6%	
Applications Accepted			-3.6%	-11.7%	-2.7%	
Applicants Enrolled			21.7%	-10.3%	-3.3%	
Average of statistical indicator of aptitude of enrollees: (define below)	**?**	Fall 2020	Fall 2021	Fall 2022	Fall 2023	
Average SAT Composite		1433	1465	1477	1469	
Average ACT Composite		33	34	34	33	
Average High School Rank		15	21	18	16	
Transfers - Undergraduate	**?**					
Completed Applications		229	266	321	305	
Applications Accepted		47	12	26	34	
Applications Enrolled		12	4	8	11	10
% Accepted of Applied		20.5%	4.5%	8.1%	11.1%	-
% Enrolled of Accepted		25.5%	33.3%	30.8%	32.4%	-
Master's Degree	**?**					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-
First Professional Degree	**?**					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-
Doctoral Degree	**?**					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-
Please enter any explanatory notes in the box below						

The Enrollment Division does not set targets for application numbers or selectivity, but always seek to attract as many qualified and deserving applicants as possible to reach out enrollment goals.

		3 Years Prior (FY 2)	2 Years Prior (FY 2)	1 Year Prior (FY 2)	Current Year (FY 2)	Goal (specify year) (FY 2)
Standard 5: Students (Enrollment, Fall Term)						
Complete this form for each distinct student body identified by the institution (see Standard 5.1)					?	
Credit-Seeking Students Only - Including Continuing Education						
UNDERGRADUATE	?					
First Year Full-Time Headcount	?	440	533	479	465	
Part-Time Headcount	?	0	0	0	0	
Total Headcount		440	533	479	465	0
Total FTE	?	440	533	479	465	
Second Year Full-Time Headcount		499	505	602	518	
Part-Time Headcount		1	0	0	0	
Total Headcount		500	505	602	518	0
Total FTE		499	505	602	518	
Third Year Full-Time Headcount		473	513	484	575	
Part-Time Headcount		0	0	0	0	
Total Headcount		473	513	484	575	0
Total FTE		473	513	484	575	
Fourth Year Full-Time Headcount		485	497	505	486	
Part-Time Headcount		1	1	1		
Total Headcount		486	498	506	486	0
Total FTE		485	497	505	486	
Unclassified Full-Time Headcount	?		1			
Part-Time Headcount		1	5	4	9	
Total Headcount		1	6	4	9	0
Total FTE		0	3	1	3	
Total Undergraduate Students						
Full-Time Headcount		1,897	2,049	2,070	2,044	0
Part-Time Headcount		3	6	5	9	0
Total Headcount		1,900	2,055	2,075	2,053	0
Total FTE		1,898	2,051	2,072	2,047	0
% Change FTE Undergraduate		na	8.1%	1.0%	-1.2%	-100.0%
GRADUATE	?					
Full-Time Headcount	?					
Part-Time Headcount	?					
Total Headcount		0	0	0	0	0
Total FTE	?					
% Change FTE Graduate		na	-	-	-	-
GRAND TOTAL						
Grand Total Headcount		1,900	2,055	2,075	2,053	0
Grand Total FTE		1,898	2,051	2,072	2,047	0
% Change Grand Total FTE		na	8.1%	1.0%	-1.2%	-100.0%

Please enter any explanatory notes in the box below

Standard 5: Students
(Financial Aid, Debt, Developmental Courses)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

? Where does the institution describe the students it seeks to serve?

https://www.hamilton.edu/admission

	(FY 2020)	(FY 2019)	(FY 2018)		
? **Three-year Cohort Default Rate**	0	0	0.4		
(from College Scorecard)					

	3 Years (FY 2021)	2 Years (FY 2022)	Most (FY 2023)	Current (FY 2024)	Goal (FY 2025)
? **Student Financial Aid**					
Total Federal Aid	$5,371,283	$6,169,142	$6,524,510	$6,246,048	TBD
Grants	$1,960,790	$2,399,329	$2,339,569	$2,417,798	TBD
Loans	$2,391,558	$2,611,329	$3,086,829	$2,743,539	TBD
Work Study	$1,018,935	$1,158,484	$1,098,112	$1,084,711	TBD
Total State Aid	$654,456	$738,529	$742,520	$833,158	TBD
Total Institutional Aid	$44,145,699	$49,107,278	$50,617,715	$53,302,813	TBD
Grants	$44,105,949	$48,946,266	$50,373,169	$53,162,113	TBD
Loans	$39,750	$161,012	$244,546	$140,700	TBD
Total Private Aid	$2,607,947	$2,582,859	$2,634,468	$2,655,316	TBD
Grants	$1,230,174	$1,217,413	$1,331,358	$1,545,546	TBD
Loans	$1,377,773	$1,365,446	$1,303,110	$1,109,770	TBD
Student Debt					
Percent of students graduating with debt (include all students who graduated in this calculation)					
Undergraduates	43%	47%	45%	46%	TBD
Graduates	0%	0%	0%	0%	0%
First professional students	0%	0%	0%	0%	0%
For students with debt:					
Average amount of debt for students leaving the institution with a degree					
Undergraduates	$20,125	$19,663	$22,699	$19,770	TBD
Graduates	$0	$0	$0	$0	$0
First professional students	$0	$0	$0	$0	$0
Average amount of debt for students leaving the institution without a degree					
Undergraduates	?	?	?	?	?
Graduate Students	$0	$0	$0	$0	$0
First professional students	$0	$0	$0	$0	$0
Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)					
English as a Second/Other Language	0%	0%	0%	0%	0
English (reading, writing, communication skills)	0%	0%	0%	0%	0
Math	0%	0%	0%	0%	0
Other	0%	0%	0%	0%	0

Please enter any explanatory notes in the box below

we do not track average debt on LOA or WD students

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

For each type of diversity important to your institution (e.g., gender, race/ethnicity, first generation status, Pell eligibility), provide information on student admissions and enrollment below. Use current year data.

Undergraduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled		
? Category of Students (e.g., male/female); add more rows as needed					
Female	5,326	606	242		
Male	4,317	529	220		
First generation	3,026	178	68		
Pell eligible	1,780	211	85		
Asian	906	156	44		
American Indian/ Alaskan Native	5	1	0		
Black or African American	604	58	16		
Hispanic	1,157	124	43		
Multiracial	374	81	31		
Native Hawaiian/ Pacific Islander	4	0	0		
Non-Resident (International)	3,516	78	39		
Unknown	135	25	11		
White	2,942	612	278		
Graduate Admissions information	**Completed Applications**	**Applicants Accepted**	**Applicants Enrolled**		
? Category of Students (e.g., male/female); add more rows as needed					

Undergraduate Enrollment information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (specify year)
? Category of Students (e.g., male/female); add more rows as needed					
Female	1,143	9	1,152	1,146.00	
Male	901	0	901	901.00	
First generation	287	0	287	287.00	
Pell eligible	362	0	362	362.00	
Asian	182	0	182	182.00	
Black or African American	61	0	61	61.00	
Hispanic	188	0	188	188.00	
Multiracial	114	0	114	114.00	
Non-Resident (International)	154	5	159	155.67	
Unknown	28	3	31	29.00	
White	1,317	1	1,318	1,317.33	
Graduate Enrollment information	**Full-time Students**	**Part-time Students**	**Total Headcount**	**FTE**	**Headcount Goal (specify year)**
? Category of Students (e.g., male/female); add more rows as needed					
			0		

Please enter any explanatory notes in the box below

Use IPEDS Race/Ethnicity definition

Standard Six: Teaching, Learning, and Scholarship

Engagement and interaction between students and faculty is the hallmark of the liberal arts experience at Hamilton; it defines our purpose and animates our decision making. Our processes and structures for faculty and academic staff are designed to assist highly qualified teacher-scholars better prepare and engage our students while delivering a transformative liberal arts education. In what follows we offer an account of the composition of our academic staff, and then discuss our enhancements to faculty development, efforts to diversify the faculty, and our overall approach to teaching and learning.

The Faculty

Hamilton's educational program is supported by teams of highly qualified faculty – 201 full-time and 66 part-time faculty, of whom 97% possess a doctorate or other terminal degree within their field. We collect the terminal degree transcripts of faculty at the time of hire and administer a background check as part of the hiring process. These faculty numbers allow for a 9.3-to-1 student-to-faculty ratio, providing students opportunities for close interaction with faculty and strong mentoring relationships. Hamilton recognizes the value of retaining full-time, tenure-line faculty to support the academic program; consequently, only a small percentage of courses are taught by adjuncts or part-time instructors (3.5% over the past five years). Complementing the work of faculty are the highly qualified staff, who support and enrich other parts of students' learning experiences. In addition, some of the part-time numbers reported above are qualified staff at the College who teach courses either as a part of their current position or as an addition to their regular duties. As discussed earlier, there are numerous Academic Resource Centers (ARCs) on campus that serve to support and enrich student learning. Staff in charge of the ARCs are highly trained (doctorate or master's degrees) and experienced in their fields. Several ARC directors teach courses within their areas of expertise to heighten their level of engagement and to broaden the learning experience for students.

Tenure-Line Faculty

Presently, 66 (38%) of the 172 tenure-line faculty FTE are full professors, 46 (27%) are associate professors, and the remaining 60 FTE (35%) are assistant professors. The ratio of tenured to tenure-eligible faculty stands at 65:35, reflecting a significant wave of retirements and hiring that began a little over a decade ago. Hamilton has been hiring large cohorts of assistant professors, averaging close to 13 tenure-track faculty annually for about a decade, including 12 new tenure-track faculty who started in 2023-24 and 17 scheduled to arrive in 2024-25. The generational turnover in the faculty, which we anticipate will start to slow in the next couple of years, has introduced new areas of expertise and energy to the campus, at the same time that it has also unsettled existing norms and practices.

Tenure-line faculty staffing is managed by the Dean of Faculty Office in conjunction with the Committee on Academic Policy (CAP). Every continuing open faculty position is "returned" to the College for review by CAP as to appropriate (re)allocation. When departments submit requests for the (re)allocation of positions to their departments or program they consider the curricular rationale, responses to recent external reviews, and enrollment patterns. This method allows CAP to move positions in response to waxing and waning student demand, or to move the curriculum in a desired strategic direction. Tenure-line faculty have grown by eight positions over the last decade, mainly to support areas of student interest, including digital learning across the curriculum, economics, and computer science.
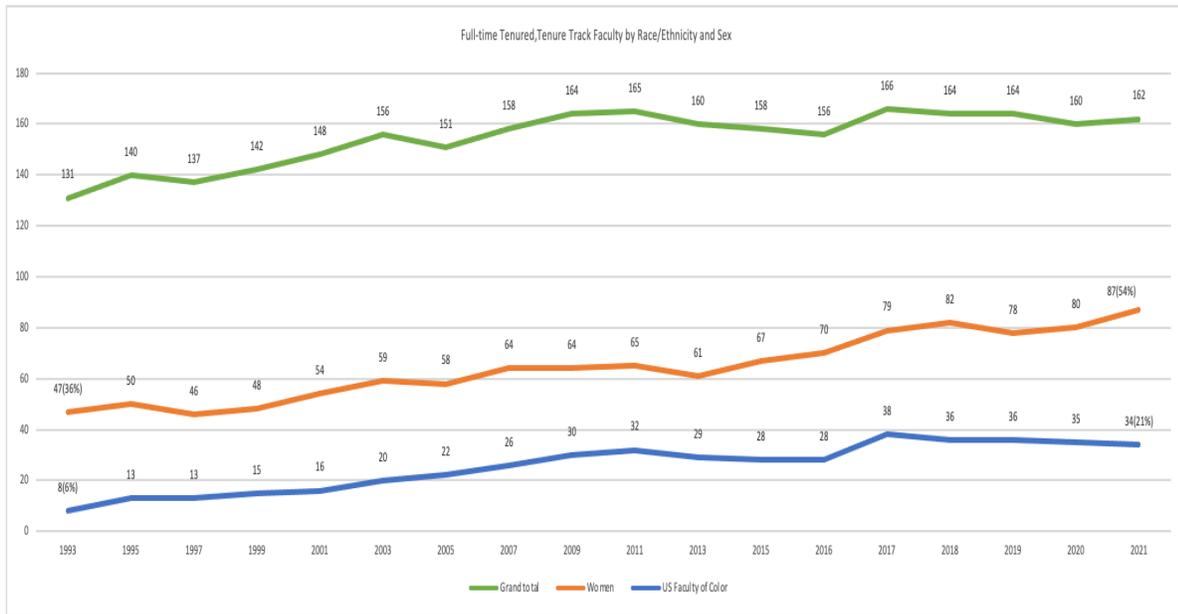
Figure 6.1. Graph showing tenured and tenure-track faculty FTE from 1993 to 2021.

Non-Tenure Track Faculty

In addition to tenure-line, Hamilton has three types of continuing non-tenure track faculty positions: professors of instruction (10 FTE), special appointments (1.8 FTE), and physical education faculty (23 FTE). Professors of instruction, whose main role is teaching, support instruction across the disciplines at Hamilton. Full-time instructional faculty teach six-courses or the equivalent per year and can hold the title of assistant, associate, or professor of instruction. Recognizing that several long-serving staff members' jobs were primarily instructional and not administrative, the instructional faculty category was created in fall 2021. Instructional faculty are evaluated on the basis of teaching effectiveness and are not obliged to produce scholarly or creative works (but many of them do), and their service obligations are limited to their department or program. Faculty holding special appointment positions were hired at 0.60 FTE load and are allocated to departments in lieu of hiring faculty in term positions. Historically, special appointment positions were used to support spousal hiring at the College, and the three remaining special appointment faculty are all spouses. Faculty in these positions hold the title of assistant professor, associate professor, or professor by special appointment. Finally, as described in Standard 5, the head coaches of Hamilton's varsity sports are voting members of the faculty. They attend faculty meetings, participate in campus-wide committees, and teach classes in the physical education program. They are hired, evaluated, and reappointed similarly to the academic faculty, as outlined in the *Faculty Handbook*.

Visiting Faculty

Hamilton has three identifiable categories of visitors. The first and largest category are visitors at the assistant professor or lecturer level who fill in for tenure-line faculty who take a year-long sabbatical (we don't replace semester-long sabbaticals), as retirement replacements while a department or program submits an FTE request, or to replace faculty serving in administrative posts. In the past decade we have ranged between 18 and 26 visitors per year, reflecting an increase in the number of faculty taking year-long sabbaticals. Second, a handful of our departments and programs hire distinguished or advanced-rank visitors who hold endowed- or gift-funded positions. These eminent teacher-scholars provide special curricular coverage to complement offerings by regular faculty. Finally, Hamilton recruits several postdoctoral fellows, such as the CFD fellows and a number of our own internally funded positions who

carry the title of visiting assistant professor.

Adjuncts Lecturers

The College also uses adjunct appointments to respond to additional instructional needs we cannot meet with full- or part-time faculty. All appointments in this category are at no more than two courses per year (less than half time). Adjunct faculty at Hamilton hold the title of lecturer. The number of individuals holding lecturer appointments at Hamilton has grown somewhat, from 39 in 2018, 50 in 2021, and 67 in 2022. Several factors account for this growth. First, the College rightly decided to convert all music instrument instructors teaching credit-bearing courses to lecturers in music. This alone explains the jump from 50 to 67 between 2021 and 2022. Second, extending adjunct teaching opportunities is one of the ways we have tried to respond to demands for spouse and partner employment. While part-time teaching of this type is not always what academic couples hope, it often works as a helpful transition that may turn into a full-time visitor appointment in future years. Third, included in this number are several full-time Hamilton employees who are qualified to teach one or two courses per year, however, teaching is not formally part of their job description. Finally, hiring adjunct faculty has proved to be a useful tool in responding to over-enrollment, allowing departments and programs to cover growing interest in many fields, especially at the introductory level. As we look ahead, we would like to gain firmer control of the number of adjuncts at Hamilton, minimizing reliance on these appointments. Ideally, we think a number that does not exceed 50 individuals (or 20 FTE) is the right size for Hamilton.

Discussion

As a whole, Hamilton faculty are accomplished teachers and scholars. We have tenure and promotion guidelines at both the institutional level (*Faculty Handbook*) and at the department and program level that establish clear expectations for teaching excellence, significant levels of scholarly activity, and expectations of service to the department, institution, and one's discipline. Many faculty hold leadership roles within their professions (e.g., journal editors, officers for professional organizations). Faculty are also active in securing external grant support for their scholarly activities (since 2018 we have had 175 applications resulting in 49 awards totaling $5,661,373 through our Office of Sponsored Programs). Faculty regularly hone their pedagogical practice through participation in workshops and conferences on and off campus, and their success in teaching is reflected in a variety of measures, including student responses on faculty-approved course evaluation forms, student letters (solicited at reappointment, tenure, and promotion), peer visitations of the classroom with both established practices and revised practices currently underway as a result of the Committee on Evaluating Teaching, and self-reflection in their personal statements during review. Overall, the students rate the faculty very highly. Based on responses to quantitative items on the course evaluation form, between 87% and 90% of our faculty's courses score between "agree" to "strongly agree" on the questions designed to elicit feedback from students on the quality of courses, the communication of goals and expectations between faculty and students, the communication of course materials, how the faculty helped the student to think critically, the standards that faculty set, and the degree to which students agreed that the faculty member was an effective teacher.

Consistent with our system of shared governance, the faculty own the curriculum in that they define the course of study for students within their respective disciplines. As a collective body, and consistent with shared governance, the faculty are responsible for designing, approving, delivering, and assessing the effectiveness of the academic program. The curriculum is overseen by the Committee on Academic Policy (CAP), a faculty-elected standing committee, that reviews "... educational policies and requirements for the baccalaureate degree and recommend[s] to the Faculty changes to the curriculum; formulate[s] procedures to carry out educational policies voted by the Faculty." Departments and programs wishing to make changes to their concentration requirements or course offerings must receive approval from the CAP. Furthermore, revisions to the curriculum that require changes to the academic

regulations or graduation requirements that appear in the College *Catalogue* must be approved by a majority of the faculty. The most recent curricular development is highlighted in the current strategic plan, and, as mentioned previously, involves the development of a "campus-wide digital learning community with curricular and other initiatives intended to enable all students to understand and acquire the modes of thinking and the basic skills necessary to communicate and work effectively in an increasingly digital world." The CAP was central in conceptualizing a strategy for integrating digital learning across the curriculum, including a separate allocation process of four expansion faculty FTE dedicated to the Digital Hamilton strategic initiative. The CAP "...also advises the Dean of Faculty and the President on the allocation of faculty positions to departments and programs of instruction." CAP bases its recommendations for allocation decisions on curricular and student enrollment merits.

In fall 2014 an *ad hoc* committee consisting of representatives from the COA, CAP, and Dean of Faculty (DoF) Office conducted a study to improve on-going and long-term management of departmental and program personnel and curricula. Of concern were issues related to planning for the high number of anticipated retirements, improving structures to support interdisciplinary programs, and improving policies to ensure good departmental management. Recommendations were intended to encourage personnel review committees to support the professional development of tenure-track faculty, provide more robust support for interdisciplinary programs such that they could house faculty FTE, having departments anticipate needs out to a three-year window in the FTE allocation process, and updating the department annual reports for more forward-looking anticipation of changes and needs.

Hamilton is committed to recruiting and retaining a broadly diverse faculty and creating a campus community that is inclusive and welcoming to people of all ethnicities, cultures, and backgrounds. Over the years, the College has revised its faculty recruitment procedures to include hiring workshops throughout the year on topics designed to coincide with the search cycle and on best practices in running bias-free searches. Topics cover all aspects of the search process: from advertising the position, building the pool, evaluating applications, and interviewing candidates, to on-boarding and retaining new faculty hires once they arrive on campus. Workshops are run by the associate deans of faculty with the VPAA/DoF and VPDEI. Since implementing these practices as represented in our [Affirmative Action Reports](#), the diversity of our faculty increased from 18.8% in 2010 to 23% in 2019, and is currently at 21% in 2023. Also worth noting is that our percentage of women on the faculty has grown substantially over the past 10 years and now represents over half of our faculty.

Once new faculty arrive on Hamilton's campus, the [College supports their transition](#) to the institution, the region, and their continued success as teacher-scholars. With the increasing number of new faculty joining Hamilton, additional attention has been directed to supporting faculty to meet successfully their new responsibilities. Faculty are expected to be active and engaged teacher-scholars, and the dean's office supports faculty in a variety of ways, including financial support for research and pedagogical innovation and for leave time. New tenure-track faculty hires have access to generous start-up funds to launch their scholarship for their first four years at Hamilton. In addition, new faculty receive a one-course reduction in teaching in their first year and a pre-tenure one-term leave in their fourth year at full pay. Thereafter, all tenure-line faculty are eligible for a one-term periodic leave at full pay after every 10 terms of full-time teaching. If faculty opt for a full-year pre-tenure or post-tenure leave, they will receive half of their annual salary, and they can also apply for support from the [College's Grant Activity Fund](#) to supplement their salary up to an additional 25%, depending upon their grant application activity and rank.

The College provides generous four-year start-up packages aimed at providing the resources for newly hired faculty to get their program of research up and running. Start-ups are negotiated at the time of hire between the candidate, department chair, and associate dean of faculty, with the aim of providing the resources a new tenure-track faculty member will need over the course of four years. Historically, we have been able to meet most requests. After several years of new faculty requesting to enroll in the

NCFDD Faculty Success Program, where some new faculty were budgeting for this in their start-up plans and some were not, the dean of faculty decided to automatically provide $5,000 in professional development funds to be used at any time within the first four years. The idea is that every new tenure-track faculty member could join the NCFDD Faculty Success Program or enroll in another program, making the participation equitable and based on each individual's need.

After start-up, faculty receive generous support throughout their career, including a generous sabbatical program with the opportunity for supplemental salary compensation through their grants activity, regular opportunities to apply for internal awards to bolster research activities and enhance their pedagogical efforts, and yearly support for research and conference travel. This year we initiated a pilot program, the Hamilton Annual Research and Travel (HART) fund, to restructure our support of professional development for faculty. Through the HART Program, each faculty member is allocated $4,000 per year to use for research or professional development activities. We are monitoring this pilot with the anticipation it will be revised at least slightly (with the possible option to allow some rollover of funds to support faculty who need to do international travel that exceeds the annual allotment) in the 2024-25 academic year.

To facilitate their transition to Hamilton, new faculty participate in a multi-day orientation to the campus that takes place each fall before classes commence. In 2017 the College instituted a mentoring program for new faculty that is managed by a tenured member of the faculty in cooperation with several other tenured members who assume responsibility for small, interdisciplinary groups of new faculty. Through workshops and informal dinner conversations, the new faculty receive multifaceted professional support and assistance in establishing a productive work-life balance. This organizational structure to the mentorship program also provides new faculty with a network of colleagues at the College who are outside their home department or program.

Furthermore, all departments are also expected to mentor their incoming faculty, with department chairs overseeing this process. Indeed, allocation requests for new positions or to fill vacated FTEs are expected to include information about mentoring plans. The chairs' annual reviews of tenure-track faculty must also be read and signed by all senior faculty in the department to help ensure that mentoring duties are shared by several faculty members in each department.

Faculty salaries are reviewed each academic year in comparison to the AAUP faculty compensation survey against a peer benchmark of 25 institutions. Our goal is to have all faculty salaries by rank (assistant professor, associate professor, and full professor) fall between the 11th and 14th institutions in that peer group. The faculty used shared governance processes to set this bar over a decade ago and it may be time to revisit this benchmark. All continuing faculty are evaluated yearly; they submit an annual report in February and receive a written evaluation from their department chair a month later. The department evaluation is submitted to the dean of faculty as part of the salary determination process and becomes part of tenure and promotion files. Beginning in 2017, the annual reviews for junior faculty on the tenure-track and faculty at the associate professor rank include as signatories all department and/or committee members who will vote on tenure or promotion, indicating that they have seen and been consulted about the evaluation. This new policy helps to flatten fluctuations in annual reviews as department chairs change, and it keeps the voting members of the department more involved in the progress and mentoring of their colleagues.

Hamilton is committed to academic freedom, affirming in its Statement on Freedom of Expression (*Faculty Handbook*) that the "right to search for truth, to express both popular and unpopular opinions, and to criticize existing beliefs and institutions is the foundation of intellectual life in a democratic society. Academic citizenship carries with it the added responsibility of preserving free inquiry and open expression for all members of the community." In most cases, ownership of intellectual property is left to

individual faculty members and, when speaking or writing as individuals, faculty are guaranteed freedom to speak for themselves so long as they do not claim to be speaking for the College. Hamilton does not censor expression; indeed faculty are encouraged to express their views on all matters, including controversial, political issues in the public domain. The College serves as a forum where ideas may be debated and discussed. As an example, Hamilton continues to reaffirm this commitment in the case of seminar speakers. Fifteen years ago, Hamilton found itself in the national spotlight due to controversy over two invited speakers. Rather than moving to a top-down system where speakers are vetted, the College has continued to give faculty the freedom to choose whom they invite to campus. Under the current system, the Dean of Faculty Office coordinates the funding of all invited speakers in order to ensure equitable access to funds and to give the College a chance to prepare for controversial talks, but there remains no vetting process. In 2017, President Wippman introduced "Common Ground," a series of talks designed to model respectful disagreement by bringing together speakers with opposing viewpoints. These events have drawn audiences of both campus constituencies and the local community.

While Hamilton has maintained its commitment to academic freedom on campus, social media has increased the pressures on academic freedom from the outside. Faculty have been publicly attacked for their views and cyberbullying is likely to get worse over time. The dean's office is aware of the problem and established support for faculty who find themselves under attack in the public spotlight. The dean of faculty first addressed it in a faculty meeting in 2019, reminding faculty of Hamilton's commitment to academic freedom and its security protocols when potentially threatening targeting occurs.

Teaching and Learning

Hamilton is committed to impartiality in faculty evaluation, promotion, and conflict resolution. To that end, the College's tenure and promotion guidelines – covering teaching, scholarship, and service – are described formally in the *Faculty Handbook*. In addition to College-wide guidelines, each academic unit housing faculty FTE has discipline-specific tenure and promotion guidelines that are developed and proposed by each department or program and approved by the Committee on Appointments, an elected faculty body. Currently, academic departments are revising the teaching sections of their guidelines to incorporate best practices in the evaluation of teaching as recommended to the faculty by the *ad hoc* Committee on Evaluating Teaching. This work is to be completed by the end of the 2023-24 academic year. Additionally, criteria for scholarship and teaching, as well as how they are mutually beneficial, are incorporated into the process for external reviews of departments and programs within the Committee on Academic Policy's periodic review process.

Hamilton's open curriculum delivers a foundational education by replacing lists of required courses with programs that teach central skills and concepts across multiple departments, and thus puts a special emphasis on careful advising. Faculty in tenure-track appointments normally begin advising students in their second year at Hamilton. In response to faculty feedback, more extensive advisor training workshops and advising resources have been developed to help advisors get trained and maintain their advising knowledge. We conduct an advising workshop in August, before new students arrive on campus, focused on the nuts-and-bolts of advising and current best practices. Advising workshops are strongly recommended for faculty and the August workshop is normally well attended with 50+ participants. The advising workshop held in the spring semester is specifically geared for new faculty who have not yet done pre-concentration advising at the College. This timing allows new faculty sufficient time to learn about their new responsibilities and serves as a refresher for faculty who have been advising for a while.

Hamilton has a robust system to promote student-faculty research, from the Senior Program – in which nearly all students are integrated into some form of original research – to our well supported summer research programs through Levitt, Emerson, Kirkland, science, and philosophy summer research programs. In these programs, more than 150 students conduct research every summer. This is an

important area of recruitment and the student academic experience, and a priority for many students who come to Hamilton.

The delivery of our curriculum, including co-curricular and other educational initiatives, is evaluated at many points, from assessment of individual faculty in the classroom, up to the departmental and institutional level. Assessment of educational effectiveness begins with student evaluations of each course and instructor completed at the end of each term. Student course evaluations are made available to the instructor, as well as the department chair and the dean of faculty. These evaluations are used alongside other evaluative practices, such as in-person class observations, and prepared by department chairs to shape an overall picture of teaching effectiveness in annual reviews for each faculty member, then reviewed with individual faculty and submitted to the dean of faculty. Individual faculty are also invited to comment upon any feedback they have received from students in their own annual reports to the dean, and, based on the totality of information, the dean provides comments on areas of strength and any areas in need of attention in annual reviews of each faculty member.

Teaching effectiveness is also assessed by the College at key advancement stages in a faculty member's career. The *Faculty Handbook* contains general principles on teaching expectations. In addition, each department and program housing tenure-line faculty maintains guidelines for reappointment, tenure, and promotion that state explicitly what standards of teaching effectiveness are expected and how teaching assessments will be carried out. Per the *Faculty Handbook*, each voting member of a department "should be in a position both to assess from firsthand knowledge" the classroom effectiveness of any instructor on whose reappointment, tenure, or promotion they will be voting. The Committee on Appointments and the dean of faculty refer to these guidelines in their evaluations of individual reappointment, tenure, or promotion dossiers and collect a wide array of data on the candidate's teaching effectiveness.

The faculty recently initiated a College-wide conversation about teaching assessment and, in particular, the role student course evaluations should play in that process. The formation of an ad-hoc Committee on Evaluating Teaching (CET) to study best practices in assessment of teaching, to examine the growing body of research on student evaluations reflecting implicit biases, and to make appropriate recommendations was approved by the faculty in fall 2019. The Committee on Evaluating Teaching provided interim reports to the faculty in 2020, 2021, 2022, and 2023 and identified areas where work needs to be done, conducted a pilot study on teaching evaluations and bias, and implemented department-wide revisions to the teaching sections of all department and program tenure and promotion guidelines. The CET work has expanded into a subcommittee of the Committee on Appointments whose members are responsible for reviewing and approving revised tenure and promotion guidelines with specific measures on the evaluation of teaching and formal processes for peer-visitation and documentation of course visits. The subcommittee's work is scheduled to be finished by the end of the 2023-24 academic year.

Standard 6: Teaching, Learning, and Scholarship
(Faculty by Category and Rank; Academic Staff by Category, Fall Term)

	3 Years Prior (FY 2021)	2 Years Prior (FY 2022)	1 Year Prior (FY 2023)	Current Year (FY 2024)
? Number of Faculty by category				
Full-time	194	203	198	201
Part-time	42	50	67	66
Adjunct				
Clinical				
Research				
Visiting				
Other; specify below:				
Total	236	253	265	267
Percentage of Courses taught by full-time faculty				
	82%	80%	75%	75%
? Number of Faculty by rank, if applicable				
Professor	75	70	74	66
Associate	38	40	37	46
Assistant	45	56	58	60
Instructor	2			
Other; specify below:				
Associate professor of instruct	1	2	2	4
Assistant professor of instruct	5	7	6	6
Senior lecturer	2	2	3	2
Lecturer	30	43	52	52
Visiting Professor	2	1	3	2
Visiting Associate Professor				2
Visiting Assistant Professor	34	30	24	26
Visiting Instructor	2	2	4	
Visiting Assistant Professor of Instruction			2	1
Total	236	253	265	267
? Number of Academic Staff by category				
Librarians	20.0	20.0	21.0	21.0
Advisors	16.1	19.1	20.6	20.6
Instructional Designers	5	5	5	5
Other; specify below:				
Total	41	44	47	47

Please enter any explanatory notes in the box below

The librarians we are counting here are at the institutional level. Since the library has revisited its definition, the counts for previous years are based on estimates. We are also planning to update the IPEDS counts accordingly.

Standard 6: Teaching, Learning, and Scholarship (Highest Degrees, Fall Term)						
?			**3 Years Prior** **(FY 21)**	**2 Years Prior** **(FY 22)**	**1 Year Prior** **(FY 23)**	**Current Year** **(FY 24)**
Highest Degree Earned: Doctorate						
Faculty	Professor		73	68	72	64
	Associate professor		38	39	37	46
	Assistant professor		45	56	58	59
	Associate professor of in		1	1	1	3
	Assistant professor of instruction			4	4	4
	Senior lecturer		2	2	3	2
	Lecturer		15	20	27	30
	Visiting Professor		1	1	2	1
	Visiting Associate Professor					2
	Visiting Assistant Profess		33	29	24	26
	Visiting Instructor		1	2	3	
	Visiting Assistant Professor of Instruction				1	
	Total		209	222	232	237
Academic Staff	Librarians		2	2	2	2
	Advisors		4	5	5	5
	Inst. Designers		1	1	1	1
Other; specify*						
Highest Degree Earned: Master's						
Faculty	Professor		1	1	1	1
	Assistant professor					1
	Instructor		2			
	Associate professor of instruction			1	1	1
	Assistant professor of ins		5	1		
	Lecturer		10	7	11	9
	Visiting Professor		1		1	1
	Visiting Assistant Profess		1	1		
	Visiting Instructor		1		1	
	Visiting Assistant Professor of Instruction				1	1
	Total		21	11	16	14
Academic Staff	Librarians		13	14	15	15
	Advisors		10	10	11	11
	Inst. Designers		2	2	2	2
Other; specify*						
Highest Degree Earned: Bachelor's						
Faculty	Professor		1	1	1	1
	Associate professor			1		
	Assistant professor of instruction			2	2	2
	Lecturer		5	12	9	8
	No rank					
	Other					
	Total		6	16	12	11
Academic Staff	Librarians		3	4	4	4
	Advisors		4	5	5	5
	Inst. Designers		3	3	3	3
Other; specify*						
Highest Degree Earned: Professional License						
Faculty	Professor					
	Associate					
	Assistant					
	Instructor					
	No rank					
	Lecturer			4	5	5
	Total		0	4	5	5
Academic Staff	Librarians					
	Advisors					
	Inst. Designers					
Other; specify*						
* Please insert additional rows as needed						

		3 Years Prior (FY 21)		2 Years Prior (FY 22)		1 Year Prior (FY 23)		Current Year (FY 24)	
		FT	PT	FT	PT	FT	PT	FT	PT
? Number of Faculty Appointed									
Assistant professor		6		15		11		12	
Associate professor of instruction				2					
Assistant professor of instruction				4		2		2	
Instructor		1							
Senior lecturer									1
Lecturer				17		11			17
Visiting Professor		1				1	1		
Visiting Associate Professor								1	1
Visiting Assistant Professor		2		4		8	1	10	
Visiting Instructor						1			
Visiting Assistant Professor of Instruc						1			
Total		10	0	25	17	24	13	25	19
? Number of Faculty in Tenured Positions									
Professor		69	6	65	5	65	9	59	7
Associate		37		40		36	1	44	2
Assistant									
Instructor									
No rank									
Other									
Total		106	6	105	5	101	10	103	9
? Number of Faculty Departing									
Associate professor		1		3					
Assistant professor		1		5		1			
Assistant professor of instruction				2					
Visiting Assistant Professor				1		2			
No rank									
Other									
Total		2	0	11	0	3	0	0	0
? Number of Faculty Retiring									
Professor		3	2	2	1	2	2	4	
Associate professor		2							
Assistant professor of instruction				1					
Instructor									
No rank									
Other									
Total		5	2	3	1	2	2	4	0
Fall Teaching Load, in credit hours									
Professor	Maximum	3.00							
	Median	2.50							
Associate	Maximum								
	Median								
Assistant	Maximum								
	Median								
Instructor	Maximum								
	Median								
No rank	Maximum								
	Median								
Other	Maximum								
	Median								

Explanation of teaching load if not measured in credit hours

Each course is equal to one credit. Our credit hour policy meets the Federal Credit Hour Definition and is provided in Standard Four. Currently all full-time faculty theach a 5 course load either 2-3 or 3-2 based on the semester system and in converstations with their department chair or program director. The five course load expludes Lecturers - up to 2 courses annually, Faculty in Special Appointments - up to 3 courses anually, and Faculty of Instruction - up to 6 courses annually. Hamilton grants faculty course releases for certain service responsibilites or new tenure-track faculty in their first year, otherwise faculty are expected to teach a five course load across the academic year.

Standard 6: Teaching, Learning, and Scholarship
(Number of Faculty by Department or Comparable Unit, Fall Term)

Number of Faculty by Department (or comparable academic unit); insert additional rows as needed	3 Years Prior (FY 21)		2 Years Prior (FY 22)		1 Year Prior (FY 23)		Current Year (FY 24)	
	FT	PT	FT	PT	FT	PT	FT	PT
AFRICANA STUDIES	1	2	1	2	1	2	1	2
AMERICAN STUDIES					1		1	
ANTHROPOLOGY	6		6		6	1	6	1
ARABIC								
ARCHEOLOGY								
ART	6	2	6		6	2	6	2
ART HISTORY	5	1	5	1	5		5	
ASIAN STUDIES	1		4		3		3	
BIOCHEMISTRY								
BIOLOGY	12		12	1	14		14	
CHEMISTRY	8	2	10		10	1	10	2
CHINESE								1
CINEMA AND MEDIA STUDIES				1		2		1
CLASSICAL STUDIES	4		4		4		4	
COLLEGE COURSES						2		2
COMPUTER SCIENCE	5		5		5	1	5	
CREATIVE WRITING								
CRITICAL LANGUAGES						1		1
DANCE	2	3	1	3	2	2	2	1
DIGITAL ARTS	1		1		1		1	
EAST ASIAN LANGUAGES AND	7	1	4	2	4	2	4	2
ECONOMICS	13	2	15	1	13	2	15	1
EDUCATION		2				1		1
ENVIRONMENTAL STUDIES	3	2	4	2	3	2	4	2
FRENCH AND FRANCOPHONE	5	1	4		5		4	1
GEOARCHAELOGY								
GEOSCIENCES	5		5		5	1	5	
GERMAN								
GERMAN, RUSSIAN, ITALIAN, A	6	1	8	1	8	1	8	2
GOVERNMENT	14	5	15	3	16	3	14	4
GREEK								
HAMILTON IN FRANCE								
HAMILTON IN SPAIN								
HEBREW								
HISPANIC STUDIES	8	1	7	1	7	2	7	1
HISTORY	11	1	11	2	11	2	11	2
INTERDISCIPLINARY								
INTERNSHIP								
ITALIAN								
JAPANESE								
LATIN								
LINGUISTICS						1		1
LITERATURE & CREATIVE WRI	15	1	14	2	13	3	14	3
MATHEMATICS AND STATISTIC	10		10		10	1	10	1
MID EAST & ISLAMIC WORLD ST								
MUSIC	6	6	6	24	6	25	5	27
NEUROSCIENCE								
PHILOSOPHY	6	1	7	2	7	1	7	1
PHYSICS	6	2	8		7	1	8	
PSYCHOLOGY	10	1	11	1	9	2	10	2
PUBLIC POLICY								
RELIGIOUS STUDIES	5	2	4		2	2	3	1
RUSSIAN								
RUSSIAN STUDIES								
SENIOR FELLOWS								
SOCIOLOGY	5	2	6	1	5		6	
THEATRE	4		4		5		5	
WOMEN'S AND GENDER STUDI	4	1	5		4	1	3	1
Total	194	42	203	50	198	67	201	66

Please enter any explanatory notes in the box below

Hamilton's academic units are primarily organized by departments followed by a few academic programs (or interdisciplinary programs). Unlike a department, a program is led by a director and typically does not have faculty numbers with the exception of a few programs as reported in the std 6.4 data form. More importantly, a program does not roll up or does not operate under the jurisdiction of a specific department. Those listed on Standard 4 are a mix of departments, programs, and areas of study.

Standard 6: Teaching, Learning, and Scholarship
(Faculty and Academic Staff Diversity)

For each type of diversity important to your institution (e.g., gender, race/ethnicity, other), provide information on faculty and academic staff below. Use current year data.

Faculty	Full-time	Part-time	Total Headcount	Headcount Goal (specify year)
? Category of Faculty (e.g., male/female, ethnicity categories); add more rows as needed				
Female	111	28	139	
Male	90	38	128	
Asian	24	4	28	
Black or African American	6	3	9	
Hispanic	12	2	14	
Multiracial	4	1	5	
Non-Resident (International)	12		12	
Unknown	10	8	18	
White	133	48	181	
Academic Staff	**Full-time**	**Part-time**	**Total Headcount**	**Headcount Goal (specify year)**
? Category of Academic Staff (e.g., male/female, ethnicity categories); add more rows as needed				
Female	31	4	35	
Male	13	2	15	
Asian	2		2	
Black or African American	2		2	
Hispanic	1	2	3	
Unknown	3	1	4	
White	36	3		
			50	
Please enter any explanatory notes in the box below				
Use IPEDS definition				

Standard Seven: Institutional Resources

Hamilton counts itself fortunate to have significant resources – our tremendous employees, enviable endowment, beautiful campus, and stellar facilities and infrastructure, including our library – that make possible the fulfillment of our mission of providing a comprehensive and excellent liberal arts education to all of our students. The College works hard to husband these resources to support our current operations in such a way as to ensure the College's financial stability now and into the future. In the tough environment of financing higher education, Hamilton invests judiciously in recruiting, retaining, and supporting our employees. We also regularly and prudently reinvest in our facilities through a combination of maintenance and renewal programs, and capital construction where needed.

Hamilton develops a financial plan for both the near and long term. The annual budget is developed by the Business Office through an iterative process that responds to advice from the Faculty Committee on Budget and Finance, senior staff, trustees, and others. The budget process begins in October with budget managers entering proposed budgets into an online budget tool. Vice presidents of each area review and submit their requests in early December and the Business Office pulls it together for senior staff review in mid-December. Further discussions take place in January with key stakeholders until consensus is reached and a balanced budget is achieved. There are many tradeoffs during this process to best deploy the resources available. The proposed budget is presented by the vice president for administration and finance to the Board of Trustees for approval in March of each year. The annual budget is developed and approved in the context of a multi-year forecast that considers what is known about strategic initiatives and is based on a given set of assumptions about revenues, financial aid, endowment performance, and, on the expense side, possible efficiencies and reallocations that are expected or planned.

Hamilton Employees

Recruiting exceptional employees is an integral part of the College's mission and strategic plan, with the focus on facilitating a life cycle for all College employees that is positive, enriching, and fair. Having covered our faculty in Standard 6, this section focuses on staff, touching on lifecycle activities such as selection and staffing, compensation and benefits, employee relations, training and development, and policy and procedure development and interpretation. In addition to the 267 faculty, in FY24 Hamilton College employed 510 staff members, which has grown from 460 a decade earlier.

It is extremely important to the College that staff vacancies are handled in an appropriate and ethical manner. Our resource allocation policy pertains to all open staff positions that are returned to the appropriate governing body for reauthorization, reallocation, or redefinition, thereby ensuring collaborative decision making on the best use of resources. Senior staff members engage in a focused process around non-faculty staffing (the dean of faculty is responsible for faculty staffing). For example, every open position is returned to senior staff for approval. Refilling the position is justified in writing and senior staff recommend reauthorization of the position or reallocation to a new role. Vice presidents often reorganize their own divisions to accomplish institutional priorities. In both formal and informal ways – through outside reviews and connections to professional colleagues – the College routinely gathers data about staffing levels at other schools to compare both adequacy and efficiency. In recent years, positions have been added to support new programs and initiatives such as for ALEX, data intelligence, support for the Digital Hamilton Initiative, and positions in the Dean of Students division to support wellness and diversity initiatives. Additionally, positions were added in Advancement to support the capital campaign and in Communications to establish a separate Communications and Marketing division of the College.

Recruitment and selection has many components and the College employs a consistent process by using a Recruitment Authorization Form. For all vacant staff positions requested for replacement, the hiring

supervisor, along with the respective senior officer, must answer a series of questions based on need and expectations. The form is then reviewed by Human Resources, which performs a compensation analysis, using Colleges and Universities Professional Association (CUPA) data, and a budget review, identifying the proper general ledger codes. The completed recruitment authorization packet then undergoes review by the entire senior staff. If approved, the job description, which has been reviewed and updated as part of the packet, is posted to the Hamilton Job Opportunities website as well as appropriate national search venues.

The College carefully considers various locations to post job vacancies to attract a talented, diverse pool of candidates. The College tries to ensure that job placements are well thought out and uses a number of subscriptions to recruiting tools that further promote and market the College's vacancies. Depending on the position, a recruitment team may be assembled and a diversity liaison appointed. The College communicates the benefits it offers to candidates and employees through the Human Resources website and through a publication titled *The Hamilton College Benefits Guidebook*. Candidates who are on campus for interviews receive the guidebook, which helps attract prospective employees. The benefits guidebook is distributed to all employees annually.

The College has partnered with M3, a regional placement and partnership firm, to provide the resources necessary to welcome, both professionally and personally, new and prospective members of the Hamilton community. The M3 Relocation Program offers confidential conversations tailored to dual career support, acclimating to a new community, and cultural transitions. In addition, M3 provides custom consultations specific to coaching and career goals and ongoing engagement to collaborate with a spouse or partner, as well as various transitional needs. M3 continues to exceed the expectations of participants while reassuring Hamilton's commitment to fostering a culture that cares about its community.

As suggested by our previous Middle States review, the College's three non-faculty employee handbooks (for administrators, staff, and maintenance and operations) were consolidated into a single *Employee Handbook* and distributed in 2021. The *Employee Handbook* contains relevant policies for employees at the College, including policy on grievance resolution. The College has a set of policies and procedures in place that allow students and employees the opportunity to address specific grievances. To ensure an atmosphere of mutual respect and cooperation, policies such as the harassment and sexual misconduct policies and the grievance procedure under the Americans with Disabilities Act protect students and employees from unlawful discrimination and harassment and establish procedures for promptly addressing allegations. The Financial Misconduct Policy addresses issues of financial impropriety and procedures for reporting known instances. Employees can address grievances that adversely affect working conditions and job satisfaction in a number of ways. Ideally, problems are resolved through meetings with a senior officer and/or Human Resources, but the College also provides other options such as EthicsPoint for anonymous reporting, an Employee Assistance Program (EAP) through Bridges located in nearby Oneida, N.Y., or access to the director of community standards, who also serves as the College's Title IX coordinator. In addition, the College has a negotiated agreement with the unionized Facilities Management employees that outlines specific grievance procedures that are made available to each union employee.

Hamilton is committed to establishing policies that allow students, faculty, and staff to work and live in an environment that gives everyone an opportunity to realize their potential while ensuring compliance with both federal and state laws. Policies related to internal budgeting and processes can be found at Administrative and Finance webpages and the Budget Center.

Financial Resources

Hamilton's financial position is strong, as demonstrated by our $1.3 billion endowment and that we consistently run balanced budgets from year-to-year, including over the entirety of the COVID-19 pandemic. Hamilton is fortunate to have a large endowment-per-student ratio ($685,211 per student FTE). Nevertheless, we cannot, of course, do all that we would like to do, and we must make choices. Careful planning on spending and management of those resources are therefore key priorities of the College.

The Board of Trustees has the ultimate fiduciary responsibility for the College. The chief financial officer of the College is the vice president for administration and finance, who is a member of senior staff and leads the administration and finance division of the College. Reporting to this vice president are the leaders of the Business Office, Human Resources, Facilities Management, the Procurement Office, College Events, Environmental Health and Safety, and the chief investment officer.

Annual Budget

The annual budget process is highly collaborative, leading to a financial plan that is presented to the board for formal approval. Information about needs and desires is collected from budget managers across all programs. Senior staff members review and manage the allocation of resources in their respective areas, and then, working as a team, discuss budgets in depth and support each other in top-level decision making to accomplish the agreed-upon priorities. The Faculty Committee on Budget and Finance, composed of three faculty, the VPAA/DoF, the vice president for administration and finance, and a student representative, meets with key stakeholders throughout the planning process and makes recommendations on resource decisions.

Figure 7.1. The annual budget process and timeline.

Overall goals of the budget process include: maintaining and improving Hamilton's strong academic programs; completing and maintaining priorities already underway; ensuring intergenerational equity by balancing today's needs with those of future generations of students, faculty, and staff; where possible, (re)allocating resources as needed to achieve additional strategic plan priorities; keeping a Hamilton education within financial reach for our students by being judicious in the rate at which we increase tuition; and utilizing a transparent, fair, inclusive process. The proposed budget is presented by the vice president for administration and finance to the Board of Trustees for approval in March of each year. The annual budget is developed and approved in the context of a multi-year forecast that takes into

consideration what is known about strategic initiatives and is based on a set of assumptions about revenues, financial aid, endowment performance, and, on the expense side, possible efficiencies and reallocations that are expected or planned.

Expenses at Hamilton fall into three general categories: *people,* in salaries and benefits; *program*, covering operating budgets; and *plant*, relating to spending on facilities. The budget for each category is developed through a robust annual process.

Spending on *people* in salaries and benefits is the largest (55%) fraction of expenditures at Hamilton. As described earlier, faculty salaries are reviewed each academic year in comparison to the AAUP faculty compensation survey against a peer benchmark of 25 institutions, where our goal is to have all faculty salaries by rank (assistant professor, associate professor, and full professor) fall between the 11th and 14th position of that peer group. Staff salaries are proposed by the vice president for administration and finance, reviewed by the Budget Committee, discussed by senior staff as a whole, and approved by the president. The goal, where possible, is for an across-the-board increase to keep up with the cost of living, as well as market adjustments for employees based on CUPA comparisons and other data.

Budget Expenses 23/24

People	FTE	$ (millions)
Faculty	237.5	$29.0
Staff	510	$40.3
Benefits		$21.1
Part-time under 50, Temp	Varies	$ 2.4
Students	Varies	$3.0
Total		$95.8

- Wages & Benefits (55%)
- Dept Operating (22%)
- Restricted Support for Depts (6%)
- Facilities (8%)
- Debt Service (7%)
- Contingency (1%)
- Gifts & Grants(2%)

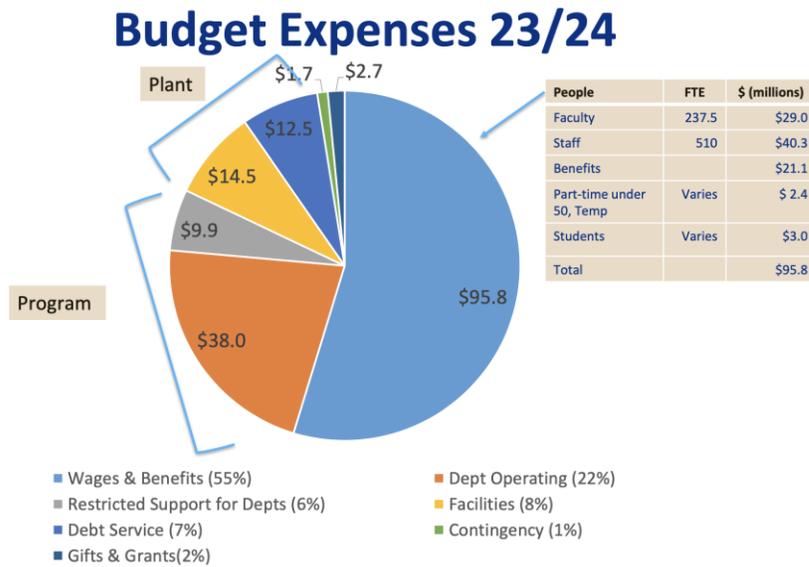**Figure 7.2. Budget expenses for FY24.**
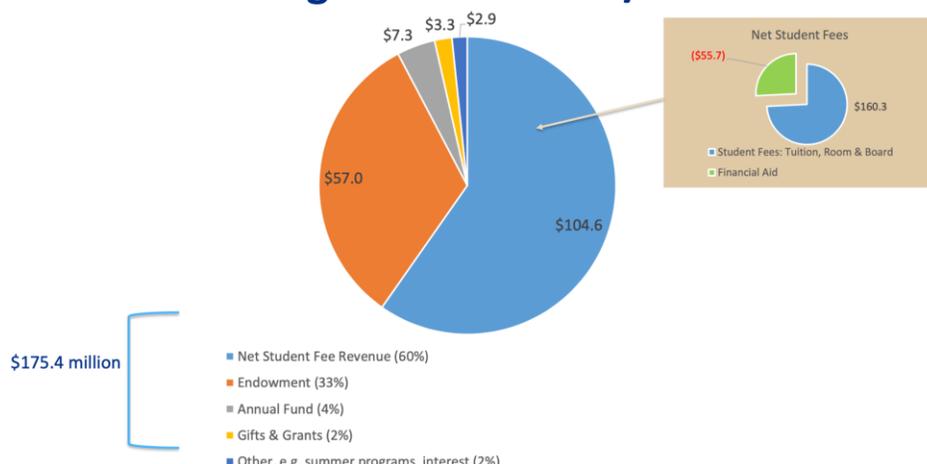
Figure 7.3. Budget revenue for FY24.

Budget managers across campus submit *program* (28%) requests to their senior staff supervisors at the end of October. If senior staff support requests for increases, they are then forwarded for review by the campus Budget Committee, senior staff, and the president in an iterative process in which spending priorities are sharpened and agreed upon. Only requests that yield a balanced budget are included in the final budget submitted to the Board of Trustees for final approval at the March meeting.

Much of the rest of our annual expenditures support our *plant* (15%) in the form of ongoing maintenance, including renewal of our facilities (8%) and debt service (7%) on capital projects. As with program budgets, each year budget managers submit requests for capital renewal, which are then reviewed by the Facility Planning Committee (a committee chaired by the associate vice president for facilities and planning with membership across the divisions of the College). Finally, we set aside contingency funds, under the control of the vice president for administration and finance, to address and respond to unanticipated needs and opportunities over the course of the year.

On the revenue side, we derive our income from three primary sources, as summarized in Figure 7.3 below: net student fees (60%); draw on the endowment (33%); and gifts for current use (6%).

Audits

The College engages with KPMG to conduct our annual audit of financial statements. The faculty and administration committee on Budget and Finance as well as the board Committee on Budget are responsible for advising and making recommendations in the yearly budget process and audit review. All resources at the institution are aligned to provide our admitted students with a high quality, four-year, residential, liberal arts education. The financial statements, prepared by the Business Office staff during the summer, along with the auditor's report, are presented to the Audit Committee of the board by the auditors and the controller at the annual October trustee meeting. The Audit Committee reviews the financial statements in detail and recommends their acceptance by the Board of Trustees. The Audit Committee meets privately with the audit firm to address any issues of a confidential nature regarding the audit or staff support. Moody's Investor Service has affirmed Hamilton's Aa2 rating determining the College's financial outlook is stable.

The College uses key financial metrics to measure fiscal health such as 1) A multi-year analysis of the Composite Financial Index (CFI); 2) Primary Reserve Ratio; 3) Net Income Ratio; 4) Return on Net

Assets Ratio; 5) Viability Ratio; and 6) Composite Financial Index Ratio. This information shows how well the institution's asset performance and management supports its strategic direction. Additionally, the multi-year forecast that is developed along with the annual budget helps to inform the viability of the decisions we make today and the impact they may have in the future.

Advancement

The Advancement Office's mission is to enhance the College's image and reputation and maximize volunteer and financial support. Advancement oversees the institution's fundraising activities, including all aspects of alumni engagement with the College. Recently, Advancement announced in May 2023 that the *Because Hamilton* campaign reached its $400 million goal. More than 29,000 alumni, parents, employees, and friends of the College contributed. More than $120 million was raised for financial aid, the campaign's top priority. Other funding priorities in the campaign were:

- six endowed professorships, including two in computer science;

- the Johnson Center for Health and Wellness and programs to support student wellbeing;

- new and spectacularly renovated facilities for the humanities, recreation, and athletics;

- the ALEX and Common Ground programs;

- Digital Hamilton; and

- efforts to support diversity, equity, and inclusion, including hiring the College's first vice president for DEI.

Facilities Management, Capital Planning and Physical Plant Maintenance

Hamilton's beautiful campus and physical plant are overseen by Facilities Management under the direction of the associate vice president for facilities and planning, who reports to the vice president for administration and finance. That division is responsible for both maintaining existing buildings and grounds, as well as overseeing new capital construction at the College. The planning processes for physical plant maintenance and capital projects assessments and decision making, including the Landscape Master Plan and Campus Master Plan, were discussed in Standard 2.

College operations policies are managed by the Compliance Oversight Leadership Team (COLT), formed after College representatives attended a Middle States workshop in 2016. COLT's role and responsibilities are to thoroughly review and maintain College policies and make them available to the College community to promote transparency, practicality, compliance, and accountability. COLT is composed of cross-divisional leadership and legal counsel, and is co-chaired by the vice president for administration and finance and our information security officer. COLT meets monthly and responsibilities include assessing institutional risk factors, overseeing policy creation or revision, and providing the community with guidance on the steps necessary to develop a policy. Examples of policies that COLT has directly initiated or worked with the appropriate committees to revise include: 1) revising the conflict of interest policy and ensuring that it is presented annually to key employees across the institution; 2) establishing a policy that prohibits romantic and sexual relationships between employees and students; and 3) revising what was initially a policy on scientific research misconduct to cover misconduct in research, scholarship, and creative activity across all disciplines.

Library, Information, and Technological Resources

The mission of LITS is to empower all members of the Hamilton community to use information and

technologies to engage in intellectual exploration, make informed decisions, and create and share knowledge. Members of LITS help build connections between the Hamilton community (faculty, staff, students, prospective students, parents, alumni, etc.) and the information and technology resources they need to succeed.

In 2013-2014, the College piloted merging the Library and Information Technology Services (ITS) departments into a single new division, and the vice president for ITS served in an interim capacity as a leader of both entities. After the successful pilot, the merger was made permanent and the College created a new division of Library and IT Services (LITS). This outcome has improved integration of technology into the Library's instruction and research support services and has helped the College plan strategically for Digital Hamilton. Examples of successful technology applications in teaching and research include augmented virtual reality, 3D printing and modeling, work with drones, and faculty fellowships for cultivating digital pedagogy. These contributions have further elevated the programming and design of a new Center for Innovative Technologies (CIT) as a home for interdisciplinary teaching and research with digital technology and the new home for our Computer Science Department. Plans for the CIT were partnered with a redesign and remodel of the first floor of the Burke Library as a digital commons, and plans for a physical connection between the CIT and the Library are included in the design of the new building in order to leverage LITS staff support.

In recent years multiple actions have been implemented to address information security including: 1) formally creating the information security officer (ISO) position in 2019 and having the ISO serve as the co-chair of COLT; 2) requiring all faculty and staff to use multi-factor single sign on authentication to access College resources that connect to sensitive information; and 3) restricting faculty access to student information (schedules, grades, etc.) to only those students who are formal academic advisees or in the classes of the faculty member.

Risk assessment and policy review are continuous agenda items for the Compliance Oversight Leadership Team. The committee meets monthly to review agenda items that have been compiled by the vice president for administration and finance and the ISO, including a yearly risk assessment and our current standing for needs-based decision making.

Standard 7: Institutional Resources
(Headcount of Employees by Occupational Category)

For each of the occupational categories below, enter the data reported on the IPEDS Human Resources Survey (Parts B and D1) for each of the years listed.

If your institution does not submit IPEDS, visit this link for information about how to complete this form:

https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf

	3 Years Prior (FY 21)			2 Years Prior (FY 22)			1 Year Prior (FY 23)			Current Year (FY 24)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	204	35	239	207	39	246	219	59	278	211	67	278
Research Staff			0			0			0			0
Public Service Staff			0			0			0			0
Librarians	9	0	9	10	0	10	12	0	12	14	0	14
Library Technicians	7	0	7	7	0	7	7	0	7	6	0	6
Archivists, Curators, Museum	2	2	4	2	1	3	2	1	3	3	1	4
Student and Academic Affairs	24	22	46	24	25	49	26	8	34	26	7	33
Management Occupations	81	6	87	81	4	85	85	7	92	86	8	94
Business and Financial	39	3	42	45	4	49	44	3	47	42	1	43
Computer, Engineering and Science	32	7	39	34	6	40	27	5	32	26	6	32
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	75	39	114	73	37	110	75	33	108	81	25	106
Healthcare Practitioners and	9	5	14	9	8	17	9	8	17	9	7	16
Service Occupations	91	38	129	92	32	124	92	25	117	92	22	114
Sales and Related	0	0	0	0	0	0	0	0	0	0	0	0
Office and Administrative	48	24	72	41	23	64	40	22	62	44	24	68
Natural Resources,	33	0	33	31	0	31	30	0	30	31	0	31
Production, Transportation,	1	0	1	1	0	1	0	0	0	0	0	0
Total	655	181	836	657	179	836	668	171	839	671	168	839

Please enter any explanatory notes in the box below

IPEDS 2023-24 data will be available in April 2024. The Cureent Year is the Academic Year 2022. In the meantime, since the library has revisited its definition recently, the librarian counts here were based on the old definition

Standard 7: Institutional Resources (Statement of Financial Position/Statement of Net Assets)					
Fiscal Year ends - month & day: (June /30)	2 Years Prior (FY 2021)	1 Year Prior (FY 2022)	Most Recent Year	Percent Change	
				2 yrs-1 yr prior	1 yr-most recent
ASSETS (in 000s)					
? Cash and Short Term Investments	$37,807	$43,134	$54,492	14.1%	26.3%
? Cash held by State Treasurer	$0	$0	$0	-	-
? Deposits held by State Treasurer	$0	$0	$0	-	-
? Accounts Receivable, Net	$2,067	$1,695	$3,314	-18.0%	95.5%
? Contributions Receivable, Net	$23,203	$22,176	$20,566	-4.4%	-7.3%
? Inventory and Prepaid Expenses	$0	$0	$0	-	-
? Long-Term Investments	$1,482,535	$1,332,358	$1,340,134	-10.1%	0.6%
? Loans to Students	$0	$0	$0	-	-
? Funds held under bond agreement	$44,537	$32,472	$16,012	-27.1%	-50.7%
? Property, plants, and equipment, net	$250,829	$258,863	$271,912	3.2%	5.0%
? Other Assets	$6,197	$3,780	$4,358	-39.0%	15.3%
Total Assets	**$1,847,175**	**$1,694,478**	**$1,710,788**	-8.3%	1.0%
LIABILITIES (in 000s)					
? Accounts payable and accrued liabilities	$12,442	$11,451	$12,149	-8.0%	6.1%
? Deferred revenue & refundable advances	$2,827	$2,430	$2,059	-14.0%	-15.3%
? Due to state	$0	$0	$0	-	-
? Due to affiliates	$0	$0	$0	-	-
? Annuity and life income obligations	$15,913	$15,666	$14,736	-1.6%	-5.9%
? Amounts held on behalf of others	$0	$0	$0	-	-
? Long-term investments	$0	$0	$0	-	-
? Refundable government advances	$0	$0	$0	-	-
? Other long-term liabilities	$176,339	$172,553	$169,593	-2.1%	-1.7%
Total Liabilities	**$207,521**	**$202,100**	**$198,537**	-2.6%	-1.8%
NET ASSETS (in 000s)					
Unrestricted net assets					
Institutional	**$370,529**	**$351,121**	**$356,726**	-5.2%	1.6%
? Foundation				-	-
Total	**$370,529**	**$351,121**	**$356,726**	-5.2%	1.6%
Temporarily restricted net assets					
Institutional	**$918,816**	**$787,050**	**$1,155,525**	-14.3%	46.8%
? Foundation				-	-
Total	**$918,816**	**$787,050**	**$1,155,525**	-14.3%	46.8%
Permanently restricted net assets					
Institutional	**$350,309**	**$354,207**	**$366,103**	1.1%	3.4%
? Foundation				-	-
Total	**$350,309**	**$354,207**	**$366,103**	1.1%	3.4%
Total Net Assets	**$1,639,654**	**$1,492,378**	**$1,878,354**	-9.0%	25.9%
TOTAL LIABILITIES and NET ASSETS	**$1,847,175**	**$1,694,478**	**$2,076,891**	-8.3%	22.6%

Please enter any explanatory notes in the box below

Standard 7: Institutional Resources (Statement of Revenues and Expenses)					
Fiscal Year ends - month& day: (/)	3 Years Prior (FY 2021)	2 Years Prior (FY 2022)	Most Recently Completed Year (FY 2023)	Current Year (FY 2024)	Next Year Forward (FY 2025)
OPERATING REVENUES (in 000s)					
Tuition and fees	$111,770	$120,195	$123,898		
Room and board	$24,863	$29,237	$30,165		
Less: Financial aid	(46,449)	(49,898)	(52,331)		
Net student fees	$90,184	$99,534	$101,732	$0	$0
Government grants and contracts	$0	$0	$0		
Private gifts, grants and contracts	$12,866	$9,920	$9,288		
Other auxiliary enterprises	$0	$0	$0		
Endowment income used in operations	$44,050	$45,818	$52,739		
Other revenue (specify):	$435	$95	$2,064		
Other revenue (specify):	$5,993	$5,064	$11,953		
Net assets released from restrictions	$0	$0	$0		
Total Operating Revenues	**$153,528**	**$160,431**	**$177,776**	**$0**	**$0**
OPERATING EXPENSES (in 000s)					
Instruction	$57,408	$59,825	$61,651		
Research	$841	$1,001	$1,498		
Public Service	$0	$0	$0		
Academic Support	$19,980	$21,947	$23,874		
Student Services	$22,524	$27,767	$27,770		
Institutional Support	$21,053	$23,419	$28,040		
Fundraising and alumni relations	$0	$0	$0		
Operation, maintenance of plant (if not allocated)	$0	$0	$0		
Scholarships and fellowships (cash refunded by public institution)	$0	$0	$0		
Auxiliary enterprises	$24,504	$25,067	$24,049		
Depreciation (if not allocated)	$0	$0	$0		
Other expenses (specify):	$0	$0	$0		
Other expenses (specify):	$0	$0	$0		
Total operating expenditures	**$146,310**	**$159,026**	**$166,882**	**$0**	**$0**
Change in net assets from operations	**$7,218**	**$1,405**	**$10,894**	**$0**	**$0**
NON OPERATING REVENUES (in 000s)					
State appropriations (net)	**$0**	**$0**	**$0**		
Investment return	**$362,958**	**-$168,684**	**-$9,282**		
Interest expense (public institutions)	**$0**	**$0**	**$0**		
Gifts, bequests and contributions not used in operations	**$41,798**	**$21,307**	**$15,611**		
Other (specify):	**$150**	**-$1,304**	**-$625**		
Other (specify):	**$0**	**$0**	**$0**		
Other (specify):	**$0**	**$0**	**$0**		
Net non-operating revenues	**$404,906**	**-$148,681**	**$5,704**	**$0**	**$0**
Income before other revenues, expenses, gains, or losses	**$412,124**	**-$147,276**	**$16,598**	**$0**	**$0**
Capital appropriations (public institutions)					
Other (specify):					
TOTAL INCREASE/DECREASE IN NET ASSETS	**$412,124**	**-$147,276**	**$16,598**	**$0**	**$0**

Standard 7: Institutional Resources (Statement of Debt)					
FISCAL YEAR ENDS month & day (June/30)	**3 Years Prior (FY 2021)**	**2 Years Prior (FY 2022)**	**Most Recently Completed Year (FY 2023)**	**Current Year (FY 2024)**	**Next Year Forward (FY 2025)**
Long-term Debt					
Beginning balance	$133,930	$153,845	$151,905	$151,370	$150,810
Additions	$29,355	$0	$0	$0	$0
[?] Reductions	($9,440)	($1,940)	($535)	($560)	($590)
Ending balance	**$153,845**	**$151,905**	**$151,370**	**$150,810**	**$150,220**
Interest paid during fiscal year	$5,949	$6,712	$6,731	$7,152	$7,124
Current Portion	$1,940	$535	$535	$560	$590
Bond Rating	AA2	AA2	AA2	AA2	AA2
Debt Service Coverage Operating Income / (Annual Interest + Current Portion of Debt)	0.91	0.19	1.49	0.00	0.00
Debt to Net Assets Ratio Long-tem Debt / Total Net Assets	0.09	0.10	0.10	0.10	0.10
Debt to Assets Ratio Long-term Debt / Total Assets	0.08	0.09	0.09	0.09	0.09

Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met. If not being met, describe the specific covenant violation (i.e., requirement of the lender vs. actual achieved by the instituiton). Also, indicate whether a waiver has been secured from the lender and/or if covenants were modified.

1. Taxable Bonds Series 2013 interest rate 4.75% US Bank. Local Development Corp Bonds Series 2013 interest rates between 4 - 5%, US Bank.

Line(s) of Credit: List the institutions line(s) of credit and their uses.

The College has a revolving unsecured line of credit in the amout of $50M available to use for working capital and other capital needs. No funds

Future borrowing plans (please describe).

Unknown

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Standard 7: Institutional Resources (Supplemental Data)					
FISCAL YEAR ENDS month & day (June/30)	**3 Years Prior (FY 2021)**	**2 Years Prior (FY 2022)**	**Most Recently Completed Year (FY 2023)**	**Current Year (FY 2024)**	**Next Year Forward (FY 2025)**
NET ASSETS					
Net assets beginning of year	$1,227,530	$1,639,654	$1,492,378	$1,512,251	$1,512,251
Total increase/decrease in net assets	$412,124	($147,276)	$19,873	$0	$0
Net assets end of year	**$1,639,654**	**$1,492,378**	**$1,512,251**	**$1,512,251**	**$1,512,251**
FINANCIAL AID					
Source of funds					
Unrestricted institutional	$26,746	$29,058	$27,720		
Federal, state and private grants	**$2,001**	**$2,192**	**$2,350**		
Restricted funds	**$17,702**	**$18,648**	**$22,261**		
Total	**$46,449**	**$49,898**	**$52,331**	**$0**	**$0**
% Discount of tuition and fees					
% Unrestricted discount					
Net Tuition Revenue per FTE					
FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE	3.0				

Please indicate your institution's endowment spending policy:

Please enter any explanatory notes in the box below.

The Dept. of Education has only published composite scores through FY2021.

Standard 7: Institutional Resources (Liquidity)					
FISCAL YEAR ENDS month & day (/)	**3 Years Prior** **(FY21)**	**2 Years Prior** **(FY22)**	**Most Recently** **Completed Year** **(FY 23)**	**Current Year** **(FY 24)**	**Next Year** **Forward** **(FY 25)**
CASH FLOW					
Cash and Cash Equivalents beginning of year	$34,772	$27,822	$43,134	$54,492	$67,492
Cash Flow from Operating Activities	($22,879)	($25,264)	($25,392)	($25,000)	($25,000)
Cash Flow from Investing Activities	($61,004)	$23,063	$23,395	$23,000	$23,000
Cash Flow from Financing Activities	$76,933	$17,513	$13,355	$15,000	$15,000
Cash and Cash Equivalents end of year	**$27,822**	**$43,134**	**$54,492**	**$67,492**	**$80,492**
LIQUIDITY RATIOS					
Current Assets	$42,077	$67,005	$78,372	$65,000	$65,000
Current Liabilities	$15,269	$13,881	$14,208	$15,000	$15,000
Current Ratio	**2.76**	**4.83**	**5.52**	**4.33**	**4.33**
Days Cash on Hand (Cash and Cash Equivalents) /([Operating Expenses - Depreciation and other noncash expenses]/365)	**78.24**	**112.19**	**133.34**		

Please enter any explanatory notes in the box below that may impact the institution's cash flow.

Has the institution needed to access its restricted net assets or liquidate other financial assets to fund operations?   If so, please describe and indicate when approvals (if required) were obtained from the state's authority.

No

Please enter any explanatory notes in the box below.

Days Cash on Hand for FY2024 & FY2025 are driven by expenses which we do not have estimates for.

Standard 7: Institutional Resources
(Information Resources)

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
	(FY 2021)	(FY 2022)	(FY 2023)	(FY 2024)	(FY 2025)
Total Expenditures					
Materials	$86,379	$99,039	$75,769	$78,000	
Salaries & wages (permanent staff)	$1,497,287	$1,650,420	$1,864,757	$2,103,650	
Salaries & wages (student employees)	$144,779	$124,795	$157,726	$164,800	
Other operating expenses	$1,988,216	$1,921,073	$2,065,791	$2,002,421	
Expenditures/FTE student					
Materials	$42	$47	$36		
Salaries & wages (permanent staff)	$727	$777	$884		
Salaries & wages (student employees)	$70	$59	$75		
Other operating expenses	$965	$904	$979		
Collections					
Percent available physically				42%	42%
Percent available electronically				58%	58%
Number of digital repositories	52	55	55	65	70
Personnel (FTE)					
Librarians - main campus	30.6	31.6	31.6	31.6	31.6
Librarians - branch /other locations					
Other library personnel - main campus					
Other library personnel - branch/other locations					
Availability/attendance					
[?] Hours of operation/week main campus					
Hours of operation/week branch/other locations					

[?] **Consortia/Partnerships**

URL of most recent library annual report:

Please enter any explanatory notes in the box below

We are counting our digital repositories as the number of digital collections living in our digital repository. We have been in the midst of a three year long migration from one system to another so our new digital collections have been on hold, however our migration was completed in November 2023 and we anticipate resuming our previous pace of the creation of new digital collections. For collections we have defined this to mean the bibliographic records in our library systems - we also provide access to uncounable

See Form 4.5 for data about Information Literacy

FTE student count for FY 2024 is not available yet.

Standard 7: Institutional Resources (Technological Resources)						?
		3 Years	**2 Years**	**Most**	**Current**	**Next Year**
		(FY 21)	**(FY 22)**	**(FY 23)**	**(FY 24)**	**(FY 25)**
?	**Course management system**	Blackboard Learn is our Learning Management System				
	Number of classes using the system	1,048	1,147	1,125	1,156	1,150
	Bandwidth					
	On-campus network	Some	Little	Mostly	Mostly	Mostly
	Off-campus access	VPN by	VPN by	VPN by	VPN by	VPN by
?	commodity internet (Mbps)	3000	3000	10000	10000	10000
?	high-performance networks (Mbps)	0	0	10000	10000	10000
?	Wireless protocol(s)	Mostly	2.4GHz &	2.4GHz &	2.4GHz &	2.4GHz &
	Typical classroom technology					
	Main campus	For general classrooms that are controlled by the Registrar (64+-) spaces.				
	Branch/other locations	No branch locations				
	Software systems and versions					
	Students	Ellucian Colleague				
	Finances	Ellucian Colleague (moving to Workday)				
	Human Resources	Ellucian Colleague (moving to Workday)				
	Advancement	Ellucian Colleague (moving to UCI ascend)				
	Library	Ex Libris Alma/Primo				
	Website Management	Custom built web platform				
	Portfolio Management	Asana (for Library and IT project portfolio management)				
	Interactive Video Conferencing	Zoom				
	Digital Object Management	Extensis Portfolio (Digital Asset Management)				
	Website locations of technology policies/plans					
	Integrity and security of data	https://my.hamilton.edu/offices/lits/policies				
		https://www.hamilton.edu/offices/afs/policies				
	Privacy of individuals	https://www.hamilton.edu/privacy				
	Appropriate use	https://www.hamilton.edu/offices/lits/rc/policies-responsible-use-of-net				
	Disaster and recovery plan	Internally managed and maintained (IT Disaster Recovery Plan.docx)				
	Technology replacement	https://www.hamilton.edu/offices/lits/rc/policies-college-computer-equi				
	Please enter any explanatory notes in the box below					
	This is the bandwidth we have to our NYSERNet CDN Service. The versions are not applible for Cloud programs					

Standard 7: Institutional Resources							
(Physical Resources)							

Campus location		Serviceable Buildings		Assignable Square Feet (000)			
Main campus		106		2,026			
Other U.S. locations							
International locations							

			3 Years (FY 2021)	2 Years (FY 2022)	1 Year (FY 2023)	Current (FY 2024)	Next Year (FY 2025)
Revenue ($000)							
Capital appropriations (public institutions)							
Operating budget			$7,320	$7,503	$7,728	$7,728	
Gifts and grants							
Debt			$29,355	$0	$0	$0	
Total			$36,675	$7,503	$7,728	$7,728	$0
Expenditures ($000)							
New Construction			$9,325	$17,660	$22,144		
Renovations, maintenance and equipment			$1,002	$3,071	$2,580		
Technology							
Total			$10,327	$20,731	$24,724	$0	$0

Assignable square feet (000)		Main campus	Off-campus	Total			
Classroom		679,294		679,294			
Laboratory		58,074		58,074			
Office		104,854		104,854			
Study				0			
Special		71,824		71,824			
General		118,709		118,709			
Support		57,046		57,046			
Residential		627,862		627,862			
Other		302,672	5,470	308,142			

Major new buildings, past 10 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet (000)	Cost (000)	Year
Johnson Center for Health & Wellness	Health and Counseling Facility	14	$70,756	2018
New Field House	Indoor Practice Facility	28	$3,093	2018
Boathouse	Rowing Facility	54	$2,188	2021
Kennedy Center for Theatre and the Studio Arts	Performance and Arts	86	$46,800	2014
Glenview A & B	Temp Residence Hall	15	$2,100	2020

New buildings, planned for next 5 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Center for Innovative Technologies	Digital Learning	37 (est)	40000 (est)	2025 (est)

Major Renovations, past 10 years (add rows as needed)

The list below includes renovations costing 2,000,000 or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Morris Hall	Residence Hall	20	$5,143	2015
Wallace Johnson	Residence Hall	6	$2,533	2018
Root Residence Hall	Residence Hall	27	$2,510	2017
Chapel	Academic	16	$2,806	2022
List Art Center	Academic	41	$9,550	2022
Bristol Pool	Athletic	39	$11,857	2023
Burke Library	Academic	103	$3,607	2023
Alumni Gym	Athletic	63	$2,059	2020

Renovations planned for next 5 years (add rows as needed)

The list below includes renovations costing 2,000,000 or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Pedestrian Bridge	Bridge Replacement	n/a	$4,000	2025
Root Hall	Academic	19.00	$14,678	2024
Sage Rink	Athletic	40.00	$13,000 (est)	2024

Please enter any explanatory notes in the box below

Uncategorized improvements to athletic fields and track in the last ten years totals approx $8,200,000 (baseball and softball fields, soccer practice field, golf facility, track resurfacing, football field turf and new outdoor tennis courts)

Standard Eight: Educational Effectiveness

As part of the Hamilton experience, we demand that our students continually reflect on their curricular, co-curricular, and extracurricular engagements, always asking what they have learned and how it informs their next step or direction. We ask no less of ourselves as an institution by continually assessing the nature and quality of the education we offer, gathering the evidence from which we come to decisions, and always reflecting on ways we can improve. In our most recent accreditation with Middle States in 2021 the review included two recommendations for systematic and regular assessment, documenting student achievement and institutional effectiveness. We took these recommendations seriously and, in March 2022, submitted our Supplemental Information Follow-up Report outlining our response to the recommendations and showed how we would meet them using newly designed assessment systems for student achievement and institutional effectiveness. On June 23, 2022, Middle States notified us that they had accepted our interventions and that no other follow-up was required before our next evaluation visit scheduled for academic year 2028-29. In this section, we discuss our systematic examination of the quality and effects of a Hamilton education and broader institutional effectiveness, detailing the deepening of our commitment to assessment.

Hamilton College is regularly engaged in the assessment of the effectiveness of student learning programs. All degree-awarding concentrations are reviewed by external evaluators once every seven to 10 years. Recent non-academic department external reviews have included the career center, disabilities and accommodations, and off-campus study, as well as programs that span the curriculum, such as the writing program and the senior program. Direct assessment of student learning takes many forms, including assessment of writing intensive SLOs, and annual assessment of the senior program, which is required in every concentration in relation to Hamilton's educational goals. The efficacy of academic advising has been regularly evaluated through an indirect assessment employing surveys administered over the past seven years. Developing a more robust, direct assessment of advising will be a project of the new ALEX initiative, working with the faculty committees charged with advising oversight.

Assessing a Hamilton Education

Every student at Hamilton is required to complete a capstone experience, which is called the Senior Program, as part of their concentration (est. 1987-88). Such a requirement provides an important opportunity to evaluate the extent to which our students have met the College's educational goals. In the early fall of 2017, an internal self-study and external review report of the senior program were conducted. The external review indicated that one of the strengths of this requirement was the various ways in which departments approached it. However, one of the challenges from having diverse approaches, appropriate for each concentration, was assessing the senior program as a whole. In fall 2018, the dean of faculty saw an opportunity to combine direct assessment of departmental curricular goals with the College's educational goals through a more uniform assessment of the senior program across departments. Each department and program was asked to reaffirm its goals, and two-thirds of departments responded by revising and often rewriting their goals (and one-third affirmed satisfaction with them). The Committee on Academic Policy (CAP) reviewed and approved goals for all departments and programs. The Assessment Advisory Committee was then tasked with developing a direct outcomes assessment instrument to evaluate performance in the senior program with respect to department and program goals and the institution's educational goals. The instrument consists of a series of questions, where a faculty member in the student's concentration evaluates the extent to which the student's project (e.g., presentation, paper, and portfolio) indicates fulfillment of these goals. The results gathered using this assessment instrument were envisioned to be used in aggregate, and as discussed by the CAP, to advise the faculty on possible improvements. The intention of the assessment was "not [to] aim for perfect success (but) rather for aspirations and programs for change."

The instrument was presented to the faculty in fall 2018 and first implemented at the end of that term. Additional data have been collected every term since. A report from the initial outcomes of the first year was circulated among department chairs early in fall 2019 and then shared with the whole faculty at a meeting in September 2019. Data were gathered from 33 of 37 (83%) concentrations representing 513 student assessments (some students were assessed twice because they had double concentrations). Results indicated that the senior program is effective at advancing five of the eight educational goals, namely intellectual curiosity, analytic discernment, disciplinary practice, creativity, and communication and expression, as well as the curricular goals of the concentration in the departments and programs. Three educational goals – aesthetic discernment, understanding of cultural diversity, and ethical and engaged citizenship – received a higher proportion of N/A scores. This variability pointed to difficulties that some departments and programs had with their focused senior programs as evidencing competency in the full set of educational goals.

These initial results were presented to the faculty who discussed other ways that students may have demonstrated competency outside the senior program. The dean of faculty held three faculty meeting discussions during the 2019-20 academic year. At each meeting, faculty discussed one of the three educational goals that had garnered higher proportions of N/A scores, and the appropriateness of using the senior program alone to demonstrate students' competence in aesthetic discernment, understanding of cultural diversity, and ethical and engaged citizenship. As a result of these discussions, the preamble to the College's Educational Goals was revised explicitly to state that they could be achieved through co-curricular and extracurricular experiences, as well as through coursework. A motion was approved by the faculty in May 2020 to amend the language of the educational goals. Aesthetic discernment, for example, might be better evaluated through exposure to and interest in the arts (e.g., student tickets sold per year for arts performances, which average 700; students attending Wellin Museum exhibits each year, etc.). Ethical and engaged citizenship might be better evaluated through student participation in groups such as HAVOC (Hamilton Association for Volunteering, Outreach, and Charity) and COOP (Community Outreach and Opportunity Project) each year. During the faculty meeting discussion about the educational goal of understanding of cultural diversity, some faculty noted that the College's new Social, Structural, and Institutional Hierarchies (SSIH) requirement could more appropriately fulfill that goal than the senior program. Additionally, there was a suggestion to apply the assessment instrument to a random sample of students within each concentration, rather than to all of them, to allow for a more thorough evaluation of the education Hamilton students receive.

In addition, the Academic Assessment Committee is now tasked with reviewing the senior program assessment on a periodic basis and recommending revisions. For example, in the 2022-23 academic year, the Academic Assessment Committee, now a standing elected committee of the faculty (formerly a working group called the Assessment Advisory Committee), revised the assessment form to make it easier to complete and modified some issues identified through the first assessment cycles. The committee also discussed with the Office of Institutional Research and Assessment how we might sample our students for assessment. However, we remain consistent for the time being with collecting assessments for every student in the senior program (which applies to all of our students).

As we have moved forward with evaluation of our senior program, two improvements in 2019-20 from the previous assessment in 2018-19 included: 1) the College achieved 100% reporting on the senior program assessment (35 of 35 concentrations); and 2) the overall response of N/A decreased from 2018-19 to 2019-20 in four key areas: aesthetic discernment (37.53% to 29.05%), creativity (4.97% to 2.14%), understanding of cultural diversity (47.34% to 41.71%), and ethical and engaged citizenship (37.53% to 34.52%). After four years of running our senior program assessment, the results are relatively consistent with the majority of student senior projects receiving "agree" and "strongly agree" scores for the five educational goals of intellectual curiosity, analytical discernment, disciplinary practice, creativity, and communication and expression, as well as the department and program goals.

Tracking Breadth

In addition to the senior program, Hamilton encourages breadth in academic study through one-on-one advising with faculty members who are trained to show students how to formulate an educational plan and thoughtfully explore the open curriculum with the aim of fulfilling the College's educational goals. This approach is ultimately quite successful, as demonstrated by the percentage of students who take courses from across the four divisions of the College. The percentage of students who take at least one course in the sciences, humanities, and social sciences has been rising since 2008 to over 95% (Figure 8.1). The arts lag slightly behind with 82.9% of students taking at least one course in this division. Looking at students who take at least two courses in each division, the numbers drop somewhat, but still 97.0% and 96.4% of students take at least two courses in the humanities and social sciences, 83.7% in the sciences, and 65.8% in the arts (Figure 8.2). These data are regularly reviewed by various stakeholders (e.g., senior staff, Committee on Academic Policy) to confirm that Hamilton students are obtaining a broad-based education.
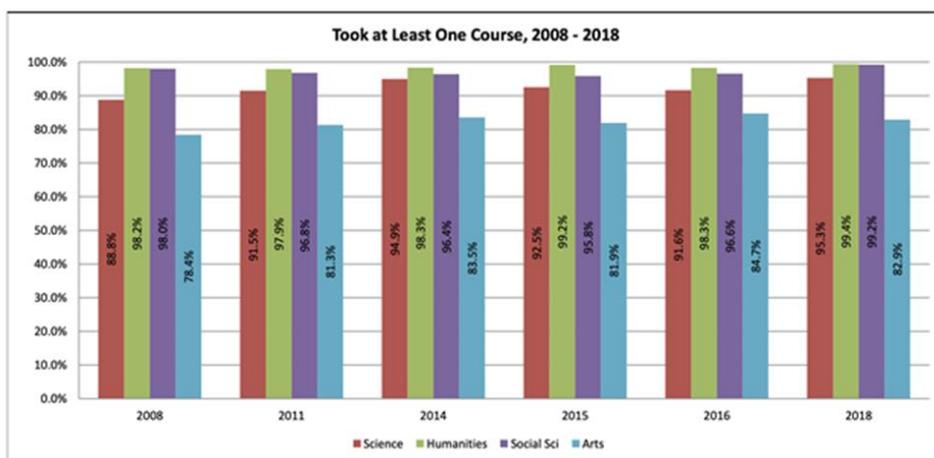

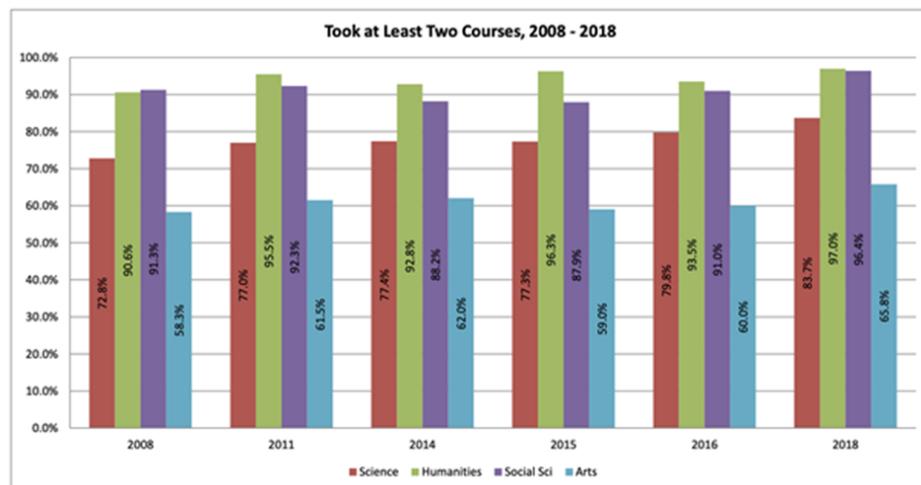**Figure 8.1. Percentage of students by class year who took at least one course in each division.**

Figure 8.2. Percentage of students by class year who took at least two courses in each division.

Assessing Advising

Because Hamilton's open curriculum gives unusual freedom to students as they craft their education, faculty advisors play a vital role in informing and guiding them as they make their own choices. When students matriculate at Hamilton they are assigned an academic advisor with whom they meet one-on-one to discuss the College's educational goals and the student's broader educational plan (e.g., off-campus study, choice of concentration). Later, when students declare their concentration in the spring of their sophomore year, they are assigned a new academic advisor in the department or program of that concentration. Advisors are offered regular training in the nuts and bolts of advising (e.g., how to navigate software) as well broader topics (e.g., how they can support the work of the Career Center, strategies for advising particular types of students). In 2016, the College created an Advisory Committee for Academic Advising, consisting of faculty, the associate deans of faculty, and the associate dean of students for academics. The advisory committee is responsible for training new advisors, running the advising continuing education program, and regularly updating various faculty resources, such as the first-year advising syllabus, an advising website, and the advising guidebook.

The assessment and improvement of advising has been an important focus in the last decade. In 2012, the DoF formed an ad hoc Advising Assessment Committee (in 2022-23 the committee was restructured as an elected committee of the faculty and renamed the Academic Assessment Committee) that was charged with developing one or more assessment tools for advising as well as improving the advising system more broadly. The committee's work eventually encompassed a re-definition of academic advising at Hamilton, faculty approval of statements on expectations for advisors and advisees, the development of advising resources, and a new summer registration process for entering students in order to maximize the number of students who had as their assigned advisor a professor teaching one of their classes.

In May 2014, the faculty approved implementation of two advising evaluation tools (one for sophomores and one for seniors) for a trial period of three years, starting in spring 2015. Advisors were provided with individual feedback from their advisees and were expected to include information about advising in their annual reports. The approved motion stated, "At the end of the three-year trial, a Faculty-elected ad hoc Advising Committee shall gather feedback from faculty advisors to determine if the surveys need adjustment. The Committee shall propose a motion to the Faculty to continue with the same survey instruments or to revise one or both of them." The ad hoc Advising Committee was elected in September 2018; along with one of the associate deans of faculty and the associate dean of students for academics, they conducted an online survey to solicit feedback about these advising evaluation tools from all faculty who were assigned advisees.

The data gathered from the faculty on this first attempt at advising evaluation indicated that the tools were not doing what they were designed to do; instead of assessing the effectiveness of the advising system, the tools seemed to be more an assessment of satisfaction with one's advisor as an individual. Based on the results from the three-year trial period and assessment of the effectiveness of these tools, the ad hoc committee proposed revisions to the assessment tools. The ad hoc committee felt that any assessment should be centered on student experiences with the advising system rather than an evaluation of individual advisors. Any approach should support faculty in having continual developmental conversations about advising with other faculty. The committee also felt that the new tool should mirror language about advising in the College *Catalogue* that the faculty had already approved.

Ideas for a revised evaluation tool were shared with the faculty in March 2019. The ad hoc Advising Committee gathered additional feedback on the revised tool and presented a motion to adopt the revised versions in May 2019, which was approved to begin in spring 2020. The results of the assessments are compiled and shared with the respective chair or director of each department or program – along with the

aggregate data for the College – and presented annually at either the October or November faculty meeting. Chairs and directors are then responsible for having discussions with faculty about the results, comparing their aggregate data to College averages, and reflecting on how to improve, with a summary of those conversations explained in the yearly annual reports for each department and program. The latest report was offered to the faculty in fall 2023. The Advisory Committee for Academic Advising will also be responsible for routinely assessing the evaluation instruments and bringing any future revisions of the tools to the faculty for consideration.

Furthermore, with the recent creation of the ALEX initiative and the ongoing addition of ALEX advisors to Hamilton, developing a more robust, direct assessment of advising will be a project for our dean of engaged education, working with the faculty committees charged with advising oversight. Preliminary data points to ALEX advisors reaching students who might not have had access to other non-faculty advising on campus.
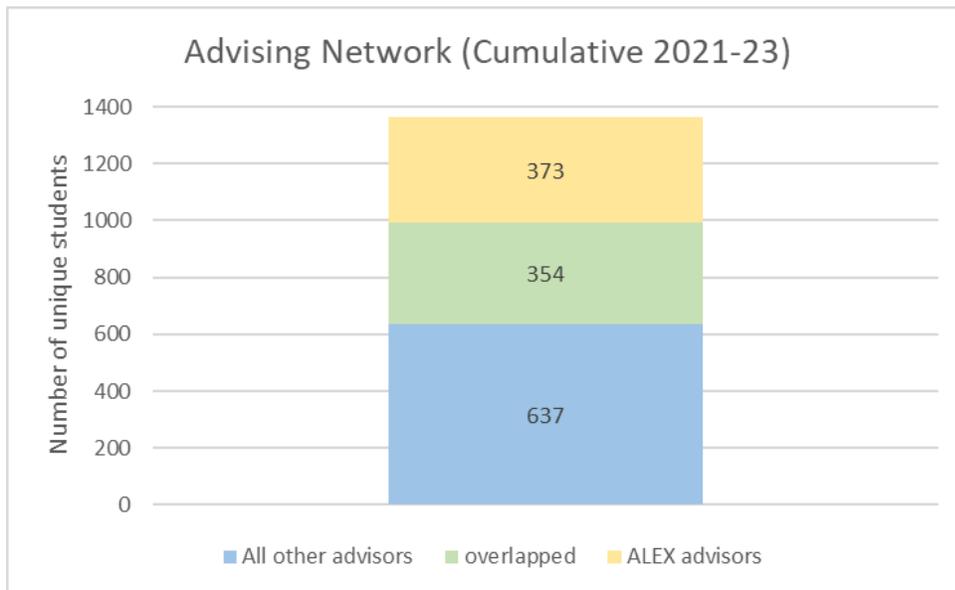
Figure 8.3. Unique student users served by the advising network.

In addition to ALEX advisors, the initiative also provides Hamilton students with pre-health advising and assistance with postgraduate grant and fellowship opportunities. The pre-health advisor serves to educate students about fulfilling requirements for application to medical school. As part of the advising, the pre-health advisor asks students to complete a self-assessment on their progress toward their goals. Furthermore, the pre-health advisor annually benchmarks Hamilton rates of medical school acceptances with peer institutions. The student fellowships coordinator works with students to reflect and assess their accomplishments in anticipation of applying for a fellowship. In this way, the coordinator helps students make informed decisions about their viability as candidates for the competitive awards.

Student Learning at the Department or Program Level

We believe, appropriately, that faculty, as experts in their fields, should be responsible for the assessment of student learning at the department or program level. In addition to other forms of assessment at the department and program level, each concentration develops and publishes its student learning outcomes (SLOs) in the *Catalogue* and on its website. SLOs can be revised and updated by the department chair submitting revisions to the Committee on Academic Policy for approval and publishing in the *Catalogue*. In 2022-23 the Academic Assessment Committee also started reporting on the assessment of student

learning outcomes for each concentration from data acquired in 2021-22. The SLO assessment report for this first cycle of assessment presented challenges with the data and interpretation, as well as the variety of approaches departments and programs are taking in reviewing student achievement. The findings from this first report, however, largely presents a student body that is fulfilling the student learning outcomes set by the faculty of each concentration

Student Success and Thriving

Student success at Hamilton can be viewed in data form as a series of dashboards within the Hamilton data portal. Graduation rates, retention and persistence within each concentration and at the College, and various other key indicators such as financial aid, discount rate, endowment per student, and peer comparisons are all measures in our data portal used regularly at the College. But we recognize that we need to do more to define, track, assess and, where necessary, respond to student success at Hamilton. To that end, starting in fall 2023, a senior staff working group (consisting of the vice president for academic affairs and dean of faculty, the vice president for students affairs and dean of students, the vice president for enrollment management, the vice president for diversity, equity, and inclusion, and the vice president for libraries and information technology) is working on student success.

In the meantime, various offices on campus have responsibility for the different indicators that Hamilton considers important for student success. From the time applicants apply to the College through graduation and beyond, these offices evaluate students and their progress on a continual basis. Before applicants even become students, the vice president for enrollment management and her team in the Admission Office work to improve student success by first selecting the students who show the most potential for succeeding at Hamilton and then supporting these students once they arrive. The test flexible policy at Hamilton is one way in which the Admission Office supports this goal; students have a menu of options for submitting standardized test scores for Admission's consideration. Previous institutional data have shown that SAT scores alone are not the best predictors of success as measured by Hamilton's grade point average (GPA). Instead, at Hamilton, the admission rating scale has been shown to be the best predictor, with SAT II scores or AP scores as the second-best predictor, followed by ACT scores, and finally SAT scores. The vice president for enrollment management assesses the data informing this testing policy every other year.

Once applicants arrive on campus as students, Hamilton provides many types of support. The implementation of universal orientation trips for all incoming first-year students in fall 2014 came as a result of data showing that students who participated with an orientation trip were more successful. The director of orientation and first-year programs regularly assesses the impact of these programs on key indicators by analyzing student responses to the Your First College Year (YFCY) Survey and working with OIRA to determine the retention rates of students who participate in these programs. Furthermore, an analysis of students who participated in specially designated first-year courses showed that they continue to the second year at a higher rate than students who do not participate in these courses.

Additionally, the vice president for enrollment management works closely with OIRA to assess different groups of students by attributes on a rotating basis. The two offices regularly analyze indicators such as first-year retention rates, six-year graduation rates, and GPAs of groups of students such as transfers, ethnically and socioeconomically diverse students, January admits, and students eligible for funds through the Student Emergency Aid Society (SEAS). While many of these data have shown satisfactory student progress (e.g., stable first-year retention rates), some data indicate otherwise. For example, student satisfaction data from the National Survey of Student Engagement (NSSE) and qualitative data from focus groups indicate that students of color at Hamilton are satisfied academically but not necessarily socially. This finding has led to the creation of a position, the associate dean of students for diversity and inclusion, who partners with the director of the Days-Massolo Center (the Hamilton

equivalent to a multicultural center) to support these students through graduation.

Life After College Hill

Hamilton's Career Center plays a large role in preparing students for successful careers, meaningful lives, and further education. In alignment with the Career Center's commitment to engage students early in proactive ways, total student engagement has nearly tripled over the past 10 years. The Career Center recognizes that student interests and career choices change through their time at Hamilton; therefore, to meet first-year students and sophomores where they are in the career exploration process, the Career Center's model has shifted significantly in the last five years. Three major elements comprise this shift: the change of career advisors' roles from industry specialists to generalists; the formalization of the Career Center curriculum; and the expansion of the use of alumni and industry professionals in campus career events.

Career advisors are generalists who help students reflect and think strategically about their exploration, and how students articulate their skills, interests, values, experiences, and decisions. They also focus on helping students connect to professionals (especially alumni) who have pursued areas that might interest them as sources of advice and mentorship. Additionally, Hamilton's Career Center has increased transparency of career education through a structured curriculum. This curriculum, which is based on teaching lifelong career development skills, easily communicates to students that career development is more than writing a resume and applying for jobs; instead, it is a process of progressively more involved exploration, reflection, and decision making. Finally, the Career Center has expanded student exposure to different industries by increasing programming with alumni and other professionals through remote programs and blogs.

The Career Center tracks the outcomes for our recent graduating classes through surveys that request information regarding the career trajectory of each alumni. Surveys document alumni by class year and include whether they are employed, attending graduate school, conducting a fellowship, in transition, or seeking employment (Figure 8.4).

404 (94.6%) are employed in a job or internship, in graduate school, or engaged in a graduate fellowship opportunity (see **breakdown by concentration**).

- 303 (71%) are employed with a job; **14 (3.2%)** are participating in a post-BA internship;
- 73 (17.1%) are **pursuing graduate school**;
- 14 (3.3%) are pursuing **fellowship** opportunities.
- 15 (3.5%) are "in transition" (traveling, applying to graduate programs, or not looking for positions);
- 8 (1.9%) are searching for jobs.

- Employed
- Fellowships
- Looking for a Job
- Graduate School
- In Transition
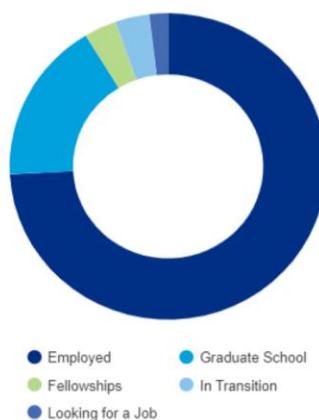
Figure 8.4. Career outcomes for the Class of 2022.

By streamlining the curriculum and identifying key development modules for each class year, the Career Center has been better able to prepare students for their post-Hamilton lives. Through the aforementioned changes, the Career Center has aimed to increase student exploration of their academic, extracurricular, and career interests, as well as participation in practices such as informational interviews, shadowing, and experiential learning or career-related experiences. The Explore 101 workshop is one example. Based on peer benchmarking information, the Career Center recognized this program as a key module for sophomores because of the skills that students learn and the opportunity to explore different careers. To encourage participation with this module, the Career Center designated the module as a prerequisite for access to the alumni directory for first-year students and sophomores. As a result of these measures, the Career Center has shown an increase in student career exploration. Participation in the program among first-year students and sophomores has increased from 15% for the class of 2017 to over 70% for the class of 2022. Additionally, the Career Center has measured the number of career-related student experiences through a survey that seniors complete at the conclusion of the senior year, and the results show that 96% to 97% of Hamilton students report participating in one or more internships and 81% to 83% report participating in two or more. These values are consistently higher than the Liberal Arts Career Network peer group (mean of 78% participation in one or more experiences).

Standard 8: Educational Effectiveness (Undergraduate Retention and Graduation Rates)					
Student Success Measures/ **Prior Performance and Goals**		**3 Years Prior**	**2 Years Prior**	**1 Year Prior**	**Current Year**	**Next Year Forward (goal)**
		(FY 21)	**(FY22)**	**(FY 23)**	**(FY 24)**	**(FY 25)**
IPEDS Retention Data						
Associate degree students						
Bachelors degree students		92%	94%	95%	96%	
? **IPEDS Graduation Data (150% of time)**						
Associate degree students						
Bachelors degree students		91%	92%	92%	91%	
? **IPEDS Outcomes Measures Data**						
First-time, full time students						
Awarded a degree within six years		92%	93%	91%	91%	
Awarded a degree within eight years		93%	93%	91%	92%	
Not awarded within eight years but still enrolled						
First-time, part-time students						
Awarded a degree within six years						
Awarded a degree within eight years						
Not awarded within eight years but still enrolled						
Non-first-time, full-time students						
Awarded a degree within six years		95%	91%	73%	88%	
Awarded a degree within eight years		95%	91%	73%	88%	
Not awarded within eight years but still enrolled						
Non-first-time, part-time students						
Awarded a degree within six years						
Awarded a degree within eight years						
Not awarded within eight years but still enrolled						
? **Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)**						
1						
2						
3						
4						
5						
? **Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)**						
1						
2						
3						
4						
5						
Definition and Methodology Explanations						
1						
2						
Note: complete this form for each distinct student body identified by the institution (See Standard 8.1)						

Standard 8: Educational Effectiveness
(Student Success and Progress Rates and Other Measures of Student Success)

?	Category of Student/Outcome Measure	Bachelor Cohort Entering		Associate Cohort Entering	
?		6 years ago	4 years ago	6 years ago	4 years ago
?	**First-time, Full-time Students**				
	Degree from original institution	91%	82%		
	Not graduated, still enrolled at original institution	0%	8%		
	Degree from a different institution	5%	4%		
	Transferred to a different institution	2%	4%		
	Not graduated, never transferred, no longer enrolled	2%	3%		
?	**First-time, Part-time Students**				
	Degree from original institution				
	Not graduated, still enrolled at original institution				
	Degree from a different institution				
	Transferred to a different institution				
	Not graduated, never transferred, no longer enrolled				
?	**Non-first-time, Full-time Students**				
	Degree from original institution	100%	93%		
	Not graduated, still enrolled at original institution				
	Degree from a different institution				
	Transferred to a different institution		7%		
	Not graduated, never transferred, no longer enrolled				
?	**Non-first-time, Part-time Students**				
	Degree from original institution				
	Not graduated, still enrolled at original institution				
	Degree from a different institution				
	Transferred to a different institution				
	Not graduated, never transferred, no longer enrolled				

	Measures of Student Achievement and Success/Institutional Performance and Goals					
		Prior	Prior	Prior	Current Year	Forward (goal)
		(FY 2)	(FY2)	(FY 2)	(FY 2)	(FY 2)
	Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below)					
1	Arts	1 (1.7%)	2 (3.1%)	2 (2.7%)		
2	Business Administration	4 (6.7%)	4 (6.2%)	3 (4.1%)		
3	Communications	1 (1.7%)	1 (1.5%)	0 (0%)		
4	Health Care	10 (16.7%)	5 (7.7%)	12 (16.4%)		
5	Humanities	7 (11.7%)	6 (9.2%)	2 (2.7%)		
6	Law	3 (5%)	6 (9.2%)	13 (17.8%)		
7	Science & Math	20 (33.3%)	30 (46.2%)	24 (32.9%)		
8	Social Sciences	13 (21.7%)	11 (16.9%)	17 (23.3%)		
9	Unknown/Other	1 (1.7%)	0 (0%)	0 (0%)		
	Other measures of student success and achievement, including success of graduates in pursuing mission-related paths (e.g., Peace Corps, public service, global citizenship, leadership, spiritual formation) and success of graduates in fields for which they were not explicitly prepared (add more rows as needed; add definitions/methodology in #2 below)					
1						
2						
3						
4						
	Definition and Methodology Explanations					
1	The current year data (for the class of 2023, reporting in FY2324) won't be available until February/March 2024 Data is organized by graduate school field of study Data includes the number of students pursuing that field and the percentage of those pursuing graduate school (from the overall group pursuing graduate school, not the entire student body) in that particular field of study					
2						
3	Report Cohort enrolled on Fall 2017; "4 year ago"report Cohort enrolled on Fall 2019					

Standard 8: Educational Effectiveness
(Licensure Passage and Job Placement Rates and Completion and Placement Rates for Short-Term Vocational Training Programs)

		3-Years Prior (FY 2)		2 Years Prior (FY 2)		1 Year Prior (FY 2)		Most Recent Year (FY 2)	

? State Licensure Examination Passage Rates

	Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1									
2									
3									
4									
5									

? National Licensure Passage Rates

	Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1									
2									
3									
4									
5									

? Job Placement Rates

	Major/time period	*	# of grads	# with	# of grads	# with	# of grads	# with	# of grads	# with jobs
1	AFRICANA STUDIES		1	1	1	0	1	1		
2	AMERICAN STUDIES		0	0	2	2	1	1		
3	ANTHR:ARCHAEOLOGY		2	2	1	1	7	7		
4	ANTHROPOLOGY		4	4	8	8	6	6		
5	ART		8	6	12	10	13	13		
6	ART HISTORY		4	4	7	7	11	11		
7	ASIAN STUDIES		2	2	3	3	0	0		
8	BIOCHEM/MOLBIO		12	12	10	10	12	12		
9	BIOLOGY		20	20	23	22	37	36		
10	CHEMICAL PHYSICS		0	0	1	1	0	0		
11	CHEMISTRY		9	9	8	8	11	11		
12	CHINESE		8	8	8	7	4	4		
13	CINEMA AND MEDIA STUDIES		0	0	9	9	5	5		
14	CLASSICAL LANGUAGES		2	2	1	1	3	3		
15	CLASSICAL STUDIES		2	2	2	1	1	1		
16	COMPUTER SCIENCE		10	10	20	18	14	14		
17	CREATIVE WRITING		13	12	22	21	14	13		
18	DANCE		1	1	0	0	4	4		
19	Data Science		0	0	0	0	0	0		
20	ECONOMICS		92	92	66	63	82	81		
21	ENVIRONMENTAL STUDIES		9	9	19	19	21	20		
22	FOREIGN LANGUAGES		3	3	1	1	0	0		
23	FRENCH AND FRANCOPHONE ST		12	12	15	15	13	12		
24	GEOARCHAEOLOGY		0	0	0	0	0	0		
25	GEOSCIENCE		11	11	8	8	10	9		
26	GERMAN STUDIES		2	2	4	4	0	0		
27	GOVERNMENT		31	29	31	30	34	33		
28	HISPANIC STUDIES		10	10	17	17	19	19		
29	HISTORY		18	18	12	12	10	10		
30	INTERDISCIPLINARY		7	7	5	5	8	8		
31	JAPANESE		0	0	1	1	0	0		
32	LITERATURE		18	17	15	14	11	11		
33	MATHEMATICS		30	29	33	33	28	27		
34	MUSIC		6	6	0	0	8	8		
35	Middle E/Islamicate Worlds Std		0	0	0	0	0	0		
36	NEUROSCIENCE		19	19	13	13	22	22		
37	PHILOSOPHY		8	8	9	9	10	10		
38	PHYSICS		10	10	18	17	13	13		
39	PSYCHOLOGY		25	24	33	29	31	31		
40	PUBLIC POLICY		18	17	16	15	20	20		
41	RELIGIOUS STUDIES		4	4	3	3	1	1		
42	RUSSIAN STUDIES		5	5	1	1	2	2		
43	SOCIOLOGY		20	20	14	14	14	14		
44	THEATRE		3	3	8	8	8	8		
45	WOMEN'S AND GENDER STUDIES		5	5	4	4	7	7		
46	WORLD POLITICS		23	23	25	25	21	20		

* Check this box if the program reported is subject to "gainful employment" requirements.

Web location of gainful employment report (if applicable)

Completion and Placement Rates for Short-Term Vocational Training Programs for which students are eligible for Federal Financial Aid

				3 Years Prior (FY 21)	2 Years Prior (FY22)	1 Year Prior (FY 23)	Current Year (FY 24)	Next Year Forward (goal) (FY 25)

? Completion Rates

1								

? Placement Rates

1								

Please enter any explanatory notes in the box below

Reporting outcomes 9 months out from graduation.

The current year data (for the class of 2023, reporting in FY2324) won't be available until February/March 2024. Entering the 1 year prior (for the class of 2022, reported in FY2223), 2 year prior (for the class of 2021, reported in FY2122), and the 3 year prior (for the class of 2020, reported in FY2021) data

Roughly 85% of a class reports outcomes in a given year. Entering the number of graduates RESPONDING to our outcomes collection process, not the total number of graduates. We've also included response rates by major to the right if that's helpful.

with jobs includes anyone who has "successfully transitioned," including: job, internship, graduate school, fellowship, and "in transition" (e.g. traveling, applying to graduate programs, or not actively looking for positions)

Standard 8: Educational Effectiveness (Graduate Programs, Distance Education, Off-Campus Locations)					
Student Success Measures/ Prior Performance and Goals	**3 Years Prior**	**2 Years Prior**	**1 Year Prior**	**Current Year**	**Next Year Forward (goal)**
	(FY 21)	**(FY22)**	**(FY 23)**	**(FY 24)**	**(FY 25)**
? Master's Programs (Add definitions/methodology in #1 below)					
Retention rates first-to-second year	N/A				
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
? Doctoral Programs (Add definitions/methodology in #2 below)					
Retention rates first-to-second year	N/A				
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
? First Professional Programs (Add definitions/methodology in #3 below)					
Retention rates first-to-second year	N/A				
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
Distance Education (Add definitions/methodology in #4 below)					
Course completion rates	N/A				
Retention rates					
Graduation rates					
Other measures, specify:					
Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)					
Course completion rates	N/A				
Retention rates					
Graduation rates					
Other measures, specify:					
Definition and Methodology Explanations					
1					

Standard Nine: Integrity, Transparency, and Public Disclosure

Integrity

Hamilton is committed to creating an environment that provides all students, faculty, and staff with an opportunity to realize their potential. This commitment is embedded in Hamilton's mission statement and guides all who make up the Hamilton community: the Board of Trustees, the senior officers of the College, faculty, administrators, staff, and students. Hamilton is committed to upholding high standards for ethics and integrity by examining the ways we recruit students, faculty, and staff, and the environment we provide for each of these groups once here. The College publicly offers a set of facts that are updated every June to provide transparency about the current composition of the institution and specific data points that prospective students and parents will want to know.

Academic honesty is regulated by the Honor Code, signed by all matriculated students at the time they formally accept admission to the College. Students who have not signed the pledge will not be allowed to register for classes.

The College is committed to being an employer of choice and takes considerable steps to ensure those who work at the institution feel valued and respected. The College also collects data regarding employee satisfaction by administering the Gallup climate survey every three years (the most recent survey was run in fall 2023). The survey uses core questions established by Gallup as the optimal questions to measure and predict employee engagement and satisfaction. The survey asks employees to also consider providing comments and feedback that would be beneficial for the College to review. The data are compiled, scores are compared to the previous survey, and results are typically shared in aggregate with the community. Evaluating comments, scores, and classifications helps the College determine general themes and specific items where the College can improve. As an example, feedback from employees suggested the College find additional ways to bring employees together. As a result of this feedback, the College brainstormed various options and developed summertime community picnics for employees. The picnics have been a major success and have been in place for a number of years, though they had to be suspended during summer 2020 in response to public health guidance during the COVID-19 pandemic. The events have resumed and are a significant weekly event for employees of the College during the summer.

In addition to collecting data through the climate survey, the College routinely collects data through an out-processing procedure that gives employees who have resigned or retired a chance to provide feedback to help improve employee morale and culture. The Human Resources Office analyzes the data for common themes and shares feedback with the appropriate senior officer.

Hamilton's commitment to promoting a more diverse and inclusive community was reaffirmed as a tenet of the 2018 strategic plan, *Connected Hamilton*. College policies and regulations on diversity are overseen by the chief diversity officer, a position created in 2010 and redefined as the vice president for diversity, equity, and inclusion in 2021-22 with the hire of the first VPDEI in August 2022. The newest division of the College, Diversity, Equity, and Inclusion, overseen by the VPDEI, includes the Office of Community Standards (including Title IX), the Department of Accessibility Resources, and the Days-Massolo Center. The VPDEI works with the director of community standards, who, as the Title IX coordinator, oversees the College's Harassment and Discrimination Policy, Code of Student Conduct, and Harassment and Sexual Misconduct Policy.

In the wake of the killing of George Floyd and other African-Americans by police and the nationwide protests that ensued, in June 2020 the president formed an Advisory Council to help create a more equitable and inclusive campus community at Hamilton. It was composed of students, alumni, faculty, administrators, staff, community members, and trustees. In addition to expediting the implementation of

the Diversity Strategic Plan, the president committed $200,000 per year for five years from his discretionary fund to increase support of the College's equity and inclusion initiatives, especially with respect to Black and Latinx members of Hamilton's community. Institutional pursuits to increase our capacity for inclusion include the awarding of the Howard Hughes Medical Institute Inclusive Excellence 3 grant for increasing inclusion in the introductory STEM curriculum, integration of DEI-specific recommendations from the Advisory Council in our faculty and staff resource allocation processes, and expanding the programs used to recruit students from marginalized backgrounds.

Hamilton's commitment to a diverse student body and access for all who desire a college degree inspired the College's need-blind admission policy, which was adopted in 2010. The College also promotes diversity in the student body through budgetary and staff support for Posse, QuestBridge, and Opportunity Programs. Given the College's on-going commitment to diversity, and in view of the financial challenges posed by a need-blind admission policy, the College determined that a central objective of the most recent capital campaign was to increase endowments supporting financial aid ($127 million of the $411 million raised). As recently articulated in Hamilton's Alumni Magazine (page 26-27), the college practices *holistic admissions* where no student is admitted based on one reason alone. Rather, students who are invited to join our community earn admissions from a suite of information on their academic performance in the classroom.

At the same time that the College has worked to diversify its student body, it has also worked to diversify its faculty and staff. Due to faculty demographics, the College has seen a relatively high level of retirements and recognizes a unique opportunity to increase faculty diversity. The opportunity has heightened the College's commitment to recruit and hire more broadly representative faculty. Every faculty personnel request must address how the petitioner's office, department, or program is working to promote diversity. All job listings include a statement of the College's equal opportunity policy. The VPAA/DoF and the associate deans of faculty work with the faculty to oversee our faculty hiring process and work with search committees in best practices for faculty recruiting, retention, and professional development. Each year, an associate dean of faculty presents an Affirmative Action Report for faculty hiring at a spring faculty meeting.

In 2013, the College formed the Staff Assembly, which is composed of volunteer staff members from many different offices on campus. Its mission is to promote, strengthen, and facilitate a sense of community and mutual respect. The Staff Assembly communicates employee updates and informative items that can help to facilitate a positive working environment. Within the Staff Assembly, a number of subcommittees have been formed, such as the Wellness Committee, the Employee Development Committee, and the Communication Committee. All committees have specific charges with the common objective of improving employee engagement. The monthly Staff Assembly meetings provide convivial occasions for introductions of new employees and discussions of College initiatives.

The Cooperative Institutional Research Program (CIRP) Senior Survey provides a means of distilling Hamilton students' impressions of their time on campus into a few broad quantitative measures. This survey shows that overall satisfaction of seniors with their Hamilton experience is high, although the percentage of students who are either "Generally Satisfied" or "Very Satisfied" has decreased from 88.8% in 2014-15 to 84.5% in 2018-19. Despite the decrease in students' satisfaction with their general experience, satisfaction with the quality of academic instruction remains consistently high. The percentage of students who reported being either "Generally Satisfied" or "Very Satisfied" was 94.4% in 2014-15 and 94.3% in 2018-19.

It is likely that the overall satisfaction is partially due to the changing demographics of the Hamilton student body. As the makeup of the student body becomes less homogeneous, across a wide variety of measures, students' experiences are expected to become less homogeneous as well, making it more

challenging for the College to provide an environment that will facilitate a high level of satisfaction for all students. As discussed above, recruitment of a more diverse student population has been a priority in the last two strategic plans. In the 2009 strategic plan, the goal was simple: recruit a more diverse student body. Once initial progress toward this goal was made, however, it was recognized that it is not enough to just bring a more diverse population to campus. The College began to put people and programs in place to provide support for all students, and furthering this effort is prioritized in the most recent strategic plan. We are now in a phase of building our institutional capacity for inclusion, as signified by our acceptance into the Howard Hughes Medical Institute Inclusive Excellence 3 program for building inclusion in the introductory STEM curriculum. It is our hope that as we work through the challenges of this grant, that inclusion initiatives that find success in our STEM disciplines will have application across the curriculum of the College.

Public Disclosure

Hamilton provides information to prospective students, faculty, staff, parents, alumni, and the general public through its website. The College *Catalogue* is available through our website and is published in a way consistent with our mission and educational goals. The Office of Institutional Research and Assessment and the Business Intelligence Team (data architecture) work collaboratively to provide data on all of Hamilton's academic programs, which are available publicly online. More proprietary information and data are housed in our governed data warehouse and accessed through the data portal.

The Financial Aid Office webpage includes links to a variety of information required under the Higher Education Opportunity Act of 2008 so that students and their families can understand their financial contribution with Hamilton's need-blind policy.

Department and program webpages list faculty backgrounds, including degree(s) and academic interests. Department and program webpages and the *Catalogue* list the requirements for each concentration and minor. Accreditation is listed on the OIRA webpage and in the *Catalogue*, and was consistently updated during changes caused by the COVID-19 pandemic (such as the substantive changes in moving to distance learning which have now returned exclusively to in-person instruction).

Conclusion

At the time of writing this application, Hamilton's search for its 21st President is nearly concluded with a public announcement expected this spring. Once our new president has landed and gained their footing on the Hill, they will in all likelihood begin a strategic planning process with an associated capital campaign. There is no doubt that need-blind financial aid-based admission will continue to be a priority and a large focus for any future fundraising. With significant new programming implemented from the 2018 Connected Hamilton Strategic Plan (ALEX Initiative, Digital Hamilton, and a new Division at the College for Diversity, Equity, and Inclusion), there will likely be a review and assessment of these areas for improvement and strengthening. Having invested over $220 million in academic and athletics facilities over the past twenty-years, new areas of focus will likely be the student residential and dining experience, a center for teaching and learning, a reduction in the faculty teaching load from five to four courses, and a continuation of facilities renewal and renovation. With students, faculty, staff, trustees, and alumni dedicated to an exceptional liberal arts education, a strong financial position for the college, and a senior leadership team dedicated to the success of the institution, we are confident in a bright future for Hamilton College.

Standard 9: Integrity, Transparency, and Public Disclosure
(Integrity)

Policies	Last Updated	Website location where policy is posted	Responsible Office or Committee
Academic honesty		https://www.hamilton.edu/academic-	Honor Court
Intellectual property rights	December 2014	https://www.hamilton.edu/offices/li	Vice President for Acaedmic
Conflict of interest		https://www.hamilton.edu/offices/h	Human Resources
Privacy rights	8/18/2020	https://www.hamilton.edu/privacy	Library & Information
Fairness for students			
Fairness for faculty		https://www.hamilton.edu/offices/d	Office of the Dean of Faculty
Fairness for staff	April 2022	https://my.hamilton.edu/documents	Human Resources
Academic freedom		https://www.hamilton.edu/offices/d	Office of the Dean of Faculty
Research		https://www.hamilton.edu/academic	Summer Science Research
Title IX	January 2022	https://www.hamilton.edu/documen	Harassment & Sexual
Other; specify			

Non-discrimination policies			
Recruitment and admissions		https://www.hamilton.edu/documen	HSMB / Director of
Employment		https://www.hamilton.edu/documen	HSMB / Director of Commun
Evaluation		https://www.hamilton.edu/documen	HSMB / Director of
Disciplinary action		https://www.hamilton.edu/documen	HSMB / Director of Commun
Advancement		https://www.hamilton.edu/documen	HSMB / Director of Commun
Other; specify			

Resolution of grievances			
Students		https://www.hamilton.edu/student-	Accesibility Grievance
Faculty		https://www.hamilton.edu/student-	Accesibility Grievance Com
Staff		https://www.hamilton.edu/student-	Accesibility Grievance Com
Other; specify			

Other	Last Updated	Website location or Publication	Responsible Office or Committee

Please enter any explanatory notes in the box below

Standard 9: Integrity, Transparency, and Public Disclosure (Transparency)	
Information	**Website location and/or Relevant Publication(s)**
How can inquiries be made about the institution? Where can	https://www.hamilton.edu/about/contact
Notice of availability of publications and of audited financial	https://www.hamilton.edu/offices/business/financial-statements/financial-statements
Processes for admissions	https://www.hamilton.edu/admission/apply/details
Processes for employment	https://www.hamilton.edu/offices/human-resources/employment/job-opportunities
Processes for grading	https://hamilton.smartcatalogiq.com/current/college-catalogue/academic-policies-and-regulations/academic-performance-and-expectations/grades-and-grading-policies/
Processes for assessment (institutional)	https://www.hamilton.edu/data-portal?action=category&categoryid=A7983056-5EB8-4977-9979511B153CDF89
Process for assessment (academic)	https://www.hamilton.edu/offices/dof/handbooks-and-forms/faculty-handbook
Processes for student discipline	https://www.hamilton.edu/student-handbook/studentconduct/judicial-procedures
Processes for consideration of complaints and appeals	https://www.hamilton.edu/student-handbook/studentconduct/appeals-board

List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found.

Statement/Promise	Website location and/or publication where valid documentation can be found

Date of last review of:	
Print publications	
Digital publications	

Please enter any explanatory notes in the box below

Standard 9: Integrity, Transparency, and Public Disclosure
(Public Disclosure)

Information	Website location
Institutional catalog	https://hamilton.smartcatalogiq.com/
Obligations and responsibilities of students and the institution	https://www.hamilton.edu/student-handbook
Information on admission and attendance	https://www.hamilton.edu/admission/apply
Institutional mission and objectives	https://www.hamilton.edu/about/mission-statement
Expected educational outcomes	https://www.hamilton.edu/after
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	https://www.hamilton.edu/documents/CDS_2022-2023-final.pdf
Requirements, procedures and policies re: admissions	https://www.hamilton.edu/admission/apply/details
Requirements, procedures and policies re: transfer credit	https://www.hamilton.edu/offices/registrar/transfer-credit-information
A list of institutions with which the institution has an articulation agreement	
Student fees, charges and refund policies	https://www.hamilton.edu/offices/business/student-accounts/tuition-rates-and-fees
Rules and regulations for student conduct	https://www.hamilton.edu/student-handbook
Procedures for student appeals and complaints	https://www.hamilton.edu/student-handbook/studentconduct/appeals-board
Other information re: attending or withdrawing from the institution	https://www.hamilton.edu/offices/human-resources/forms/m-o-withdrawal-form
Academic programs	https://www.hamilton.edu/academics/areas-of-study
Courses currently offered	https://hamilton.smartcatalogiq.com/
Other available educational opportunities	https://www.hamilton.edu/academics/offcampusstudy
Other academic policies and procedures	
Requirements for degrees and other forms of academic recognition	https://hamilton.smartcatalogiq.com/en/current/college-catalogue/academic-policies-and-regulations/requirements-for-the-baccalaureate-degree/
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	https://www.hamilton.edu/academics/our-faculty/directory/faculty
Names and positions of administrative officers	https://www.hamilton.edu/offices/president/senior-staff
Names, principal affiliations of governing board members	https://www.hamilton.edu/offices/president/the-trustees
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	https://www.hamilton.edu/academics/offcampusstudy#programs https://www.hamilton.edu/academics/offcampusstudy/nyc https://www.hamilton.edu/academics/offcampusstudy/washington-program
academic year.	
Size and characteristics of the student body	https://www.hamilton.edu/about/facts
Description of the campus setting	https://www.hamilton.edu/about/campus-facilities
Availability of academic and other support services	https://www.hamilton.edu/academics/open-curriculum/advising
students	https://www.hamilton.edu/campuslife
Institutional learning and physical resources from which a student can reasonably be expected to benefit	
Institutional goals for students' education	https://hamilton.smartcatalogiq.com/current/college-catalogue/student-learning-outcomes/
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	https://www.hamilton.edu/offices/oir/common-data-sets
aid and typical length of study	https://www.hamilton.edu/admission/tuition
rates	https://www.hamilton.edu/admission/finaid/faq
Statement about accreditation	https://www.hamilton.edu/offices/oir/accreditation

Appendix A: Affirmation of Compliance

AFFIRMATION OF COMPLIANCE WITH
FEDERAL REGULATIONS RELATING TO TITLE IV

Periodically, member institutions are asked to affirm their compliance with federal requirements relating to Title IV program participation, including relevant requirements of the Higher Education Opportunity Act.

1. **Credit Transfer Policies**. The institution's policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (NECHE Policy 95. See also *Standards for Accreditation* 4.29-4.32 and 9.18.)

URL	https://www.hamilton.edu/offices/registrar/transfer-credit-information
Print Publications	Hamilton Collge Catalgue
Self-study/Fifth-year Report Page Reference	Page 15

2. **Student Complaints.** "Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered." (*Standards for Accreditation* 5.18, 9.8, and 9.18.)

URL	https://www.hamilton.edu/student-handbook
Print Publications	Student Handbook
Self-study/Fifth-year Report Page Reference	Code of Student Conduct

3. **Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . .The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (NECHE Policy 95. See also *Standards for Accreditation* 4.48.)

Method(s) used for verification	N/A
Self-study/Fifth-year Report Page Reference	N/A

4. **FOR COMPREHENSIVE EVALUATIONS ONLY: Public Notification of an Evaluation Visit and Opportunity for Public Comment:** The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (NECHE Policy 77.)

URL	N/A
Print Publications	N/A
Self-study Page Reference	N/A

The undersigned affirms that ___David Wippman_____ (institution name) meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: _____   Date: __January 17, 2024____

March 2016, June 2020, August 2021

Appendix B: Two Most Recent Audited Financial Reports

The two most recent audited financial reports can be accessed:

Fiscal Year 2022

Fiscal Year 2023

Appendix C: Auditor's Management Letter

The 2022 [Auditors Management Letter can be accessed at this link](#). No letter was issued for 2023. Our auditor KPMG confirmed that there were no significant findings so no letter was issued.

Appendix D: Student Achievement and Success E1 Parts A and B

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
At the institutional level:	Educational Goals and Purposes				
For general education if an undergraduate institution:	https://hamilton.smartcatalogiq.com/en/current/college-catalogue/educational-goals-and-curriculum/	Senior Program Assessment: https://www.hamilton.edu/offices/dof/handbooks-and-forms/senior-program-assessment	Academic Assessment Committee	Faculty legislation approved the establishment of the Academic Assessment Committee as an elected committee of the faculty	MSCHE 2021 reaccreditation Senior Program Review F2017
List each degree program: 1. Bachelor of Arts (all Concentrations)	https://www.hamilton.edu/academics/slos-by-concentration	Annual Concentration Assessment of SLOs	Academic Assessment Committee	Each time an academic department or program is reviewed, data informed changes are documented through the department, external reviewers, the Committee on Academic Policy, and Chief Academic Officer	All Academic Departments and Programs are reviewed every 10 years
2.					
3.					
4.					
5.					
6.					

Institutions selecting E1a should also include E1b.

Note: Please see the Statement on Student Achievement and Success Data Forms (available on the NECHE website: www.NECHE.org) for more information about completing these forms.

E-Series Forms: Making Assessment More Explicit
Option E1: Part B. Inventory of Specialized and Program Accreditation

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
American Chemical Society	June 2018	The following suggestion was made by reviewers and reflects the best practices of a rigorous chemistry program. Analytical chemistry. Reviewers were pleased to see that a dedicated course in analytical chemistry, Physical Methods of Chemical Analysis (CHEM 325), is now required for certification. Please note that this course is students' first experience with analytical chemistry and should be counted as foundation rather than in-depth. In addition, the breadth of topics appear to be limited to using a spectrometer. Please also ensure that your students receive hands-on experience with other instruments such as UV-Vis, fluorescence, atomic spectroscopy, IR, mass spectrometry, NMR, and electrochemistry.	1. institution must have regional accreditation 2. graduate 2 students per year, on average 3. minimum of five full-time faculty 4. faculty have fifteen contact hours per semester or fewer 5. appropriate, safe, and properly maintained research and instructional labs 6. a functioning NMR and at least four out of five from other major classes of instrumentation 7. immediate access to at least nine peer-reviewed journals and ILL access to others 8. teach at least four foundational courses per year and at least three in-depth courses per year plus research	2024

*Record results of key performance indicators in form 8.3 of the Data First Forms.

Institutions selecting E1b should also include E1a.

Appendix E: Summary Report of MSCHE Communications since the last comprehensive evaluation in 2021

Summary Report

Hamilton College is in good standing with MSCHE, and we maintain a positive working relationship with its leadership and management. Communication stemming from our last comprehensive review has focused on addressing two recommendations Hamilton received during our last review from MSCHE for 1) organized and systematic assessments that evaluate the extent of student achievement (Standard V) and 2) organized and systematic assessments that evaluate institutional effectiveness (Standard IV). These recommendations were addressed in our Supplemental Information Report submitted on March 1, 2022 detailing our new assessment systems for evaluating student achievement and institutional effectiveness. These plans were accepted on June 23, 2022 by MSCHE with no other supplemental information reports required on these recommendations and setting our next evaluation visit for scheduled for 2028-29.

Following the results of our last accreditation review and reaffirmation of our accreditation by MSCHE, correspondence has been focused on exploring accreditation with NECHE.

- On September 25, 2023 we notified MSCHE our intentions to explore accreditation with NECHE.
- On October 17, 2023 we received acknowledgement from MSCHE of our intent to change primary accreditors with a request due by December 1, 2023 for: *(1) evidence that State or federal requirements and approvals regarding the surrender of the institution's accreditation status have been obtained or are in progress and that the institution has ascertained and verified that any state or federal requirements related to surrender or loss of accreditation have been met (Standard II); (2) information regarding any implications of the surrender of title IV/student financial aid program participation including any correspondence or notification from the Federal Student Financial Aid Office of the USDE, and USDE's approval of the transfer of gatekeeper status to another accreditor, including verification that the New England Commission on Higher Education (NECHE) is the designated gatekeeper for USDE (pursuant to DCL ID GEN 22-11 updated September 26, 2022, and DCL ID GEN 22-10 dated July 19, 2022) (Standard II); (3) copies of communications to the institution's community, including all board members, students, faculty, staff, and others with significant roles, related to the surrender of accreditation as appropriate (Standards II and VII, Public Disclosures Policy and Procedures); (4) relevant correspondence and/or written evidence of application with NECHE (Standard II); and (5) the anticipated date of the voluntary surrender (MARCHE Bylaws and Accreditation Actions Policy and Procedures, and Accreditation Review Cycle and Monitoring Policy and Procedures). To note that a teach-out plan is not necessary because the institution will retain its degree granting authority from the New York State Education Department and primary accreditation through another accreditor recognized by the United States Department of Education.*
- On October 31, 2023 we received notification confirming our verification visit for our last reaccreditation (virtual review during the COVID-19 pandemic) occurred on July 10, 2023.
- On December 1, 2023 we submitted documentation complying with MSCHE requests from their October 17, 2023 request.
- In addition to our communication with MSCHE, we have sent required information to the US Department of Education. Marie M. Bangura was assigned our USDE representative. We received acknowledgement from Ms. Bangura that the USDE had been notified of our intentions to explore changing our primary accreditor from MSCHE on January 12, 2024.
- We notified the New York State Department of Education on December 1, 2023 of our intentions. We received confirmation of receipt of our submission on December 4, 2023 and that NYSED does not require further information until the process is complete.
- On January 18, 2024 we received the following communication from MSCHE: *To acknowledge receipt of the supplemental information report requested by Commission action on October 17,*

2023. To request a supplemental information report, due May 1, 2024, providing: (1) evidence of USDE's approval of the transfer of gatekeeper status to another accreditor, including verification that the New England Commission on Higher Education (NECHE) is the designated gatekeeper for USDE (pursuant to DCL ID GEN 22-11 updated September 26, 2022, and DCL ID GEN 22-10 dated July 19, 2022) (Standard II); (2) written verification from NECHE of effective date for change in accreditors (Standard II); and (3) the effective date of the voluntary surrender (MARCHE Bylaws and Accreditation Actions Policy and Procedures, and Accreditation Review Cycle and Monitoring Policy and Procedures).