

Hamilton College  
Strategic Planning: Preliminary Report. February 2008  
**Subcommittee on Residential Life and Co-curricular Programs**

The strategic planning sub-committee on Residential Life and Co-curricular Programming has endeavored to identify relevant topics for attention and analysis over the next five years. We added Jeff Landry, Assistant Dean of Students, to the committee, so that we now have representation from the Division of Student Life.

Our work centers around an already positive and successful program. We began discussing several micro-issues -- for example, first-year housing, senior housing, the meal plan, the REAL program -- important all, but we are beginning to consider where these fit into a larger infrastructure.

Following is a working outline indicating the framework of our conversations.

- I. Mission of Hamilton as a residential college.
  - A. Hamilton bills itself as “A Residential, Liberal Arts” institution.
    - i. Why is “residential” stressed in all of our descriptions? Is it because we require all students to live on campus? Or, does being residential offer qualitative and quantitative differences in the educational experience?
    - ii. To what extent does “residential” pertain to segments of the community other than students?
    - iii. How does the residential component extend to the summer?
  - B. How best to shape the residential component so as to optimize its contribution to the educational mission of the college?
  - C. How do the missions of the Offices of DOS and VPAA/DOF overlap and interact?
    1. Is the increasing compartmentalization and specialization of student affairs professionals, on the one hand, and faculty on the other, in concert with the missions of the two divisions? of the college?
    2. Does an increased emphasis on research productivity divert faculty involvement from student/residential life?
    3. Do the “carrots” for individual faculty members -- the merit/reward system for reappointment, promotion, tenure, and raises -- enhance faculty effectiveness in working towards educating the “whole student?”
- II. Co-curricular programming.
  - A. To what extent are our co-curricular programs intentional, sequential, and sustained? Do they follow a prescribed curriculum and explicitly state learning outcomes? How is their effectiveness assessed?
  - B. To what extent do we promote an inclusive residential environment for all students?
  - C. Do we wish to consider community-wide inter-group dialogue circles?
- III. Virginia Tech/Louisiana Tech College/No. Illinois and their implications for residential/student life.
  - A. Are our procedures for dealing with students who appear to be threats to themselves or others adequate?
  - B. What is the appropriate role of the counseling center in working with “unwilling” students.

Our next meeting includes a conversation with Nancy Thompson. We also intend to schedule a meeting with Dave Thompson; the campus wellness program seems to be an excellent model of a successful co-curricular program.

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