

Strategic Plan

Draft: November 9, 2008

Foundations for Hamilton's Next 200 Years

Foreword

Strategic planning is institutional self-definition. It clarifies relative strengths and weaknesses, it sets a direction consistent with historical values and traditions, and it takes into account the external realities that provide new opportunities and challenges. The document that emerges is the blueprint that guides future annual plans for the College. 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 resources for financial aid are a significant weakness.

As we plan our future direction we face a major economic downturn and demographic shifts resulting in fewer high school graduates and in a wave of baby-boomer retirements. We anticipate that during the next five years the College will encounter new challenges in revenue growth, student recruitment, fund-raising, faculty and staff hiring, construction, renovation, and financial aid.

Fortunately, Hamilton enters this new environment from a position of strength. Enrollment is steady, the budget is balanced, new facilities have opened, and over the past few years Hamilton has set records in the areas of admission selectivity, philanthropic support, and endowment growth and performance. The College has provided an increasing number of opportunities for students to engage in collaborations with faculty members, and our students have won national fellowships and scholarships in unprecedented numbers.

Institutions and organizations in decline tend to alter their course out of necessity, but strong institutions have a clear sense of who they are and the capacity to realize their vision. With our history of continual self-assessment and the ambition to improve on previous benchmarks, our purpose in planning strategically is to enhance the Hamilton experience, not transform it radically. As current economic conditions limit available resources, we must identify the initiatives that matter most to us in the short term. Planning enables us to make the strategic choices that promise the greatest benefit to the College.

The strategic planning process began with the faculty, eight of whose members chaired subcommittees that addressed the following topics:

- Academic Program
- Athletics
- Ethics and Academic Freedom
- Faculty and Staff Recruitment and Development
- Residential Life and Co-Curricular Programs
- Resources, Facilities and Environment
- Shared Governance and Administration
- Student Recruitment and Retention

Each of the strategic planning subcommittees included an additional tenure-track member of the faculty, along with representatives of the student body, the Board of Trustees, and the staff (p. 12), and each subcommittee consulted other members of the community. The process was characterized by a series of open meetings and surveys so that as many voices as possible could be heard. Approximately 250 members of the community participated in the planning process. At the conclusion of deliberations, the eight subcommittees prepared reports that articulated the context for their recommendations to the Strategic Planning Executive Committee. Those observations and recommendations were compiled and posted to the College's Web site for comment, and open meetings were held to

elicit additional reactions. The strategic planning Web site also received ideas, and a community blog facilitated exchange.

From a review of our history and an assessment of our current circumstances, four priorities emerged to guide our planning for the next five years:

- An academic program that is rigorous and challenging
- Student services that encourage and support personal development and responsibility
- Financial aid that meets the demonstrated need of every student, and a long-term goal of being need-blind in admission
- A college whose demographics reflect those of the coming generation of students and faculty

With these priorities in mind, the subcommittee recommendations were categorized according to four defining values:

- Education for self-direction
- Self-governing community
- Thoughtful dialogue and debate
- Engagement with the world

The following pages set forth our values as a College and provide the rationale for the goals and priorities on which we will focus in the coming five years. We will take from this document a focus for future discussions, especially those leading to our Middle States reaccreditation process in 2010-2011 and to the formulation of objectives for our next capital campaign.

I. Hamilton's Foundation

We began planning for Hamilton's future by reviewing its past. The College's history is fundamental to its identity, mission, and purpose. What follows is an account of the forces that have defined Hamilton over the past 200 years and continue to shape its destiny.

Hamilton was founded as the Hamilton-Oneida Academy, in the aftermath of the American Revolution, at a time when many of the nation's most enduring institutions were established. President George Washington granted "approbation" to the *Plan of Education* presented by the Reverend Samuel Kirkland in 1793, Secretary of the Treasury Alexander Hamilton consented to be a trustee and lent his name, and Inspector General of the Continental Army Baron von Steuben was present when the cornerstone for the new Academy was laid. Townspeople welcomed the school, too, and assisted in the construction of its first building. Support for what was to become the third oldest college in New York State extended from community leaders to the highest levels of the nascent republic.

It is fitting, then, that throughout its nearly 200-year history Hamilton has produced graduates who are leaders in their fields and active in their communities. Early on, attesting to the College's emphasis on rhetoric and debate, Hamilton alumni were educators, ministers, and public servants, including governors, congressmen, state supreme court justices, and university presidents. The 20th century saw a number of prominent statesmen and public servants, and more educators – fitting for a college founded in a village that earned the sobriquet "schooltown" for the many academic institutions in its environs. Even today, more alumni pursue careers in education than in any other field.

At the same time, some of Hamilton's salient characteristics are relatively new: coeducation, the open curriculum, and emphases on interdisciplinarity and hands-on learning. Each of these innovations may be traced in some measure to the mission and curriculum of Kirkland College, which redefined College Hill. In fact, one might argue that the Hamilton of today is a place of two interlocking histories, proud, enduring, and complementary. These two histories are definitional, and not merely incidental, to Hamilton. The College is at once the site of continuity and tradition, and discontinuity and innovation. It blends old and new, while adhering to the liberal arts as the best preparation for a life of purpose and engagement. We hold as a bedrock value the cultivation of tradition and innovation, and we welcome the creative energies produced by their interplay.

Hamilton provides a 24-hour learning community, recognizing that education and personal growth transcend the boundaries of classrooms, laboratories, and studios. The academy is more than the classroom. Education happens whenever and wherever two people encounter one another: in the dining hall, on the playing field, at the concert, in the residence hall. The members of a residential liberal arts community are both providers and consumers of education; we learn from others as they learn from us. And all students are enriched as they gain knowledge of cultures different from their own and interact within a cohort characterized by a variety of experiences and origins. The College has an obligation to ensure that a diversity of views, experiences, and backgrounds characterize the learning environment.

Hamilton's tradition of self-criticism is fostered by a commitment to academic freedom and an understanding of academic responsibility. Its faculty have in recent years increasingly attended to assessment and developed measures of accountability.

Professors at Hamilton are involved in the life of the College: intellectually, of course, but also socially, recreationally, and culturally. Faculty come to Hamilton knowing that the formal part of a student's education is governed by a rigorous liberal arts curriculum with an emphasis on writing and speaking, but that teaching, advising, and mentoring extend beyond the classroom, beyond the subject matter, and beyond the traditional instructional day.

The student body has changed as society has changed. The most dramatic transformation was the admittance of women when Hamilton and Kirkland combined in 1978, while the move to a more racially and ethnically diverse community has been more incremental, with most of the progress coming in the past half decade. New programs and organizations have evolved, with more likely to come. Hamilton is also expanding its reach nationally, enrolling more students from beyond New York and New England, although the talented student from rural Upstate New York remains a target of our recruitment efforts. Hamilton's reputation as a school of opportunity can be traced to the charge of Samuel Kirkland's *Plan of Education*, and socioeconomic diversity remains a core value.

One measure of the intellectual firepower of past student bodies is their success after graduation. Hamilton alumni include winners of the Nobel Prize, the Pulitzer Prize, and the Presidential Medal of Freedom; educators, non-profit leaders, community volunteers, and philanthropists; college and university presidents; past and current members of Congress, the Administration, and the National Academy of Sciences; Fortune 500 CEOs, entrepreneurs, and Wall Street executives; and authors, journalists, Emmy Award-winning entertainers, and Tony Award-winning playwrights. They make contributions in every professional field, and because of the role Hamilton played in their success, alumni remain loyal and supportive. Part of that support manifests itself financially, most evidently in an endowment created and managed by alumni. Despite the relatively small number of Hamilton graduates, the College's endowment is often listed among the top 100 of all 3,200 non-profit colleges and universities in the United States; Hamilton's endowment-per-student places the College even higher.

Over the years, income generated by the endowment has enabled the College to provide generous financial aid, build facilities that reflect emerging pedagogies, attract prominent lecturers and speakers, provide state-of-the-art technology and, more recently, offer opportunities for students to attend national conferences, accept unpaid internships, and engage in summer research.

Even early on, the College's teaching and administrative corps often included graduates of other well regarded New England colleges and universities and its alumni assumed similar roles at some of the new colleges that were opening across the country. More recently, in 1971, Hamilton's charter membership in the New England Small College Athletic Conference further solidified its reputation.

Hamilton has long been identified with its emphasis on persuasive speaking and writing, skills that at one time were taught for their own sake and were the purview of specific departments, but which now are embedded in courses throughout the curriculum. The Nesbitt-Johnston Writing Center, founded in 1987, and the Oral Communication Center, established in 2002, support Hamilton's position in these areas. Similarly, the creation of a student-governed honor code nearly a century ago (1912) and the College's founding of study abroad programs in France (1957), Madrid (1974), and Beijing (1996) show the prescient leadership that has helped to distinguish Hamilton among its peers.

The plan described in the following pages builds on the accomplishments of the 2002 Strategic Plan, which called on the College to invest in its signature programs in writing, speaking, and public policy, and led to the creation

of new centers for all three as part of the expansion and renovation of the Kirner-Johnson Building. Responding to the second core objective of the 2002 Strategic Plan, the College created more opportunities for students to conduct primary research, pursue internships, and work collaboratively with faculty mentors, and sought, with some success, to enhance the advising system. With all the progress made thus far, those 2002 priorities remain priorities in 2009.

The 2002 plan also called on the College to address issues of diversity, construct new arts and social science facilities, expand the use of technology in classrooms, maintain its commitment to assessment, and plan for the renovation and expansion of the Burke Library. Here, too, the College has made progress, but more needs to be done. This 2009 plan, then, takes as its starting point priority initiatives from the 2002 plan, especially those related to writing, speaking, diversity, and advising.

II. Hamilton Today

Hamilton is in its best overall position since its founding nearly 200 years ago. The College is setting institutional records for applications, selectivity, diversity, and the academic profile of admitted students; the budget is consistently in balance and the endowment is among the nation's top 100 in size and performance; alumni and friends have supported College programs and initiatives with almost \$55 million in the last two years, including a record \$30.8 million in 2006-07; students are winning national fellowships and scholarships in record numbers; graduation and retention rates are high and students report high levels of satisfaction with their Hamilton education; the College is increasingly well known; and the physical plant includes beautiful new facilities and little deferred maintenance.

There is good reason to be optimistic about Hamilton's future. But Hamilton – indeed, all of higher education – faces at least two extraordinary challenges: shifting demographics and a severely weakened worldwide economy.

The student body is undergoing a purposeful transformation as we seek to achieve a demographic mirroring that of the nation. Our students are increasingly diverse ethnically, racially, socioeconomically, and geographically, and we want to continue that trend so that all of our students – minority and majority alike – are prepared for citizenship in a global community. Ultimately, we want to continue fostering an intellectual atmosphere that reflects our commitment to exploring and acknowledging the significance of different ideas and perspectives. We expect Hamilton to be transformed, even as it transforms those who come here.

We need to be mindful of other demographic trends, too. The opportunity for learning disabled and physically disabled students to pursue a college education requires appropriate services, and the gender balance that has characterized our student body is threatened as more women and fewer men pursue bachelor's degrees.

Demographic trends also have implications for the people who teach and support America's college students. The baby boomer generation, which includes a significant percentage of Hamilton's faculty and staff (30 percent of current employees are 55 or older), is nearing retirement and there will be competition to replace valued, long-time employees. We must consider not only Hamilton's attractiveness to future students, but our ability to recruit and retain faculty and staff who want to make their careers at Hamilton.

The second challenge facing American higher education is financial. An historic downturn in the economy will mean more students needing financial aid, endowments experiencing moderate or negative growth, tuition revenue being constrained, and philanthropic support declining. Because of their cost, colleges such as Hamilton may be especially vulnerable to these new financial realities. At the same time, we are committed to maintaining, and expanding where appropriate and mutually beneficial, our partnerships with the local and regional communities surrounding Hamilton.

The tendency in such times is to retrench and protect the status quo; our purpose in planning strategically is to identify those areas that have the potential to strengthen the College further. Hamilton has faced challenges in the past, but never from such a position of strength. Over the next several years we will focus on those areas that give us the greatest strategic advantage: the academic program and the community.

The Academic Program: The defining feature of the academic experience is a curriculum that allows and encourages talented and motivated students to draw thoughtfully on their abilities, interests, and aspirations in shaping a course of study. The College's return to the open curriculum, beginning with the Class of 2005, has

coincided with the rapid rise in the academic profile of entering students. The standardized test score average (SAT math and critical reading) has increased from 1314 in 2002 to 1366 in 2008, while the percentage of students graduating in the top 10 percent of their high school class rose from 68 percent to 77 percent over the same period. These students report that the curriculum was an important factor in their decision to attend. Indeed, an open curriculum is best suited for students who are independent, motivated, and committed to the ideals of a liberal arts education. But it requires a high level of faculty advising. Research shows increasing satisfaction with first-year advising, but decreasing satisfaction with advising for the major, and one recent survey indicated that first-year students found their course work less challenging than they expected.

It is incumbent on the faculty to assess the effectiveness of the advising and academic programs and, if necessary, recalibrate them to match the intellectual talents of this new, better prepared generation of Hamilton students. Hamilton faculty must continuously evaluate the intellectual level at which their course materials are set so that all students report being challenged.

The subcommittee charged with reviewing the academic program recommended that “all parts of the Strategic Plan for the Academic Program should follow from our enthusiastic support of the open curriculum.” The report also said, “While the open curriculum has become the centerpiece of the Hamilton College academic program, the subcommittee recognizes that it is not an end in itself, but a means to achieving a more fundamental goal: providing a first-rate liberal arts education in which our students balance the depth of their knowledge in specific disciplines with the breadth of learning necessary for living in the intellectually and culturally diverse world of the 21st century.” Four classes (2005 through 2008) have now graduated under the open curriculum, providing a large enough cohort to conduct a review and assessment of the academic program. Such studies are being planned or, as in the case of advising, are already under way, and the results will provide direction for further strengthening the curriculum.

The Community: Hamilton’s strong sense of community is often cited as a fundamental part of its ethos, and becoming a community that mirrors the diversity of the national demographic is a priority. During their four years on College Hill, majority and minority students encounter, sometimes for the first time, faculty, staff, and other students with views, backgrounds, and experiences that differ from their own. Such experiences provide myriad opportunities for students to enjoy the types of dialogue and debate that lead to intellectual and personal growth. Since engaging with diverse views and experiences is an important part of education, the College fosters such interaction through its hiring practices, student recruitment efforts, financial aid programs, curricular offerings, and social and cultural initiatives. Our efforts in these areas continue Hamilton’s history of sustaining a community that is dynamic and evolving while maintaining traditional strengths and core values.

Hamilton’s campus, on a beautiful and historic hilltop, encourages a communal sense with spaces designed to bring people together around shared interests. But the Hamilton community extends beyond College Hill. Our involvement with the Village of Clinton helps sustain the college town atmosphere that is part of our appeal to students and employees, and expanded engagement with the Mohawk Valley and Adirondack Park will give texture and breadth to our curricular, cultural, social, and recreational offerings.

Alumni are forever connected to the campus, their classmates, and their professors. They are often a presence on College Hill. As guest lecturers, scholarship donors, internship providers, Board of Trustee and Alumni Council members, and in other ways, Hamilton alumni maintain a high level of engagement with their alma mater.

III. Four Fundamental Priorities and Four Strategic Themes

Mindful of its history, aware of its current position, and sensitive to unprecedented challenges in the coming years, Hamilton will sustain the momentum established since the 2002 strategic plan. Four priorities guide our planning:

1. An academic program that is rigorous and challenging
2. Student services that encourage and support personal development and responsibility

3. Financial aid that meets the demonstrated need of every student, and a long-term goal of being need-blind in admission
4. A college whose demographics reflect those of the coming generation of students and faculty

New fiscal constraints will slow the pace of construction on campus and may delay our goal of becoming need-blind in admission. As a result, we will focus over the next several years on revamping programs and policies that position the College to take advantage of an economic rebound. At the same time, we will undertake new initiatives that provide strategic advantage in the short term. Four themes furnish the structure for advancing Hamilton's fundamental priorities.

1. ***Education for Self-Direction***: An open curriculum challenges students to acquire a broad liberal arts education. We will help students meet that challenge by making structural and policy improvements to existing advising and course selection procedures. Likewise, we will assess College programs and procedures to ensure that the educational experience is sufficiently rigorous, equitable, and appropriate to our changing student demographic. Recommendations from the strategic planning subcommittees may be organized into three areas:

A. Advising

Effective advising, both formal and informal, is a critical component of a residential liberal arts college; it is even more important for Hamilton because of our curriculum. Hamilton's faculty has a history of serving as mentors and advisors to students, and we have a strong predisposition to support students, but there are inconsistencies in our practice. We will create a task force to make recommendations for strengthening the advising system.

B. Assessment of Curricular and Co-Curricular Programs, Policies, and Procedures

Hamilton's highest priority is maintaining the quality of its academic program. We have a strong commitment to assessing performance and satisfaction, and we will convene task forces, working with the Committee on Academic Policy as necessary, to address curricular and co-curricular matters raised during the strategic planning process. These include a decline in the number of students taking courses with a quantitative literacy component; a rise in average grades since the implementation of the new curriculum; a perception that our students may incline toward curricular depth at the expense of breadth; and course requirements that make it difficult for some students, especially juniors and seniors, to enroll in courses outside their concentration. Because we seek to be a college whose makeup reflects the society into which our students will graduate, we will ensure that we have programs and services in place to engage a changing demographic. We are moving ahead to integrate Hamilton fully into the New England Small College Athletic Conference, an effort supported by the athletics subcommittee. There has been extensive discussion of the advantages and disadvantages of a 12-month academic calendar, but no enthusiasm for such a move, which would radically alter the Hamilton experience. We are, however, very interested in holding summer academic workshops, seminars, and institutes that reflect institutional emphases, and in also making the Hamilton campus familiar to pre-college age students who may include in their numbers future Hamilton students. The viability of these initiatives will be explored.

C. Academic Facilities

The facilities in which learning takes place are an important part of the educational experience at Hamilton. Our planning has coincided with a renovation and expansion of academic facilities funded by generous alumni donations and a favorable bond market. Some projects have been completed (science), others are in process (social science), some are being planned (arts), and still others have been identified for future consideration (library, humanities). In every instance, pedagogy guides design. We will complete, as scheduled, projects under way, but will slow the pace of new construction until the necessary fund-raising is in place. Planning and design will continue so that we can move ahead when the resources are secured. New spaces for the arts create opportunities in their former locations. There is interest in establishing a "cultural education center" either in an expanded ALCC or in other newly available space.

Such a center would address race and culture in a broad context, both nationally and internationally, and would be conducive to our goal of becoming a college whose demographics mirror those of the nation.

2. *Self-Governing Community:* Education for self-direction demands a self-governing community. To the extent possible, constituencies ought to be self-regulating – students regulating students, faculty governing faculty, and staff administering to staff – as well as interlocking, to assure responsible and effective exchange and interaction. Some of this happens already: students regulate themselves through Student Assembly, the Honor Code, and the Judicial Board, and faculty do the same through policies and procedures set forth in the Faculty Handbook. Because all employees add an important perspective, new governance policies will incorporate a fuller range of voices and accommodate greater representation among and between campus constituencies. Various planning subcommittees called for enhancing self-governance at Hamilton; ideas fell into three categories:

A. Community Building

While Hamilton’s strong sense of community is attractive to students and employees, there are improvements that can be made to help ensure that all community members feel they are on equal standing from the day they join the campus. The role of alcohol in the student culture is not only inherently dangerous but also polarizing. Pre-orientation programs that do not accommodate the entire first-year class may disenfranchise those who do not participate. Likewise, the traditional classifications of employee groups magnify differences, exacerbate communication difficulties across campus, and can create unhealthy competition for attention and resources. Most of these issues can be addressed with minimal impact on the operating budget. We will continue our progress toward a campus population that is racially, ethnically, and socioeconomically representative of the country.

B. Governance Policy and Procedures

Much of the work of the College is accomplished through committees, from those of the Board of Trustees and the Senior Staff, to the policy and oversight committees of the Faculty, the Staff Advisory Council, and the Student Assembly. The effectiveness of these governing bodies is uneven and there are concerns that some committees are merely representational rather than participatory. Committees at all levels and across all divisions will be evaluated to ensure transparency, inclusiveness and representation from the widest possible cross-section of College constituencies, including students and non-faculty employees. We consider the opportunity for students to participate in College governance to be an important aspect of co-curricular education at Hamilton. The viability of new governance structures, such as a staff assembly for non-faculty employees, will be studied, as will a more inclusive governing organization to strengthen community.

C. Co-Curricular Social and Residential Facilities

High quality student services are one of the College’s four chief priorities. The renovation of Emerson Hall (ELS) into a center for student activity and student-faculty interaction is consistent with this priority and will be pursued, though on a slower timetable. Due to a lack of available housing on campus, the reluctance to construct additional student housing in the current fiscal environment, the desire of some seniors to live independently, and the likely negative effect on town-gown relations, we will not seek to achieve 100 percent on-campus student housing in the near term as recommended by the residential life subcommittee. The subcommittee on faculty and staff recruitment suggested the creation of additional faculty housing on campus. For similar reasons, we will not pursue this goal in the next five years but will work to achieve its larger aim, which is to increase opportunities for co-curricular faculty and student engagement. We recognize the long-term needs for athletics and recreational facilities that were identified by the athletics subcommittee, and will pursue those projects that can be accomplished in the short term through the plant renewal budget or through philanthropic support.

3. *Dialogue and Debate:* Self-direction and self-governance require and engender dialogue and debate; opportunities to enhance skills and deepen expertise will be provided to all students and employees, ensuring that

Hamilton is an educational institution for all. We stand firmly in support of academic freedom, and we recognize that with such freedom comes the responsibility to accept ownership of one's ideas, to be prepared to defend one's position as well as be able to articulate the positions of others, and to engage respectfully and constructively as part of an academic community. The strategic planning subcommittees identified three areas in which to focus our efforts:

A. Effective Communication

All members of our residential campus are part of the educational process. We are a stronger and more vibrant college – and we provide a better education for our students – when more, not fewer, voices are heard. Over the next several years we will remove barriers – real or artificial – that the subcommittees said discourage full participation in the life and workings of the College, especially for non-salaried employees.

B. Student Development

Education at Hamilton is participatory. Students are expected to form and defend their opinions as they encounter a variety of teaching styles and pedagogies. It is important, therefore, that they be adequately prepared to engage in such an environment. To ensure their readiness for academic work at Hamilton, we will assess how students are welcomed into the College community, how they become acclimated to college life, how they integrate their academic and residential lives, and how they process information. We will consider more direct faculty involvement in the orientation for first-year students, the establishment of a common academic experience for new students, a prescribed residential curriculum (e.g., learning communities), and the creation of a proficiency in media literacy across the curriculum (e.g., credible Internet sources). The financial investment necessary to house first-year students together is not practical at this time, nor is the creation of dedicated housing for seniors.

C. Faculty and Staff Development

Long-term employees provide the College with knowledge of past practices, enriching on- and off-campus relationships, and institutional loyalty and commitment. It is important to encourage loyalty among all our employees, especially those new to campus, by providing professional development opportunities and by communicating effectively so that members of the community feel invested in its purposes and goals. Since all colleges will face a wave of retirements in the coming years, investing in our own employees will help ensure a smooth transition to the next generation of faculty and staff.

4. ***Engagement with the World:*** The purpose of an education centered on self-direction, self-governance, and thoughtful dialogue is to prepare students for effective engagement with the world. Society is served by giving students and faculty alike a place for thinking, imagining, and creating. But on a more practical level – and especially in this economy – we recognize that everything we do on College Hill is influenced by the world around us. While our purposes and goals are lofty, our realities are shaped in part by forces beyond us. At the same time, we are not here simply to perpetuate Hamilton College, but to prepare students for careers and service in the nation and beyond.

A. Diversity

Two of our four priorities recognize that a wide variety of views and experiences adds texture, balance, and perspective to the way all members of the community experience the College. Hamilton meets the demonstrated financial need of every student it admits, and we reaffirm that admission policy to illustrate our commitment to socioeconomic diversity. We recognize that demographic shifts and the economic crisis of 2008 will mean that our financial aid budget must increase in the short term. Furthermore, because it is consistent with our heritage, mission, and purpose, our long-term goal is to become need-blind in admission. A second emphasis of our diversity efforts is to increase the percentage of students and employees of color to a percentage that is representative of the coming generation of students and faculty. We have made progress toward this goal, which remains a priority.

B. Scholarship and Creative Activity

Whether a student participates in a research or creative endeavor with a faculty member or benefits from the scholarship of professors, Hamilton views primary research as an important component of teaching and learning. That emphasis has guided the design and construction of new academic facilities and places us among an emerging group of research colleges, where scholarly and creative productivity are acknowledged as indispensable to a fully engaged pedagogy. We will continue to ensure the primacy of teaching, research, and service when considering faculty compensation, support faculty scholarship that leads to publication or presentation, increase the number of opportunities for student research and presentation at scholarly conferences, and will determine the feasibility of summer conferences or institutes that reflect academic themes and institutional priorities (e.g., writing, original research and creativity, and assessment). Meeting these objectives will lead to increased career and graduate school opportunities for our graduates.

C. Employee Satisfaction

Our goal is to be the employer of choice for all our employees. Competitive salaries are important for employees and faculty; so, too, is a clearly articulated process for evaluating performance and determining annual raises. Because our location can present challenges to recruitment, we will consider a spousal/partner hiring policy to attract talented employees from outside the region. The members of the Budget Committee are reviewing employee salaries to make certain they are competitive. They will also consider expanding health insurance subsidies for retirees and will review policies governing long-term disability for all employees.

D. Community Service and Outreach

A Hamilton education should encourage civic engagement through classroom work and co-curricular involvement. The College will continue supporting initiatives such as VISTA, HAVOC, Alternative Spring Break, and more recently COOP, and will add *ad hoc* volunteer and service-learning programs, including a programmatic presence in Utica.

IV. Summary

Priorities for Planning

1. An academic program that is rigorous and challenging
2. Student services that encourage and support personal development and responsibility
3. Financial aid that meets the demonstrated financial need of every student, and a long-term goal of being need-blind in admission
4. A college whose demographics reflect those of the coming generation of students and faculty

Core Values

- **Education for self-direction:** the open curriculum challenges students to acquire a broad liberal arts education.
 - Advising
 - Create a task force for strengthening the advising system (DoF)
 - Assessment of Curricular and Co-Curricular Programs, Policies and Procedures
 - Convene a task force, working with the Committee on Academic Policy, to review the following (DoF):
 - A decline in the number of students taking courses with a quantitative literacy requirement
 - A rise in average grades
 - A perception that student curricular choices favor depth over breadth
 - The ability of juniors and seniors to enroll in courses outside their concentration
 - Ensure that programs and services are in place to engage a changing demographic (DoS and DoF)
 - Pursue full integration with NESCAC (DoF and DoA)
 - Pursue summer academic workshops, seminars and institutes that reflect institutional emphases (DoF)
 - Academic Facilities
 - Complete construction projects already under way (VPA&F)
 - Continue with planning and design for new projects (VPA&F)
 - Establish a task force to study the reuse of space on campus, including for a cultural education center (VPA&F, DoF, DoS)
- Self-direction demands a **self-governing community:** to the extent possible, constituencies ought to be *self-regulating* -- students regulating students, faculty governing faculty, administrators and staff self-regulating -- as well as *interlocking*, to assure responsible exchange and interaction.
 - Community Building
 - Review the way all students are acclimated to campus (DoS)
 - Reexamine the four classifications of employee groups (VPA&F)
 - Continue progress to representative campus population (DA&FA, DoF, DoS)
 - Governance Policy and Procedures
 - Evaluate the work of all committees to ensure transparency, inclusiveness and representation (DoF, VPA&F, DoS, EAP)
 - Pursue new governance structures and a more inclusive governing organization (VPA&F)
 - Co-Curricular Social and Residential Facilities
 - Convene a task force of faculty and students to make recommendations for increased opportunities for co-curricular faculty and student engagement (DoF and DoS)
 - Pursue athletics facilities that can be completed through the plant renewal budget or through fund-raising (VPA&F and VPC&D).

- Self-direction and self-governance require **dialogue and debate**: development opportunities should be provided to all students and employees, ensuring that Hamilton is an educational institution for all.
 - Effective Communication
 - Increase communications vehicles that contribute to full participation in the life and functioning of the College (VPA&F)
 - Student Development
 - Establish a task force to review how students are acclimated to Hamilton (DoS and DoF)
 - Faculty and Staff Development
 - Invest in new and continuing employees (DoF and VPA&F)
- An education centered on self-direction, self-governance, and thoughtful argument makes for effective **engagement with the world**.
 - Diversity
 - Meet the demonstrated financial need of every student (DA&FA)
 - Become need-blind in admission (DA&FA and VPA&F)
 - Increase the percentage of students and faculty of color (DA&FA, VPA&F, DoF)
 - Scholarship and Creative Activity
 - Compensate faculty based on teaching, research and service (DoF)
 - Support faculty scholarship that leads to publication and presentation (DoF)
 - Increase opportunities for student research and presentation (DoF)
 - Consider the establishment of summer conferences and programs that reflect institutional priorities (DoF and VPA&F)
 - Employee Satisfaction
 - Be the employer of choice for all employees (DoF, VPA&F)
 - Maintain competitive salaries
 - Ensure clear processes for evaluation and compensation
 - Pursue spousal/partner hiring policy
 - Consider expanded health insurance subsidies for retirees
 - Review long-term disability policies
 - Community Service and Outreach
 - Support initiatives that encourage civic engagement (DoS and DoS)

V. Community Involvement

The Strategic Plan emerged from the effort of approximately 250 Hamilton College faculty members, staff, students and alumni to identify the themes and priorities that ought to guide College decision-making through 2014. Their work began in fall 2007 and included open meetings, surveys, and comment periods. Eight subcommittees presented their recommendations to an executive committee.

- Executive Committee
 - *President* Joan Stewart
 - *Dean of Faculty* Joe Uργο
 - *Chairs, Trustee Planning Committee*, Susan Skerritt K'77 and Steve Sadove '73
 - *Vice President, Administration and Finance*, Karen Leach
 - *Student Assembly President* Stephen Okin '10
 - *Faculty representatives* Sam Pellman and Todd Franklin

- Subcommittees
 - *Academic Program*
 - *Chair/Faculty*, John McEnroe
 - *Faculty*, Nicole Snyder
 - *Student*, Caroline Canning '10
 - *Trustee*, Jaime Yordán '71
 - *Staff*, Janet Simons
 - *Staff*, Kristin Strohmeier
 - *Athletics*
 - *Co-Chair/Faculty*, Bob Simon
 - *Co-Chair/Faculty*, Sally Cockburn
 - *Faculty*, Nigel Westmaas
 - *Student*, Kara Labs '09
 - *Trustee*, Greg Hoogkamp '82
 - *Staff*, Cameron Feist '04
 - *Coaching Staff*, Steve Stetson
 - *Ethics and Academic Freedom*
 - *Chair/Faculty*, Peter Rabinowitz
 - *Faculty*, Yvonne Zylan
 - *Student*, Kye Lippold '10
 - *Trustee*, Art Massolo '64
 - *Staff*, Vige Barrie
 - *Staff*, Randy Ericson
 - *Faculty and Staff Recruitment and Retention*
 - *Chair/Faculty*, Margaret Gentry
 - *Faculty*, Steve Ellingson
 - *Student*, Blythe Winchester '08
 - *Trustee*, Ann Hutchins
 - *Staff*, Susan Mason
 - *Staff*, Mark Tillson
 - *Staff*, Maureen Scoones
 - Residential Life and Co-Curricular Programs

- *Chair/Faculty*, Rob Kantrowitz '82
- *Faculty*, Wei-Jen Chang
- *Student*, Sarah Patterson '08
- *Trustee*, Barry Seaman '67
- *Staff*, Cindy Smiegal
- *Staff*, Brenda Davis
- *Resources, Facilities and Environment*
 - *Chair/Faculty*, Ella Gant
 - *Faculty*, Jean Burr
 - *Student*, Greg Ray '08
 - *Trustee*, Jeff Little '71
 - *Staff*, Bill Huggins
 - *Staff*, Andrew Jillings
- *Shared Governance and Administration*
 - *Chair/Faculty*, Stuart Hirshfield
 - *Faculty*, Chaise LaDousa
 - *Student*, Martin Connor '09
 - *Trustee*, Trix Smalley
 - *Staff*, Irene Cornish
 - *Staff*, Susanna White
- *Student Recruitment and Retention*
 - *Chair/Faculty*, Rob Kolb
 - *Faculty*, Masaaki Kamiya
 - *Student*, Ian Doran '10
 - *Trustee*, Amy Goodfriend '82
 - *Staff*, J.D. Ross
 - *Staff*, Phyllis Breland '80