

August 27, 2013

MEMORANDUM

TO: The Hamilton Faculty

FROM: Patrick Reynolds, for the Academic Council

SUBJECT: Call to Meet

The Academic Council calls the Faculty to meet on Tuesday, September 3, 2013 beginning at 4:10 p.m. in the Fillius Events Barn.

AGENDA

1. Approval of minutes from the Faculty Meeting of Tuesday, May 22, 2013 (Appendix A).
2. Election for 2013-14 Committee Membership (Appendix B).
3. Faculty, staff, and M & O appointments for 2013-14 (Appendix C).
4. Admission and Financial Aid Update by Dean of Admission and Financial Aid Monica Inzer.
5. Remarks by President Joan Hinde Stewart.
6. Remarks by Dean Patrick Reynolds.
7. Other announcements and reports.

Coffee, tea and snacks will be available before the meeting.

FACULTY MEETING

Appendix A

Minutes of the Faculty Meeting, May 22th, 2013

Faculty Chair, Lydia Hamessley called the meeting to order at 2:34.

1) *Approval of Minutes from the Meeting of May 7th 2013*

The minutes were approved as distributed.

2) Election for 2013-14 Committee Membership.

The following people were elected

Faculty Secretary, Term ending 2014: Sally Cockburn

Planning Committee, Term ending 2016: Rob Martin

Honor Court, Term ending 2014: Todd Franklin

Honor Court, Term ending 2016: Russell Marcus

Judicial Board, Term ending 2014: Dave Thompson

Judicial Board, Term ending 2016: Tim Kelly

Appeals Board, Term ending 2014: Margie Thickstun

Appeals Board, Term ending 2016: -Tied election

3) *Affirmative Action Report.*

Associate Dean of the Faculty Margaret Gentry presented the report included as Appendix C in the Agenda to the meeting. She then presented some additional data. First she discussed the state of male faculty hired over the ten years up to 2012, Table 3a below.

Table 3a. Hires and departures, 2002-2011 cohorts, by men of color and tenure status.

	Asian	Black	Hispanic	Native American	MFOC	White Men	Non-Perm. Res. Men	Total
Left with tenure	0 0.0%	1 33.3%	0 0.0%	0 0.0%	1 9.1%	0 0.0%	0 0.0%	1 3.5%
Left without tenure	0 0.0%	0 0.0%	1 33.3%	0 0.0%	1 9.1%	3 18.8%	0 0.0%	4 18.8%
Tenured	3 75.0%	1 33.3%	2 66.7%	0 0.0%	6 54.5%	5 31.3%	0 0.0%	11 37.9%
Still on tenure-track	1 25.0%	1 33.3%	0 0.0%	1 100.0%	3 27.3%	8 50.0%	2 100.0%	13 44.8%
Total	4 100.0%	3 100.0%	3 100.0%	1 100.0%	11 100.0%	16 100.0%	2 100.0%	29 100.0%

Dean Gentry pointed out that the total at which male faculty of color left was the same as the total rate at which white men, so that race was not a significant factor in determining whether men would leave.

She continued with the data for women hired over the same time period, table 3b below.

Table 3b. Hires and departures, 2002-2011 cohorts, by women of color and tenure status.

	Asian	Black	Hispanic	Native American	WFOC	White Women	Non-Perm. Res. Women	Total
Left with tenure	0 0.0%	1 33.3%	0 0.0%	0 0.0%	1 7.1%	0 0.0%	0 0.0%	1 3.2%
Left without tenure	1 25.0%	1 33.3%	2 33.3%	1 100.0%	5 35.7%	2 11.8%	0 0.0%	7 22.6%
Tenured	1 25.0%	0 0.0%	2 33.3%	0 0.0%	3 21.4%	9 52.9%	0 0.0%	12 38.7%
Still on tenure-track	2 50.0%	1 33.3%	2 33.3%	0 100.0%	5 35.7%	6 35.3%	0 100.0%	11 35.5%
Total	4 100.0%	3 100.0%	6 100.0%	1 100.0%	14 100.0%	17 100.0%	0 100.0%	31 100.0%

Dean Gentry pointed out that a larger percentage of women of color have left than white women over this period, although the difference is not statistically significant. Nevertheless, when we talk about the retention of faculty of color we need to be aware that gender plays a marked role.

Dean Gentry stated that there remains room for improvement in both recruitment and retention of faculty of color, even though we are in the middle of our peer group. The Dean's office continues to provide data from the Survey of Earned Doctorates to all faculty search committees with the expectation that hiring pools will come close to those statistics. This has become easier since the adoption of the Interfolio system, which provides race information for all but a small percentage of applications who do not wish to supply the information.

Starting this summer the college will work with Romney and Associates to provide a set of workshops for department chairs and other search committee members for all of the large number of searches that will take place next year. These will be spread through the process and focus on topics appropriate to different stages of the hiring process starting with a workshop at the beginning of the summer that will focus on building diverse applicant pools. The addition of a second Associate Dean of the Faculty will allow the Dean's office to provide more support to all faculty and they are already working on ways to provide more support for faculty in their first three years at the college.

A faculty member asked how we could lose nearly half of the women of color and yet the discrepancy not be significant.

Dean Gentry stated that the result of a Fisher's test was 0.07, which was above the 0.05 level they set for significance.

The faculty member felt that losing almost half the women of color was a crisis and wished to know how urgently this problem was regarded in the Dean's office. Dean Gentry pointed out that the problem is very complex, with a wide variety of causes for people to leave. Despite careful analysis, no single cause could be found for the problem. Some left for a better job, some were denied tenure, some left for family reasons. She did view the problem as serious.

The faculty member expressed particular concern over cases of denial of tenure. A lot of energy was put into bringing these people to campus and they were expected to succeed at that point. Perhaps there was more energy being put into bringing people to campus but then they were given little support once here.

Dean Gentry agreed that more effort had been put into recruitment than retention. She has been talking to faculty mentors and mentees to find ways to strengthen the college mentoring process. She also expressed interest in discussing mentoring with departments and in the possibility of returning to a system including mentors from within the department as well as ones from outside.

A faculty member asked whether the college had performed an exit survey and if so whether it could point to any particular problem.

Dean Gentry said that we have Dean's letters to people denied tenure and we have resignation letters from faculty who have resigned. She assumed that there have been conversations between the Dean and people leaving the college but that there was no record of these. A first look at the letters of resignation had not provided any insight into the reason for the gender difference.

A faculty member asked what was known about the situation for this year.

Dean Gentry would not speculate since there is still time for the situation to alter, but she did not expect any improvement.

A faculty member asked whether there were data from earlier than 10 years ago.

Dean Gentry said that there was not this level of detail available before that point.

Patrick Reynolds had begun the analysis during his time as Associate Dean.

Dean Reynolds added that there was not much data from before that time. A study done to compare the overall faculty composition to the Survey of Earned Doctorates over a 40 year time period found that there was reasonable correlation.

A faculty member asked whether there were data on the extent to which students are receptive to faculty of color. Since student course evaluations play a role in evaluating faculty, the campus climate cannot be discounted as an effect.

Dean Gentry stated that an analysis of the numerical responses from the student evaluations did not reveal any significant effect of race or color on student evaluations. Such a bias might show more clearly in the narrative responses but analyzing those would be a huge task. The student body is becoming more diverse as time passes and that should help make the campus climate more welcoming.

Dean Reynolds stated that he had sent the results of the analysis of numerical responses to department chairs in the fall.

A faculty member expressed concern that we are still talking about small numbers of faculty of color and expressed a desire for a comprehensive plan for diversifying the

faculty.

Dean Gentry pointed out that the Strategic Plan talked about diversity but that nothing had come before the faculty since that time.

Dean Reynolds added that we have done a lot to improve recruitment and retention and that recruitment has improved considerably.

A faculty member expressed concern that there was no sense of urgency. She did not feel that our rank of 6th out of the 10 NESCAC schools was good enough. She pointed out that the college has invested heavily in improving its buildings and the student body and felt that a similar investment and sense of urgency could improve the campus morale and diversity.

Dean Gentry felt that the coming year presented a significant opportunity with a large number of hires expected. We are taking concrete steps by partnering with Romney and Associates to help departments frame job advertisements and build diverse applicant pools. It is true that retention remains an issue but improving retention does nothing unless we get faculty of color onto the campus.

A faculty member warned of the dangers of looking only at average statistics, since the populations of those who stay and those who leave are different. The women of color who stay are in some way special.

Dean Reynolds pointed out that the majority of women of color who left did so for reasons unrelated to tenure. The Dean's office has done a lot in the past year to improve mentoring, investing a lot of time in a plan for one department that was then voted down by the faculty. Historically we have had a passive recruitment process. Departments put out an advertisement and waited and then talked about diversity at the end of the process. The Dean felt that the college needs to start investing time at the beginning of the process, actively building an applicant pool. The next round of hiring will start in June once the position allocations are out and he expects that search committees will work hard because it will take a huge commitment to bring real changes.

A faculty member expressed concern that the inclusion of athletics faculty might have biased these analyses.

Dean Gentry replied that athletics faculty were not included in these data.

Dean Gentry concluded by inviting faculty to send her ideas.

4) Remarks by Vice President and Dean of Students Nancy Thompson on recent policy changes regarding first-year housing and pledging.

Dean Thompson thanked the faculty for the chance to talk about recent changes that have "rocked the students' world".

The first change is to first-year housing. The First Year Experience committee's report included a recommendation to house first years together in groups with upper class Resident Advisors. This will make it possible to provide more intentional programming for them, to give them a chance to bond more as a class, and possibly to make a difference in the alcohol culture. The change was announced in the fall but did not really register with students until it was realized that this would remove Carnegie from the list of upper-class housing options. The Dean met with the Student Assembly and heard arguments about why Carnegie would not be ideal for

first years and as a result re-examined the options and found that North would work instead. The plan now includes Major, Keehn, North, Wallace Johnson, the first three floors of Dunham, and some of South. In the fall, the first and second floors of South will house upper-class students who plan to be away in the spring and then those floors will house January students in the spring. The upper floors of South will be for the REAL program. This plan is starting to get student support.

The second change arose from the Greek Recruitment Committee. In January, Dean Thompson decided unilaterally that January students should not be able to pledge in their first semester on campus but found that, while the concept was good, this was not the time to make the change as January students had already made plans so the change was rescinded and a committee formed to discuss issues of the timing and duration of pledging. The committee looked at survey that garnered responses from 700 students who expressed a wide range of views. The committee also looked at the state of pledging in the 10 other colleges from the 29 in our comparison pool that still have private societies. They found that five allowed pledging in the first year while five delayed it until the second year. The committee decided to switch to the second year model. The next class of Greek recruits will pledge in the fall of 2014. They will be able to rush in the spring of 2014 and will receive bids over the summer and will return to a 5-week pledge process in the fall, down from 7 weeks in the current system. Under the new process students, including athletes, will have a year to become acclimated to the college before pledging. Dean Thompson expressed satisfaction with the decision and felt that this will be a good change.

A faculty member asked whether there had been any attempt to evaluate the diversity of Greek organizations.

Dean Thompson stated that some are quite diverse. The newest societies are Latino or Latina in orientations and there are both societies for students of color and ones that are diverse within their membership.

A faculty member felt that having a Latina group does not constitute diversity.

Dean Thompson said that there was information available on the diversity of the Greek organizations.

A faculty member pursued the point, being less interested in there being a black fraternity and white one than in there being groups that were diverse in their make-up.

Dean Thompson agreed that everyone welcomed a diverse make-up but that there has not been an official examination of the diversity within the private societies.

Another faculty member asked whether it was not true that all were male only or female only.

Dean Thompson said that this was the case.

A faculty member asked how much faith the Dean had that pledging would not still happen in the spring and that hazing no longer existed.

The Dean said that she believed that hazing does still exist and that it caused her deep concern. She had just suspended Alpha Delta Phi for a year for a hazing violation. When she finds out she acts and student groups know that. There will be

sanctions for any group that violates the new timing rules. The Dean supports societies so long as they contribute to the campus and live up to their ideals. She encouraged the faculty to communicate any concerns, especially with students coming to class exhausted from pledging activities.

A faculty member stated that it would help if the Dean sent a note pointing out the start of pledge season as the faculty are not generally aware of this.

The Dean thought this a good idea.

A faculty member asked for more details on the punishment for Alpha Delta Phi and asked whether they were still living together.

The Dean said that the organization has been suspended and may not use college facilities. She is working, with assistance members of the national organization who are on Hamilton's Board of Trustees, on how to train the members to conduct pledging without hazing. The group will not be able to pledge a new class and will thus lose a class, in addition to the class that will be lost to all organizations because of the change in pledge timing.

The faculty member asked for further information about the nature of the hazing and whether any legal action had been taken.

Dean Thompson said that no criminal complaint had been filed as there was no complainant available to file such a complaint. She had learned that the group was planning to have the pledges sleep away from their rooms for the next two weeks. When challenged the group's president first denied the charge and then put a stop to the plan which had involved quizzing pledges out on the athletic fields at night in winter and causing sleep deprivation.

A faculty member asked if it would be helpful to send an email to campus detailing the history of the case.

Dean Thompson pointed out that the event had only just transpired and that she had usually sent such an email in previous cases.

A faculty member asked what the faculty should do if they suspected that a student was going through hazing.

Dean Thompson urged the faculty to contact the Dean's office if they were concerned about a student for any reason. If a student is not sleeping for any reason then it is best to know as soon as possible.

5) Remarks by President Joan Hinde Stewart.

President Stewart began by thanking Dean Gentry and Dean Thompson for their work and she reiterated Dean Thompson's plea for faculty to contact the Dean's office if they are concerned about a student.

The President went on to thank Margaret Thickstun and Karen Leach for leading a series of conversations on the future leadership of the libraries and IT at Hamilton. They have concluded that the choice between separate Library and IT directors and a unified position is more strategic than managerial but note that almost everyone that they spoke with assumed that a single leader was the sensible choice. They note that library schools are refocusing their training on "information services" to

recognize the increasing digitization of information. Although she has not yet had a chance to consult fully with Dean Reynolds, President Stewart thinks that we should go forward with a single combined position and will have more to say in the fall.

President Stewart noted that libraries, IT, and scholarship have been on her mind through her work on the Committee on Coherence at Scale, a national effort to make scholarly activities and discoveries digitally coherent and widely accessible through open access. Most recently she and members of the library and IT attended a talk on the open access movement streamed to the college as part of the New York Six Consortium lecture series. She also noted the recent launch of the website of the Digital Public Library of America (<http://dp.la>), a new portal to the cultural heritage dispersed across America's libraries, archives and museums that aims to provide tools that will allow scholars to access and organize these resources and use them in interesting ways.

President Stewart then noted recent media appearances by Hamiltonians, starting with the appearance of Maurice Isserman and Walter Cronkite IV, H'11, on *CBS This Morning: Saturday* to discuss their new book. An article appeared in the *Chronicle of Higher Education* about the Career Center's First-Year Forward program, which Mary Evans and her staff have shaped; Monica Inzer appeared for the third time on the *The Today Show* and was quoted in a front-page Sunday *NY Times* article about wait lists. Finally, a *Times* article about college admission essays that appeared on the first page of the Business section last Saturday identified an essay by a Hamilton admit as one of the four most compelling of the 66 submitted to the *Times* on the topic of money, class, working or the economy. President Stewart congratulated all who make Hamilton a place that merits this sort of interest.

Closer to home, the President reported that the second level floor of the new theatre and studio arts building had been completed and that there would soon be water in the pond. The exterior wall should be in place by that fall and completion is still expected in July 2014. She thanked all who have helped move this project along.

She went on to thank Dick Tantillo and his team at C&D for surpassing the revised fund-raising goal for the Bicentennial Initiatives campaign that will close at the end of June. The success of this fund-raising effort, that will support the arts project and financial aid among other initiatives, is a testament to the loyalty and confidence of the alumni that are so important to the college.

President Stewart next spoke of the annual service recognition lunch where, along with congratulating employees celebrating their 10-, 20-, or 30- year anniversaries with the college, she distributed the Tobin awards. This year, the M&O recipient was Mike Neidhart, mechanic foreperson on our automotive team. In the administrator category, the award went to Mike Sprague, Director of Web Services. The staff award went to Yvonne Schick for her work in the Print Shop. Yvonne will crown 16 years of study at Hamilton by receiving her Hamilton degree on Sunday.

The President congratulated Donald Carter on his three years as Chief Diversity Officer, which will come to an end on June 30th. The period has been marked by significant progress, especially in our collaborations with Posse and the New York Six Consortium, and the opening of the Days-Massolo Center. Donald has

coordinated meetings and visits by several leading academics and scholars in the field of diversity, including, just this spring, Shirley Collado from Middlebury and Elizabeth Aries from Amherst. As Donald returns to Africana Studies, to his teaching and scholarship, including his ethnographic work on migrant communities in Italy, the role of director of diversity and inclusion will be taken up by Amit Taneja, who will also continue as director of the Days-Massolo center. In this expanded role he will report directly to the President and will meet regularly with Dean Inzer, Dean Reynolds, and Dean Thompson to coordinate diversity efforts and to shape traceable goals, action plans and timetables.

The President concluded with her hope to see everyone at Commencement on Sunday, where the speaker will be Thomas Tull, Class of '92, founder and CEO of Legendary Entertainment, which recently released *42*, about Jackie Robinson and the Brooklyn Dodgers. She also encouraged everyone to attend the Baccalaureate ceremony at 3 p.m. on Saturday where the speaker will be Fordham University President, Father Joseph McShane.

A faculty member expressed concern that a joint director of IT and the library might be overwhelmed by the scope of the job.

The President replied that David Smallen had been doing this combined job for the last two years and that the library had been a vibrant place over that period with lots of vibrant programming including student presentations, posters, miniatures of sets, and the Diderot exhibit.

A faculty member pointed out that three years ago the President had made a strong case for a chief diversity officer reporting directly to her and asked what had happened in the meantime to lead to the change in that position.

The President explained that the change was not as large as it might seem. Amit Taneja will report directly to her and will coordinate with the Deans' offices, meeting regularly with Pat, Monica, and Nancy. He has done an outstanding job directing the Days-Massolo center and she expressed her confidence that will be as successful in his expanded role.

7) Remarks by Dean Patrick Reynolds.

Dean Reynolds began by welcoming Penny Yee to the new Associate Dean of the Faculty post and reminding the faculty that Margaret Gentry will extend her term for one year to help with the transition. In general Penny will take responsibility for curricular matters while Margaret will continue to work on personnel issues but they will work on more precise allotments of responsibility once Penny begins her term and the Dean's office will continue to keep the Faculty informed on progress with the transition.

Margaret Gentry and Associate Dean of Students Steve Orvis, helped by the Mellon Curricular Leaders, have been working to increase the academic focus of new student orientation. They are looking into ways to raise awareness of the educational goals among incoming students including a keynote lecture on liberal education and a series of disciplinary talks by Faculty.

The Mellon Curricular Leaders program is drawing to a close. This year's leaders, Ernest Williams, Heather Buchman, Todd Franklin, and Steve Orvis have completed their reports and the Dean extended his thanks to them and to Al Kelly and Sally

Cockburn for their work over the four years of the grant. There is about 1 year left before the final report and a little money remaining to continue discussions about raising awareness of the educational goals and how to pursue some of the initiatives already begun.

The Dean reminded the Faculty of the charge to the Academic Council to study issues of harassment. The first fruits of this work were seen at the first May Faculty Meeting with the adoption of the Statement on Freedom of Expression and Dissent. The Council expects to bring further items to the faculty for discussion in the fall.

The Dean closed his remarks by thanking the Academic Council and the other committees with which he has worked closely, CAP and COA, for their work over the year and extended those thanks to all have contributed to committees and service work in general.

Lastly the Dean read retirement tributes to David Paris and Larry Knop.

David Paris

Professor of Government and former Dean of Faculty David Paris formally retired from Hamilton College in January 2013.

David came to Hamilton as an assistant professor in 1979 after a stint at Virginia Polytechnic, being tenured in 1982 and promoted to professor in 1989. However, David first came to Hamilton in 1967, graduating Phi Beta Kappa in 1971. He received his MA and Ph.D. from Syracuse University, the latter in 1975. He has held the James S. Sherman and Leonard C. Ferguson endowed chairs. He published two books and a number of scholarly articles, book chapters, and other publications, many on education policy. He served in number administrative roles on campus, as Assistant Dean of the College in the mid-80s, Government Department chair for 10 years through the late 80s and 90s, Associate Dean of Faculty in the late 90s and Dean of Faculty from 2001-2006. Since then he has held a number of educational policy-related positions, including as advisor and consultant to the Council of Independent Colleges, American Association of Colleges and Universities, and the Teagle Foundation, and as Executive Director for the New Leadership Alliance for Student Learning and Accountability. In January, David took up the position of Vice President for Integrative Learning and the Global Commons at the Association of American Colleges and Universities.

One colleague writes: "The two things I admire most in him is his honesty and his intellect. You always knew where you stood with David, whether he agreed with you or not. He was always able to see to the heart of any issue almost immediately. He did not have hidden or ulterior motives and he always put the interests of the college foremost, and couldn't understand when others didn't do them same."

"David was without question my primary mentor at Hamilton and an excellent one. For 10 straight years he served as dept. chair. He was always fair and honest, creating an environment for junior faculty that was welcoming, congenial and supportive."

Larry Knop

Larry Knop, Professor of Mathematics, graduated with his BA from the University of Washington in 1962, received a Master's from the University of Miami in 1964, and his Ph.D. from the University of Utah in 1973. He came to Hamilton as Assistant Professor in 1977, after brief stints at University of Texas Austin, and Southern Illinois University, at Carbondale. He was awarded tenure and promoted to Associate Professor in 1981; he was promoted to full professor in 1992. He has published a number of articles including those in the Journal of Algebra and Proceedings of the American Mathematical Society, and more recently a textbook entitled "Linear Algebra: A First Course with Applications." He served as chair of mathematics Department for several terms, and he will offer a course as Lecturer in the fall.

One colleague writes: "When I first came to Hamilton in 1991, Larry and I each taught a section of Calculus II. When it came time for the first midterm, we divvied up the grading. Trying to impress my new colleague, I graded my portion of the test as meticulously as I thought was humanly possible and then handed the baton to Larry. When we got together to look at the results, Larry redefined my understanding of what was humanly possible. Not only had he computed the mean, median, mode, standard deviation, variance, correlation—you name the statistic—of the total test scores, he had done so for each individual question - in fact, each individual part of each individual question on the test. Then we compared that data to data he had collected over previous iterations of the course. For me, Larry completely reset the bar for dedication to student learning."

Another writes: "Much of the success of the math department [top 5 in the country in proportion of graduates who are math concentrators, up there with Cal Tech, MIT, and a couple of peer schools] is due to the combination of regular homework, student collaboration and the infamous afternoon open office hours. Larry was instrumental in instituting each of these features. Each is labor intensive and Larry's example encouraged each of us to "step up our games." The department would not be what it is today without him.

The Dean concluded by presenting Professor Knop with a Josh Simpson globe and engraved pedestal and invited all present to a reception to honor the retirees.

7) Other announcements and reports.

College Marshall Margaret Thickstun reminded the faculty that they were invited to the Baccalaureate ceremony, at which they do not robe or march, and urged all to come to the reception following that. Commencement will begin with the Faculty lining up, robed, at 9:45 a.m. on Sunday outside the Alumni Gymnasium. She closed by urging Faculty unable to attend Commencement to let her know and by inviting everyone to the post-post-commencement picnic at the Little Pub at 6 p.m. on Sunday.

The meeting adjourned at 4:12 pm.

Respectfully submitted,
Brian Collett, Secretary of the Faculty.

Appendix B

BALLOT

2013-14 Committee Membership

Instructions: Please circle one name per line as your preferred candidate.

Nominations from the Floor

Appeals Board

Term: 2016 N. Goodale A. Mescall _____ _____

Continuing members:

Term: 2014 M. Thickstun
2014 D. Larson (FS)
2015 S. Ellingson (S)

Appendix C

Faculty Appointments for 2013-14

Jeremy Bendik-Keymer joins Hamilton College for the spring 2014 semester as a Visiting Professor of Philosophy. He is the Beamer-Schneider Professor in Ethics and Associate Professor of Philosophy at Case Western Reserve University in Cleveland, Ohio. Growing up enjoying the Root Glen, concerts upstairs from the rock swing and theater at Hamilton – even being a guest DJ on WHCL – he attended public school in Ithaca, New Hartford, and the Lycée Corneille in Rouen, France. Jeremy received a B.A. from Yale University and his Ph.D. from the University of Chicago. Exploring education, he collaborated on a decade long study of the Chicago Commons Head Start Reggio Emilia Family Centers, taught full time at Colorado College, helped develop the Department of International Studies at American University of Sharjah in the UAE, and learned about Jesuit discernment exercises and mission at LeMoyne College in Syracuse. His books include (as member of the research team) *We Are All Explorers: Learning and Teaching with Reggio Principles in Urban Settings* (Teacher's College 2008), (as author) *The Ecological Life: Discovering Citizenship and a Sense of Humanity* (Rowman & Littlefield 2006), (as co-editor) *Ethical Adaptation to Climate Change: Human Virtues of the Future* (MIT 2012), and *The Book of Becoming: A Ghost Story & its Shadow* –the mixed-genre exercise one writes only after having earned tenure.

Frank Bergmann is a Lecturer in German for the fall 2013 semester. He is a Professor of English and German at Utica College where he has taught since 1969. He was a Fulbright Scholar from Germany at Hamilton in 1961-62 before earning an M.A. in Comparative Literature from the University of Arkansas in Fayetteville, and a Ph.D. from Eberhard-Karls-Universitaet in Tuebingen, Germany. His son Nick graduated from Hamilton in 2010.

Don Bunk joins Hamilton as Visiting Assistant Professor of Physics. Don is a veteran of central New York having been born and raised in the Hudson Valley and beginning his academic pursuits at Dutchess Community College. Don earned his B.A. at SUNY New Paltz where he studied physics and philosophy. He recently earned his doctorate at Syracuse University in theoretical physics. His research is in particle physics with an interest in investigating Beyond-Standard Model physics, such as the Strong CP problem, composite Higgs models, and Supersymmetry. He is currently investigating Higgs decays at the LHC, in particular the Higgs decay to a photon and Z boson. In his spare time Don enjoys exploring central New York via foot, bike, or roped ascent.

Johnnie Carson will serve as the Sol M. Linowitz Professor of International Affairs in the Government Department for the fall 2013 semester. Ambassador Carson joined the National Intelligence Council as National Intelligence Officer for Africa in September 2006 after a 37-year career in the Foreign Service. Prior to this, Ambassador Carson served as the Senior Vice President at the National Defense University in Washington DC. During his Foreign Service career, Ambassador Carson served as the U.S. ambassador in Kenya (1999-2003), Zimbabwe (1995-1997), and Uganda (1991-1994); and as Principal Deputy Assistant Secretary of State in the Bureau of African Affairs (1997-1999). He was assigned to Kenya shortly after the U.S. embassy in Nairobi was destroyed by al Qaeda terrorists in 1998. He was responsible for restoring full diplomatic services at the embassy, rebuilding staff morale, and constructing a new embassy complex – the largest in Sub-Saharan Africa. Earlier in his career, Ambassador Carson held assignments a Deputy Chief of the political section in Portugal, Deputy Chief of Mission in Botswana and Mozambique, and political and consular officer in Nigeria. He also served as desk officer in the Africa section at the State Department's Bureau of Intelligence and Research, Staff Officer for the Secretary of State, as well as Staff Director for the Africa Subcommittee of the U.S. House of Representatives. Before joining the Foreign Service, Ambassador Carson was a Peace Corps volunteer in Tanzania. He earned his B.A. from Drake University and an M.A. from the School of Oriental and Africa Studies at the University of London. Ambassador is recipient of several Superior Honor Awards from the Department of State and a Meritorious Service Award from Secretary of State Madeleine Albright. The Centers for Disease Control presented Ambassador Carson its highest award, "Champion of Prevention Award," for his leadership in directing the U.S. Government's HIV/AIDS prevention efforts in Kenya.

Ambassador Carson has written a number of articles on Africa and has contributed chapters to several books, including “Battling Terrorism in the Horn of Africa” (Brookings) and “Congress, the Presidency and American Foreign Policy” (Pergamon Press). Ambassador Carson is married to Anne Diemer Carson, a Foreign Service Officer, and they have three adult children.

Christina M. Ceisel joins Hamilton as a Visiting Assistant Professor of Communication. A transnational media scholar, she completed her Ph.D. at the Institute of Communications Research at the University of Illinois at Urbana-Champaign. Christina received her undergraduate degree in Media Studies at the University of Illinois at Urbana-Champaign. She has an A.M. in Social Science from the University of Chicago. Christina’s work theorizes the importance of citizenship, belonging, and place as they intersect with gender, racial and ethnic identity, and media texts. In December 2012 she completed her dissertation, “Consuming the ‘Authentic’: Globalized Nostalgia and the Politics of Hybridity Through Culinary Tourism and Heritage Foodways. A Case Study of Galicia, Spain,” in which she utilized ethnography, political economy, and critical theory to examine competing contemporary discourses of authenticity and hybridity as evidenced through culinary culture. A paper from the dissertation, “Road Trips to the Past: Culinary Tourism as Commodified Heritage,” received Top Paper honors in the Popular Communication division at the International Communication Association Annual Meeting in June. Christina will be teaching courses in advertising and the history of communications.

Pamela Diaz joins Hamilton College as a Visiting Instructor of French. Pamela received her B.A. from Cornell University, and her M.A. from the University of California, Berkeley, where she is currently working on completing her Ph.D. in French and Medieval Studies. The title of her dissertation is *Unruly Language in the Roman de Renart*. Her teaching and research focuses on medieval French, Spanish and Latin literatures (esp. *le Roman de Renart* and *Ysengrimus*), manuscript studies (codicology and paleography), medieval philosophy, animal studies, oral traditions, twelfth century reform and social change, history of ideas, and foreign language pedagogy (esp. with the integration of medieval studies).

Jules Gibbs joins Hamilton as a Visiting Assistant Professor of English & Creative Writing after teaching creative writing and literature at Syracuse University last year. She received her B.A. in English from The University of Wisconsin-Madison, her M.F.A. in Poetry from New England College, and her M.A. in English from Syracuse University. Jules was the recipient of a 2007 fellowship from The Ucross Foundation. Her teaching and research interests include Native American literature, ecopoetics, and new media poetics. Jules is particularly interested in collaborations between poets and visual artists, and her first such collaboration culminated in a photography show at the Museum of Contemporary Art Denver. She’s currently working with the same photographer on a project surrounding increasing water scarcity in the western states. She is the author of the book of poems, *Bliss Crisis*, published last fall by The Sheep Meadow Press, and a chapbook, *The Bulk of the Mailable Universe* (2011). Her poems and essays have appeared in various journals, including *The American Poetry Review*, *Best New Poets* anthology, *The Antioch Review*, *Los Angeles Review*, *Barrow Street*, *Spoon River Poetry Review*, *Broken Plate*, *Salt Hill Journal*, *Gulf Coast*, *Many Mountains Moving*, *Dossier Journal*, *MARGIE*, *Stone Canoe*, *The Comstock Review*, *Pearl*, and *The Alembic*, among other places.

Courtney Gibbons is as an Assistant Professor of Mathematics. A Connecticut native, she graduated summa cum laude with a B.A. in Mathematics from Colorado College, where she fell in love with algebra (and mountains). She received her M.S. and Ph.D. from the University of Nebraska-Lincoln, where she studied homological properties of modules over quadratic algebras (and learned to love the prairie). Her work appears in the *Journal of Pure and Applied Algebra*, and soon, in the *Journal of Commutative Algebra*. Courtney also codes for Macaulay 2, an open-source algebra software package. She's excited to include Hamilton students in her research agenda and to design algebra electives that blend classical theory and modern applications. In her spare time, Courtney enjoys hiking, rock climbing, learning to code in python, and doodling math cartoons. She also enjoys following the adventures of her doppelganger, Courtney the Gibbon.

Azriel (Azi) Grysman joins Hamilton College as a Visiting Assistant Professor in Psychology. He earned his M.A. and Ph.D. from Rutgers University in New Brunswick, NJ. Trained in cognitive and developmental psychology, Azi’s research focuses on the role of memory in defining the self. Specifically, he studies people’s personal narratives for events experienced in their lives, and relates these

back to broader theories about how this type of memory develops, and how individual differences, such as gender or developmental status, play a role in this process. His most recent work has included examining people's narratives of anticipated future events as an expansion of how memory is used to plan for the future. Azi's planned course topics include introductory psychology, cognitive psychology, and research methods in autobiographical memory. Azi is married and has one daughter, and all three members of the family are avid hikers.

Ishan Joshi comes to Hamilton as a Visiting Assistant Professor of Government. Ishan received his B.A. from the University of California, Santa Barbara and his M.A. and Ph.D. from Cornell University. He will be teaching courses in Chinese Politics, Nationalism, and International Relations. His areas and topics of research include: comparative and international politics; Asian affairs (China and India), political economy, applied formal modeling and game theory, and comparative nationalism.

Morgan Lasalle is a Teaching Fellow in the French Department. He received a B.A. in English Studies and Teaching French as a Foreign Language at the Sorbonne University (Paris 3). He is currently pursuing an M.A. in Linguistics, also at the Sorbonne. Morgan has many years of mentoring and teaching experience as a Student Guidance Counselor and English language instructor. His interest in Anglophone cultures and the English language thrived and increased during a three-year stay in London, and he is keen to broaden his horizons and expand his knowledge of American culture while at Hamilton. His research interests focus on the interaction between English and Native American languages in the United States.

Yan Li, Teaching Fellow in the East Asian Languages & Literatures Department, received her B.A. and M.A. in Teaching Chinese as a Second Language. Yan has taught Chinese in multiple intensive programs, including ACC, UVA, and Washington and Lee. She specializes in teaching Chinese to adult learners. She also worked with the U.S. Consulate General in Shanghai for two years, and that experience led her to focus on modern Chinese society rather than focus only the language.

Yan (Leanne) Li is a Teaching Fellow in the East Asian Language and Literature Department and comes to Hamilton from the Confucius Institute. She earned her B.A. in English Language and Literature from Minzu University of China (MUC). She is currently a student in the Master's Program of Teaching Chinese to Speakers of Other Languages at Minzu University of China and will receive her degree in July 2014. Leanne has worked as a part-time English teacher in the International Department at Beijing Huiwen Middle School, as well as an English and Korean translator for Canon (China) and other various employers. As a member of the Korean-Chinese community, Leanne volunteers at the Korean-Chinese Student Center (KSC) as the Leader of Administration Department, with the goal of encouraging communication between Korean-Chinese Students in China. She enjoys dancing, traveling and taking photographs.

Alexandra List joins Hamilton as an Assistant Professor in the Psychology Department and Neuroscience Program. She earned both her B.A. in Cognitive Science and Ph.D. in Psychology at the University of California, Berkeley, and conducted post-doctoral research at Bangor University (in Wales) and Northwestern University. Her research has focused on understanding how we perceive and attend to visual, auditory and haptic information in our environment, for which she has employed a variety of human cognitive neuroscience techniques. In her spare time, Alexandra enjoys cooking, reading fiction, playing euchre and spending time with her boxer, Turtle, husband, Neil, and one-year old daughter, Pepper.

Theresa Lopez comes to Hamilton as a Chauncey Truax Postdoctoral Fellow and Visiting Assistant Professor of Philosophy. Theresa earned her M.A. and Ph.D. in Philosophy at the University of Arizona, where she also studied in the Cognitive Science Program. Prior to becoming a Wildcat, she completed bachelor's degrees in Biology and Philosophy at the University of Maryland, Baltimore County. Theresa's research is interdisciplinary and lies at the intersection of moral psychology and ethics. Her recent work focuses on the psychology of moral evaluation and moral development, and on how findings from science bear on philosophical questions about moral objectivity and the possibility of moral knowledge. Theresa has published in the journal *Philosophical Perspectives*, and the anthology

Empirically Informed Ethics: Morality between Facts and Norms (Springer). She also has an active interest in issues in biomedical and environmental ethics.

Max Majireck joins Hamilton College as an Assistant Professor of Chemistry. Prior to this, Max completed postdoctoral research in chemical biology at Harvard University and the Broad Institute of MIT & Harvard designing small molecules to study disease biology, particularly cancer. During this research, Max spent the majority of his efforts developing molecular tools to target PRC2, an essential chromatin modifying protein complex that is frequently misregulated or mutated in various cancers, and was selected for a fellowship from the Leukemia & Lymphoma Society. In graduate studies at Penn State, Max earned his Ph.D. in organic chemistry while focusing on the total synthesis of complex natural products and development of new methodologies for organic synthesis. Max also holds a B.S. in biochemistry from Grove City College and conducted undergraduate research in inorganic synthesis and chemical engineering. At Hamilton, Max will combine his passion for teaching, mentoring, and research by designing a new course to highlight the role of organic synthesis in human health and a research program investigating new chemical transformations to produce tool compounds for studying neurological disorders.

Heather Mallory is a Visiting Assistant Professor of Biology. She earned her B.S. in Ecology and Evolutionary Biology from The University of Arizona, and her Ph.D. in Biology from Georgetown University. She has taught at George Washington University, Georgetown University, and Washington and Lee University, covering a wide variety of topics including Animal Behavior, Field Entomology, and Ecological Development. Her research focuses on the behavioral ecology of insects, including learning and memory processes. In addition to her teaching and research interests, as a desert native she looks forward to exploring new activities like snow shoeing and skiing during her first 'real' winter experience this year.

Joseph Martens joins Hamilton as a Visiting Professor of Biology. Joe hails from Canada where he received a B.S. from the University of Waterloo, and a Ph.D. in Biochemistry from the University of Western Ontario. As a graduate student, he combined molecular and biochemical approaches to study mechanisms of gene expression using baker's yeast (*Saccharomyces cerevisiae*) as a model eukaryotic organism. He then moved to Boston to pursue postdoctoral studies with Dr. Fred Winston in the Department of Genetics at Harvard Medical School. While at Harvard Medical School, Joe uncovered a new mechanism of gene expression whereby transcription of non-protein coding DNA regulates the expression of an adjacent protein coding gene. His discovery was published in *Nature* and was also featured in *Discover* magazine as one of the top 100 scientific breakthroughs of 2004. Prior to his arrival at Hamilton College, Joe was an Assistant Professor in the Biological Sciences Department at the University of Pittsburgh. In Pittsburgh, Joe continued to cultivate his interest in understanding how transcription of non-protein coding regions of eukaryotic genomes impacts both chromatin and gene regulation. He has published papers in this area in *Nature*, *Genes and Development*, *Molecular and Cellular Biology*, *Eukaryotic Cell*, and *G3: Genes, Genomes, Genetics*. Joe is looking forward to teaching genetics and sharing his passion for research with Hamilton College students.

Khori Newlander '04 returns to his alma mater as a Visiting Assistant Professor of Anthropology. While a Hamilton student, he worked closely with George (Tom) Jones and Charlotte Beck to reconstruct the lifeways of the earliest inhabitants of the North American Great Basin. Khori then attended the University of Michigan, Ann Arbor, where he worked as a research assistant in the Museum of Anthropology, and a teaching assistant in the Department of Anthropology. After participating in archaeological projects in Senegal, Peru, and Arizona, Khori returned to the Great Basin for his dissertation research. This ongoing research uses the analysis of stone tools to understand how the earliest Great Basin inhabitants used their landscape and interacted with each other. Khori's other research interests include the development of Plains-Pueblo interaction in the 1300s-1500s and the brief florescence of "modern" human behavior during the Middle Stone Age in South Africa. Khori is married to Jess Phillippy and they have four (pet) children. They reside in Douglassville, PA.

Paul Norberg, Visiting Assistant Professor of Hispanic Studies, received his B.A. in English Literature and Spanish Literature at the University of San Francisco, and both his M.A. and his Ph.D. in Hispanic Languages and Literatures from the University of California, Berkeley. His research focuses on contemporary Spanish Literature and its intersection with popular culture, Spanish History and modes of representing reality. He has taught language and literature courses at UC Berkeley, as well as a summer program in Madrid, Spain. Paul is an avid San Francisco Giants fan and enjoys rowing in his spare time.

Andrew W. Nutting returns to Hamilton as a Visiting Assistant Professor of Economics, having previously taught at Hamilton from 2006-08. From 2008-13, he taught at the University of Idaho, where he was a tenured Associate Professor of Economics in 2012-13. Originally from Seattle, Andy earned his B.A. in Economics from the University of Notre Dame (1999) and both his M.A. (2003) and Ph.D. in Economics (2005) from Cornell University. His research interests include labor economics, the economics of education, and law and economics.

Yumi Pak joins Hamilton College as a Visiting Assistant Professor in the Department of Africana Studies. She received her M.A., C.Phil., and Ph.D. in Literature from the University of California, San Diego, where she specialized in African American literature. She graduated with a B.A. Honors in Literature and Women's Studies from the University of California, Santa Cruz. In her dissertation, Yumi traced antiblackness through four key cultural phenomena – lynching, imprisonment, expatriation and the blues. In doing so, she conceptualized an alternate modernity that radically de-configures the autobiographical form so as to critique civil society's shaky ethical foundation and often empty promises of subjectivity in the afterlife of slavery. In her current research, she situates her work in the interdisciplinary space between Black studies, performance studies and queers of color critique. Yumi's teaching interests include Black literature and performance, U.S. multi-ethnic and American literatures and feminist theory.

John Person is a Postdoctoral Fellow in Japanese History and Visiting Assistant Professor in the History Department. He received his B.A. from Gustavus Adolphus College in St. Peter, MN, and his Ph.D. from the University of Chicago. A historian of nationalist intellectuals of the early 20th century, his dissertation examines the activities and theories of one of the most notorious grassroots nationalist organizations of wartime Japan, whose leader played an instrumental role in the purging of left-leaning professors from the Imperial University system. John is also an avid translator, and has produced many translations of philosophical writing spanning from the early 20th century to today. Prior to coming to Hamilton, John served as the Terasaki Postdoctoral Fellow in Japanese Studies at the University of California, Los Angeles.

Maria Gabriela Portal returns to College Hill as a Teaching Fellow in the Hispanic Studies Department. She was a Fulbright Language Teaching Assistant in Hispanic Studies at Hamilton during the 2010-11 academic year. Maria earned her B.A. in English teaching from the Teaching Training College N°5 "Jose Eugenio Tello" in Jujuy, a little province in north-west Argentina. She previously worked in high schools, English language schools, and technical colleges in her hometown teaching English as a foreign language. She also taught Socio-literary studies at an English training college in Humahuaca, an aboriginal town in the north of her province. She volunteered as an interpreter in a civil forum in the United Nations. She was a member of the Teachers of English Association Committee in Jujuy which organized seminars, conferences and cultural events. Maria participated as a presenter at the 2012 International Buenos Aires Book Fair Exhibition, and she and her team won a Small Grant Competition supported by the US embassy for giving presentations about the US culture and Argentina. She is interested in continuing education courses about teaching methodologies, learning foreign languages, and Quechua Runasimi studies. Maria enjoys travelling and dancing Argentine folklore and tango.

Kara Sage is a Visiting Assistant Professor of Psychology. Kara earned her B.A. in Psychology/Sociology and M.Ed. from the University of Washington, and her M.S. and Ph.D. in Developmental Psychology from the University of Oregon. Kara comes to Hamilton from a visiting position at Carleton College. Her teaching interests include introductory psychology, foundational courses in child development and educational psychology, and specialty courses focusing on media and

technology from a developmental and psychological perspective. Kara's research focuses on learning across the developmental spectrum, with special interests in childhood and screen media. She recently received an APA grant to pursue her research on young children's learning from tablets. Kara received numerous awards for both her teaching and research while a graduate student, and continues to actively adhere to a teacher-scholar model of learning. When not in the world of academia, Kara is an active Zumba participant, hockey fan, and coffee drinker.

Seth Schermerhorn joins Hamilton College as an Instructor in the Religious Studies Department. Seth received a B.A. in Anthropology and History from Colorado State University and his M.A. in Religious Studies from the University of Colorado. Seth is currently finishing his doctorate in Religious Studies from the School of Historical, Philosophical, and Religious Studies at Arizona State University. Although Seth has worked extensively with several indigenous nations in the southwestern United States, he works primarily with the Tohono O'odham Nation, a federally recognized Tribe located in southern Arizona. His dissertation, titled *Walking to Magdalena: Personhood and Place in Tohono O'odham Narratives, Songs, and Material Culture*, focuses on pilgrimages made by many O'odham to Magdalena, Sonora, Mexico and how some O'odham have made Christianity their own. Initially, Seth will teach courses on Native American religious traditions and pilgrimage.

Heather Sullivan joins Hamilton as a Visiting Assistant Professor of Government. She received her B.A. in International Studies and Spanish from Elon University, and her M.A. and Ph.D. in Political Science from the University of North Carolina at Chapel Hill. Her research explores the relationship between state capacity, protest, and protest management, using an original dataset on protest in contemporary Mexico. At Hamilton, she will be teaching courses on Comparative Politics, Latin American Politics, Mexican Politics, and Political Protest.

Courtney L. Thompson is a Visiting Assistant Professor of Africana Studies. Her work focuses on political discourse in Black women's writings. In particular, she is concerned with the relationship between Black women's progressive politics and democratic reform. She earned her B.A. in English from Hampton University, and both her M.A. and Ph.D. in American Studies from Purdue University. Prior to Hamilton, Courtney served as a Visiting Scholar at the University of Houston. She is currently working on her book manuscript, tentatively titled "*We Are Fighting for Democracy*": *Black Women Activists and the Pursuit of All Things Equal, 1920s-Present*. The book reflects her broader research interests in the African American literary tradition, American political discourse, progressive movements, and Black feminist theory. In addition to presenting her work nationally and internationally, she has given invited lectures and shared her work in the community. She has taught courses on the African diaspora, Black women's activism, Black women writers, and Black autobiography in the U.S. Beyond her adventurous life in the academy, Courtney enjoys speed walking, yoga, and quiet moments.

Xavier Tubau comes to Hamilton as an Assistant Professor of Hispanic Studies. He received his Ph.D. in Spanish Literature from the Universitat Autònoma de Barcelona in 2008, and was a Postdoctoral Fellow at the Universitat Pompeu Fabra in Barcelona before coming to Hamilton in 2013. He specializes in Renaissance intellectual history and Golden Age Spanish Literature. Currently, he is writing a book about political propaganda during the empire of Charles V. He has published two books: *Una polémica literaria: Lope de Vega y Diego de Colmenares* (2007), and *Erasmus mediator: Política y religión en los primeros años de la Reforma* (2012) and has authored many articles.

Joel Winkelman joins Hamilton College as a Visiting Assistant Professor of Government. Joel completed his Ph.D. in political science at the University of North Carolina at Chapel Hill. His current research project explores the relationship between the work ethic and democracy in the political thought of the Progressive Era United States. At Hamilton, he will be teaching courses in political theory and a course on democracy and the workplace. His writing has been published by *The Review of Politics* and *Polity*.

Shuang Wu joins Hamilton College as a Teaching Fellow of Chinese in the East Asian Languages & Literatures Department. Shuang received a B.A. in Arts in Teaching Chinese as a second language from Zhuhai College Jilin University and is a post-graduate student in the Master's program of Teaching

Chinese as a Second Language at the College of International Education at the Minzu University of China. During her degree course, she also worked as a Chinese practice teacher for one semester. She participated in several Chinese programs in America and China, such as ACC STATALK at Hamilton College, ACC summer program in Minzu University of China and the CIEE spring program at Beijing University. She enjoys playing table tennis and traveling.

Yang Wu is a Teaching Fellow of Chinese in the East Asian Languages & Literatures Department. Yang received her B.A. from Capital Normal University in Beijing, and her M.A. from Seton Hall University. She most recently served as a teaching aid in the Chinese Division of Hunter College, as well as a graduate assistant in the Office of International Programs at Hunter.

Other New Appointments

Office of Administration and Finance

Nicholas Juliano – Custodian

Eileen Pierson – Senior Accountant

Dora Tran – Custodian

Colleen Ward – Custodian

Office of Communication & Development

Maureen Nolan – College Writer

Office of Admission & Financial Aid

Ryan Creps – Assistant Dean of Admission

Matthew Doyle – Assistant Dean of Admission

Rebecca Harper – Admission Assistant

Laura Smith – Assistant Dean of Admission/Coordinator of Diversity Recruitment

Office of the Dean of Students

Desiree Cuevas – Psychologist

Tristan Rios – Area Director

Office of the Vice President for Academic Affairs and Dean of Faculty

Charles DerCola – Assistant Football Coach

Joseph Dougherty – Assistant Football Coach/Defensive Coordinator

Boriana Pratt – Empirical Research Specialist

Benjamin Smith – Director of the Quantitative and Symbolic Reasoning Center

September 24, 2013

MEMORANDUM

TO: The Hamilton Faculty

FROM: Patrick D. Reynolds, for the Academic Council

SUBJECT: Call to Meet

The Academic Council calls the Faculty to meet on Tuesday, October 1, 2013 beginning at 4:10 p.m. in the Fillius Events Barn.

AGENDA

1. Approval of minutes from the Faculty Meeting of Tuesday, September 3, 2013 (Appendix A).
2. Motion from the Committee on Academic Policy regarding creation of a First-year Course Program (Appendix B).
3. Report from ad hoc Advising Assessment Committee by Committee Chair Rob Hopkins (Appendix C).
4. Motion from the Academic Council that the Faculty go into a Committee of the Whole for up to 30 minutes to discuss a statement on advising from the ad hoc Advising Assessment Committee.
5. Report on Title IX obligations by Senior Associate Dean of Students for Strategic Initiatives Meredith Bonham.
6. Report on new online alumni directory and Career Center updates by Assistant Vice President, Career Center Mary Evans.
7. Remarks by President Joan Hinde Stewart.
8. Remarks by Dean Patrick D. Reynolds.
9. Other announcements and reports.

Coffee, tea and snacks will be available before the meeting.

FACULTY MEETING

Appendix A

Minutes of the First Regular Meeting of the Hamilton College Faculty
Academic Year 2013 – 2014
Tuesday, September 3, 2013
Fillius Events Barn

Lydia Hamessley, Chair of the Faculty, called the meeting to order at 4:16 p.m.

Lydia Hamessley requested permission to change the agenda by inserting remarks by Medical Director of Student Health Services Aimee Pearce after the election for 2013-14 Committee Membership. The change was accepted without discussion.

1. Approval of minutes from the Faculty Meeting of Tuesday, May 22, 2013

The minutes were approved without discussion.

2. Election for 2013-14 Committee Membership

Appeals Board: Anjela Mescall

3. Remarks by Medical Director of Student Health Services Aimee Pearce

Aimee Pearce began by stating that Student Health Services does not routinely issue notes to faculty for students suffering from minor medical complaints. Instead, students are encouraged to speak to their instructors themselves. Notification of more serious medical issues, such as hospitalization or surgery, is handled through the Office of the Dean of Students.

Aimee Pearce then turned to the topic of concussions. She said that the goal of Student Health Services was to get students back to the classroom as quickly as possible, while complying with NCAA guidelines for concussion management. These guidelines require students to return to academics progressively through a series of four steps, with a minimum of 24 hours at each step. Student Health Services has been telling students that they can progress more rapidly through these steps, provided that they do not experience any concussion symptoms. Aimee Pearce stressed that while these symptoms may be subtle, the long-term consequences of concussions are serious. She added that the vast majority of students are eager to return to the classroom.

A faculty member asked if there were any issues surrounding the use of computers for recovering students. Aimee Pearce replied that in fact interaction with computers and other electronic devices is the biggest trigger for concussion symptoms; visual stimulation can impair recovery.

Another faculty member asked why so many students were experiencing concussions. Aimee Pearce replied that it is currently a matter of debate whether the increased incidence rate of concussions is due to an increase in occurrences or better identification and diagnosis. The faculty member asked where students were getting concussions. Aimee Pearce replied that recent instances have included concussions as a result of accidents in residence halls, falling off bicycles, tripping on sidewalks, as well as accidents on sports fields.

4. Faculty, staff and M & O appointments for 2013-14

Patrick Reynolds, Dean of the Faculty, announced the names of each new member of the faculty, as well as those of three new administrators: Lisa Forrest, Director of Research and Instruction Services; Elizabeth Bohstedt, Director of Library Access Services; and Ben Smith, Director of the Quantitative and Symbolic Reasoning Center.

5. Admission and Financial Aid Update by Dean of Admission and Financial Aid Monica Inzer

Dean Inzer began by reminding the faculty of her email of August 27, in which she attached some statistics on the Class of 2017; she that as usual, the quality of the class is best measured by our experience with them in the classroom. She said she would use her remarks to put these numbers in the context of historical and future trends.

Dean Inzer reported that the number of applicants exceeded 5,000 for the fourth straight year, although down a bit from last year, and the number of admits (1364) was the lowest since 1982. The yield (36%) was the highest and the 'summer melt' was the lowest in ten years, resulting in an incoming class of 492, 22 over the target of 470. Transfers were scaled back to 5 (original target of 15) to help offset overage. Additionally, 25 fewer students than expected are taking leaves or studying off campus this semester, resulting in a total surplus of roughly 40 students this fall. Although it is not known what will happen with enrollment/leaves in the spring, the Admissions Office will adjust their new student targets accordingly.

Dean Inzer emphasized that this year's increased yield was not the result of accepting more students Early Decision; in fact, the number of ED admits was down to 227 this year from 240 the year before. The ED admit rate was 38% and the regular round admit rate was 25%, giving an overall yield of 27%. Although 46% of the incoming class was admitted in the ED round, only 17% of all admission offers were ED. Dean Inzer reported that the number ED applicants was up, but so was the quality of the ED applicant pool. Dean Inzer gave the results of two measures of the quality of the class, both of which she cautioned were imperfect. Only 36% of incoming students came from a school that gave class rank; of those, 26 were valedictorians or salutatorians, 72% were in the top 10% of their class and 94% were in the top 20%. Comparable to recent years, 58% of students submitted SAT scores to meet the standardized test requirement; of those, the average scores on the verbal, math and writing portions were 683, 695 (highest ever) and 693 (highest ever) and standardized test scores. A further 25% of the incoming class submitted ACT scores, with an average composite score of 32.

In terms of gender balance, Dean Inzer reported that the incoming class is 49% male; the average at colleges nationally is 44%, and only 40% at private institutions.

Dean Inzer reported that multicultural domestic students constitute 22% of the class are: 4% are black, 4% are Hispanic, 7% are Asian/Pacific Islander and 8% are multiracial. She noted that this is the fifth year that the portion of the incoming class that is diverse has exceeded 20%; while the number of diverse students being admitted has remained stable, the academic quality has been rising. Although the yield fluctuates, last year's yield among diverse students was higher than that in the general pool, explaining the large percentage of diversity in that class. Dean Inzer added that international students constitute an additional 5.7% of the incoming class, and that unlike at other institutions, there was no 'summer melt' at all among accepted international students. She reminded

the faculty that Hamilton does not have a need-blind admissions policy for international applicants.

Dean Inzer turned to Hamilton's prospects for the future. She began by reviewing projected high school graduation numbers from the Western Interstate Commission on Higher Education (WICHE). While we are currently in period of modest growth in overall numbers, the number of non-public high school graduates is expected to decline steadily until 2020-21. The total number of high school graduates is projected to decline in the Atlantic states, the Midwest and in particular New England, while modest growth is expected in the south and south west. The total number of white high school graduates is expected to decline as a result of declining birth rates in this population; however, the number of Hispanic and Asian-American high school graduates is projected to rise. In fact, non-white students are projected to constitute 45% of high school graduates by 2020, and 49% by 2028; many of these 'minority' students will come from the southern and western states. Dean Inzer cited 2009 composite math and reading scores from the National Assessment for Education Progress (NAEP), showing that white and Asian students are the most prepared for college, followed by Native Americans and then Hispanics and blacks. Using data on income by ethnicity from the U.S. Census Bureau, Dean Inzer commented that it is no coincidence that students from ethnic groups with higher average family income tend to be more prepared.

Dean Inzer outlined a number of ways Hamilton can respond to these challenges. She said we must work to sustain our current success by reviewing what assessment tools are good predictors of success at Hamilton, and stop using those that are not effective. She said that we must "admit to retain"; it does not do us any good to attract smarter, stronger students from further away if they do not find Hamilton to be a good fit. She said her office is using travel and counselor outreach to find new pools of potential applicants, and maximizing technology (in particular by moving to paperless applications) to make the application process simpler. In line with the recommendations from the Arts & Science Group, Dean Inzer noted that Hamilton needed to differentiate itself from similar institutions as well as attract interest from those who may not have thought of applying to any liberal arts college. She stressed that given our high price tag, we need to be mindful of the impact of the current economy; this will require reassuring families of the affordability and value of a Hamilton education.

Dean Inzer noted that we have been using a need-blind admissions policy for four years. Hamilton promises to meet 100% of need; this year, that meant \$32.2 million in financial aid. This is a considerable sum of money, and this year the Admissions Office will be working with the Office of Institutional Research to assess the benefits of the need-blind policy. Dean Inzer commented that since announcing this policy, the number of applications has gone up, our reputation as measured by our *US News & World Report* ranking has gone up, and alumni giving rates have gone up. Dean Inzer said that she hoped the research would indicate benefits in the areas of socioeconomic diversity, retention rates and student satisfaction.

Dean Inzer concluded her remarks by saying that she believed we should maintain a modest self-confidence. While we are doing well, we must never get arrogant and we must always strive to treat people better. As she tells the trustees, we are always one year away from a bad year.

A faculty member commented that multicultural students currently make up about 40% of the high school population, yet only 22% of Hamilton's incoming class, an 18%

difference. The faculty member asked if our peer institutions exhibit a similar difference and what strategic thinking was occurring in the Admissions Office to address this difference.

Dean Inzer replied that the goal of the Admissions Office is to reflect the country's diversity, but that no specific quota had been set. She said while the Admissions Office wants to keep increasing diversity, it is also important that Hamilton admit students who are academically prepared and will be successful here. She noted that it can be difficult to attract multicultural students, many of whom are from different geographical areas of the country, to small, rural northeastern liberal arts colleges. She reported that the Admissions Office has organized "diversity weekends" to bring students to campus to encourage greater numbers of them to apply.

Dean Inzer closed by thanking the faculty for the many contributions they make to the admissions process, including members of the Committee on Admissions, faculty who participate in Hamilton Saturdays and faculty who allow visiting students to attend their classes.

6. Remarks by President Joan Hinde Stewart

President Stewart began by expressing the pleasure that she and Deans Inzer, Thompson and Reynolds took in welcoming the "articulate, diverse, appreciative" incoming class at matriculation. She then thanked the many people who made Convocation a success: Meredith Bonham, Lori Dennison and their staffs, Patrick Reynolds; Nancy Thompson and Rob Kolb. She also thanked the seven faculty members who contributed talks on the academic program during Orientation.

President Stewart described a new program called LEAP, initiated by students who have participated in the Levitt Leadership Institute and jointly organized by the Office of Residential Life and the Levitt Center. The program will provide a variety of leadership activities for 58 first-year students.

The President then turned to the proposal for creating a joint administrative structure for the Library and ITS. In the spring of 2013, Margie Thickstun and Karen Leach solicited opinions from people both on and off campus, and discussed different management options. At the May 22 faculty meeting, President Stewart solicited faculty reaction to the proposal for an administrative merger; last week, she, Patrick Reynolds and Karen Leach met with both library and ITS staff. President Stewart announced that on the basis of this work, she had made the decision that it is "sensible and strategic" to proceed with combining the Library and ITS. She said that "[a]n integrated organization would allow coordination of decision-making; strategic deployment of resources; creative staff interaction; and nimbleness in responding to the rapid changes sparked by the digitization of information." The President commended Dave Smallen for the work he has done over the past two years as Vice President for Information Technology and Director of the Library, and expressed the hope that he would agree to shape the merger of the two organizations and to lead the new organization.

The President then invited the faculty to take advantage of a number of exhibits and programs at the Library, including an art installation by Deanna Perez '14, the continuing exhibit celebrating Diderot's 300-th birthday and upcoming related presentations by John C. O'Neal and Philip Stewart on September 26, the Apple and Quill series in creative writing, and the Humanities brown bag lunch series.

President Stewart announced that the Digital Humanities Center has now opened in Christian Johnson; cooperation with Grinnell, Williams Vassar and other liberal arts colleges on digital humanities programs is in the works.

The President reported that the colleges that form the New York Six are continuing to collaborate. A promising initiative is a joint health insurance program for four of the six, including Hamilton; this would affect primarily the risk associated with high cost claims. The four are also looking to cooperate on wellness plans; President Stewart noted that Dave Thompson and the Staff Assembly Wellness committee are already doing an excellent job at Hamilton on promoting wellness. She encouraged faculty to investigate the fall fitness classes and wellness programs.

Another area of cooperation among the New York Six is information security. Over the summer, ITS staff conducted a data classification survey, and this fall, they are piloting new security awareness programs. President Stewart reminded the faculty of her announcement in February of the creation of an Information Security Board of Review to study current situation and recommend policy changes.

The President announced that the focus of the Campus Planning Committee this year will be on student retention, a topic it previously studied in 2005 – 06. President Stewart noted that while Hamilton's retention rates are high, they lag behind those of some of our peers. She reported that she had invited Associate Dean of Students Steve Orvis, Director of Institutional Research Gordon Hewitt, Director of Diversity and Inclusion Amit Taneja and Dave Smallen to join this committee in this work, with Dean Monica Inzer and others contributing as needed. She announced that Debra Boutin will chair the committee this year and invited faculty to contact either her or Debra with any input on the topic.

Turning to construction projects, President Stewart noted with pleasure with the progress on the new studio arts and theatre building. She reported that when this facility is complete, Minor Theatre will be converted into a residence hall with 52 beds. An option for creating an additional 20 beds that is currently under discussion is the relocation of the Child Care center to a wing of the Clinton School. These extra beds would allow the College to remove certain small buildings that are expensive to maintain, including 3994 Campus Road, which now houses 6 students. Also slated for removal is 13 College Hill Road, which has been used for faculty housing.

The President expressed sympathy for those suffering property loss and damage from the summer flooding. She reported that the rains caused a water main break under Oriskany Creek, requiring the college to truck in water for almost two weeks and to spend considerable money (projected to exceed \$500,000) fixing the problem. She reported that it is unclear at this point whether insurance will cover these costs.

President Stewart reported that the Bicentennial Initiatives capital campaign concluded on June 30. The campaign, which focused on student financial aid, the arts facilities and the Annual Fund, raised \$139.8 million in gifts and pledges, exceeding not only the original goal of \$117 million, but also the revised goal of \$133 million. The President thanked Vice President for Communications and Development Dick Tantillo and his staff, Jeff Little '71, who chaired this and the previous two capital campaigns, as well as the faculty.

President Stewart announced that Steve Sadove took over as chair of the Board of Trustees on July 1; Jeff Little will continue as vice-chair. She invited colleagues to express their congratulations to them when they are on campus the weekend of September 27.

The President concluded her remarks by commending Bon Appétit for the successful weekly community lunches over the summer, and thanked all members of the community who contributed their entertainment skills to the program.

A faculty member asked for President Stewart's reaction to President Obama's recently proposed plan for ranking colleges. President Stewart replied that she is encouraged by his focus on issues the accessibility and affordability of a college education, but expressed concern over his proposal to link federal student aid to college ranking. She noted that defining institutional value is problematic; in particular, she questioned whether the plan's emphasis on graduation rates and student salaries at graduation are good measures of value. President Stewart remarked that in fact Hamilton would fare well under the proposed ranking system, but she was concerned about other institutions. She commented that on the positive side, Obama's proposals included improving repayment terms of student loans.

A faculty member asked about what an eventual applicant pool might look like if Dave Smallen were ever "allowed to retire." President Stewart replied that she anticipated it would be large and of high quality. She added that many institutions are granting advanced degrees in Library and Information Science.

7. Remarks by Dean Patrick Reynolds

Dean Reynolds began by welcoming the faculty back from the summer and thanking Lydia Hamessley for agreeing to serve as Faculty Chair for another year.

The Dean commended Associate Deans Steve Orvis, Penny Yee, and Margaret Gentry for their efforts to expand the focus on academics during new student orientation. He thanked professors Carl Rubino, Barb Tewkesbury, Steve Wu, John Eldevick, Lydia Hamessley and Stu Hirschfield for the disciplinary lectures they contributed to the program, and Dan Chambliss for his general introduction to the college's educational goals.

Dean Reynolds reported the college is holding a series of workshops on inclusive hiring practices for departments running searches for tenure-track and term positions. The workshops are being led by Pat Romney and Linda Marschesani, from the consultant firm Romney Associates; two have already taken place over the summer and two more are planned. The topics and timing of the workshops are designed to coordinate with the various stages of the search process, such as advertisement language, recruitment of the applicant pool, and development of evaluation criteria to avoid unconscious bias.

Dean Reynolds announced that the New York Six has secured funding from the Teagle Foundation to encourage development of blended learning technologies; faculty will be invited to submit proposals to fund such projects. Additionally, the NY6 consortium has a new grant proposal to the Mellon Foundation to focus on global initiatives. Such initiatives include access to study abroad opportunities of member institutions (which Hamilton does already), exploration of collaborative language instruction, and development of co-curricular resources bridging off-campus and on-campus student work,

initially around the themes of sustainability and human rights. Dean Reynolds reported that this proposal has primarily been developed by other NY6 institutions but he suggested that, if funded, some Hamilton faculty members may be interested in engaging with NY6 colleagues on these initiatives.

The Dean said that the retirement of Associate Dean of Students for Study Abroad Carol Drogus had created an opportunity to rethink the position, in the context of recommendations from Middle States Accreditation Report as well as conversations he has had with Carol and her work in recent years to bring together a campus operations committee to address common off-campus issues. While details of the position description are still being worked out, the Dean reported that a search for a new Director of Off-Campus Study, reporting to the DOF office, will begin this semester.

Dean Reynolds then turned to projects for the upcoming year, saying that the two priorities in the Dean of Faculty Office are faculty success and curriculum development.

Regarding faculty development, Dean Reynolds reported on a number of initiatives aimed at strengthening faculty professional support and development. These include:

- developing a budget strategy to meet faculty salary peer rank targets;
 - strengthening our commitment and programming around mentorship, such as
 - enhancing new faculty orientation,
 - implementing recommendations from the mentoring program review last year
 - offering funding for Faculty Development Groups;
 - strengthening resources for development of teaching, such as continuing to promote faculty conversation about teaching through the Network for Teaching and Learning.
- Many of these have been spearheaded by Associate Dean Margaret Gentry.

Regarding curriculum development, the Dean began by welcoming Penny Yee as Associate Dean of Faculty with particular responsibility for curricular matters. He reported that several initiatives are underway:

- implementing the First Year Course program pilot (a motion on catalogue language from CAP is expected soon);
- collaborating with the Associate Dean of Students on improving advising resources;
- anticipating continuing discussion stemming from the work of the ad hoc Advising Assessment Committee, who are expected to report at the October faculty meeting.

Dean Reynolds reported plans to continue the conversation, begun several years ago, on a range of curricular matters in the languages. He noted that Italian was allocated a full-time position this spring, and that there have been five allocations to the languages in recent years. He said he is looking to the languages faculty for direction in setting longer-term priorities for the future of languages at Hamilton, including their role in area studies and off-campus study. He announced that he will be appointing this Task Force in the coming weeks.

Dean Reynolds reported on a number of projects underway on the operational side, including a revision of department web pages, development of data coordination software in the DOF office, and upcoming document imaging management systems to move some paper trails online.

Ongoing from last year are recommendations to consider from CAP subcommittee reports on online education and experiential learning, from Mellon Curricular Leader reports on advising and oral communication, and from the Art & Science study.

Dean Reynolds concluded by inviting questions from the faculty.

A faculty member asked whether anyone is investigating problems raised by the limited number of spots available in introductory courses. This faculty member noted that waitlists are an inadequate measure of the extent of the problem, as many students are so discouraged when they see that a section is closed that they do not add their name to the waitlist. Dean Reynolds replied that working with Registrar Kristin Friedel in recent years, more teaching resources have been directed to introductory courses from those with less than 5 students enrolled. He suggested that this was a matter that Associate Dean Penny Yee could investigate further.

8. Announcement and Reports

Heather Buchman announced that she would be sending an email to all faculty, soliciting their participation in a CNY Arts survey on arts and culture in central New York.

The meeting was adjourned at 5:39 p.m.

Respectfully submitted,
Sally Cockburn
Faculty Secretary

Appendix B

Motion from the CAP for creation of a First-Year Course Program

MOVED, that the College's Foundations statement be revised to include a program of optional First-Year Courses.

Education in the liberal arts at Hamilton College comprises:

I. Foundations: The faculty expects that students will attain a high level of engagement early in their studies and will develop as creative and critical thinkers, writers and speakers.

To achieve these aims, the College ~~encourages all students to participate in at least four proseminars and requires all students to complete the Writing Program and the Quantitative and Symbolic Reasoning programs.~~

~~2-~~*The Writing Program:* Students must pass at least three writing-intensive courses. For a full description of the Writing Program requirements, see "Standards for Written Work."

~~3-~~*The Quantitative and Symbolic Reasoning Program:* Every student must pass at least one designated quantitative and symbolic reasoning course. This requirement should be completed by the end of the second year. For a detailed description of this requirement, see "Standards for Quantitative Work."

In addition, the College encourages students to participate in the First Year Course and Proseminar programs.

The First-Year Course Program: First-Year Courses are a special set of small courses or sections of courses open only to first-year students. These courses are designed to address students' academic transition to college and to provide an introduction to a liberal arts education. They also offer an opportunity for close interaction and development of strong relationships among first-year students and instructors. Each First-Year Course will be a Writing Intensive (WI), Quantitative and Symbolic Reasoning (QSR), or Oral Presentation (OP) course.

~~4-~~*The Proseminar Program:* Proseminars emphasize active participation and engagement in learning. Proseminars offer intensive interaction among students, and between students and instructors, through emphasis on writing, speaking and discussion, and other approaches to inquiry and expression that demand such intensive interaction. Descriptions of proseminars are available in the Catalogue.

Rationale

At the faculty meeting of May 7, 2013, the faculty passed a motion by a strong majority creating a program of first-year courses (FYC) and instructed CAP to return with catalog language to implement the program.

"Moved, that the College institute an experimental program of optional First-Year Courses for a period of three years to begin in the fall of 2014. First-year courses shall be designated as such by the CAP; the courses will be restricted to first-year students and will normally enroll 16-20 students. First-year courses aim to provide the opportunity for close interaction and development of strong relationships among students and instructors, and to support students' transition to and immersion in college academic life. The courses may include first-year-only sections of courses also available to other students. In the spring of 2017, the CAP will report on the impact and effectiveness of the program, including recommendations for its continuance. The faculty directs the CAP to return to the faculty at an early fall meeting with catalog language reflecting this experimental program.

This motion includes First Year Courses in the “Foundations” section of the catalog on grounds that, like proseminars, they constitute a cluster of courses that meet specific guidelines outlined by the Faculty and approved by the CAP. Also like proseminars, FYC are encouraged by the College, though not required.

This motion separates the required WI and QSR programs, now listed first, from FYC and proseminars, which the College encourages students to take.

Faculty discussion of the first-year courses motion may be viewed at:

<https://my.hamilton.edu/myhamilton/ajax/community.cfm?action=single&content=file&communityid=24&FileAction=download&downloadId=9CD2F11D%2DA427%2D1354%2D6395D00F91CDC65C>

Appendix C

To: The Faculty

From: The *ad hoc* Advising Assessment Committee

Subject: Second Report

The Advising Assessment Committee (Todd Franklin [up until July 2013], Margaret Gentry, Martine Guyot-Bender, Gordon Hewitt, Rob Hopkins [Chair], Tara McKee, Steve Orvis, Chris Vasantkumar, Penny Yee [as of July 2013]) has the following charge from the Faculty:

to develop an appropriate response, including one or more survey instruments, to the Middle States Evaluation recommendation that we “assess faculty advising in ways that will assure strong support of individual student achievement of the College’s learning goals” and submit recommendations to the Faculty by the September 2013 Faculty meeting.

The committee determined that it would be best to proceed at a more deliberate pace than suggested by the charge in order to pursue the following process:

1. Gather information from various constituencies through surveys and focus groups
2. Report results of surveys and focus groups to the Faculty
3. Prepare a statement about advising for consideration by the Faculty that establishes expectations for Faculty advisors
4. Once a statement about advising and expectations of Faculty advisors is finalized, develop one or more survey instruments to assess faculty advising for consideration by the Faculty

The Committee made a preliminary report to the Faculty in August. It included key results from surveys of the faculty, sophomores, and seniors, and considered the discussions of focus groups (of first-years, sophomores, and seniors). We have attached all of our survey data, and summaries of focus-group discussions, to this report.

We are asking that the Faculty spend up to one-half hour in a committee-of-the-whole discussion to consider the following draft statement about advising:

Academic Advising at Hamilton College

The purpose of academic advising at Hamilton is to help students make responsible, informed decisions about the course of their intellectual development. Each student works with a faculty advisor to craft an educational plan that reflects both the student’s particular interests and abilities, and the College’s purposes and goals. This plan should strive to balance the freedom of an open curriculum and the breadth of a liberal arts education.

The faculty advisor-student relationship is one element in a larger system of formal and informal advising resources on campus that engages students in conversations that transcend mere course selection. Drawing on multiple sources of advice will enable students to make the most of their college experience through a well-thought-out exploration of various disciplines, selection and completion of a concentration, consideration of options for off-campus study, and preparation for life after Hamilton.

The committee believes that this (or a revised) statement on advising will provide a basis for proposing more specific expectations of advisers, students, and the College in the advising process.

Explanatory Note: In the Spring of 2013 a total of 17 students participated in three focus groups, which had a representative mix of gender, race/ethnicity, and class year. The purpose of the focus groups was to obtain depth and context of student opinions on advising, which informed our findings in conjunction with our survey results.

The focus group study was completed by Liam Morgan '13, but was supervised by the institutional research office. The director worked with Liam to develop constructs and questions, select and recruit representative participants, and review results. Liam was an experienced qualitative researcher, having just finished his senior thesis in anthropology, and the Committee wishes to thank Liam for his work.

Liam Morgan
Institutional Research
7/16/13

Spring 2013 Focus Groups on Hamilton Advisor System: Analysis (Summarized Version)

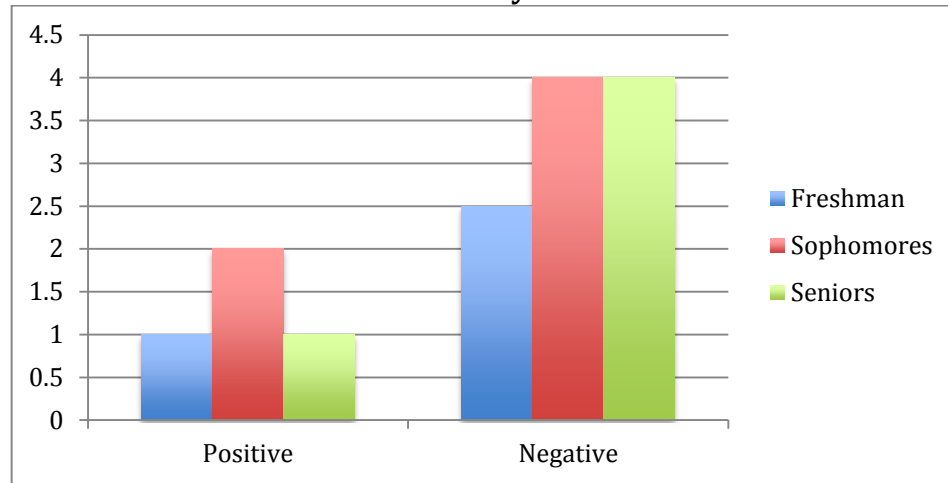
At the request of Hamilton College I facilitated three focus group sessions over the Spring 2013 semester. These groups were aimed at discerning the pros and cons of our current advising system, what Hamilton students desire in their advising experience, and what possible changes they would like to see. Though the three groups spanned different years at Hamilton (freshman, sophomore, senior), it quickly became apparent that they shared many of the same issues with our current system, while also having similar ideas of what could improve the system.

Determining whether students view the current advising system as negative or positive

The focus groups, primarily in responses to questions F1, S01, and S1¹ displayed a *heavily negative* opinion of the current advising system. Graph G1 shows the number of students who described their experience as generally positive or negative.

¹ For your reference, I have attached the questions I asked each group to the end of this analysis, and assigned each question a reference letter (Freshman-F, Sophomores-S0, Seniors-S) and number.

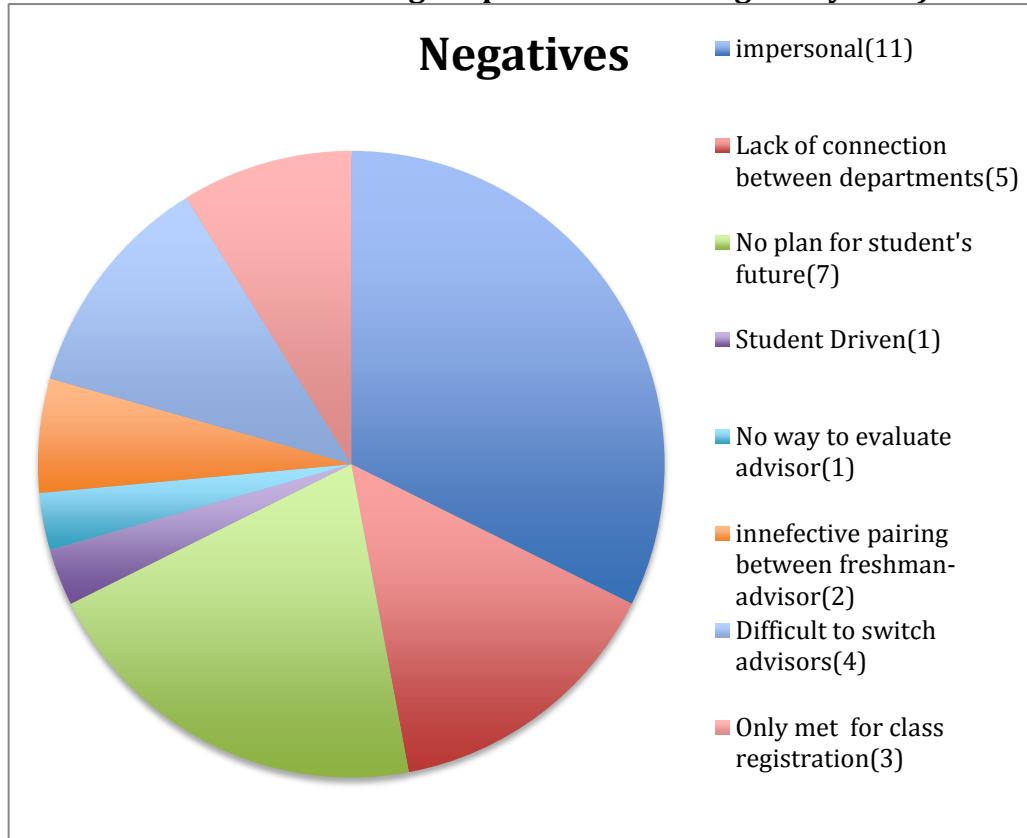
G1: Number of students who had either a positive or negative opinion of the current system



Even the students who hold a positive opinion of the current system note that their experience is the exception. For example, one freshman student concluded her answer to question F1 with, “Yeah, so I had a really good experience, but I see what they are talking about in general”. Students either had a positive or negative opinion of their advising experience for a number of reasons, most of which were not dependent on what year the student was in.

The following graph displays a compilation of all the negative aspects identified by students. Reviewing my notes and recordings, I classified students negative statements by what issue they revolved around (i.e impersonal, unknowledgeable, pushy, etc). These negative references could appear in responses to any question. Some may be negative descriptions that were repeated by the same student. For example, a student answering SO1 may have used the term impersonal, and then again answered SO3 with, as one female student did, “They (advisors) need to be friendlier and initiate the first meeting. We didn’t know them as freshman.” Though the question being asked is what *your* responsibilities as a student, the student bringing up again that the advisor needs to be friendly, which they had already alluded to in previous responses, displays how significant the *perceived lack of friendliness and personability* was to this student in their first advising experience. I hope that in presenting all of the negative aspects that were brought up the issues that are the most pertinent will be shown by the percentage they make up of the total graph.

G2: Negative aspects of the current system (# indicates the total number of times this was brought up when describing the system)



Concluding thoughts on the Hamilton Advising System

So far this analysis has analyzed individual issues students identified throughout the focus groups, as well as possible ways to address these issues that both the students and myself identified. I believe that addressing these specific topics will help with any changes the school looks to make, but would like to briefly conclude with a few thoughts on the advising system as a whole.

Despite the issues brought up by this report it is important to remember that students are getting most of the things they desire from an advising figure. They make relationships with professors in their departments who they can go to for advice, to talk about their extra curricular/personal lives, and seek guidance in planning their academic career. The issue, which is framed well in the senior one's response to the difficulty of switching advisors, is not that students can't necessarily find guidance at Hamilton, but rather that they find it largely outside the advising system. While this works, having such an informal system is bound to let some students fall through the cracks, or miss out on opportunities that they might have been able to pursue if they had a better support system earlier in their collegiate career.

Furthermore, there is too much of a divide between the pre-major advisor system and the major advisor. Sure, the major advisor works well because the

advisor and student know one another, and the being in the same department allows the advisor to answer academic questions the student might have. Since these two attributes match, the major advisor is always described as a helpful experience. On the other hand, the freshman advising system is largely deemed positive or negative by chance. Since the system is unreliable, and in many ways students can circumvent the system by finding mentors in their departments of interest, it is largely underutilized. In an effort to improve the freshman advising system and to better connect the pre major and post major system I believe there are two things to focus on.

First, the role the freshman advisor plays in the students initial transition to college must be expanded. We have to get rid of the notion that the freshman advisor is just there for class registration. The role advising is supposed to play in the students collegiate career should be emphasized and explained from the very beginning. Freshmen advisors need to interact with the students on a more frequent basis, and when they do so should help explain issues the student may face down. For example, possible meetings once a month, or every 6 weeks, could inform students of things like grad school requirements, what deans list means, understanding not just what course you need for a major but the order in which you should go about taking them. Making students more aware of what they need to do will decrease the number of students who have to stumble through their academic planning until they get their second advisor. Furthermore, every time advisor and freshmen meet makes them more familiar, personal, and increases the likelihood that the student will see them as someone who they can go to advise with.

Secondly, the structure of the advising system needs to be more formalized. I would go as far as to argue an advising office, some body that oversees the whole process, should be utilized. It could be unrealistic to ask professors to have contacts in every department, or two really be able to explain the major requirements of econ if the professor teaches chemistry. Instead, an advising center can provide this information to the advisors, or students could go directly to them if their questions are about reaching out to other departments. This body can help transition students from their freshman advisor to their major ones more smoothly than just filling out a form and dropping it off at the registrar. They will be an important contact for both students and advisors, and can strategically look to improve the system from year to year or semester to semester.

Increasing the scale of Hamilton's advising system, both for students and the institution itself, will help make the advisor role a truly important and beneficial part of the collegiate community. I hope this report has been helpful and wish Hamilton all the best in any changes or strategies you look to implement in the future.

Focus Group Questions

I was provided questions ahead of time, but was instructed to expand upon the dialogue these questions generated at my discretion. The questions were as follows, and the bullets under each question were the themes I looked to expand upon in the discussion:

Freshman Focus Group: (8 students attended)

Question 1(F1): *What has been your experience with academic advising?*

- Good or bad? Helpful? Just kind of there?
- Was your advisor accessible when/if you went to them?
- How did they help your transition to college?

Question 2(F2): *At the beginning of the year, what did you expect your advising process to be like?*

- What did you come in thinking it was going to be?
- What relationship did you think you would have with your advisor?

Question 3(F3): *What do you see as your responsibility, as a student, in the advising process?*

- Who is going to plan your academic job at school?

Question 4(F4): *Who else provided you advise?*

Sophomore Focus Group: (6 students attended)

Question 1 (S01): *What has your experience been with academic advising?*

- Accessible or inaccessible?

Question 2 (S02): *What do you expect now that you have a major advisor?*

- Ability of the advisor to help student understand the College's educational goals

Question 3 (S03): *What do you see as your responsibility, as a student, in the advising process?*

Question 4 (S04): *Who else provided you advise?*

Senior Focus Group: (5 students attended)

Question 1 (S1): *Does the advising system work at Hamilton?*

Question 2 (S2): *What ways can you think of to improve the system?*

- These were obviously both very broad topics, so we covered themes including
 - Best aspects
 - What needs to change
 - Ideas for change
 - Difference between pre-major and major advising

Senior Survey Advising Open-Ended Comments – Major Themes

1. **Please list the types of people on campus in addition to your academic advisors (eg., career center staff, RAs, friends, faculty with whom you had classes, counselors) who played an important role in your academic advising while at Hamilton. (N=159)**

- Friends/other students – 78
- Other faculty – 57
- Faculty had in class – 34
- Career Center/career counselor – 34
- Upper class/older students – 14
- Coaches/teammates - 13
- Pre-health/Leslie North – 11
- Counseling Center – 8

2. **What are your expectations for an academic advisor? (N=164)**

Responses were categorized into five different themes. First and foremost, *seniors expected their advisor to be proficient in the process areas of advising, such as knowledge of academic requirements, helping make sure the student is meeting the requirements, assist with class selection, and inform them about other academic processes, such as study abroad.* Representative responses include:

To have an in-depth knowledge of the curriculum requirements, courses outside his/her field, and knowledge of resources available to students for any problem.

To be knowledgeable about the courses and requirements for Hamilton, especially for the major, and therefore be able to give advice and help students understand what is going on.

To help me understand my requirements. Luckily, I read into this and learned about it on my own, and my advisors were supportive, but I have many friends whose advisors just let them do whatever they wanted and then were unable to go abroad. Of course, ideally everyone will be forward thinking and consider gym classes, abroad requirements, writing intensive requirements, etc. but for those students who do not consider these things, advisors really need to be more involved.

A second theme to emerge regarding expectations involved the interpersonal relationship between the student and advisor. *Students are looking for more from an advisor than checking the boxes for them. While most are not necessarily looking for a close and personal relationship, they expected their advisor to be more familiar with their interests.* Some examples of responses:

They generally care and have an awareness of what's going on in my academic career

I expect an academic advisor to help me learn about opportunities that I may not already be aware of. I also expect an advisor to value me as a person and to provide sound advice

The ability to communicate effectively and understand the advisee as a person. Open and always willing to talk about anything, including any problems an advisee may have. Give appropriate academic and social suggestions.

Another main theme was ***the expectation that an advisor would help them develop a well-rounded liberal arts curriculum, and encourage them to explore different areas.*** A few examples:

I thought they'd play a very active role in helping me to pick courses with an aim to aligning those courses in order to get a complete and coherent education.

To give me advice on the courses or I'm interested in taking as well as introduce me to new topics. I would expect an academic advisor to give me their opinion on how to approach choosing classes and picking a major.

Make up for the lack of core-curriculum - meaning, guide me in directions that will give me a well-rounded, complete education. Steer me away from taking very similar types of courses over and over again. Give me advice about other professors.

Additionally, ***the expectation that an advisor would help them develop and explore career goals and post-graduate plans*** was mentioned by many respondents.

Help me to think about classes I want to take in a given semester but also to plan into the future (e.g. encouraging me to apply for internships or get research experience in preparation for graduate school).

They should... play a role in integrating academic plans with other plans (career stuff, internships, etc) by (through the class-registration meetings) helping students consider the relevance of course choices to broader life plans.

To a lesser extent, students ***expected an advisor to be generally available.***

An academic advisor needs to be aware of the advisee's background and keep track of his/her progress. An academic advisor should make known his/her available hours at the beginning of each semester. He/she should also check in with the advisee once a month to know what he/she is doing, how classes are going, etc.

To be available and accessible when we need them. Also to give their honest opinion when asked.

3. What factors could make the academic advising process unsuccessful? (N=157)

The main theme in response to the question was ***lack of interest on the part of the advisor, both in the process of advising and the student as a person.*** Some examples of lack of interest in advising included:

I wish my advisor had given me more direction freshman year. I always had _____ and wasn't able to take the classes I wanted to, and my advisor didn't offer any advice or help me work through that and I feel like most of the classes I took my first year were a waste.

An advisor who does not stay up to date with your courses, who does not remember your name or your year, or who does not show engagement or interest in your development and future.

If the advisor does not really care/take an interest. If the advisor has too many advisees to really focus in on any individual one.

Some examples of lack of interest in the student as a person included:

The process will be unsuccessful if an advisor does not care about the student, if he does not know the student's interest, future plans, goals, if he forces the student to do the things the student does not really want to do, if he does not know enough about particular area/department the student's primary interests are in, if he does not listen what a student has to say, if he does not discuss other possibilities the student might not be aware about, if he does not encourage the student to explore.

A poor relationship. If a student feels like the advisor doesn't have his or her best interests and well-being at heart, it's not going to go well.

My advisor forgot that I was his advisee.

A significant number of respondents also identified a ***lack of knowledge of requirements, other departments, or the advising process in general*** makes for an unsuccessful experience.

In my experience, having an advisor who is unfamiliar with a career plan or study abroad plan can make the advising process unsuccessful. Although it is impractical for all advisors to know everything about every program, they should be aware of the programs and be able to direct the student to someone who can correctly guide them.

Advisor that does not know other professors at the school.

If the advisor does not know about requirements for your major, forgets to clear you to register (this happened to me more than once), or just does not know anything about departments other than their own.

A lesser, but significant, number of respondents identified a ***lack of availability*** as being detrimental to the advising experience, as represented by the following statements:

Academic advisors who do not make themselves available or who do not allow flexibility with the advising process would make it unsuccessful.

Advisors who don't meet with their students. My advisor freshman year did not come to meetings or see me, so it was left up to me to make up my schedule.

A small number of students identified ***forcing advisees to take certain courses or imposing an agenda*** as another way of poisoning the advising relationship.

Being too busy to meet, imposing ideas instead of listening to the student.

If the advisor tries to push the student towards his or her own department even if the student does not seem interested.

4. Summary

Overall, the responses to the three open-ended questions on the senior survey resulted in a few strong themes regarding advising:

1. Aside from their formal advisor, students get academic advice primarily from other students (peers, upper class) and other faculty, especially those with whom they have a class. The Career Center is also another important source of advice.
2. Students want an advisor who is knowledgeable about the college requirements and about other departments (or can easily get information on other departments).
3. Students want an advisor who shows some interest in the advising process by being aware of the student's academic goals, and want the advisor to show some interest in them as individuals. Overall, they want a more familiar relationship with their advisor.

Sophomore Advising Survey, Spring 2013

1. Please select your level of agreement with the following statements:

Question	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total Responses	Mean
1. The academic advising process made me aware of the College's graduation requirements.	4.71%	10.47%	15.18%	52.88%	16.75%	191	3.66
2. The academic advising process encouraged me to explore areas of study with which I was previously unfamiliar.	0.52%	14.14%	25.65%	38.74%	20.94%	191	3.65
3. The academic advising process helped me develop a well-thought-out educational plan.	4.71%	14.14%	28.80%	34.55%	17.80%	191	3.47
4. The academic advising process helped me explore concentration options.	4.19%	13.61%	21.99%	41.88%	18.32%	191	3.57
5. The academic advising process helped me think about study abroad in relation to my educational plan.	5.76%	18.85%	19.90%	41.36%	14.14%	191	3.39
6. The academic advising process helped me think about co-curricular activities (such as internships and service learning) in relation to my educational plan.	15.87%	31.22%	19.05%	25.93%	7.94%	189	2.79
7. The academic advising process helped me make a successful transition to college.	6.81%	14.66%	28.27%	36.13%	14.14%	191	3.36
8. The academic advising process helped me discover useful campus resources.	7.33%	22.51%	35.08%	26.70%	8.38%	191	3.06
9. I was an engaged participant in the academic advising process (such as preparing for the meetings, asking questions, actively listening).	0.00%	2.63%	8.95%	54.74%	33.68%	190	4.19
10. I used my pre-concentration advisor as a source of support for personal issues.	30.37%	33.51%	12.04%	16.75%	7.33%	191	2.37
11. Pre-concentration advisors should show an interest in students as individuals.	2.63%	2.63%	7.89%	41.58%	45.26%	190	4.24
12. Pre-concentration advisors should monitor students' academic progress.	1.05%	1.57%	19.37%	49.74%	28.27%	191	4.03

13. Pre-concentration advisors should help students think carefully about course selection.	0.53%	1.58%	3.16%	53.16%	41.58%	190	4.34
14. Pre-concentration advisors should help students explore concentration options.	0.53%	1.58%	2.11%	51.58%	44.21%	190	4.37
15. Pre-concentration advisors should meet with students at times other than mandatory pre-registration appointments.	1.58%	2.63%	28.95%	42.63%	24.21%	190	3.85
16. Pre-concentration advisors should be a source of support for personal issues.	5.82%	9.52%	33.86%	35.45%	15.34%	189	3.45
17. Academic advising should come primarily from a student's official pre-concentration advisor.	6.32%	20.00%	42.63%	23.16%	7.89%	190	3.06
18. My pre-concentration advisor communicated with me about his/her availability.	5.79%	10.53%	13.16%	41.05%	29.47%	190	3.78
19. During appointments with my pre-concentration advisor, I had adequate opportunity to raise academic and other concerns.	1.06%	7.98%	10.11%	52.66%	28.19%	188	3.99
20. My pre-concentration advisor was responsive to the concerns I raised.	2.65%	7.94%	13.23%	48.15%	28.04%	189	3.91
21. My pre-concentration advisor invited me to discuss my rationale for choosing my concentration.	6.88%	13.76%	17.46%	41.80%	20.11%	189	3.54
22. My interactions with my pre-concentration advisor were helpful.	8.99%	11.11%	16.40%	36.51%	26.98%	189	3.61

Sophomore Advising Survey Open-Ended Comments – Major Themes

1. How would you improve the academic advising process?(N=127)

Five significant themes emerged when sophomores were asked how they would improve the advising process. The most prevalent theme was ***the desire for more or longer meetings and more interaction with their advisor***. Students expressed an interest in developing a more familiar relationship beyond the registration process, as represented by the following responses:

It might be good for the process to have the advisors get to know their advisees better, maybe by giving a fund for a pizza night or dessert meeting or something else that would include all the advisor's advisees and allow the advisor to get to know their students better.

I think that especially during freshmen year there should be one or two mandatory meetings that aren't just to get approved for courses, I think this would help create a better relationship as well as increase the communication; therefore, if a problem did arise, the student would feel more comfortable approaching their advisor.

Force there to be more interaction between students and their advisors. The advisors should be committed to helping students sort out all personal and academic issues, especially in their first semester or two.

Another significant theme on how to improve the advising process was the students' ***interest in being paired with a pre-concentration advisor from an academic discipline in which they are interested or intend to concentrate***.

I wish my pre-concentration advisor taught in an area I was interested in. She was very helpful but she wasn't familiar with _____ requirements that I needed. _____ . It'd be useful to have advisors go through some kind of basic info session about course requirements, etc for other departments.

I am now a (science) major, and I recieved a (humanities) advisor. I understood I probably recieved that pre-concentration advisor because I stated that although I planned to be a _____ major, I planned to minor in _____. However, my advisor knew nothing (understandably) about science classes and what was appropriate to take/the timings for those classes, so I didnt really get much advice when I was making my schedule first semester freshman year. By second smester, I was able to ask my _____ professors what they recommended, but my advisor really wasn't helpful at all. I know _____ is a very popular major and its impossible to assign everyone interested in _____ an _____ major, but I think that you should keep kids interested in science with science majors.

I think the college needs to do better in identifying pre-concentration advisors. Instead of taking the survey on what your potential first classes would be, I think you need to look strongly at each student's concentration interests, so we can at least be placed in the correct department. I.E. psychology department instead of history or religious studies department--where professors won't be able to help with your concentration classes and developing your four year plan.

A third significant theme expressed by the respondents was to ***make sure an advisor was knowledgeable of academic requirements and could help find the answers they needed, especially in regard to the department requirements of their intended major.*** Representative examples include:

I feel like there is no one on campus who knows about classes outside of their own department, which is understandable but frustrating.

I wish my pre-concentration advisor knew more about the specifics of my specific major's trajectory, or how I could expand my liberal arts education. He seemed unknowledgeable about any subject beyond his own...

Ensure that the advisors are knowledgeable on the basics like AP credits, study-abroad requirements, and other information that students should be aware of. I didn't even know what questions to ask my advisor and when I did ask, he often couldn't tell me much.

A less prevalent theme, but mentioned by a number of respondents, involved the perception that ***there are certain advisors who lack an interest in advising and make no effort to familiarize with student academic or personal concerns.***

Only have professors who WANT to help advise freshman be freshman advisors. Or, if that is already the case, try to weed out who really wants to help. I did not really feel like my advisor gave much thought to my concerns at all.

I think the structure is fine. My advisor just didn't... advise. At all. He tried, and was a un-helpful... perhaps it didn't help that he _____, but he didn't even realize that till this year... and I couldn't rely on him for support, in discussions about academics or concentrations, and certainly not in personal issues. Coming from a _____, I really, really would have appreciated more support.

There were also several respondents who said there was ***no improvement needed***, as characterized by the following response:

I don't really have any suggestions. My advisor was extremely good at responding and was very helpful.

2. Would you change anything about your relationship with your pre-concentration advisor? (N=121)

A few major themes came to the forefront when sophomores were asked what they would change about their relationship with their advisor. By a large margin the most popular response was ***no change***, as represented by the following examples:

No because I was close to my pre-concentration adviser because he was _____ so it worked out for me

Nothing at all. We are extremely close. _____ invites us over for dinner, meets with us outside of advising appointments to see how we're doing personally, she knows professors in all of the departments and is a great resource for advise about classes (and life!)

Of those who did suggest changes, the most common was that ***the advisor should show more interest in advising in general.***

Yes. I wish I had either a better relationship with my pre-concentration advisor or a different advisor all together. In reality, I really had no relationship with my advisor. I stepped into his office a handful of times. My relationship with him was limited by his lack of availability, inaccessibility, and all together disinterest in me as a student

My pre-concentration advisor was not any sort of support for me. I met with him _____ before switching to my concentration advisor, and each time I just told him my plan for the next semester and he approved me. Each time I met with him he did not remember what my interests were or what my plan was, so he was extremely unhelpful. When I _____, he was extremely condescending and unsupportive

Many respondents ***expressed regret that they did not meet more often or longer with their advisor.***

Probably some of those misunderstandings and difficulties could have been overcome if we'd met a few more times throughout the semester. Otherwise, she worked to help me in any way she could. We had a good relationship.

I would have had us meet more often especially in the beginning of the first semester as I was trying to get a sense of courses at Hamilton.

3. Are there any other comments you would like to make about your experiences or expectations regarding academic advising? (N=91)

Responses focused on five different topics, many similar to previous responses. Once again, there was strong interest expressed to ***align students and advisors based on academic interest or intended major.*** One student wrote:

Please give students an opportunity to pick a pre-concentration advisor from professors they may have had during their first semester. Or give students an option at least to pick a pre-concentration advisor by department (ie: you could have Sally from the Geosciences Dept, Susie from Comp Lit, or Freddie from Math...who would you prefer to have as your pre-concentration advisor?) I really did not like my pre-concentration advisor and could not WAIT to declare my major so that I could get a different advisor. I hope my experience is not typical, because one of the reasons I came to Hamilton specifically was because I was told Hamilton had great academic advising. My advisors for my major (and my professors for my other classes) have become invaluable resources as advisors, even though they did not have this title until recently. I think Hamilton has some wonderful professors, but it really is not helpful to be paired with a perfect stranger, new to the school, who knows nothing about the area of study you are interested in and knows nothing about other departments at the school.

Other respondents wrote about ***negative experiences that were the result of bad or apathetic advising***, as represented by the following response:

No... though, do all teachers (or all with tenure?) advise underclassmen? I think there are quite a few teachers who just wouldn't be good at it. I didn't go in with any expectations, so it took me a while (until this semester) to realize what a disservice had been done and how I would have liked a little more direction and advice from my advisor, and that there were certain mistakes that had been made. Some of these were because I had preconceived ideas about what I could and couldn't take here, what I wanted to do--and my advisor didn't push me or encourage me to try out the various things I wanted to do... so I ended up taking a lot of _____ classes, even though I love _____--because I didn't think I could handle both at once and didn't realize the best time to try, or take courses in the various things I wanted to study, was freshman year. I wish my advisor had said, "You're interested in _____? Why aren't you signing up for a _____ course then? Because you feel all _____ from your senior year of high school when you took _____? Well I can understand that... this would also be the best time for you to just try it... if it's too much or you don't like it, you have seven more semesters to not take science." so... something like that.

Similar to the first question, many respondents noted a ***lack of general knowledge, especially surrounding requirements, led to bad advising experiences***.

I think advisors need to understand exactly what the requirements before graduation are. It didn't seem to me that my advisor understood exactly what I had already completed and what else I had to do to complete the _____ requirements.

Some sophomores cited ***good advising experiences, a few of which were from REAL students***.

My pre-concentration advisor is the best!! I am so fortunate to have _____. I think the REAL program is very helpful in initiating a good relationship in academics and personal life. I am so bummed out that _____ is no longer my official advisor, but I am still going to go to _____ for questions and advice anyway.

Applying as many elements of the advising model enjoyed by students in the REAL program to the wider student body would be best. At least I think so.

There were multiple comments related to ***the importance of the first year transition and the peril of having a mediocre advisor***.

I love my concentration advisor and he is much better about being an advisor in general than my pre-concentration advisor; I think that this is because he knows how to advise people in his own field. I think that this is telling of the larger problem- they should make professors aware of how to be good pre-concentration advisors because this is a crucial part of the first year transition to college academics.

Transitioning to college is an incredibly difficult process, especially for students coming from _____. It would have made a huge difference had my advisor had some sort of guidance in that department because it is quite a challenge to come to a campus where you know no one and try to figure everything out without knowing who to go to for help. Advisors should not just be any professor, but ones that care about the freshmen experience and have the time and skills to aid their advisees with

academic questions and challenges. My advisor had neither and left me in quite a difficult position for next year. I hope other freshmen never had the unfortunate experience I did because I am still feeling the repercussions from my year of poor advisement. I'm fortunate enough now to have an interested and knowledgeable advisor, but students should NOT have to wait until second semester sophomore year for that experience. Often times, like in my case, it is too late academically to take certain classes or accomplish certain goals.




4. Summary

Overall, the results of the three open-ended questions on the sophomore survey showed several common issues and concerns regarding pre-concentration advising:

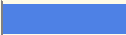


1. Students want a pre-concentration advisor that is in a field they are interested in or intend to concentrate. Even though some recognized the importance of a well-rounded general education, most were concerned that their advisor did not know enough about their intended concentration and couldn't help select the courses they needed to transition into the concentration.
2. Students want more time with their pre-concentration advisor, especially during the first year. Many expressed regret that they didn't have the chance to fully discuss their academic plans or check-in more often to discuss their progress.
3. Students want an advisor who shows some interest in the advising process and in them as individuals.
4. Students want a pre-concentration advisor who is knowledgeable about the campus-wide academic requirements and has knowledge or the ability to easily obtain information on the courses and concentration requirements of other departments.

Faculty Advising Survey, Spring 2013



1. How many years have you been advising students?

Answer		Response	%
1-2		5	5%
3-10		14	14%
more than 10		81	81%
Total		100	100%





2. In the past few years, approximately what percentage of your advisees were concentration advisees?

Answer		Response	%
More than 75%		26	26%
25% to 75%		57	57%
Less than 25%		17	17%
Total		100	100%

3. Your gender?

Answer		Response	%
Female		36	36%
Male		64	64%
Total		100	100%



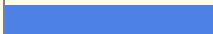

4. In what division is your department?

Answer		Response	%
Arts		13	13%
Humanities		34	34%
Sciences and Math		31	31%
Social Sciences		22	22%
Total		100	100%

5. Please identify your level of agreement with the following statements:






Question	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total Responses	Mean
Faculty should encourage their advisees to explore previously unfamiliar areas of study.	0.00%	0.00%	4.00%	26.00%	70.00%	100	4.66
Faculty should help their advisees think about study abroad in relation to their educational plans.	1.00%	1.00%	13.00%	29.00%	56.00%	100	4.38
Faculty should help their advisees think about co-curricular activities (such as internships and service learning) in relation to their educational plans.	2.00%	7.00%	23.00%	42.00%	26.00%	100	3.83
Academic advisors should be a source of support for personal issues.	10.00%	20.00%	28.00%	33.00%	9.00%	100	3.11

6. In terms of developing a well-thought-out educational plan for each advisee, the primary responsibility lies with:

Answer		Response	%
the advisee		20	20%
2		33	33%
equally between advisor and advisee		44	44%
4		2	2%
the advisor		0	0%
Total		99	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.28
Variance	0.65
Standard Deviation	0.81
Total Responses	99

7. To what extent are you comfortable with being a source of support for your advisees' personal issues?

Answer		Response	%
not at all comfortable		15	15%
2		23	23%
3		22	22%
4		22	22%
very comfortable		18	18%
Total		100	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	3.05
Variance	1.79
Standard Deviation	1.34
Total Responses	100






8. On what occasions do your pre-concentration advisees meet with you? Check all that apply:

Answer		Response	%
At registration		88	88%
At their request		83	83%
When they get an academic warning		60	60%
At other times at your request		43	43%
I rarely or never have pre-concentration advisees		14	14%

9. On what occasions do your concentration advisees meet with you? Check all that apply:

Answer		Response	%
At registration		97	98%
At their request		93	94%
When they get an academic warning		63	64%
At other times at your request		57	58%
I rarely or never have concentration advisees		1	1%

10. What is the average amount of time you spend in an individual face-to-face pre-registration appointment?

#	Answer		Response	%
1	0-10 minutes		3	3%
2	11-20 minutes		36	36%
3	21-30 minutes		49	49%
4	More than 30 minutes		12	12%
5	I do not meet face-to-face		0	0%
	Total		100	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.70
Variance	0.52
Standard Deviation	0.72
Total Responses	100

11. How integral is advising to your role as a Faculty member?

#	Answer		Response	%
1	not at all integral		2	2%
2	2		11	11%
3	3		20	20%
4	4		25	25%
5	5		19	19%
6	6		15	15%
7	extremely integral		7	7%
	Total		99	100%

Statistic	Value
Min Value	1
Max Value	7
Mean	4.22
Variance	2.24
Standard Deviation	1.50
Total Responses	99

12. What percentage of your advisees are conscientious about scheduling their pre-registration advising appointments?

Text Response
%80
0
1/2
20%
most
25
25
40
50
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50%
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84
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95
100
More than 90%

13. What percentage of your advisees come to their pre-registration advising meetings adequately prepared to select courses?



Text Response
%50
3/4
10-20
20%
most
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40%
50
50
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50
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50
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50%
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60 to 70%
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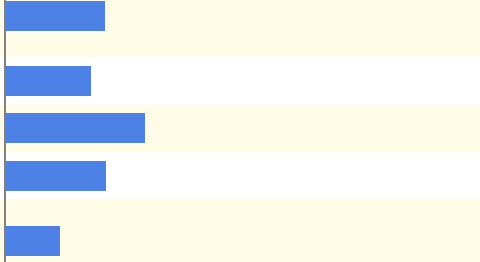
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14. Do you believe that advising should be regarded by the administration more as a form of service or as an extension of teaching?






#	Answer		Response	%
1	Form of service		65	68%
2	Extension of teaching		31	32%
	Total		96	100%

15. In your opinion, how important is it to the Dean of the Faculty that you advise students well?

#	Answer		Response	%
1	not at all important		20	21%
2	2		17	18%
3	3		28	29%
4	4		20	21%
5	extremely important		11	11%
	Total		96	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	2.84
Variance	1.67
Standard Deviation	1.29
Total Responses	96

16. As compared to now, how much more or less should advising be emphasized in the annual review process?

#	Answer		Response	%
1	Much less		5	5%
2	Somewhat less		4	4%
3	The same		46	47%
4	Somewhat more		35	36%
5	Much more		8	8%
	Total		98	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	3.38
Variance	0.79
Standard Deviation	0.89
Total Responses	98

17. In the past year, for what percentage of your pre-concentration and concentration advisees have you:
Pre-concentration

Question	0-25%	26-50%	51-75%	76-100%	Total Responses	Mean
Discussed the College's graduation requirements	7.41%	6.17%	8.64%	77.78%	81	3.57
Discussed the College's educational goals	17.07%	8.54%	17.07%	57.32%	82	3.15
Helped develop a well thought out educational plan	6.10%	14.63%	23.17%	56.10%	82	3.29
Monitored academic progress	1.20%	12.05%	20.48%	66.27%	83	3.52
Explored multiple concentration options	15.66%	31.33%	22.89%	30.12%	83	2.67

18. In the past year, for what percentage of your pre-concentration and concentration advisees have you:
Concentration

Question	0-25%	26-50%	51-75%	76-100%	Total Responses	Mean
Discussed the College's graduation requirements	7.61%	4.35%	9.78%	78.26%	92	3.59
Discussed the College's educational goals	31.52%	16.30%	23.91%	28.26%	92	2.49
Helped develop a well thought out educational plan	9.89%	12.09%	26.37%	51.65%	91	3.20
Monitored academic progress	5.43%	8.70%	14.13%	71.74%	92	3.52
Explored multiple concentration options	46.15%	26.37%	13.19%	14.29%	91	1.96

Hamilton Advising Items, Senior Survey 2013

Total survey responses = 294, response rate = 59%

	Strongly disagree	Disagree	Neither disagree or agree	Agree	Strongly agree	Mean	N
I was an engaged participant in the academic advising process (such as preparing for the meetings, asking questions, actively listening).	1.1%	4.8%	13.0%	41.9%	39.3%	4.13	270
My current academic advisor communicated with me about his/her availability.	1.9%	4.8%	7.0%	49.6%	36.7%	4.14	270
My academic advisor should monitor my academic progress.	0.4%	5.6%	17.0%	55.9%	21.1%	3.92	270
My academic advisor should help me think carefully about course selection.	0.0%	1.9%	8.5%	56.7%	33.0%	4.21	270
The academic advising process made me aware of the College's graduation requirements.	1.1%	9.3%	13.7%	53.0%	23.0%	3.87	270
The academic advising process helped me develop a well-thought-out educational plan.	2.2%	12.6%	24.8%	45.2%	15.2%	3.59	270
The academic advising process helped me think about study abroad in relation to my educational plan.	3.7%	14.4%	20.7%	47.0%	14.1%	3.53	270
The academic advising process helped me think about co-curricular activities (such as internships and service learning) in relation to my educational plan.	8.1%	30.4%	25.9%	28.1%	7.4%	2.96	270
My academic advisor should be a source of support for personal issues.	5.9%	16.4%	34.2%	35.3%	8.2%	3.23	269
My academic advisor should meet with me at times other than mandatory pre-registration appointments.	1.9%	5.6%	29.0%	45.0%	18.6%	3.73	269
My academic advisor should show an interest in me as a person.	0.4%	1.5%	11.9%	53.5%	32.7%	4.17	269
During appointments with my current academic advisor, I had adequate opportunity to raise academic and other concerns.	1.5%	3.7%	11.2%	53.2%	30.5%	4.07	269
My current academic advisor was responsive to the concerns I raised.	1.5%	3.3%	13.8%	52.0%	29.4%	4.04	269

	Strongly disagree	Disagree	Neither disagree or agree	Agree	Strongly agree	Mean	N
I used my academic advisor as a source of support for personal issues.	20.8%	31.2%	17.8%	22.7%	7.4%	2.65	269
The academic advising process helped me discover useful campus resources.	9.3%	21.9%	34.9%	28.6%	5.2%	2.99	269
The academic advising process encouraged me to explore areas of study with which I was previously unfamiliar.	9.7%	16.4%	23.0%	43.1%	7.8%	3.23	269
My academic advising came primarily from my official academic advisors.	9.3%	17.1%	16.7%	45.4%	11.5%	3.33	269
The academic advising process helped me make a successful transition to college.	6.7%	16.4%	34.2%	34.9%	7.8%	3.21	269
The academic advising process helped me make the most of my college experience.	4.5%	19.7%	34.9%	31.6%	9.3%	3.22	269

Faculty Advising Survey Open-Ended Comments – Major Themes

1. What additional resources do you need to advise your students effectively? (N=65)

1. Time
2. Online central source of information
3. More departmental information
4. Paper catalogue
5. Have advisees in courses

2. We are revising the Advisor's Handbook this summer. What changes do you want to see? (N=52)

1. Didn't know we had one/never or rarely use it
2. Electronic version
3. Make goals/breadth explicit
4. Radically change system
 - a. Do away with advising for faculty
 - b. Advising only for first years
 - c. One advisor all four years
5. Not enough people read it

November 26, 2013

MEMORANDUM

TO: The Hamilton Faculty

FROM: Patrick D. Reynolds, for the Academic Council

SUBJECT: Call to Meet

The Academic Council calls the Faculty to meet on Tuesday, December 3, 2013 beginning at 4:10 p.m. in the Fillius Events Barn.

AGENDA

1. Approval of minutes from the Faculty meeting of Tuesday, October 1, 2013 (Appendix A).
2. Election for 2013-14 Committee membership (Appendix B).
3. Motion from the Academic Council that the Faculty go into a Committee of the Whole for up to 30 minutes to discuss plans for summer pre-registration from Associate Dean of Students Steve Orvis (Appendix C).
4. Motion from the Academic Council that the Faculty approve changes in catalog language for advising from the *ad hoc* Advising Assessment Committee (Appendix D).
5. Motion from the Academic Council that the Faculty go into a Committee of the Whole for up to 30 minutes to discuss suggested changes to the advising system from the *ad hoc* Advising Assessment Committee (Appendix E).
6. Resolution from the Faculty preferring the Clinton Early Learning Center (CELC) to remain on campus (Appendix F).
7. Report from the Dean, CAP and COA regarding problems that small departments face with respect to proper mentoring.
8. Remarks by President Joan Hinde Stewart.
9. Remarks by Dean Patrick D. Reynolds.
10. Other announcements and reports.

Coffee, tea and snacks will be available before the meeting.

FACULTY MEETING

Appendix A

Minutes of the First Regular Meeting of the Hamilton College Faculty
Academic Year 2013 – 2014
Tuesday, October 1, 2013
Filius Events Barn

Lydia Hamessley, Chair of the Faculty, called the meeting to order at 4:16 p.m.

1. Approval of minutes from the Faculty Meeting of Tuesday, September 23, 2013

The minutes were approved without discussion.

2. Motion from the Committee on Academic Policy regarding the creation of a First-Year Course Program

The Chair requested the body's consent to insert a hyphen in the motion. There was no objection.

Moved, that the College's Foundations statement be revised to include a program of optional First-Year Courses.

Education in the liberal arts at Hamilton College comprises:

I. Foundations: The faculty expects that students will attain a high level of engagement early in their studies and will develop as creative and critical thinkers, writers and speakers.

To achieve these aims, the College encourages all students to participate in at least four proseminars and requires all students to complete the Writing Program and the Quantitative and Symbolic Reasoning programs.

~~2-~~*The Writing Program:* Students must pass at least three writing-intensive courses. For a full description of the Writing Program requirements, see "Standards for Written Work."

~~3-~~*The Quantitative and Symbolic Reasoning Program:* Every student must pass at least one designated quantitative and symbolic reasoning course. This requirement should be completed by the end of the second year. For a detailed description of this requirement, see "Standards for Quantitative Work."

In addition, the College encourages students to participate in the First-Year Course and Proseminar programs.

The First-Year Course Program: First-Year Courses are a special set of small courses or sections of courses open only to first-year students. These courses are designed to address students' academic transition to college and to provide an introduction to a liberal arts education. They also offer an opportunity for close interaction and development of strong relationships among first-year students and instructors. Each First-Year Course will be a Writing Intensive (WI), Quantitative and Symbolic Reasoning (QSR), or Oral Presentation (OP) course.

~~4-~~*The Proseminar Program:* Proseminars emphasize active participation and engagement in learning. Proseminars offer intensive interaction among students, and between students and instructors, through emphasis on writing, speaking and discussion, and other approaches to inquiry and expression that demand such intensive interaction. Descriptions of proseminars are available in the Catalogue.

The Chair called upon Committee on Academic Policy Chair Tom Wilson to present the motion. Professor Wilson noted that the faculty passed a motion at the May 7, 2013 faculty meeting approving the

creation of a program of first-year courses and directing the CAP to return with catalog language implementing the program.

A faculty member noted that the motion passed last May specified that the First-Year Courses constituted an experimental program that would be reviewed by the CAP after three years. The faculty member asked why the present motion did not include language about the programs temporality. Professor Wilson responded that the motion passed in May still provides the operative limits; the CAP decided to keep the catalog language as economic and uncluttered as possible.

A faculty member of the CAP noted that although the language of the motion is minimalist, and does not require those teaching courses in the program to address social issues of student life, such courses would give faculty the opportunity to raise issues of race with first-year students.

A faculty member moved to amend the motion by altering the first sentence to:

Moved, that the College's Foundations statement be revised **for the next three years** to include a program of optional First-Year Courses.

The motion was seconded. Professor Wilson said he thought the amendment was a good idea. There was no discussion and the amendment was approved without objection by a voice vote.

A faculty member remarked that the list of first-year courses submitted to date, circulated by Associate Dean of Faculty for Curricular Development Penny Yee, was comprised mostly of courses in the arts and humanities. The faculty member expressed concern that this implicitly suggests that courses in these divisions are designed to help students "play well and make friends;" after they are finished with these "handholding" courses, they can go on to take courses in the social and natural sciences.

Associate Dean of Students for Academics Steve Orvis agreed that the narrow disciplinary range of the proposed first-year courses is troubling, but disagreed that these courses involved any more handholding than others.

A faculty member suggested that the legacy of Sophomore Seminar Program is that adding constraints to the definition can lead to insufficient participation, ultimately dooming the program. Keeping the definition broad allows faculty to experiment; other divisions may participate later.

Professor Wilson reminded the faculty that the creation of the program was approved at the May 22, 2013 faculty meeting; the motion under discussion simply concerned catalog language.

A faculty member proposed amending the motion to specify that proseminars are limited to first-year students and sophomores. Another faculty member responded that currently, upper-year students are allowed to register for proseminars if there are slots open after pre-registration. The motion was not seconded.

A faculty member expressed the concern that if the faculty as a whole is not committed to the First-Year Course Program, then it will fail. It is not sufficient for faculty to endorse a program only as long as somebody else teaches it.

A faculty member responded that since first-year courses are not required, there is no pressure to supply courses, and there is the possibility for the program to grow over time.

A faculty member who was Chair of CAP when the Sophomore Seminar Program "was euthanized" noted that the motion passed last May has a three-year limit built in; the faculty can make a decision then on whether to continue the program.

A faculty member in the humanities suggested that the humanities would be happy to provide humanities courses for the First-Year Course Program, and they would be good, substantive courses.

A faculty member in the natural sciences remarked that the paucity of science courses in the list circulated by Dean Yee does not reflect a lack of interest on the part of the sciences. Rather, it reflects that fact that there are humanities courses already in place that satisfy the criteria of the program, whereas large first-year science courses would require some reorganization to satisfy these criteria.

A faculty member emphasized that the minimalist language of the motion allows faculty to make the program what they want.

The motion passed on a voice vote.

3. Report from the ad hoc Advising Assessment Committee by Committee Chair Rob Hopkins

Professor Hopkins noted that the presentation of the report was the second stage of the four-stage process the *ad hoc* Advising Assessment Committee developed to pursue its charge. The next stage is to “[p]repare a statement about advising for consideration by the Faculty that establishes expectations for Faculty advisors.” He emphasized that the committee saw the shaping of this statement as an iterative process.

A faculty member asked where this statement will appear. Professor Hopkins responded that the statement would be made public, and would not simply appear in faculty meeting minutes.

4. Motion from the Academic Council that the Faculty go into a Committee of the whole for up to 30 minutes to discuss a statement on advising from the ad hoc Advising Assessment Committee

Faculty Chair Lydia Hamessley asked the body’s permission to chair the Committee of the Whole, adding that this had the approval of Parliamentarian Ernest Williams. The motion to go into a Committee of the Whole was passed without objection.

5. Report on Title IX obligations by Senior Associate Dean of Students for Strategic Initiatives Meredith Bonham

Senior Associate Dean of Students for Strategic Initiatives and Title IX Coordinator Meredith Harper Bonham began by noting that the college’s Harassment and Sexual Misconduct Policy was designed to provide an environment free of gender discrimination to all members of the college community. The policy addresses Title VII requirements for employees and Title IX requirements for employees. The Harassment and Sexual Misconduct Board, which includes student, faculty and staff representatives, investigates all complaints. However, complaints against employees are handled by non-student members of the board only. Dean Bonham noted that our policy does comply with guidelines set forth by the Office of Civil Rights of the U.S. Department of Education.

Dean Bonham reported that most complaints to the Harassment and Sexual Misconduct Board involve sexual misconduct. She listed the three forms of sexual misconduct as non-consensual sexual contact, non-consensual sexual penetration and sexual exploitation. She noted that in recent years, there had been no complaints of sexual exploitation.

Dean Bonham said that every college and university, including Hamilton, is required to have a Title IX Coordinator to receive federal funding. Such coordinators “are responsible for educating the community and for insuring that proper policies and procedures are in place to address any instances of harassment and sexual assault against students”. If a complaint to the HSMB is pursued, she pledged that it would be handled with “strict privacy,” in a “thorough, fair and expeditious” way, characterized by “regular and honest communication.”

Dean Bonham then reported that should a student tell a faculty member about an incident of harassment, relationship violence or sexual assault, that faculty member should encourage the student to contact the Counseling Center, the Health Center and/or the college chaplains, where the student may get help that is

free and completely confidential. The faculty member should also explain that the student has the option of filing a complaint with Hamilton and/or filing a criminal complaint. The faculty member should direct the student to the Harassment and Sexual Misconduct Policy and other online resources available at <http://www.hamilton.edu/hsmb>. Most importantly, Dean Bonham stressed that the faculty member is obligated to report the incident to the Title IX Coordinator.

In dealing with student complaints, Dean Bonham said that it is important to believe the complainant, even if alcohol and/or drugs were involved and the facts of the incident are unclear. She urged faculty to respond with empathy and care, emphasizing that sexual misconduct is not the survivor's fault. She concluded by drawing faculty attention to posters, distributed widely in campus bathrooms, that outline the help and support available at Hamilton for victims of sexual assault.

A faculty member asked what information must be reported to the Title IX Coordinator. Dean Bonham replied that the name of the complainant and other basic information must be reported; she would then follow up with the student(s) involved.

A faculty member asked if faculty should warn any student approaching them with a complaint that they are obligated to report the incident to the Title IX Coordinator. Dean Bonham said that this wouldn't be inappropriate.

A faculty member asked what could be done if a student just needed someone to talk to, but did not want to go forward with a formal complaint. This faculty member asked if the obligation to report would stand if the student talked in terms of 'hypotheticals'. Dean Bonham replied that in this situation, faculty could inform the student about what resources are available. It is possible that this contact would be the first of many conversations. She added that the need to protect confidentiality had to be weighed against the responsibility of protecting the community. She added that there were tools she could use to assist a student, such as changing the student's residence hall or class section, but that she would need to know what happened before taking these steps.

A faculty member asked if the obligation to report extended to complaints of other forms of harassment (discriminatory and nondiscriminatory); Dean Bonham answered that it did.

6. Report on the new online directory and Career Center updates by Assistant Vice President, Career Center Mary Evans

Assistant Vice President Evans began by apologizing for the fact that although she had requested to talk to the faculty about the new online directory at the October faculty meeting, some technical glitches would delay the actual launch of the directory for two weeks.

She noted that the Career Center has already worked successfully with various departments to bring back alumni to talk about career options in their respective disciplines. She said that the new online alumni directory should prove to be a valuable tool in helping other departments develop similar programming. She demonstrated how faculty can connect to this alumni directory and strongly encouraged them to do so. She assured faculty that they would be able to control what constituencies can view their profile in the directory. She ended by telling the faculty to look out for an email message from her about the directory in two weeks.

7. Remarks by President Joan Hinde Stewart

President Stewart began by thanking Meredith Bonham and Mary Evans for their presentations. She added that parents frequently ask about career opportunities and she is therefore pleased about the new developments at the Career Center.

The President said that her remarks would be an informal reflection on the events over the recent trustee and homecoming weekend, adding that she would issue a more formal report on the board's deliberations and actions in a future message to the community.

The first event for at least one trustee was "Meaningful Conversations about Race", the community forum on race relations "so well conceived and moderated by [Director of Diversity and Inclusion] Amit Taneja." The President reiterated that "difference is part of what we are about and civility is essential to productive exchanges." She praised the level of civility displayed by participants throughout the meeting and remarked that "[i]t would have been hard ... to emerge from that meeting without an expanded understanding of the issues that have been raised." She expected that conversations on this topic would continue. She reported that Director Taneja is "hearing from many people and considering ways to move forward."

The President next spoke about the reception for Senior Gift Campaign, at which it was announced by co-chairs Jimmy Nguyen, Kara Shannon and Sarah Mehrotra that the gift this year will be the *Class of 2014 Need-Blind Admission Terrace*, a patio outside the Siuda House for visiting prospective students and their families. President Stewart commented that philanthropy of students and alumni is extremely important to the college's financial picture. The President reported that at the reception, she announced the "Presidential Participation Challenge", an additional \$10,000 for the gift if the participation rate is at least 90%; she noted that in the past 22 classes have achieved this benchmark.

The President reported that the recipient of the annual Volunteer of the Year Award at the Alumni Council dinner on Friday evening was George Baker '74, "a phenomenally hard-working and effective volunteer." Rob Kolb and the College Hill Singers sang "Carissima" for George at the dinner.

Also on Friday evening, the Hamilton College jazz archive was dedicated in honor of Nikki and Milt Filius '44. Fittingly, the ceremony was held in the Filius Events Barn, which opened 20 years ago with the first of the college's annual jazz concerts; this year, the concert included performances by Monk Rowe and Deanna Nappi '15. President Stewart noted that another jazz-related event, a screening and discussion of selections from films on swing jazz, took place in the village on Monday evening; this event was part of the America's Music Film Series, jointly organized by the Burke Library and the Kirkland Town Library and hosted by Professor Lydia Hamessley.

The President reported that on Saturday morning, Professors Onno Oerlemans and Ernest Williams gave an excellent presentation to the trustees on "Forever Wild," the multidisciplinary course on the Adirondacks.

The President next spoke about the 50th reunion of the 1963 football team, which had a 7-1 record, the most wins of any Hamilton football team since 1900. Over half of the living members of that team returned to the hill for the reunion. President Stewart and Athletic Director Jon Hind recognized them at halftime in the Saturday football game.

The President mentioned the opening of two new exhibitions at the Wellin Museum, *A Sense of Place* and *Frohawk Two Feathers*. She noted that the museum had 450 visitors over the weekend and about 14,000 over its first year.

President Stewart concluded her remarks by commenting on the Comstock Lunch, funded by a donation from Doane Comstock, who attended Hamilton in the 1920's. For the past 15 years, the lunch has brought together scholarship donors and the students these scholarships support. This year, the speakers were Vice President and Dean of Admission and Financial Aid Monica Inzer and Will Robertson '14. The President reported being moved by Will's talk, in which he discussed what his own scholarship had meant to him.

At the Comstock Lunch, President Stewart announced the new *Thompson Family Scholarship*. The President said that the donor "was moved to create the scholarship by the extraordinary generosity of Nancy and Mark Thompson in allowing a Hamilton student and her baby to live with them for a year in

the late 1980s so that the mother could finish her studies. The Thompsons made meals, awoke with the baby in the middle of the night and even babysat so that this young woman could study for exams. They welcomed and also prepared meals for the baby's father when he came up for weekends. His establishment of the scholarship is an effort to acknowledge the astonishing compassion of Mark and Nancy Thompson, which meant so much at that time in his life."

A faculty member asked what our options are for dealing with outside organizations that harass our students. President Stewart replied that the senior officers of the college have been having many discussions revolving around the events of the previous week. She reiterated that she values civility very highly; she said that she hopes that faculty are giving students the tools they need to both determine and defend their own opinions.

A faculty member said that it appears that the college backs down under pressure, and that backing down is a mistake. This faculty member stated that an emphasis on civility could have the negative effect of silencing students who refrain from expressing strong emotions for fear of being labeled uncivil. The President responded by repeating her deep commitment to civility, adding that civility does not exclude emotion at all. She said there had been a great deal of conversation among the senior officers regarding the appropriate response to outside pressures.

Director of Diversity and Inclusion Amit Taneja said that it was his decision to "pause" the *Real Talk Dialogue* series. He said that pressure on campus had escalated quickly and emotions were running too high for the originally planned format to be productive.

A faculty member from the Africana Studies Department reported that students of color are afraid to express themselves because they will be perceived as angry and emotional. This faculty member expressed support for the decision to pause, but said that it is important to continue with the original plan of three structured conversations as a way of combating internalized racism.

A faculty member agreed that it is important to proceed with the original plan. This faculty member reported that students of color had expressed the sentiment that "Hamilton is not my school; I just go here." Canceling the *Real Talk Dialogue* series would be sending the message that this is not their Hamilton.

President Stewart expressed her complete confidence that the work of Director Taneja and the Days-Massolo Center will ensure that "we land in the right spot."

Director Taneja said that developing a response to the situation was still a work in progress. He announced that he would soon be soliciting feedback from community members through an online survey.

A faculty member suggested that similar conversations could focus on anti-Semitism. This faculty member urged that the concept of diversity be expanded beyond race and gender to include ethnicity.

The Chair adjourned the meeting at 6:05 p.m.

Respectfully submitted,
Sally Cockburn
Faculty Secretary

Appendix B

BALLOT

2013-14 Committee Membership

Instructions: Please circle one name per line as your preferred candidate.

Nominations from the Floor

Faculty Committee on Admission and Financial Aid

Term: 2014 H. Buchman T.J. Davis _____

Continuing members:

Term: 2014 M. LeMasurier (Chair)
2014 K. Doran (S)
2015 M. McCormick
2015 M. Cryer
2016 J. Pliskin
2017 F. Sciacca
ex officio M. Inzer
ex officio P. Reynolds

Honor Court

Term: 2014 C. Kuruwita G. Wyckoff _____

Continuing members:

Term: 2014 T. Franklin
2014 K. Terrell (FS)
2015 A. Campbell (S)
2016 R. Marcus
(7 students and a non-voting student chair)

Appeals Board

Term: 2014 D. Jones A. Silversmith _____

Continuing members:

Term: 2014 M. Thickstun
2014 D. Larson (FS)
2015 S. Ellingson (S)
2016 A. Mescall
(2 students)

Appendix C

Moved: that the Faculty go into a Committee of the Whole for up to 30 minutes to discuss plans for summer pre-registration (Appendix C).

Rationale:

Summer Pre-Registration Model

Below is a brief outline of the potential benefits and downsides of, and process for, summer pre-registration for incoming students. We hope to initiate this in summer 2014. The processes outlined below are the current working models being developed by the Registrar staff, the Associate Dean of Students for Academics (Steve Orvis) and the Associate Dean of Faculty (Penny Yee). We welcome your comments.

Potential Benefits:

- Almost all students will be able to have an advisor who is also one of their first-semester instructors
- In their initial meeting with advisees during Orientation, advisors could spend less time on the mechanics of building a schedule and more time getting to know their advisees individually, discussing the importance of the liberal arts, and planning students' long-term academic program.
- Reducing the 5 hours devoted to Registration during Orientation would provide more time for advising meetings.
- Departments would have an estimate of first-year enrollments by mid-summer. Sections could be added as necessary. This could be particularly helpful in the lab sciences where coordinating lecture and lab sections presents additional challenges. Departments having to make these decisions in the final days before classes start creates increased stress for faculty who must re-arrange their semesters and for students who wait with incomplete schedules until new sections or time-slots are opened.
- Having courses and advisors set prior to the students arriving on campus would allow faculty to contact students about assignments or meeting information.
- Students would have the opportunity to buy their books sooner, and shop for the best prices. This could be very helpful to our students with limited financial resources.
- Students would arrive on campus with less apprehension about what they can expect about their daily life on campus. Not knowing their class schedule and having to navigate the registration system very quickly is a major source of anxiety before and during Orientation

Potential Downsides

- Placement tests would have to be completed and graded earlier in the summer, by the end of June
- Students would not have the 30-minute face-to-face conversation with their advisor before registering for fall classes, though would still meet their advisor during Orientation, to discuss schedule changes if desired

Process

Before Pre-registration

- Students would have access to online tools to assist them to learn about Hamilton's curriculum and to investigate courses. This would be a much enhanced "Advising Tour," which students would be required to complete prior to submitting their course list or pre-registering. It would include information about not only requirements but also departments and majors, highlighting

fields that typically do not exist in high school, suggestions for how to think about a balanced schedule (eg. don't take all courses in one division, don't take too many courses of one type [WI, lab science, etc]), and other suggestions (the importance of starting or continuing languages in the fall, a list of other departments that require students to start in the fall, etc). This would include numerous links to the new Advising webpage that will centralize all advising related material in one place.

- A select number of faculty advisors (who would be compensated) and other support staff would be available during part of June to assist students with specific questions via phone or email
- The enhanced Advising Tour would collect information on students' major and other interests to assist in course scheduling and advisor assignment

Pre-registration process

Option 1: (This is the preferred choice of those of us, listed above, working on the process)_

- The end of the enhanced Advising Tour would ask students to submit their preferred fall schedule and alternate courses (a total of 10-12 courses) by July 1. Registrar's staff, assisted by the Associate Dean of Students for Academics, other support staff (Opportunities program, Pre-Health Advisor, etc.) and faculty as needed would pre-register students for four courses based on their submitted lists
- The process would strive first to get as many students as possible in their first one or two top choices, and then complete their schedules based on: their stated preferences, balancing sections and labs of multi-section courses, and avoiding unbalanced schedules (e.g, 3 WI courses or 3 lab sciences)
- The Associate Dean of Students would contact students with problematic schedules to discuss options/changes
- Balancing of sections would be done before student scheduling was completed

Option 2: (We believe this option loses several advantages of Option 1: it provides no filter for us to help students avoid foolish mistakes, it doesn't allow the registrar's staff to move students around in multiple sections and labs to simultaneously meet their scheduling needs, and it preserves our current system of some students getting to register first.)

- The end of the enhanced Advising Tour would ask students to pre-register for four courses via WebAdvisor by July 1. The process would be similar to what we do now: they would have an assigned time and could register for classes that are open.
- It could be modified in various ways; for instance, it could be two rounds in which students register for two classes in one order and then register for the other two in reverse order, so no student is "last" to register for all four

After Pre-registration

- Advisors would be assigned based on a student's courses. First assignment would be based on a course the student is enrolled in, with a preference for smaller courses (both FYCs and others). If that is not possible, advisors would be assigned based on students' stated interests, as is current practice.
- Students would be given access to their pre-registration schedule in August through WebAdvisor
- Students would meet with advisors during Orientation to approve their pre-registered schedule or discuss changes. They would be allowed to make changes, as seats are available, during Orientation after they have met with their advisor and during the first week of classes when all students may adjust their schedules.

Appendix D

Moved: that catalog language concerning advising be changed as follows:

Advising at Hamilton

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

The purpose of academic advising at Hamilton is to help students make responsible, informed decisions about the course of their intellectual development. Working with a faculty advisor, each student crafts an educational plan that reflects both the student's particular interests and abilities and the College's purposes and goals. The plan, which typically evolves over time, should strive to balance the freedom of an open curriculum and the breadth of a liberal arts education.

The faculty advisor-student relationship sits at the center of a larger system of formal and informal advising resources on campus that engages students in conversations that transcend mere course selection. Drawing on multiple sources of advice will enable students to make the most of their college experience through a well-thought-out exploration of various disciplines, selection and completion of a concentration, consideration of options for off-campus study, and preparation for life after Hamilton.

~~Every student is advised by a member of the faculty. For your the first two years, until you students declare a concentration, your faculty advisors will help you them adjust to the intellectual demands of the College. To that end, you will find your advisor concerned about the balance of your curriculum as defined by the educational goals stated in the next section. Once you students declare a concentration, you they will be advised by a professor in that department or program. Advisors vary in their approaches to advising, but all are eager to see you students succeed and to help you them toward that success. Although advisors are ready to assist, you students must assume major responsibility for your their own education when you they matriculate at Hamilton. Part of that responsibility is to bring your questions to your advisor (or, when appropriate, to members of the Office of the Dean of Students). If answers are not immediately available, they will know where to ask next. Remember, Students must take the initiative must be yours to seek out advice, and take as the responsibility for their educational plans is yours to act on it.~~

If the above changes are approved, the final statement would be:

Advising at Hamilton

The purpose of academic advising at Hamilton is to help students make responsible, informed decisions about the course of their intellectual development. Working with a faculty advisor, each student crafts an educational plan that reflects both the student's particular interests and abilities and the College's purposes and goals. The plan, which typically evolves over time, should strive to balance the freedom of an open curriculum and the breadth of a liberal arts education.

The faculty advisor-student relationship sits at the center of a larger system of formal and informal advising resources on campus that engages students in conversations that transcend mere course selection. Drawing on multiple sources of advice will enable students to make the most of their college experience

through a well-thought-out exploration of various disciplines, selection and completion of a concentration, consideration of options for off-campus study, and preparation for life after Hamilton.

For the first two years, until students declare a concentration, faculty advisors help them adjust to the intellectual demands of the College. Once students declare a concentration, they will be advised by a professor in that department or program. Advisors vary in their approaches to advising, but all are eager to see students succeed and to help them toward that success. Although advisors are ready to assist, students must assume major responsibility for their own education when they matriculate at Hamilton. Students must take the initiative to seek out advice, and take responsibility for their educational plans.

Rationale:

The *ad hoc* Advising Assessment Committee believes it is important for the Faculty to approve catalog language concerning advising. The proposed changes, outside of the suggested revisions to the final paragraph, are a slightly revised version of what the Faculty discussed at the October Faculty meeting. The Committee made changes based on the feedback we received.

Appendix E

Moved: that the Faculty go into a Committee of the Whole for up to 30 minutes to discuss suggested changes to the advising system from the *ad hoc* Advising Assessment Committee.

Rationale:

The Advising Assessment Committee believes that the advising system will be strengthened if we

- 1) expand the opportunities for advisors to have meaningful interactions with their advisees, and*
- 2) encourage students to become increasingly self-sufficient and independent in taking responsibility for their own educational plans.*

Possible mechanisms to achieve the objectives include:

Strengthening advising in the first two years

- 1) maximize the number of incoming students who have an advisor who is also an instructor in one of their fall classes by
 - a) having incoming students pre-register for four courses during the summer (the committee's preference) OR
 - b) assigning first-years randomly to an advisor for the initial meeting and then assigning a new advisor—preferably an instructor of that student—after the add period has ended
- 2) increase the number of tenured and tenure-track faculty advising first-year students by
 - a) changing the leave policy so that faculty members advise first-year students in any year in which they are not on leave
 - b) having new faculty members start advising in their second year
 - c) not assigning faculty advisors to seniors so that faculty members who now have primarily or only concentrator advisees will be able to advise first- and second-year students, and even more importantly so that we encourage students to become self-sufficient and independent. Seniors can get advice from any source and pre-register for courses and add and drop courses without formal approval from a designated advisor.
- 3) invite faculty from each concentration to select one or more junior or senior concentrators to serve as peer advisors for other students
- 4) require of incoming students a written statement, for the purposes of discussion with their advisors, regarding their provisional educational plans in light of the College's purposes and goals
- 5) require each concentrator, prior to the first meeting with the concentration advisor, to prepare a written statement reflecting on his or her educational plan to date in light of the College's purposes and goals, and plans for the remainder of the student's time at Hamilton; each student will discuss the statement with his or her concentration advisor
- 6) provide for all faculty advisors a one-time-only workshop that covers important elements of advising

Developing foundational information sources

- 7) provide advisors with a list of topics for possible discussion between advisors and advisees, and a timetable for when the topics might be most relevant for a student's development
- 8) create an advising website to provide better, more accessible information for both students and advisors in an effort to reduce the number of advisor-advisee interactions that involve providing basic information
- 9) have students, working with the Associate Dean of Students for Academics, create and publicize a student advising handbook
- 10) delineate specific expectations of advisees, advisors, and the College to help make the advising experience more productive

Appendix F

Resolved: that the Faculty strongly prefer that the Clinton Early Learning Center (CELC) remains on the Hamilton College campus.

Rationale:

This resolution is a response to the proposal to move the CELC from its current location on the Hamilton College campus.

The CELC has been an important and enduring part of the Hamilton College campus for 40 years. In the spring of 1973, a small group of faculty, faculty wives, and students affiliated with Hamilton and Kirkland Colleges met to discuss the possibility of starting a daycare center to serve the two college communities, as well as the broader community of Clinton. They met with Samuel Babbitt, the President of Kirkland College, who thought the idea of an on-campus day care center fit perfectly with the mission of Kirkland. The group also met with John Chandler, the President of Hamilton College, who enthusiastically supported their initiative. The establishment of the CELC may have been the first endeavor that both administrations supported. In September of 1973, with space on the Kirkland campus in Major Dormitory and a \$1000 grant from Kirkland College, CELC opened its doors. Since that time, the CELC has played an important role at Hamilton, including creating and sustaining a common sense of community shared by the College and its neighbors. Removing the CELC from the Hamilton campus will certainly change the special relationships enabled by this on-campus daycare facility.

CELC's location on campus has curricular implications both for student learning opportunities at the College and for those at the daycare center. Male and female students at Hamilton and Kirkland Colleges began volunteering at the Center at its inception. Hamilton students continue to do so today, often deepening the quality of their coursework and supporting their independent research. Every year at least 50 students directly participate as volunteers and afternoon teachers at the CELC. Hamilton students receive service-learning credit for courses, obtain important hands-on experience, and prepare themselves to secure summer and post-graduate positions working with children. Advanced Hamilton students who are interested in developmental questions can also conduct research at the CELC, which is only made possible by their access to the Center. This range of learning opportunities would be negatively impacted should the Center be moved off campus. Not only would it disadvantage students without their own transportation who might like to participate at CELC, but even for those students with cars, fitting off-campus Center volunteer hours into their tightly-packed academic schedules would limit opportunity for many.

CELC's campus location has enabled it to offer generations of preschool children a dynamic learning environment. The Center has always emphasized learning from the natural world because its setting provided the means to do so. Children regularly explore the Root and Kirkland Glens through all four seasons. They enjoy collecting apples outside Babbitt dorm every fall and walking to the golf course pond to collect tadpoles for observation in the spring. Being on campus means that the children at CELC can attend practice sessions related to a variety of performance events in Wellin Auditorium and explore art exhibits in college buildings and now at the Wellin Museum. Finally, the CELC has been able to engage faculty parents and others working on campus to share their expertise with the children. Whether by reading a book, doing a craft activity, or talking about a recent trip or cultural holiday, the curriculum of the CELC has been unique because it could draw upon the resources available on campus. Moving the CELC off campus would limit aspects of the curriculum that have been enabled by its location and that have made it a wonderful environment for children in our community.

An on-campus childcare center sends a strong message that the College supports its employees in promoting a positive work-life balance and enables us to model these community values for our students. Having the CELC located on campus is a great tool for

recruiting and retaining faculty and staff to our college community. It makes it easier for employees to be involved in campus life (e.g., attending meetings that end at 5pm and still being able to pick up children on time). Not only does Hamilton's continued support for this facility on campus appeal to prospective new members of the community, who are often starting families when the College recruits them, but it is also a clear marker of key community values that we cherish. Many of us chose Hamilton because it is more than a liberal arts institution. It is also a community of men and women who cherish the opportunity to learn, live, and work in an environment in which their professional and personal lives are not at odds, but are mutually enriched. Being able to model this kind of work-life balance for our students nicely complements the broader educational mission of the College.

Finally, an incalculable joy would be lost to us if the Center is moved off campus. Each day, the children at CELC bring smiles to faculty, staff, and students as we observe them giggling on the swing in McEwen, peering over the Martin's Way "troll" bridge, or commenting upon the wonders of our shared campus.

Electronically signed by the following faculty members:

Vivyan Adair
Abhishek Amar
Doug Ambrose
Frank Anechiarico
Dave Bailey
Mark Bailey
Erol Balkan
Carole Bellini-Sharp
Karen Brewer
Debra Boutin
Jennifer Borton
Jessica Burke
Alistair Campbell
Peter Cannavo
Donald Carter
Wei-Jen Chang
Brian Collett
Emily Conover
Mark Cryer
T.J. Davis
Cindy Domack
Katheryn Doran
Bev Edmondson
John Eldevik
Steve Ellingson
Todd Franklin
Mike Frederick
Dave Gapp
Margaret Gentry
Chris Georges
Dennis Gilbert
Colette Gilligan
Nathan Goodale
Barbara Gold
Kevin Grant
Azi Grysman
Naomi Guttman
Martine Guyot-Bender
Rob Habermusch

Tina Hall
Lydia Hamessley
Elaine Heekin
Jon Hind
Stu Hirshfield
Rob Hopkins
Cecilia Hwangpo
Jenny Irons
Marianne Janack
Gordon Jones
Tom Jones
Masaaki Kamiya
Maurice Isserman
Shoshana Keller
Al Kelly
Tim Kelly
Jamie King
Patty Kloldt
Phil Klinkner
Rob Kolb
Bonnie Krueger
Anne Lacsamana
Doran Larson
Craig Latrell
Herm Lehman
Michelle LeMasurier
Alexandra List
Seth Major
Russell Marcus
Mike McCormick
Tara McKee
Heather Merrill
Sue Ann Miller
Bruce Muirhead
Hoa Ngo
Perry Nizzi
Kyoko Omori
John O'Neal
Steve Orvis
Bill Pfitsch
Greg Pierce
Nancy Rabinowitz
Peter Rabinowitz
Todd Rayne
Sharon Rivera
Edna Rodriguez-Plate
Brent Rodriguez-Plate
Ian Rosenstein
Kara Sage
Bill Salzillo
Seth Schermerhorn
Bob Simon
Jane Springer
Nat Strout
Heather Sullivan
Rebecca Tally

Katherine Terrell
Margie Thickstun
Lisa Trivedi
Xavier Tubau
Bonnie Urciuoli
Adam Van Wynsberghe
Jon Vaughan
Julio Videras
Doug Weldon
Rick Werner
Benj Widiss
Ernest Williams
Tom Wilson
Joel Winkelman
Steve Wu
Gary Wyckoff
Penny Yee
Yvonne Zylan



Hamilton

Vice President for Academic Affairs
and Dean of Faculty

January 28, 2013

MEMORANDUM

TO: The Hamilton Faculty
FROM: Patrick D. Reynolds, for the Academic Council
SUBJECT: Call to Meet

The Academic Council calls the Faculty to meet on Tuesday, February 4, 2014 beginning at 4:10 p.m. in the Fillius Events Barn.

AGENDA

1. Approval of minutes from the Faculty meeting of Tuesday, December 3, 2013 (Appendix A).
2. Report from the Dean, CAP and COA regarding problems that small departments face with respect to proper mentoring.
3. Motion from the Academic Council regarding the merger of the Committee on the Library and the Committee on Information Technology (Appendix B).
4. Motion from the Academic Council that the Faculty go into a Committee of the Whole for up to 30 minutes to discuss proposed advising expectations of faculty and students from the *ad hoc* Advising Assessment Committee (Appendix C).
5. Motion from the Committee on Academic Policy regarding the creation of a minor in Linguistics (Appendix D).
6. Remarks from Meredith Bonham regarding emergency drill planning.
7. Remarks by Dean Patrick D. Reynolds
8. Remarks by President Joan Hinde Stewart.
9. Other announcements and reports.

Coffee, tea and snacks will be available before the meeting.

FACULTY MEETING

Hamilton College / 198 College Hill Road / Clinton, NY 13323 / 315-859-4607

Appendix A

Minutes of the First Regular Meeting of the Hamilton College Faculty
Academic Year 2013 – 2014
Tuesday, December 3, 2013
Filius Events Barn

Lydia Hamessley, Chair of the Faculty, called the meeting to order at 4:13 p.m.

1. *Approval of minutes from the Faculty Meeting of Tuesday, October 10, 2013.*

The minutes were approved without discussion.

2. *Election for 2013-14 Committee Membership.*

Faculty Committee on Admission and Financial Aid (2014): Heather Buchman
Honor Court (2104): Chinthaka Kuruwita
Appeals Board (2014): Ann Silversmith

3. *Motion from the Academic Council that the Faculty go into a Committee of the Whole for up to 30 minutes to discuss plans for summer pre-registration from Associate Dean of Students Steve Orvis.*

Faculty Chair Lydia Hamessley announced that Associate Dean of Students Steve Orvis would chair the Committee of the Whole. The motion to go into a Committee of the Whole was passed without objection.

4. *Motion from the Academic Council that the Faculty approve changes in catalog language for advising from the ad hoc Advising Assessment Committee.*

Moved, that catalog language concerning advising be changed as follows:

Advising at Hamilton

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

The purpose of academic advising at Hamilton is to help students make responsible, informed decisions about the course of their intellectual development. Working with a faculty advisor, each student crafts an educational plan that reflects both the student's particular interests and abilities and the College's purposes and goals. The plan, which typically evolves over time, should strive to balance the freedom of an open curriculum and the breadth of a liberal arts education.

The faculty advisor-student relationship sits at the center of a larger system of formal and informal advising resources on campus that engages students in conversations that transcend mere course selection. Drawing on multiple sources of advice will enable students to make the most of their college experience through a well-thought-out exploration of various disciplines, selection and completion of a concentration, consideration of options for off-campus study, and preparation for life after Hamilton.

~~Every student is advised by a member of the faculty. For your the first two years, until you students declare a concentration, your faculty advisors will help you them adjust to the~~

intellectual demands of the College. To that end, you will find your advisor concerned about the balance of your curriculum as defined by the educational goals stated in the next section. Once you **students** declare a concentration, you **they** will be advised by a professor in that department **or program**. Advisors vary in their approaches to advising, but all are eager to see you **students** succeed and to help you **them** toward that success. Although advisors are ready to assist, you **students** must assume major responsibility for your **their** own education when you **they** matriculate at Hamilton. Part of that responsibility is to bring your questions to your advisor (or, when appropriate, to members of the Office of the Dean of Students). If answers are not immediately available, they will know where to ask next. Remember, **Students must take the initiative must be yours to seek out advice, and take as the responsibility for their educational plans is yours to act on it.** If the above changes are approved, the final statement would be:

Advising at Hamilton

The purpose of academic advising at Hamilton is to help students make responsible, informed decisions about the course of their intellectual development. Working with a faculty advisor, each student crafts an educational plan that reflects both the student's particular interests and abilities and the College's purposes and goals. The plan, which typically evolves over time, should strive to balance the freedom of an open curriculum and the breadth of a liberal arts education.

The faculty advisor-student relationship sits at the center of a larger system of formal and informal advising resources on campus that engages students in conversations that transcend mere course selection. Drawing on multiple sources of advice will enable students to make the most of their college experience through a well-thought-out exploration of various disciplines, selection and completion of a concentration, consideration of options for off-campus study, and preparation for life after Hamilton.

For the first two years, until students declare a concentration, faculty advisors help them adjust to the intellectual demands of the College. Once students declare a concentration, they will be advised by a professor in that department or program. Advisors vary in their approaches to advising, but all are eager to see students succeed and to help them toward that success. Although advisors are ready to assist, students must assume major responsibility for their own education when they matriculate at Hamilton. Students must take the initiative to seek out advice, and take responsibility for their educational plans.

A faculty member reported stumbling over the phrase, "students must assume major responsibility for their own education when they matriculate at Hamilton." The faculty member suggested that this language implies that others share in this responsibility and asked who these others might be. Chair of the *ad hoc* Advising Assessment Committee Rob Hopkins replied that other people play a role, such as the student's advisor, the registrar and the Dean of Students.

A faculty member commented that the language in the first two paragraphs of the new statement reflects the advising process as it now stands, but not an advising process that includes the proposed summer pre-registration for first year students.

A faculty member suggested that the last sentence of the first paragraph implied that "the freedom of an open curriculum" and "the breadth of a liberal arts education" stood in opposition. This faculty member moved that the final sentence of the first paragraph be amended to:

The plan, which typically evolves over time, should strive to balance ~~the freedom of an open curriculum~~ **concentration** and ~~the breadth of in~~ a liberal arts education.

The motion was seconded.

A faculty member spoke against the amendment, saying that the original language better captures the need to balance freedom and breadth. This faculty member noted that current academic regulations prohibit students from counting more than 15 courses in a single department towards graduation, which should act as a check on unlimited freedom. However, this rule is commonly waived and thus is not effective. Hence, this faculty member argued, specific language encouraging students to mediate between freedom and breadth should be retained.

A faculty member asked whether plans have the agency necessary to “strive”.

A faculty member suggested that there was a deeper philosophical problem with the proposed statement, in that the language about the freedom of an open curriculum and students taking responsibility for their education stands in contradiction to the proposed summer pre-registration process, in which the Associate Dean of Students and the registrar would ultimately craft each first-year student’s schedule.

A faculty member suggested that there need not be a contradiction between advisors having sincere conversations with students and using a program over the summer to get first year students into courses. A summer pre-registration process would force incoming students to read the catalog. Moreover, first-year students would still be required to meet with their advisors once they get on campus.

Faculty Chair Lydia Hamessley reminded faculty that they should be speaking to the proposed amendment at this point in the discussion.

A faculty member moved that the amendment be further amended to read:

The plan, which typically evolves over time, should ~~strive to balance the freedom of an open curriculum~~ **concentration** and ~~the breadth of in~~ a liberal arts education.

This further amendment was seconded and passed on a voice vote.

A faculty member moved that the amended amendment be further amended to:

The plan, which typically evolves over time, should balance concentration and breadth ~~of in a liberal arts education.~~

The motion was seconded.

A faculty member argued that the amended sentence would allow for the possibility that a student take courses in only one discipline other than his or her concentration, and this should not be the intention. Another faculty member spoke against the elimination of the final phrase in the sentence. This further amendment failed in a voice vote.

A faculty member moved that the phrase “freedom of an open curriculum” should be restored, so that the sentence would read:

The plan, which typically evolves over time, should balance the freedom of an open curriculum, concentration and breadth in a liberal arts education.

This amendment was seconded, but failed on a voice vote.

The Chair called for a vote on the first amendment; it failed on a voice vote. A faculty member moved to amend the original sentence to:

The plan, which typically evolves over time, should ~~strive to~~ balance the freedom of an open curriculum and the breadth of a liberal arts education.

The motion was seconded. This amendment passed on a voice vote.

The Chair called for a vote on the amended motion; it passed on a voice vote.

5. *Motion from the Academic Council that the Faculty go into a Committee of the whole for up to 30 minutes to discuss suggested changes to the advising system from the ad hoc Advising Assessment Committee.*

Faculty Chair Lydia Hamessley asked the body's permission to chair the Committee of the Whole. The motion to go into a Committee of the Whole was passed without objection.

6. *Resolution from the Faculty preferring the Clinton Early Learning Center (CELC) to remain on campus.*

Resolved: that the Faculty strongly prefer that the Clinton Early Learning Center (CELC) remains on the Hamilton College campus.

The Chair called on Professors Tara McKee and Al Kelly to speak for the resolution. Tara McKee's remarks are below.

I would like to thank Betsy Jensen for her email last week to the faculty informing us of the recent Budget Committee discussion about the Clinton Early Learning Center. It appears that the resolution before us today prompted this conversation on the Budget Committee. So I'm pleased that efforts to bring the issue to the attention of my colleagues have had this effect already. At the very least, it is my hope today that we engage in thoughtful conversation about the Center, which has been an important part of our college community for 40 years.

The resolution before you is a positive statement that touches upon an important feature of this community. Rather than rehash the points in the rationale, I would like to provide a timeline of recent events, as I understand them, in the discussion to move the Center.

I have had conversations both with Karen Leach and Amy Franz, the Director of the Center. These conversations have revealed that the two of them have understood for some time, perhaps more than 10 years, that the Center would have to be moved from its current location. The dorm, Root Hall, in which the Center is located is long overdue for upgrades to its mechanical systems and is in need of a new roof. Anytime there is significant work performed on a building, the entire building needs to be brought up to current codes. So, it has been clear for some time that completing the work on Root would require the Center to move, at least temporarily.

In 2010, Amy Franz met with architects at the request of the College to determine what would be needed to renovate the current space in order to bring it up to current code for a daycare facility. For example, regulations require between 35 and 50 square feet per child and a door with direct access to the outside for toddler classrooms. It appears that to make such changes to the Center would require a renovation to change the current footprint of the building, making the space seem better-suited for housing students, which would be a gain of approximately 20 beds. Rather than proceed with the renovations and repairs to Root, the College put off the decision to renovate in order to consider alternatives.

Approximately 8 months ago, the College retained the architecture firm, March Associates, to draw up plans for a new building that would be located across the street from the current Center playground. In April of this year Amy Franz provided feedback on the plans and even went so far as to pick out materials from catalogs for the outdoor space. As Betsy mentioned in her email, the estimate for the building from March Associates came in at \$1.6 million. In May, Amy Franz was then informed that the College was no longer pursuing the option of a

new building on campus, but was instead considering relocating the Center to the Clinton Elementary School. She was asked to look at the space at the school and to determine what renovations would be required to make it suitable for the Center.

At the September 3rd faculty meeting President Stewart mentioned in her remarks that the relocation of the Center to the Clinton School was currently under discussion as an option to gain additional student beds. Karen Leach raised the matter briefly with the Budget Committee at about the same time, but it appears that the Committee had little discussion of the matter at that time. So September was the first time that the faculty, including those who currently have children at the Center, were in any way informed of the possibility of a move off campus.

The Center then held a parents' meeting on September 11th. At this meeting the parents were informed that the College needed the space for beds by August of 2015, that nothing had been decided about where the Center was going to move, but that one option that was under discussion was the Clinton Elementary School.

On October 21st, Karen Leach, Amy Franz, and other members of the Clinton School Board and staff invited Center parents to a meeting at the Clinton School. Parents and Center staff were told that the move to the school was likely and that, since the College actually needed the space in Root by May 2015 so that the new dorm rooms would be ready in August, the Center would need to move over the summer of 2014 in order to avoid having to move during the Center's school year. By late October it had become clear that plans were firming up quickly for the Center's move off the Hamilton campus. Renovations at the Clinton Elementary School, which are currently estimated to be \$120,000, would need to commence this spring so that the facilities would meet the needs and requirements of a daycare in time for the Center to move this coming summer.

There is an urgency to our discussion today because what seemed like only a vague idea in September has quickly transformed into a decision that will be made by the College officers in the very near future—perhaps as part of the budget to be approved at the March 2014 Trustee meeting. It is because of this urgency that I have proposed this resolution and have asked so many of you to voice your preference for an on-campus daycare facility.

From the beginning, I believed that the faculty as a whole would have an opinion about the Center remaining on campus. The substantial list of signatories gathered over the course of approximately a week includes many people you would expect: those who currently have children at the Center and those who have had children at the Center over the course of its 40-year history. However, there are also many members of the faculty who have lent their signatures to the resolution whose children never attended the Center, several have signed who do not have children, and still others have signed on who do not even plan to have children. This broad support suggests that the Center offers not just a service to us, but that it has become an enduring characteristic of our campus community. It is a feature that affects not just a few of us, but the larger campus community—including faculty, staff, and students. I hope that this motion will provide a record of our opinion on the matter and that it informs the Administration's priorities for Hamilton's future.

Finally, as a parent of a child in the toddler room, many Center parents and teachers have approached me about this issue. They have reasonably asked me, "You are a faculty member here, can't you do something to try to keep the Center on campus?" This resolution is my way of trying to do something—at the very least I think it is important that faculty have a serious, informed conversation about maintaining the Center on our campus.

Professor Kelly began his remarks by pointing out that as an "old guy" with no toddler currently at the CELC, he was not speaking from direct personal interest. However, he asserted that having small children as a regular presence on campus has a civilizing and humanizing effect on the

entire community. He added that although this effect is subtle, it is important, and moving the CELC off-campus would therefore represent a serious loss. Professor Kelly also noted that it was significant that, as the large number of signatories to the resolution attests, so many people think moving the CELC off-campus is such a bad idea.

A faculty member noted that the resolution contained an error in the use of the subjunctive. The Chair requested the body's consent to correct the error; there was no objection. The corrected resolution is:

Resolved, that the Faculty strongly prefer that the Clinton Early Learning Center (CELC) remains on the Hamilton College campus.

The Chair of the Psychology Department stressed the important role that the CELC plays as a source of observational research for students of developmental psychology. The Chair reported that Psychology Department is currently holding a search for a tenure-track developmental psychologist and each candidate that has been interviewed so far has commented on the value of having such a resource on campus. Moreover, psychology students had expressed support for keeping the CELC on campus in the comment section of a Change.org petition, citing the valuable experience it allows them to put on their résumés. The Chair said that the Psychology Department had investigated the logistics of transporting students to the proposed location at the Clinton Elementary School, and had estimated that the cost of doing so would be approximately \$10,000 per year.

A faculty member commented that she had initially been skeptical of the level of rhetoric on this issue, reasoning that many faculty members send their children to the Clinton schools. However, this faculty member reported changing her mind and asked if the time had been taken to consider creative ways of fund-raising for a new on-campus facility.

Vice President of Administration and Finance Karen Leach responded by saying that her job gets harder every year as the college faces increasing financial pressures. She knows that having the CELC on campus is important to many faculty, but the proposal to locate it off-campus would have a synergistic effect by providing more beds for Hamilton students as well as helping the Clinton schools. There is no existing structure on campus in which to relocate the CELC; paying for space at the Clinton Elementary School is financially better than constructing a new building.

A faculty member asked for an estimate what the yearly differential is between constructing for a new building on campus and paying for the use of space in the Clinton Elementary School.

Vice President Leach responded that the estimate the college received for a new building on campus is \$1.6 million. This would give the college a mortgage of roughly \$90,000 per year, plus roughly \$45,000 per year in maintenance costs. Root Hall would then be converted into a residence with 22 beds, allowing Hamilton to remove less desirable beds from the housing inventory and avoiding needed renovations on those other buildings. She also noted that 33 of the 50 children currently attending the CELC are not the children of Hamilton employees. A faculty member from the Psychology Department applauded the efforts of Vice President to manage costs. However, this faculty member noted that the curricular benefits to the Psychology Department of keeping the CELC on campus were not mentioned in the summary of the Faculty Committee on Budget and Finance's deliberations on the issue, according to the summary provided by a member of this committee. This faculty member noted that many of our peer institutions have child care centers on campus.

Vice President Leach responded that her office was working on solving the problem of transporting students to and from the Clinton schools. She mentioned that there are currently student volunteers who work at the Clinton schools.

A faculty member asked if the option of relocating the CELC to List had been considered. Vice President Leach responded that List is a multi-story concrete structure, and is projected to cost between \$7 million and \$8 million to renovate. Currently the plans are to use List simply as a basic classroom space, because there is no money to renovate it.

A recently hired faculty member remarked that having a day care facility on campus was a major selling point for attracting young faculty to the college.

A faculty member noted that the college does need to worry about finances. However, the college also needs to recognize that the work/life balance for faculty members is hard, and having the CELC on campus simplifies it.

A faculty member reported being increasingly baffled by the explanation of economic costs, and commented that the proposed busing system seemed elaborate. This faculty member remarked that if the additional cost of keeping the CELC on campus were in the range of \$20,000 to \$30,000 per year, then it would be manageable. Vice President Leach responded that the additional cost would be in the range of \$90,000 to \$100,000 per year. She added that children at the CELC currently go on field trips into Clinton.

Faculty Chair Hamessley asked if the body was ready to vote on the resolution. A faculty member called for a paper ballot. The vote was 67 in favor and 14 opposed.

Chair Hamessley noted that the time was 6:00 p.m., and so the remaining items on the faculty meeting agenda would be postponed. However, she asked the faculty to remain a few more minutes for remarks by Dean of Faculty Patrick Reynolds honoring a retiring faculty member.

7. Remarks by Dean Patrick Reynolds.

Dean Reynolds said that in light of the late hour, he would email to faculty the text of the remarks he had planned to make at the meeting. He read the following tribute to retiring Professor Eugene Domack.

Gene came to Hamilton 1985, having received his B.Sc. from Wisconsin-Madison, and Master's and Ph.D. from Rice University, and serving a couple of years as an exploration geologist for the Union Oil company in Texas, a short stint as a visitor at the University of Wisconsin, and four years as a part-time lecturer at Colgate. He has served Hamilton as Chair of the Geology department and Director of the Environmental Studies and Geoarchaeology programs, and on numerous committees such as Appeals Board, Harassment and Sexual Misconduct Board, Committee on Academic Standing, and as President of the Hamilton College Chapter of Sigma Xi.

It is hard to do justice to Gene's scholarly accomplishments in just a few words. I count 92 peer-reviewed articles, and when you add in several book chapters and whatever he has published since the latest CV I've seen, I think we can confidently call it a round century of publications. Hamilton students and alumni have co-authored many. He is currently working on a book manuscript, "Wilderness, Globalization, and Environmental Change."

His professional presence is also expressed through a range of professional service activities, for example as member of the Editorial Board of the journal GEOLOGY, Member of the Polar Research Vessel Planning committee, the post-Maule earthquake cGPS emergency installation campaign in Central Chile in 2010, the Oneida Lake basin advisory committee, the Central New York Regional Planning and Development Board, and leader of numerous professional short courses, conference panels, and workshops.

He has been chief scientist on numerous Antarctic research cruises, member of the scientific crew on many more, and has undertaken extensive field work in many other parts of the globe, including Greenland, Tasmania, Namibia, Norway, and numerous domestic sites. He has been an invited lecturer all over the world.

He has been recognized by many professional organizations and institutions, among them as Fellow of the American Geophysical Union (2011), and recipient of the John Simon Guggenheim Fellowship (2004).

Gene is known best and will be remembered for the program of Antarctic research in which he has involved almost countless students over his nearly 30 years here, and he has included several faculty members, of which I am so personally grateful, Gene, to have been included. I can speak firsthand of the extraordinary opportunities he has provided, not only to see and study a remarkable part of our globe, a unique environment, but also for professional development of colleagues and students—many of the latter now well established in their careers as geologists, many as geologists of Antarctica.

His colleagues in the Geosciences department state:

“I have always valued the remarkable research opportunities that he has made available to our students.”

“[He is] unique in undergraduate geosciences programs.”

“[H]e also provided them with many valuable opportunities to learn geology outside of the classroom by running field courses to many unique and important geologic localities, including Iceland, Tasmania, and the Swiss Alps.”

“On field trips, he is very good at making complicated field situations or problems understandable to his students and colleagues.”

“He was always aware of state-of-the-art technology, such as geophysical tools, advanced dating methods, and field sampling tools and would somehow use, borrow or obtain them to help him be a better researcher.”

“He had a fun side in the field. For example, he held barbeque cooking contests during the local part of our summer field course; he was the judge!”

and,

“He remains a diehard Green Bay Packer fan who doesn't hesitate to spread the word, even at the risk of losing his mass e-mail privileges.”

Of course, Gene isn't really finishing his working life, despite having accumulated age and years of service to be awarded professor *emeritus* status from Hamilton College. He is moving to the University of South Florida, to take up a position in the College of Marine Science there in St. Petersburg, where he will continue his Antarctic research, although perhaps with fewer trips below the 66th parallel South.

The Dean concluded by presenting Professor Domack with a Josh Simpson globe and wished him the best in future years. Professor Domack thanked the Dean for his remarks and further thanked the faculty who had supported geoscience students participating on field trips to the Antarctic by making accommodations for their long absences from campus.

8. *Other announcements and reports*

Faculty Chair Hamessley reminded faculty of the concert by the Hamilton College and Community Masterworks Chorale with Symphoria.

The Chair adjourned the meeting at 6:05 p.m.

Respectfully submitted,
Sally Cockburn
Faculty Secretary

Appendix B

Motion from the Academic Council regarding the merger of the Committee on the Library and the Committee on Information Technology.

MOVED, that in Section IV (Faculty Services on Committees and Boards), Part A. (Standing Committees of the Faculty), number 9. (Committee on the Library) and number 10. (Committee on Information Technology) be stricken and replaced by a new Part A. 9. Committee on the Library and Information Technology. The remaining parts of Section IV. Part A. will be renumbered to reflect these changes.

~~9. Committee on the Library~~

~~a. Membership. The Committee on the Library shall consist of the Librarian, the Dean, and the Vice President, Administration and Finance, and the Vice President for Information Technology, all *ex officio*; four members of the Faculty, who shall be elected or appointed as determined by Faculty annually, with one appointed or elected each year for a three year term; and two students appointed by the Student Assembly one of whom shall be appointed annually for a two year term. The Librarian may appoint an additional member from among the professional librarians. The Chair is elected annually from among the faculty members.~~

~~b. Meetings. Normally the Committee shall meet once a month while College is in session, but special meetings may be called by the Chair or at the request of the Librarian.~~

~~c. Functions. The Committee shall advise the Librarian on matters which he or she wishes to bring to the Committee; consult with the Librarian on any matter which the Committee wishes to have considered; report to the Faculty on changes to policies and procedures relating to the Library when deemed appropriate by the Committee or at the request of Academic Council; recommend to the Faculty for transmission to the Dean any changes in policy.~~

~~10. Committee on Information Technology~~

~~a. Membership. The Committee on Information Technology shall consist of the Vice President for Information Technology, the Dean, the Vice President, Administration and Finance, the Registrar, and the Librarian, all *ex officio*; four members of the Faculty (representing the Sciences, Humanities, Social Sciences, and Arts) who shall be elected or appointed as determined by Faculty annually, with at least one appointed or elected each year for a three year term; and two students from different classes appointed as a junior for a term of two years. A faculty member shall serve as Chair.~~

~~b. Meetings. Normally, the Committee shall meet once a month while the College is in session, but special meetings may be called by the Chair, or at the request of two faculty members.~~

~~c. Functions. The Committee works to insure that academic computing and networking are used appropriately and effectively in behalf of teaching and scholarship at the College. It serves as the principal means of communication among faculty, students, administrators, and staff on all matters relating to the use of information technology in the academic program. It reviews College policies and procedures relating to computing, networking, and the allocation of information technology resources, and, when it deems appropriate, suggests revisions. It advises the Committee on Academic Policy, the Dean, the Vice President for Administration and Finance, and the Vice President for Information Technology, and serves as liaison with the College community. It reports to the Faculty on changes to policies and procedures relating to information technology when deemed appropriate by the Committee or at the request of Academic Council.~~

9. Committee on the Library and Information Technology

a. Membership. The Committee on the Library and Information Technology shall consist of the Vice President for Libraries and Information Technology, the Dean, the Vice President, Administration and Finance, the Registrar, all *ex officio*; four members of the Faculty (representing the Sciences, Humanities, Social Sciences, and Arts) who shall be elected or appointed as determined by Faculty annually, with one appointed or elected each year for a three-year term; and two students from different classes for a term of two years. A faculty member shall serve as Chair.

b. Meetings. Normally, the Committee shall meet once a month while the College is in session, but special meetings may be called by the Chair, or at the request of two faculty members or the Vice President for Libraries and Information Technology.

c. Functions. The Committee works to insure that library resources and information technology are used appropriately and effectively in behalf of teaching and scholarship at the College. It serves as the principal means of communication among faculty, students, administrators, and staff on all matters relating to the use of libraries and information technology in the academic program. It reviews College policies and procedures relating to libraries, information technology, and the allocation of resources related to both, and, when it deems appropriate, suggests revisions. It advises the Committee on Academic Policy, the Dean, the Vice President for Administration and Finance, and the Vice President for Libraries and Information Technology, and serves as liaison with the College community. It reports to the Faculty on changes to policies and procedures relating to libraries and information technology when deemed appropriate by the Committee or at the request of Academic Council.

Rationale

Following the September 2013 decision to merge the Library and ITS, Academic Council reviewed the charges of the two related standing committees, the Committee on the Library and the Committee on Information Technology. It is our recommendation to the faculty that the two committees be combined in order to support the merging of these entities and to avoid redundancy in committee work.

The membership and functions of the proposed committee, Committee on the Library and Information Technology, remain consistent with those of the existing Committee on Information Technology and the Committee on the Library. Academic Council sees no reason to substantially alter either the expectations of meetings or of functions. The main change proposed here is the replacement of "Librarian" and "Vice President for Information Technology" with "Vice President for Libraries and Information Technology".

Appendix C

Advising at Hamilton: Expectations

Advising at Hamilton is designed to help students make responsible, informed decisions about the course of their intellectual development. It incorporates all the ways in which students obtain advice relating to their education. The faculty advisor-student relationship sits at the center of a system of formal and informal advising resources on campus. This document sets forth expectations of the College, Faculty advisors, and students in the advising process.

The College supports the advising system by providing essential information about all regulations and policies, the College's purposes and goals, off-campus study opportunities, the process for declaring a concentration, support services, post-graduate planning, each student's progress toward a degree, and resources to support the advising process. The College also provides training for advisors, conducts ongoing assessment of the advising system, and recognizes outstanding advising.

Students and advisors have different roles to play in the advising process. In the lists of expectations below we have grouped together those expectations that involve essential information, and those that require discussion between students and their advisor.

Essential Information:

1. Students and advisors must familiarize themselves with graduation requirements, the College's purposes and goals, and the process of declaring a concentration.
2. Advisors must be familiar with the Hamilton options for off-campus study, aware that there are academic regulations governing off-campus study, and able to direct students to appropriate campus resources. Interested students must investigate options and eligibility requirements.
3. Students must constantly evaluate their academic progress toward graduation. Faculty advisors must monitor each advisee's academic progress.
4. Faculty advisors must be familiar with the support services for students that are available and how to direct students to those services; students must be familiar with what services are available and how to obtain help.
5. Advisors must communicate their availability for preregistration and informal meetings; students must make appointments in preparation for preregistration.

Discussions:

1. Each student must be familiar with the College's purposes and goals; the advisor should insure that the advisee and advisor engage in discussion about the College's purposes and goals.
2. Each student must craft an educational plan that reflects both the student's particular interests and abilities and the College's purposes and goals, and then, over time, make changes in the plan as appropriate; the advisor should inquire about the student's plan and advise, if appropriate, on how to craft an even better plan.
3. Each student should consider courses throughout the College curriculum, including areas of study with which the student is unfamiliar; the advisor should encourage exploration of the curriculum.
4. Each student should decide if off-campus study should be part of the student's educational plan; the advisor should inquire about the student's decision about off-campus study.
5. Each student and his or her advisor should discuss the reasons for the student's choice of concentration.

6. When appropriate, the advisee and advisor should discuss what campus resources are available to meet various needs, and the advisor should make recommendations about what service(s) the student may wish to use.
7. Students and advisors should discuss the relationship between extracurricular activities and academic work.
8. Over the course of the first three years at Hamilton, students should work to become self-sufficient and independent in making decisions about their educational plan; the advisor should facilitate this growth.
9. Students should evaluate how their choices contribute to post-Hamilton career plans; the advisor should inquire about how student choices affect post-Hamilton career plans.

Appendix D

Motion from the Committee on Academic Policy for creation of a minor in Linguistics.

MOVED, that an interdisciplinary program in Linguistics be established and that the College Catalogue include a minor in Linguistics.

Requirements for the Minor

The minor in linguistics consists of five courses: an introductory course, one focusing on language structure, one focusing on language in society and two electives. These courses are to be selected from the linguistics courses currently available at Hamilton listed below.

Students interested in the linguistic minor are strongly urged to start with the LING 100 because it offers the foundation for subsequent courses. For those who cannot take LING 100, either Language and Sociolinguistics (ANTHR 126) or Introduction to Linguistic Anthropology (ANTHR 127) satisfies the introductory course requirement. History of Linguistic Theory (LING/ANTHR 201) may be substituted for LING 100 at the discretion of the Program Director. The language structure course may include ANTHR 225, 302, or LING/JAPN 219/319 or LING/JAPN 230. The language in society course may include ANTHR 264, 270, 257, 323, 360, or 361. Electives may be drawn from any of the linguistics courses offered, the exception being that students can take either 126 or 127, but not both. At least one elective must be chosen from courses at the 300-level.

Linguistic Courses:

LING 100	Introduction to Linguistics	(Rotation)
ANTHR 126	Language and Sociolinguistics	(Urciuoli)
ANTHR 127	Introduction to Linguistic Anthropology	(Urciuoli)
LING/ANTHR 201	Linguistic Theory: A Brief History	(Urciuoli)
LING/JAPN 205	Topics in Japanese linguistics	(Kamiya)
LING/JAPN 219/319	Pragmatics and language acquisition	(Kamiya)
LING/JAPN 230	Morphology and Syntax: The Analysis of Structure	(Kamiya)
ANTHR 225	Phonetics and Phonology: The Analysis of Sound	(Urciuoli)
LING/JAPN 255	Languages of East Asia	(Kamiya)
ANTHR 257	Language, Gender and Sexuality	(LaDousa)
LING/ANTHR 264	Ethnography of Literacy and Visual Language	(LaDousa)
LING/ANTHR 270	The Ethnography of Communication	(LaDousa)
ANTHR 302	Seminar in Linguistic Semiotics	(Urciuoli)
ANTHR 323	Verbal Art and Performance	(LaDousa)
ANTHR 360	US Discourses I: Race, Ethnicity and Class	(Urciuoli)
ANTHR 361	US Discourses II: Science, Technology and Gender	(Urciuoli)
ANTHR 370	Sociolinguistics of Globalization	(LaDousa)

Rationale

The Hamilton Linguistics program (1986-1994) was disbanded due to the dearth of faculty available to consistently offer courses. After 1994, the linguistics courses taught by Urciuoli, who had directed the linguistics program, remained part of the Anthropology department curriculum. The courses on which this minor is based were either developed by Urciuoli as basic linguistic courses, or by Urciuoli and LaDousa as linguistic anthropology courses, or by Kamiya as courses in syntax, pragmatics, and Japanese and comparative linguistics.

Each year, a small but consistent number of students taking linguistics courses ask whether they can focus in some way on linguistics at Hamilton. We offer this minor in response to such interest. We conducted a survey of the students who took ANTHR126 in F2012 and F2013 and ANTHR127 in S2013 (totaling 114 students). As of December 9, 2013, more than 35 students showed interest in minoring in Linguistics. We have students who have pursued and are planning to pursue the study of linguistics at a Ph.D. level. A minor in linguistics, structured in the way we propose, substantively enhances the likelihood for such students being accepted to good graduate programs.

We are asking for a minor rather than a concentration in Linguistics. Our proposed minor makes use of linguistics and linguistic Anthropology courses already offered regularly by Chaise LaDousa and Bonnie Urciuoli, and courses in Japanese and comparative Asian linguistics courses offered by Masaaki Kamiya. To set the framework of this program, we want the students to take LING100 course. All three program faculty are tenured, thus these courses will be offered on a regular basis as they have been for several years. ANTHR 126 and 127 are taught every other year and at least one of the required language structure or language in society courses are taught every year.



Hamilton

Vice President for Academic Affairs
and Dean of Faculty

February 25, 2013

MEMORANDUM

TO: The Hamilton Faculty

FROM: Patrick D. Reynolds, for the Academic Council

SUBJECT: Call to Meet

The Academic Council calls the Faculty to meet on Tuesday, March 4, 2014 beginning at 4:10 p.m. in the Fillius Events Barn.

AGENDA

1. Approval of minutes from the Faculty meeting of Tuesday, February 4, 2014 (Appendix A).
2. Motion from the Academic Council regarding the Library and Information Technology Committees (Appendix B).
3. Motion from the Academic Council regarding filling vacancies on certain committees (Appendix C).
4. Motion from the Committee on Academic Policy regarding the creation of a Hamilton College Program in the Adirondacks (Appendix D).
5. Motion from the Committee on Academic Policy regarding closing the Communication concentration (Appendix E).
6. Motion from the ad hoc Advising Assessment Committee regarding an advising expectations statement be included in the *College Catalogue* (Appendix F).
7. Resolution from the Faculty that Hamilton College divest from fossil fuel holdings (Appendix G).
8. Resolution from the Committee on the Library that the Faculty adopt an Open Access Resolution (Appendix H).
9. Update from the Faculty Committee on Budget and Finance by Professor Elizabeth Jensen.
10. Remarks by Dean Patrick D. Reynolds
11. Remarks by President Joan Hinde Stewart.
12. Other announcements and reports.

Coffee, tea and snacks will be available before the meeting.

FACULTY MEETING

Hamilton College / 198 College Hill Road / Clinton, NY 13323 / 315-859-4607

Appendix A

Minutes of the Fourth Regular Meeting of the Hamilton College Faculty
Academic Year 2013 – 2014
Tuesday, February 4, 2014
Filius Events Barn

Lydia Hamessley, Chair of the Faculty, called the meeting to order at 4:12 p.m.

1. *Approval of minutes from the Faculty Meeting of Tuesday, December 3, 2013.*

The minutes were approved without discussion.

2. *Report from the Dean, CAP and COA regarding problems that small departments face with respect to proper mentoring.*

Faculty Chair Lydia Hamessley called on Committee on Appointments Chair Doug Weldon and Dean of Faculty Patrick Reynolds to present their separate reports. The two reports appear below.

The Organization of this Report

At the Faculty Meeting of 4/2/13, the following motion was passed:

"The faculty asks the Dean, CAP, and COA to do a full study of the problems that small departments face with respect to proper mentoring and proper guidance for reappointment, tenure, and promotion, and that they return with a report and recommendations at a faculty meeting in fall 2013."

As described below, the Committee on Appointments (COA) began examining whether there were specific problems in mentoring in small departments in the spring of 2013. In November, as the committee and the Dean began to integrate his comments, it became clear that the Dean and COA had different perspectives on the issue. This was partly due to two reasons. First, COA and the Dean used different definitions of "mentorship." The COA report focuses on mentorship as the assistance by senior colleagues in the development of professional development of faculty members, whereas the Dean uses a definition that includes "management" of departments. Second, COA defined small departments as those which were in the bottom third of the distribution, allowing for "small", "medium" and "large" departments, whereas the Dean defined small departments as those with a small number of voting members. Reflecting these differences, the present document provides two sequential reports, one by COA and the second by Dean Reynolds.

Report from COA and CAP

The Research

The COA considered the source of this motion to be concerns that had been expressed by Dean Reynolds in his report of the faculty at the meeting of 9/6/11. The minutes of that meeting stated:

Minutes of the meeting of 9/6/11

The Dean's final goal for the year is a review of the departmental structure of the college, and especially the issues raised by having a large number of small departments. He has identified several areas of concern: the need for a large number of chairs, which limits the time available to those faculty for research or other service, the lack of mentorship due to the paucity of senior colleagues, the tendency to make departments unusually vulnerable to interpersonal issues, and the difficulty of addressing larger scale curricular issues in the presence of so many diverse, local, viewpoints. The Dean does not currently have an answer to these problems but offered some options such as Divisional Deans or mini-divisions.

The COA thus sought to determine whether there is a problem in mentorship in small departments. Towards that end, the COA pursued four sources of information. First, on April 17, 2013, the COA requested a statement from Dean Reynolds to clarify his concern regarding mentorship in small departments and provide evidence that there was a problem. Second, to provide an independent evaluation of information regarding faculty perceptions of the mentorship received in relation to teaching, scholarship, and career progress, a survey was distributed electronically to the faculty on May 10, 2013. Third, Dean Gentry shared information that she has compiled regarding the last 30 faculty members who have left Hamilton. Fourth, CAP discussed the question of mentorship as a function of department size and forwarded comments to COA. The COA and a representative of CAP (John McEnroe) met to discuss a draft of this report, and the resulting summary has been shared with Dean Reynolds and the entire CAP.

The Results

Statement from the Dean. In response to the CAP request, on November 5, 2013 Dean Reynolds provided a copy of his notes for the report that he made to the faculty on 9/6/11. These comments indicated that, although the dean had heard concerns from faculty, administrators and trustees regarding the large number of small departments, he neither considered the connection between the mentorship and department size to be clear nor thought that any particular action was warranted.

Faculty survey. The number responding to the survey was 73 faculty members in tenure-track and tenured positions, and we divided the responses into those from departments of ≤ 4 , 5-6, and ≥ 7 FTE's (thus yielding one third of the departments in each group). This number of returns was small, and the percentage of returns was lowest for the smaller departments (e.g., only 30% of the faculty in departments of ≤ 4 FTE's responded). We also recognize that the results might be subject to response biases. Furthermore, we did not survey faculty members who are no longer at Hamilton, making interpretation of these results difficult. These limitations prevented conclusions regarding the question of a relationship between perceived mentorship and department size. From the limited data, it appears that the vast majority of the responding faculty members perceived that they received mentorship for teaching and scholarship, either from members of their department or from others. Furthermore, we can say that the survey presents no evidence of trends indicating that departments of smaller sizes have mentorship issues related to either teaching or scholarship.

Information from Dean Gentry. Margaret Gentry has accumulated data on the last 30 faculty members who have departed from the college, either voluntarily or through termination of employment. Although this information was not accompanied by explanations for the reasons for the faculty member's departure, for the few cases of departing faculty from smaller departments that we were familiar with, there was nothing to indicate inadequate mentoring as a cause.

Information from the CAP. In response to our requests for information from the perspective of CAP, we received emails from Penny Yee on July 11, 2013 and from Thomas Wilson on November 14, 2013. The email from the current CAP states:

On the question of mentoring, we agreed that this is no less a problem in large departments than in small ones. Some problems arise because a young faculty member comes into a department with very senior faculty. Mentoring problems that occur because of "interpersonal issues" has affected large departments as well as small ones. In fact, one might make the case that small department size induces more cooperation among its members in spite of interpersonal issues in ways that large departments do not. We agreed that the best solution to mentoring young faculty in the absence of viable mentoring by a senior colleague in the same department is to appoint someone from a cognate field rather than to combine departments.

Summary. The information reported here did not reveal any trend to support a contention that mentorship is problematic for faculty in small departments. The COA and CAP are in agreement that mentorship is an important factor in faculty development. On the other hand, studying the dynamics of mentorship is quite difficult. A faculty member can receive successful mentorship from colleagues either within or outside of one's own department, and successful interactions between people depend upon much more than department size. Thus, it is not surprising that there is no evidence of a relationship between department size and successful mentorship. The information that we had to work with was imperfect and our best efforts to address the question had serious limitations. Nevertheless, we found no evidence that suggested any general relationship between department size and effective mentorship at Hamilton.

Conclusion

Available evidence does not indicate a relationship between department size and effective mentorship at Hamilton. With so few people who are junior faculty in small departments, however, we can neither confirm nor deny hypotheses about small department mentoring. Thus, at this time it does not seem reasonable to use a possible relationship of departmental size and mentorship as a general principle in any administrative policy decisions. The COA and CAP conclude that mentorship is important for all junior faculty members, regardless of the size of their department.

Recommendation

The COA and CAP recommend that the Dean's Office institute a policy to help every junior faculty member obtain mentors from both within and outside the department.

Report from Dean Reynolds

Definition of mentorship

Mentorship in this context is the activity where a colleague provides the benefit of their knowledge and experience to another colleague for the purpose of succeeding professionally at Hamilton. It is a cycle of communicating expectations, providing feedback on how well someone is meeting those expectations, and advising that person on how to better meet those expectations.

Mentorship comes in many forms at Hamilton—formal and informal, from more senior or peer colleagues, within and outside a department, from faculty or from non-

faculty—and covers a wide range of professional and related activities. Literature on the topic suggests that a network of mentoring relationships is most successful. From my perspective, the most critical form of mentorship for early career faculty members comes from more senior department faculty members, and specifically that mentorship—expectation, feedback, advice—which guides a pre-tenure faculty member to reappointment, tenure, and promotion. I consider departmental mentorship, as defined above, to be the most critical form of faculty mentorship at Hamilton because its weakness or failure can most directly lead to weakened, difficult, and failed reappointment, tenure and promotion cases.

A large component of departmental mentorship is the management of departmental personnel issues, which includes specific personnel responsibilities such as the development of departmental tenure and promotion guidelines, annual reviews, classroom visitation policy and its implementation, and less formal but nevertheless critical attention to departmental functioning, which can include management of teaching loads and schedules, interdisciplinary contributions, senior thesis supervision and teaching load credit, and assignment of extra- or co-curricular responsibilities.

While shared by all senior members of a department (which I define as those with voting authority on the personnel case at hand), these management responsibilities fall primarily upon the chair of a department.

Experience from DOF office

Of the slightly more than 45 reappointment, tenure, and promotion cases I have dealt with as DOF (before 2013-14), I consider 10 to have had mentorship issues. Margaret Gentry, while having less opportunity for insight on personnel cases, concurred with these 10; we each would have nominated a different additional case.

Mentorship issues that came to my attention included:

- Absence of class visitation review
- Annual reports not explicit about progress or challenges that existed
- Incomplete review of performance-based scholarship
- Incomplete communication on promotion nomination process
- Low expectation for scholarly development
- Unclear expectations in terms of curricular contributions
- Lack of communication generally due to personnel conflict among or absence of voting members

Some of these issues are apparent in tenure files; others became apparent in conversations with me (sometimes conducted *through* me). Of these 10 cases, all occurred in departments with 4 or fewer voting members (as a proxy for in-department mentorship resources; total number of tenure-track lines may be higher), with more mentorship-issue cases concentrated at the lower end of the voting member range.

An additional 18 cases with 4 or fewer voting members did not have mentorship issues that came to my attention. In other words, a small number of voting members did not guarantee mentorship issues, but did increase the odds considerably: mentorship issues occurred in $\frac{1}{4}$ of all cases to my knowledge, and all occurred in departments with few senior faculty mentorship resources.

Conclusions

- Strength of in-department mentorship is dependent upon the relevant voting members of a department.
- Across the faculty, some voting members are better at mentorship—defined here as departmental personnel management—than others.
- In departments with few voting members, if the senior member(s) do not have an aptitude for personnel management / mentorship, candidates can be adversely affected in professional development and ultimately in reappointment, tenure, or promotion.
- A corollary is that a department without *any* senior members will have personnel management / mentorship difficulties. (This can happen through retirement or resignation.)
- Theoretically, there seem to be three possible ways to address this:
 - Put policies in place to ensure personnel management basics are met.
 - Join departments together to provide adequate departmental personnel management resources (i.e., voting members).
 - Do not place allocations in departments where management / mentorship difficulties exist

The last approach is the least satisfactory, as it impacts curricular offerings. Allocating term (visiting) instead of tenure-track allocations provides curricular coverage, and may provide time for personnel management issues to be improved, but existing personnel management issues will not serve visiting faculty well, either, and tenure-track positions are preferred when long-term curricular needs are identified (for a variety of reasons).

No one of these approaches is completely satisfactory for all the issues that we experience. The first approach can be put in place for our general personnel processes (i.e., applied to all departments); the other two would obviously have to be applied on a case-by-case basis. Some suggestions for changes to our personnel processes are given below.

Recommendations

- Annual reports explicitly reference departmental tenure and promotion guidelines.
- All voting members of the department provide input on annual reviews of pre-tenure or pre-promotion faculty, with special attention to the section on progress towards tenure or promotion.
- Written policies for regular class visitations, with formal written reviews arising from them; these reviews being submitted with departmental recommendations in personnel cases.
- Mentoring plan articulated in allocation proposals of departments and programs.
- Allocation proposals and CAP recommendations more explicitly reference personnel management history of department.
- Hiring contracts or Memoranda-of-understanding explicitly outline teaching contributions and extra-curricular responsibilities.
- Extension of pre-tenure period in circumstances where personnel management issues arise.
- Others suggestions welcome...

A faculty member asked Dean Reynolds what role Human Resources plays in this issue. The Dean replied that the Dean of Faculty Office acts as the Human Resources office for faculty; he added that Human Resources has no role in decisions regarding tenure and promotion cases. The faculty member suggested that Human Resources would have management policies that could be adopted by the faculty. The Dean noted that Human Resources is involved in the resolution of interpersonal conflicts within departments.

A faculty member noted that the two reports were quite different and asked whether there was information that was not made available to the COA. The Dean responded that the COA had conducted surveys that he did not see. He added that in his role as Dean, he had intimate involvement with tenure and promotion cases that is different in nature from the quantitative data collected by the COA. Professor Weldon responded that the definition of "mentorship" used by the COA was different from that used by the Dean in that it did not include management issues. Additionally, the COA cannot look at files from old cases.

A faculty member commented that as a member of a big department with a rigorous policy on classroom visitation, she approved of the Dean's recommendation that departments articulate their visitation policy in writing. This faculty member expressed frustration with her experience as an outside mentor because her lack of voting status meant that her advice and recommendations carried little weight.

A faculty member noted that in his case the outside mentor had played a pivotal role. Private conversations with the Dean had also been very helpful. He endorse an "all hands on deck" approach to mentoring.

A faculty member stated that since the Dean sees all annual reports, it is his responsibility to act if he sees early concerns with mentoring. Dean Reynolds replied that he had in some cases asked department chairs to be more responsive in their feedback, adding that some chairs are better than others. The faculty member asked whether an issue in small departments might be that there are fewer people who can take on the role of chair. The Dean replied that the hope is that within every department, there is someone who has the interest and ability to be an effective chair. He remarked that in his experience, two-thirds of small departments had no mentoring difficulties. A general call for all chairs to be more explicit in their reports would improve the college-wide mentoring process.

A visiting professor remarked that at her home institution, where she is on the tenure and promotion review committee, faculty are expected to write in their annual reports how they think they are progressing to meet the standards for reappointment, tenure or promotion set forth by their departments. Chairs are also expected to explicitly comment on this progress in their annual reviews of department members. Dean Reynolds replied that the forms that chairs currently fill out do require them to do this, but we could consider also requiring this of individual faculty members.

3. *Motion from the Academic Council regarding the merger of the Committee on the Library and the Committee on Information Technology.*

Moved, that in Section IV (Faculty Services on Committees and Boards), Part A. (Standing Committees of the Faculty), number 9. (Committee on the Library) and number 10. (Committee on Information Technology) be stricken and replaced by a new Part A. 9. Committee on the Library and Information Technology. The remaining parts of Section IV. Part A. will be renumbered to reflect these changes.

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and the Vice President, Administration and Finance, and the Vice President for Information Technology, all *ex officio*; four members of the Faculty, who shall be elected or appointed as determined by Faculty annually, with one appointed or elected each year for a three-year term; and two students appointed by the Student Assembly one of whom shall be appointed annually for a two-year term. The Librarian may appoint an additional member from among the professional librarians. The Chair is elected annually from among the faculty members.

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Faculty Chair Hamessley called on Academic Council member Wei-Jen Chang to present the motion. Professor Chang reported that in light of the September 2013 decision to merge the Library and Information Technology Services, the Academic Council had reviewed the charges of both committees and found significant overlap. The membership structure and functions of the proposed combined committee would be consistent with those of the currently existing two committees.

A faculty member who is currently serving on the Committee on the Library said the proposed merger makes perfect sense.

A faculty member asked what happens to those currently serving on the two committees. Dean Reynolds responded that the motion represented a change in Faculty Handbook language and would therefore have to be approved by the Board of Trustees. He added that it is customary for the Board to wait until their June meeting to vote on all changes to Faculty Handbook language passed by the faculty over the course of the academic year. Thus the new combined committee would not come into existence until the 2014-15 academic year. Faculty Chair Hamessley noted that one benefit of the merger would be reduced pressure on the Academic Council when preparing ballots for committee membership; fewer committees means a more streamlined service load on faculty.

The motion passed unanimously on a voice vote.

4. *Motion from the Academic Council that the Faculty go into a Committee of the Whole for up to 30 minutes to discuss proposed advising expectations of faculty and students from the ad hoc Advising Assessment Committee.*

Professor Rob Hopkins, chair of the *ad hoc* Advising Assessment Committee, said that the committee was seeking feedback on the proposed expectations before bringing catalogue language to the faculty for a vote. The motion to go into a Committee of the Whole was passed on a voice vote. Faculty Chair Lydia Hamessley asked the body's permission to chair the Committee of the Whole. The Committee of the Whole began at 4:44 p.m. and ended at 5:06 p.m.

5. *Motion from the Committee on Academic Policy regarding the creation of a minor in Linguistics.*

Moved, that the College Catalogue include a minor in Linguistics.

Requirements for the Minor

The minor in linguistics consists of five courses: an introductory course, one focusing on language structure, one focusing on language in society and two electives. These courses are to be selected from the linguistics courses currently available at Hamilton listed below.

Students interested in the linguistic minor are strongly urged to start with the LING 100 because it offers the foundation for subsequent courses. For those who cannot take LING 100, either Language and Sociolinguistics (ANTHR 126) or Introduction to Linguistic Anthropology (ANTHR 127) satisfies the introductory course requirement. History of Linguistic Theory (LING/ANTHR 201) may be substituted for LING 100 at the discretion of the Program Director. The language structure course may include ANTHR 225, 302, or LING/JAPN 219/319 or LING/JAPN 230. The language in society course may include ANTHR 264, 270, 257, 323, 360, or 361. Electives may be drawn from any of the linguistics courses offered, the exception being that students can take either 126 or 127, but not both. At least one elective must be chosen from courses at the 300-level.

Linguistic Courses:

LING 100	Introduction to Linguistics	(Rotation)
ANTHR 126	Language and Sociolinguistics	(Urciuoli)
ANTHR 127	Introduction to Linguistic Anthropology	(Urciuoli)
LING/ANTHR 201	Linguistic Theory: A Brief History	(Urciuoli)
LING/JAPN 205	Topics in Japanese linguistics	(Kamiya)
LING/JAPN 219/319	Pragmatics and language acquisition	(Kamiya)
LING/JAPN 230	Morphology and Syntax: The Analysis of Structure	(Kamiya)
ANTHR 225	Phonetics and Phonology: The Analysis of Sound	(Urciuoli)
LING/JAPN 255	Languages of East Asia	(Kamiya)
ANTHR 257	Language, Gender and Sexuality	(LaDousa)
LING/ANTHR 264	Ethnography of Literacy and Visual Language	(LaDousa)
LING/ANTHR 270	The Ethnography of Communication	(LaDousa)
ANTHR 302	Seminar in Linguistic Semiotics	(Urciuoli)
ANTHR 323	Verbal Art and Performance	(LaDousa)
ANTHR 360	US Discourses I: Race, Ethnicity and Class	(Urciuoli)
ANTHR 361	US Discourses II: Science, Technology and Gender	(Urciuoli)
ANTHR 370	Sociolinguistics of Globalization	(LaDousa)

Committee in Academic Policy Chair Tom Wilson began by proposing a friendly amendment to add a sentence to the end of the second paragraph so that it reads:

Electives may be drawn from any of the linguistics courses offered, the exception being that students can take either 126 or 127, but not both. **Elective substitutions (of courses not on the following list) may be made at the discretion of the program director.** At least one elective must be chosen from courses at the 300-level.

The amendment was seconded and passed unanimously on a voice vote. Professor Wilson said that the motion was the initiative of the three faculty teaching courses in the proposed

minor; he invited Associate Professor of East Asian Languages and Literature Masaaki Kamiya to speak for the motion.

Professor Kamiya noted that Hamilton had offered a Linguistics program from 1986 to 1994, but that it had ended because the necessary courses were not offered consistently enough. After 1994, Professor of Anthropology Bonnie Urciuoli, who had directed the program, continued to teach linguistics courses within the Anthropology Department. Since then, Professor Chaise LaDousa has developed additional courses in linguistic anthropology and Professor Kamiya has developed courses in syntax, pragmatics, and Japanese and comparative linguistics. Each year, students have been asking if it is possible to focus more officially on linguistics; in a survey conducted in December 2013, 35 students expressed an interest in minoring in linguistics. Additionally, a number of students have either pursued or plan to pursue linguistics at the graduate level, and a minor in linguistics would increase their chances of acceptance to graduate programs.

The faculty passed the motion unanimously on a voice vote without further discussion.

6. *Remarks by Meredith Bonham regarding emergency drill planning.*

Senior Associate Dean of Students for Strategic Initiatives Meredith Bonham began by saying that she was coming before the faculty in her capacity as Chair of the Hamilton Emergency Response Team (HERT). She reported that since the shooting incident at Virginia Tech, the team has sought to expand opportunities to educate and train the community how to react in a crisis. Recently there has been a drill each semester designed to test and to educate the community about the Emergency Communications Systems. During the summer, large-scale live emergency drills have been conducted on campus in coordination with local emergency responders, allowing members of HERT to observe the efficacy of current emergency management practices.

Dean Bonham noted that most students are not on campus during the summer and so HERT determined it would benefit everybody to conduct an intermediate level drill during the academic year. She announced that HERT will conduct a "shelter-in-place" drill on Thursday, February 27. The team will send out shortly an email with instructions about what community members should do during this drill. Dean Bonham said that she is mindful of the potential for classroom disruption and so was coming before the faculty to solicit feedback on the execution of this drill.

A faculty member asked how long the drill would take. Dean Bonham replied that the drill would last between 10 and 15 minutes. She noted that although the community would be notified in advance what day the drill would take place, it would not be notified of the exact time.

A faculty member asked whether the drill would take place during academic hours, and Dean Bonham replied that it would. The faculty member suggested that the drill be timed to occur 10 minutes before the end of a class time slot.

A faculty member asked if the drill would require people to vacate buildings. Dean Bonham replied that the instructions would advise quite the opposite; people would be instructed to take shelter in classrooms inside buildings. A faculty member asked if this implied that class

could continue during the drill. Dean Bonham replied that she would hope that there would be a sense of a crisis taking place during the drill.

A faculty member remarked that “shelter-in-place” seemed tantamount to “fish-in-a-barrel”; this faculty member asked what the rationale for this strategy was. Dean Bonham replied that an underlying assumption in the drill is that the shooter’s location is known and so people in other locations are advised to remain where they are and take action to protect themselves. Vice President of Administration and Finance Karen Leach, a member of HERT, added that the email with instructions on how to respond in the drill would include a link to a 6-minute video explaining how to respond to an active shooter situation. She added that the aim was to start with a simple drill and if that is successful, more complicated scenarios could be practiced in the future.

A faculty member observed that her department had a visitor who would be leading a workshop and giving a lecture the afternoon of the drill; Dean Bonham asked what times the workshop and the lecture had been scheduled.

A faculty member remarked that educating people on how to respond to a crisis should not require the faculty to give up teaching time; we already have many drills. Another faculty member noted that during regular fire drills on campus, students are looking at their cell phones, suggesting that they have become inured to these drills. Dean Bonham stressed the importance of having community members learn the actions they would need to take to stay safe by practicing them and not just reading about them.

A faculty member asked whether outside agencies would be on campus participating in the drill. Dean Bonham responded that they would not.

A faculty member reiterated the view that it is more important to preserve teaching time than to engage in drills. A faculty member in the Psychology Department reported that research has shown that in situations in which people have to make decisions under stress, practicing routines is more effective than reading about them.

A faculty member asked if there was any data indicating that the incidence of such crises on campuses is increasing. If so, he requested that it be sent to the faculty. Another faculty member suggested that the drill be scheduled for 3:45 p.m., when it would possibly disrupt athletic time but not class time. Another faculty member said that active shooters select locations where there are lots of targets, and so holding the drill over lunch, when a lot of students congregate in Commons, would more closely mimic actual crisis situations.

A faculty member commented that her home city had recently suffered two horrid shootings on college campuses. In particular, her aunt had had to shelter-in-place during one of these incidents. She supported the idea of keeping the exact time of the drill secret to maintain the element of surprise and agreed with Dean Bonham that the drill will be an important educational opportunity.

President Joan Hinde Stewart said that she sympathizes with faculty being protective of academic time. However, when asked what her biggest worry or concern is as president, her answer is always that it is safety. She added that parents are constantly asking her what the college is doing to prepare for one of these incidents. President Stewart said that we need to continue these drills and that she supports the efforts of Dean Bonham and other members of HERT.

7. *Remarks by Dean Patrick Reynolds.*

Dean Reynolds opened by saying that one of the goals in the Dean of Faculty Office this year is to better communicate the role, work, and accomplishments of Academic Affairs to multiple audiences: prospective students, alumni, parents, trustees and colleagues in other departments within the Hamilton community. Even more broadly, Academic Affairs must communicate to outside world what the liberal arts are and what contributions Hamilton College makes to the liberal arts.

Dean Reynolds gave an overview of the presentation he made to the Committee on Instruction at the December Board of Trustees meeting, in which he emphasized emerging initiatives and priorities on co-curricular, cross-curricular and curricular fronts. He reported that he strove to increase trustee appreciation for all the great teaching that goes on at Hamilton, in the 800 - 1000 courses offered each year.

The Dean enjoined the faculty to aid in this effort by asking for their participation in dinners with the trustees on the Friday night (March 7) of the March Board of Trustees meeting. This year, there will be a new format for these dinners, organized by Sue Campanie. A number of venues across have been reserved, in which small groups of faculty and trustees may gather, with roughly 4 -5 trustees at each venue. Dean Reynolds announced that he would soon write to invite faculty and their spouses or partners to attend one of these dinners, and to solicit interest in serving as host at one of the venues. He added that several trustees had expressed how much they enjoy these informal gatherings, and that he regarded this as a valuable opportunity for faculty and trustees to meet, and learn about one another.

Dean Reynolds remarked that another opportunity to communicate what we do is to the outside world was to engage alumni with online academic offerings. He praised the online version of Lydia Hamessley's Music in American Film course offered last spring and John O'Neill's planned online offering on Jane Austen this semester. Dean Reynolds stressed that these offerings are not credit-bearing courses, and thus can be of varying lengths and can cover a variety of topics. The experiments so far have been very successful and this has great potential as a form of alumni outreach.

Dean Reynolds reported that Colgate has offered a similar online academic 'course' for alumni focused on the atomic bomb. They are currently using open source software from edX, a nonprofit organization dedicated to research around this developing online environment. This software allows them to reach an audience of roughly 400, compared to Hamilton's audience of roughly one to two dozen. The Dean announced that Hamilton is discussing a partnership with Colgate to share production costs and expertise to create more such online alumni offerings. Furthermore, new membership models at edX are cheaper than for the original charter members and would allow for a shared membership with Colgate, and thus prompt consideration of mounting these offerings directly on the edX platform. Using the edX platform to host online alumni offerings has significant advantages, including: production support, increased hosting capacity, help desk support, data generation and analysis on how offerings are accessed, and promotion and distribution of content. This would also give us the opportunity to learn about this online educational environment, and to be involved at the national level in this conversation and the role of liberal arts within it.

The Dean said that he had already talked with a few faculty members about this prospect, and wanted to share his answers to their questions. First, this has nothing to do with our curriculum; primarily it is aimed at alumni and prospective applicant outreach audiences.

Second, we would offer only about one a semester, so not many faculty members or offerings would be involved. Third, ownership of the content would rest with the faculty member; edX would be licensed only to distribute. The Dean said that his office is working on figuring out costs, which would be shared with Colgate. The venture would not be funded out of Academic Affairs, and probably not even out of the college's operating budget. Rather, he believed it can be funded from grants and fund raising for a limited pilot period.

Dean Reynolds reported that although edX has a private site for alumni-only offerings, the membership agreement would require us to make one or two offerings per year accessible to the public. This could be seen as an opportunity to generally promote Hamilton and the liberal arts, and more specifically to reach prospective students. Furthermore, it could provide an outlet for faculty public scholarship.

The Dean noted that we would have to find faculty or indeed others affiliated with the college interested in creating such offerings. He added that his intention was to provide stipends for such work. He also noted that with coordination with Colgate would be important, as we probably cannot do this without partnering with them, in terms of sharing production costs.

The Dean concluded by noting that there are still some details to explore, but that his office hoped to come to a decision over the next few weeks. He stressed that this would be an experiment away from which we could walk after a couple of years. He invited faculty to share their thoughts on this proposal with him. He noted that faculty could do so in person at this month's First Friday, a gathering featuring chocolate and tea at the Backus House.

A faculty member noted that Hamilton College had appeared in recent articles in both the *New York Times* and *The Chronicle of Higher Education* reporting on colleges that provide misleading information to students the forms they must fill out to apply for financial aid. Cameron Feist, Director of Financial Aid, acknowledged that information on Hamilton's website was less than clear, and that he had spent the day working to fix the problems. He reported that Hamilton's policy is that students are strongly encouraged, but not required, to fill out the college's own forms as well as the federal ones.

Faculty Chair Hamessley noted that the time was 6:00 p.m., meaning that the President's remarks would have to be postponed.

8. Other announcements and reports

Professor Ernest Williams reminded the faculty about the Heart Run and Walk taking place in Utica on March 1. He encouraged faculty to participate by either running, walking or sponsoring someone. He said that forms would be available at Café Opus and the athletic center.

Professor Katharine Kuharic announced that noted Chilean artist Alfredo Jaar would be giving a lecture on Wednesday, March 5 at 6:30 p.m. in the Bradley Auditorium in Kirner-Johnson, as part of the Art Department's Visiting Artist Series.

The Chair adjourned the meeting at 6:02 p.m.

Respectfully submitted,
Sally Cockburn
Faculty Secretary

Appendix B

Motion from the Academic Council regarding the merger of the Committee on the Library and the Committee on Information Technology.

MOVED, that the following appearances of Committee on the Library and Committee on Information Technology in the *Faculty Handbook* be stricken and replaced by Committee on the Library and Information Technology.

Section III Organization of the Faculty of Hamilton College

A. 1. (second paragraph)

The Dean is a voting member, *ex officio*, of the Committee on Academic Policy, the Faculty Committee on Admission and Financial Aid, the ~~Committee on the Library~~ *Committee on the Library and Information Technology*, and the Planning Committee.

Section IV

Faculty Services on Committees and Boards

A. Standing Committees of the Faculty

1. Nominations and Elections. By March 15 of each year, the Faculty shall decide which committee vacancies for the following academic year shall be filled by appointment by the Academic Council, and which committee vacancies shall be filled by election by the Faculty, for the following Standing Committees of the Faculty: Committee on Academic Standing, ~~Committee on the Library, Committee on Information Technology~~ *Committee on the Library and Information Technology*, Committee on Student Activities, and the Committee on Athletics.

Rationale

On February 4, 2014, the Faculty approved the motion to establish a new standing committee, Committee on the Library and Information Technology, to replace both the Committee on the Library and the Committee on Information Technology. This motion reflects that change in other places where the old language remained in the *Faculty Handbook*.

Appendix C

Motion from the Academic Council regarding filling vacancies on certain committees.

MOVED, that vacancies for the Committee on Academic Standing, Committee on the Library and Information Technology, Committee on Student Activities, and Committee on Athletics for the academic year beginning July 1, 2014 be filled by appointment by the Academic Council.

Rationale

The *Faculty Handbook* reads [Section IV.A.1]:

Section IV

Faculty Services on Committees and Boards

A. Standing Committees of the Faculty

1. Nominations and Elections. By March 15 of each year, the Faculty shall decide which committee vacancies for the following academic year shall be filled by appointment by the Academic Council, and which committee vacancies shall be filled by election by the Faculty, for the following Standing Committees of the Faculty: Committee on Academic Standing, ~~Committee on the Library, Committee on Information Technology~~ *Committee on the Library and Information Technology*, Committee on Student Activities, and the Committee on Athletics.

The Academic Council sees no compelling reason for filling vacancies on these committees for the next academic year by election.

Appendix D

Motion from the CAP for the creation of a pilot off-campus semester-long Hamilton College Program in the Adirondacks.

MOVED, that the College establish a three-year pilot Hamilton College Program in the Adirondacks, contingent upon satisfactory completion of administrative arrangements.

Catalogue Copy under "Hamilton-Sponsored Off-Campus Study in the United States"

Hamilton Adirondack Program—The semester in the Adirondack Park combines regular academic study with the skills and understanding gained through field experience in the Park with local organizations and in wilderness contexts. The focus is on local, interdisciplinary environmental issues with global implications. Four credits are awarded toward graduation, up to two of which will count toward a concentration (the Intensive Seminar and/or the Independent Capstone Project). To qualify for the Program a student must have a minimum GPA of 3.0 (85), up to two prerequisites from a list provided by the Program Committee, letters of reference, and an interview. Evidence of motivation, maturity, and willingness to work and live both independently and communally in a rural environment is important. The Program is open to juniors and seniors in their fall semester.

Credit for Concentration and Graduation

Each semester's course of study consists of **4 credits** toward graduation:

The Intensive Seminar (1 credit) This course is developed and taught by the Program Director, and designed to be directly relevant to many of the Adirondack Park's resources. It is discipline-specific in its credit-bearing designation, in accordance with the Program Director's home department or program or by permission from the student's major/minor department or program.

The Common Experience Seminar (1 credit) This is an interdisciplinary course taught jointly by several faculty members in consultation with the Program Director and Associate Program Director, and is designated as a College Course. If the program continues after the pilot phase, this course will focus on a particular shared topic or issue over a three- to five-year span (e.g. "stewardship and sustainability"), in order to introduce students to the diverse and intersecting issues at play in the Adirondacks, as well as to showcase how the research and interests of current Hamilton faculty speak to, reflect and inform these issues. Guest speakers from around the Park will also be involved. The three- to five-year span is set in order to 1) allow for ongoing projects that would require the involvement of several teams of students over a period of a few years and 2) refresh the seminar topic periodically to reflect contemporary issues. (This Common Experience Seminar is akin to the Topic/Issues course for the *Hamilton in New York City Program*.)

The Field Component (1 credit) The field component allows for practical applications of the theories and methodological approaches that the students will be studying in their two seminars during the Adirondack semester. Structured readings will accompany the field work/research, and a final paper and/or presentation will be required for completion of this credit.

The Independent Capstone Project (1 credit) The independent capstone project is a culminating project to be determined by individual students, or students working in small groups, in consultation with the current Program Director. The capstone project will demonstrate the knowledge and skills acquired during the students' semester study in the Park by cementing the practical activities performed in the Park to a strong theoretical foundation. This credit is geared toward an individual student's or small group of students' particular area(s) of interest within the framework of the semester; it will synthesize their academic pursuits with possible career paths and real world perspectives. Just as the seminars will inform the field component, so will the seminars and field component inform the

Adirondacks and its analogues in global environmental issues, this credit will require a final paper and presentation for completion. This credit is discipline-specific in its credit bearing designation, in accordance with the Program Director's home department or program or by permission from the student's major/minor department or program.

Leadership Opportunities (no credit) The Hamilton Adirondack Program is a place-based, experiential program of learning. As such, leadership opportunities simply augment the credit-bearing aspects of this program. These opportunities will be coordinated by the students in consultation with the on-site Associate Director, and could include outdoor leadership, such as trip planning and execution, as well as educational/outreach leadership opportunities, such as students working with local organizations and/or businesses to perform community education/outreach. These leadership opportunities will help ensure that academic inquiry in the classroom is fully integrated with the field component and extended to practices of stewardship and sustainability—knowledge and skills to be directly related to both the students' continued classroom learning and future career choices.

Rationale

This pilot program is being proposed by several faculty as a curricular initiative that they expect will have strong appeal to a broad spectrum of students who want to investigate the ecological, political, economical, and cultural issues that have shaped the complex mix of natural and human environments in the Adirondacks. This program offers students an opportunity to learn intensively, interdisciplinary and experientially about the nature of place and place-making through stewardship and the liberal arts. As suggested by the College's Educational Goals, it will guide students toward making connections between ideas and concepts across different fields of study and to put these connections into immediate practice. Given Hamilton's proximity to the Adirondack Park, the largest and arguably most remarkable experiment of its kind on the continent, and with which the College has close historical and continuing connections, it makes sense to have an off-campus program sited in this Park.

The pilot program will last three years (three fall semesters), toward the conclusion of which the Program Committee will request to the Dean and CAP that the Faculty either accept the program into the curriculum, pending modifications and expansion, or recommend that it be terminated.

Resources

The proposed pilot program will have an estimated 20 students per semester, selected from junior and senior classes, living and working in the Adirondack Park, and attending courses taught by Hamilton faculty members. One Hamilton faculty member will be appointed as Program Director on a rotating, semester-by-semester basis and one Hamilton member—faculty or administration position, to be decided—appointed continuously and year-round as on-site Associate Program Director. **The budget for the program will be underwritten by student tuition and poses no additional burden on faculty resources under the current or proposed curriculum.**

The Hamilton Adirondack Program offers Hamilton College a distinctive opportunity to distinguish itself from peer institutions by bringing students and faculty into an intellectually and experientially rigorous relation with our unique "backyard resource," the Adirondack Park. This program, grounded in liberal arts studies, will be mutually beneficial for students, faculty, alumni, trustees, and residents of the Adirondacks. It also introduces a needed complement and alternative to Hamilton's successful off-campus programs in Washington, DC and New York City, helping to balance our current urban-centric off-campus study program offerings.

The proposed start date for the Hamilton Adirondack Program pilot is Fall 2015.

Recruitment of Students

The Program is open to juniors and seniors in their fall semester. Criteria of admission are a minimum GPA of 3.0 (85), up to two prerequisites from a list provided by the Program Committee, and evidence of motivation, maturity and willingness to work and live both

independently and communally in a rural environment, as demonstrated by an application essay, letters of reference, and an interview.

Example Semester Courses of Study

Program Director: Katheryn Doran or Marianne Janack (Philosophy)

1 credit	Intensive Seminar	Environmental Ethics
1 credit	Common Experience Seminar	Stewardship and Sustainability
1 credit	Field Component	Anthropocentrism vs. Biocentrism in the Park
1 credit	Independent Capstone Project	Is Achieving Sustainability an Ethical Imperative in the Adirondacks?

Program Director: Onno Oerlemans (English and Creative Writing)

1 credit	Intensive Seminar	Literature and the Environment
1 credit	Common Experience Seminar	Stewardship and Sustainability
1 credit	Field Component	Defining the Adirondack "Wilderness"
1 credit	Independent Capstone Project	Ecocritical Approaches to the "Forever Wild" clause of the Adirondack Forest Preserve

Program Director: Seth Major (Physics)

1 credit	Intensive Seminar	Energy, Human Footprint, and the Adirondacks
1 credit	Common Experience Seminar	Stewardship and Sustainability
1 credit	Field Component	Impact of Energy Production and Delivery in the Park
1 credit	Independent Capstone Project	An Ecological Footprint Analysis of the Hamilton Adirondack Program

Program Administration

The Program is administered by a Committee which consists of the on-site Associate Program Director (Janelle A. Schwartz, English and Comparative Literature) and six Program Committee Members: Peter Cannavò (Government and Director of Environmental Studies), Marianne Janack (Philosophy), Seth Major (Physics), Onno Oerlemans (English and Creative Writing), Tim Elgren (Chemistry), and Andrew Jillings (Outdoor Leadership). Appointed Semester Program Directors will be responsible for the design and conduct of their respective Semester Programs in the Adirondack Park, with logistical and pedagogical support provided by the Associate Program Director. The Associate Program Director will communicate regularly with the Program Committee, via email and Skype, and will travel down to Hamilton's campus for student interviews. Semester Program Directors will file at the end of each semester a written report to the Associate Program Director, who will distribute copies to the President, Dean of the Faculty, and Chair of the Committee on Academic Policy. The Program Committee will review the Directors' reports and the Associate Program Director will write an Annual Report to the Dean of Faculty with a copy to the Chair of the Committee on Academic Policy.

These reports will assess the Hamilton Adirondack Program's overall development. These will include an assessment of the number and quality of student applicants to the pilot program, the number of student attendees in the pilot program, and student evaluations of the pilot program. They will also include each Director's evaluation of the pilot program, budget analyses, and future planning for the long-term sustainability of the program. This future planning will include a strategic funding plan created with the help of C&D, in order to determine a permanent site for the program in the Park—and the possible establishment of a Hamilton "Center of Study" in the Adirondack Park and associated expenses. The success of the pilot phase will also help to determine if the program should be opened up to two semesters (fall and spring) and solicit applications from non-Hamilton students.

Appendix E

Motion from the CAP to close the Communication concentration.

MOVED, that the Faculty accept the recommendation of the Committee on Academic Policy to close the Communication concentration effective with the class of 2017.

Rationale

The CAP supports the request by the chair of Communication to close the Communication concentration. In a memo dated January 19, 2014 addressed to the CAP, the chair cited difficulties in sustaining the concentration with two FTE as the reason for this request.

The Communication Department will continue with its present allocation of three positions (one tenure-track FTE, one term FTE, and one special DOF appointment) to allow current students to complete requirements for the concentration. Beginning in academic year 2016-17, the Communication Department will continue with one tenure-line and maintain one term position according to the terms that govern the allocation of all term positions.

The minor in Communication is not affected by this motion.

If the motion is approved, the following underlined wording will be inserted before the concentration requirements in the College Catalogue:

Beginning with the class of 2017, the Department will no longer offer a concentration; a minor will be available.

Effective with the classes of 2014-16, a A concentration in communication consists of 11 courses: five core courses, three electives in communication (one of which must be at the 300 level or above), and three cognate courses from other disciplines. The core courses are 101, 275, 302, 455 and the senior thesis (500). These courses are offered every year. Electives in communication are offered every other year. Cognate courses speak to the interdisciplinary perspectives that inform the study of human communication, and must be at the 200 level or above; cognates cannot count toward a second major or a minor. During the second semester of senior year, students will provide their advisor with a written rationale that supports their selection of cognates and explains how these courses enrich their study of communication.

Students pursuing a concentration in communication will gain a critical understanding of the theoretical frameworks and methods of research in the discipline. Communication Theory (302) should be taken in the student's junior year, followed by Methods of Communication Research (455) and Senior Thesis (500) in the fall and spring, respectively, of senior year. All senior projects consist of both written and oral components, culminating in a final draft of original research and an oral presentation to students and faculty at the end of the course.

Honors in communication will be awarded based on a cumulative record of 3.5 (90) or above in all courses counting toward the concentration, as well as a grade of A or above in Senior Thesis (500).¹

¹ The exact wording of the concentration requirements that follows is subject to change in the event that the Department chair submits Catalogue copy changes to the CAP.

Appendix F

Motion from the ad hoc Advising Assessment Committee regarding an advising expectations statement be included in the *College Catalogue*.

Moved, That the Faculty adopt the following statement on advising expectations to be included in the *College Catalogue*.

Advising at Hamilton: Expectations

Advising at Hamilton is designed to help students make responsible, informed decisions about the course of their intellectual development. The faculty advisor-student relationship sits at the center of an advising system that incorporates all of the formal and informal advising resources on campus. This document sets forth expectations for the College, faculty advisors, and students in the advising process.

The College supports the advising system by providing information about goals, regulations, policies, and procedures (e.g., purposes and goals, off-campus study opportunities, the process for declaring a concentration, and each student's progress toward a degree) and by providing resources to support the advising process (e.g., support services and post-graduate planning). The College also provides training for advisors, conducts ongoing assessment of the advising system, and recognizes outstanding advising.

Advisee-advisor interactions primarily will involve discussions to encourage reflection on decisions in academic planning, as noted below. The College expects that over the course of the first three years each student will become self-sufficient and independent in making decisions about the student's educational plans, and that the advisor will facilitate such growth.

The College expects that students will familiarize themselves with:

- graduation requirements
- the College's purposes and goals
- the process of declaring a concentration
- options and academic regulations for off-campus study if they are interested in pursuing off-campus study
- support services that are available and how to obtain help
- their ongoing academic progress toward graduation

Questions about the above topics can be directed to the Registrar's Office or the Associate Dean of Students for Academics, as appropriate.

The College expects that advisors will communicate their availability for preregistration and informal meetings, and that students will make appointments for preregistration planning and for other discussions.

During their meetings, the student and advisor should discuss:

- the student's educational plan, which will evolve over time and should reflect both the student's particular interests and abilities and the College's purposes and goals. The advisor should inquire about the student's plan and provide feedback and advice, as appropriate.
- courses throughout the College curriculum, including areas of study with which the student is unfamiliar
- whether or not off-campus study should be included in the student's educational plan
- the reasons for the student's choice of concentration
- the student's progress toward completion of any chosen concentration and minor

- what campus resources are available to assist with academic, career, and personal concerns, and, when appropriate, the advisor should make recommendations about what service(s) the student may wish to use
- how the student's choices contribute to post-Hamilton career plans

Rationale

The Advising Assessment Committee believes it is important for the Faculty to go on record about expectations with respect to advising. In particular, it will be helpful to clarify the kind of student-centered advising system that we aim to have, and to establish the expectation that interactions between advisees and their advisors should primarily involve discussions about important issues. The Committee made several changes in the document in response to comments made at the last Faculty meeting.

Appendix G

Resolved, global climate change is a serious problem, and Hamilton College should share in the responsibility of slowing global climate change. While fulfilling their fiduciary obligations (see below for our definition in this context) to the College, we request that the Board of Trustees fulfill our social responsibility by judiciously divesting from fossil fuels.

We propose that over time, Hamilton College divest from fossil fuel holdings within the College's endowment. We support reasonable divestment in intervals, limited and selected either by type of fossil fuel, percentage of holdings, or specific companies, in order to protect the integrity of the endowment while fulfilling the College's social responsibility. We support divestment from fossil fuels that are more environmentally destructive (e.g. tar sands oil and dirty coal) and from companies that have the worst environmental impact.

We define fiduciary responsibility in the following way: not incurring unnecessary or unacceptable losses to the endowment, not investing in portfolios or holdings with lower return rates than acceptable, not breaking any contracts; thus, not putting Hamilton's future at unnecessary financial risk. The standards of acceptable returns, unacceptable losses, and unnecessary financial risks will be determined in cooperation with the Board of Trustees.

List of signatories:

Abhishek Amar
Joyce Barry
Jeremy Bendik-Keymer
Heather Buchman
Alan Cafruny
Peter Cannavò
Rand Carter
Harvey Cramer
Pamela Diaz
Stephen Ellingson
Todd Franklin
Marianne Janack
Anne Lacsamana
Elizabeth Lee
Michelle LeMasurier
Khor Newlander
Stephen Orvis
Samuel Pellman
William Pfitsch
Janelle Schwartz
Richard Werner

Appendix H

Resolved, that the Faculty adopt an Open Access Resolution.

Hamilton College Open Access Resolution

The Faculty of Hamilton College is committed to disseminating their research and scholarship as widely as possible.

In keeping with that commitment, each faculty member grants to Hamilton College non-exclusive permission to make his or her scholarly articles freely accessible in its institutional repository. A scholarly article is defined as a peer-reviewed scholarly work published in a journal or in another format that a faculty member determines to be appropriate for his or her particular discipline.

This resolution applies to all scholarly articles authored or co-authored while the person is a member of the Faculty, except for any articles completed before the adoption of this resolution and any articles for which the faculty member entered into an incompatible licensing or assignment agreement before the adoption of this resolution.

The Dean of Faculty, or the Dean's designate, will waive application of the resolution for a particular article, or delay access for a specified period of time, upon written request by the author.

Faculty members are encouraged to provide an electronic version of their scholarly articles to the Dean of Faculty or the Dean's designate by the date of the articles' publication, for eventual deposit in Hamilton's Institutional Repository.

The Dean of Faculty's Office, in consultation with the Committee on the Library and Information Technology, is responsible for interpreting this resolution, resolving any disputes concerning its interpretation and application, and recommending changes to the Faculty. The resolution is effective July 1, 2014.

Rationale (from the Committee on the Library, Chair: Frank Sciacca)

When faculty publish in these journals, however, they typically are required to give the exclusive distribution rights to the publisher, thereby limiting the ability of authors to distribute their own work.

The Committee on the Library recommends the attached **Open Access Resolution** for adoption by our faculty to help address this issue. Similar resolutions have been adopted at several of our peer institutions (e.g., Amherst, Grinnell, Lafayette, Oberlin, Wellesley) and additional efforts are in progress at many more colleges.

Once approved, faculty would have a simple process to request retention of their intellectual property rights when publishing in journals. Adopting such a resolution puts the weight of the institution behind a faculty member's request to a journal publisher that has accepted his/her scholarly work for publication. If, for whatever reason, the publisher refuses this request, the resolution provides for the automatic approval of an exception to the resolution by the Dean of Faculty. There is no risk to the faculty member.

An institutional repository is a web site maintained by a college that is accessible to anyone on the Internet and contains scholarly articles. The contents of the archive become findable by researchers world-wide. If the resolution is passed, Hamilton will create such an institutional repository and procedures for depositing articles in it, along with the forms for requesting the retention of intellectual property rights from publishers.

[Other faculty members of the Committee: Doug Ambrose, Rick Decker, Judit Temesvary]

March 25, 2014

MEMORANDUM

TO: The Hamilton Faculty

FROM: Patrick D. Reynolds, for the Academic Council



SUBJECT: Call to Meet

The Academic Council calls the Faculty to meet on Tuesday, April 1, 2014 beginning at 4:10 p.m. in the Fillius Events Barn.

AGENDA

1. Approval of minutes from the Faculty meeting of Tuesday, March 4, 2014 (Appendix A).
2. Motion from the Committee on Academic Policy on acceptance of transfer credit for online courses (Appendix B).
3. Motion from the Academic Council to go into a Committee of the Whole for up to 30 minutes to discuss responses to class cancellations due to campus closure (Appendix C).
4. Report from Associate Dean of Students Steve Orvis on the Honor Code.
5. Remarks by Dean Patrick D. Reynolds
6. Remarks by President Joan Hinde Stewart.
7. Other announcements and reports.

Coffee, tea and snacks will be available before the meeting.

FACULTY MEETING

Appendix A

Minutes of the Fifth Regular Meeting of the Hamilton College Faculty
Academic Year 2013 – 2014
Tuesday, March 4, 2014
Filius Events Barn

Lydia Hamessley, Chair of the Faculty, called the meeting to order at 4:13 p.m.

1. *Approval of minutes from the Faculty Meeting of Tuesday, February 4, 2014.*

The minutes were approved without discussion.

2. *Motion from the Academic Council regarding the Library and Information Technology Committees.*

Moved, that the following appearances of Committee on the Library and Committee on Information Technology in the *Faculty Handbook* be stricken and replaced by Committee on the Library and Information Technology.

Section III Organization of the Faculty of Hamilton College

A. 1. (second paragraph)

The Dean is a voting member, *ex officio*, of the Committee on Academic Policy, the Faculty Committee on Admission and Financial Aid, the ~~Committee on the Library~~ *Committee on the Library and Information Technology*, and the Planning Committee.

Section IV

Faculty Services on Committees and Boards

A. Standing Committees of the Faculty

1. Nominations and Elections. By March 15 of each year, the Faculty shall decide which committee vacancies for the following academic year shall be filled by appointment by the Academic Council, and which committee vacancies shall be filled by election by the Faculty, for the following Standing Committees of the Faculty: Committee on Academic Standing, ~~Committee on the Library, Committee on Information Technology~~ *Committee on the Library and Information Technology*, Committee on Student Activities, and the Committee on Athletics.

Faculty Chair Lydia Hamessley called on Academic Council member Wei-Jen Chang to present the motion. Professor Chang remarked that the language changes to the *Faculty Handbook* proposed in the motion reflected the merger of the Committee on the Library and the Committee on Information Technology that the faculty approved at the February faculty meeting. There was no discussion; the motion passed on a voice vote without objection.

3. *Motion from the Academic Council regarding filling vacancies on certain Committees.*

Moved, that vacancies for the Committee on Academic Standing, Committee on the Library, Committee on Information Technology, Committee on Student Activities, and Committee on Athletics for the academic year beginning July 1, 2014 be filled by appointment by the Academic Council.

Faculty Chair Hamessley presented the motion on behalf of Academic Council. There was no discussion; the motion passed on a voice vote without objection.

4. *Motion from the Committee on Academic Policy regarding the creation of a Hamilton College Program in the Adirondacks.*

Moved, that the College establish a three-year pilot Hamilton College Program in the Adirondacks, contingent upon satisfactory completion of administrative arrangements.

Catalogue Copy under “Hamilton-Sponsored Off-Campus Study in the United States”

Hamilton Adirondack Program—The semester in the Adirondack Park combines regular academic study with the skills and understanding gained through field experience in the Park with local organizations and in wilderness contexts. The focus is on local, interdisciplinary environmental issues with global implications. Four credits are awarded toward graduation, up to two of which will count toward a concentration (the Intensive Seminar and/or the Independent Capstone Project). To qualify for the Program a student must have a minimum GPA of 3.0 (85), up to two prerequisites from a list provided by the Program Committee, letters of reference, and an interview. Evidence of motivation, maturity, and willingness to work and live both independently and communally in a rural environment is important. The Program is open to juniors and seniors in their fall semester.

Credit for Concentration and Graduation

Each semester’s course of study consists of **4 credits** toward graduation:

The Intensive Seminar (1 credit) This course is developed and taught by the Program Director, and designed to be directly relevant to many of the Adirondack Park’s resources. It is discipline-specific in its credit-bearing designation, in accordance with the Program Director’s home department or program or by permission from the student’s major/minor department or program.

The Common Experience Seminar (1 credit) This is an interdisciplinary course taught jointly by several faculty members in consultation with the Program Director and Associate Program Director, and is designated as a College Course. If the program continues after the pilot phase, this course will focus on a particular shared topic or issue over a three- to five-year span (e.g. “stewardship and sustainability”), in order to introduce students to the diverse and intersecting issues at play in the Adirondacks, as well as to showcase how the research and interests of current Hamilton faculty speak to, reflect and inform these issues. Guest speakers from around the Park will also be involved. The three- to five-year span is set in order to 1) allow for ongoing projects that would require the involvement of several teams of students over a period of a few years and 2) refresh the seminar topic periodically to reflect contemporary issues. (This Common Experience Seminar is akin to the Topic/Issues course for the *Hamilton in New York City Program*.)

The Field Component (1 credit) The field component allows for practical applications of the theories and methodological approaches that the students will be studying in their two seminars during the Adirondack semester. Structured readings will accompany the field work/research, and a final paper and/or presentation will be required for completion of this credit.

The Independent Capstone Project (1 credit) The independent capstone project is a culminating project to be determined by individual students, or students working in small groups, in consultation with the current Program Director. The capstone project will demonstrate the knowledge and skills acquired during the students’ semester study in the Park by cementing the practical activities performed in the Park to a strong theoretical foundation. This credit is geared toward an individual student’s or small group of students’ particular area(s) of interest within the framework of the semester; it will synthesize their academic

pursuits with possible career paths and real world perspectives. Just as the seminars will inform the field component, so will the seminars and field component inform the independent capstone project. To ensure the students gain real academic expertise in the study of the Adirondacks and its analogues in global environmental issues, this credit will require a final paper and presentation for completion. This credit is discipline-specific in its credit bearing designation, in accordance with the Program Director's home department or program or by permission from the student's major/minor department or program.

Leadership Opportunities (no credit) The Hamilton Adirondack Program is a place-based, experiential program of learning. As such, leadership opportunities simply augment the credit-bearing aspects of this program. These opportunities will be coordinated by the students in consultation with the on-site Associate Director, and could include outdoor leadership, such as trip planning and execution, as well as educational/outreach leadership opportunities, such as students working with local organizations and/or businesses to perform community education/outreach. These leadership opportunities will help ensure that academic inquiry in the classroom is fully integrated with the field component and extended to practices of stewardship and sustainability—knowledge and skills to be directly related to both the students' continued classroom learning and future career choices.

Committee on Academic Policy Chair Tom Wilson presented the motion. He emphasized that the motion was for a pilot program lasting three years, after which the Dean of Faculty and CAP would reevaluate its status. Professor Wilson then invited Professor Seth Major to speak about the proposed program.

Professor Major said that he was excited about the program, which would be a celebration of the college's geographical place. He added that the structure of the program was designed to be similar to those of the Washington, D.C. Program and the New York City Program, and was aimed at juniors and seniors. Faculty acting as Program Semester Directors would count it as their two-course semester. The new program would be fully self-sustaining, funded by the tuition of an extra ten students to be admitted to the college. Since the program would take twenty students off-campus for the fall semester, this would not affect the total enrollment on campus.

A faculty member asked whether the courses usually taught by the Program Semester Directors would be replaced. Professor Major replied that they would not, just as courses usually taught by professors on one-semester sabbatical leaves are not replaced. Another faculty member asked whether course taught by faculty directing the Washington, D.C. or New York City Programs are replaced; Associate Dean of Faculty Margaret Gentry responded that they were not.

A faculty member asked why the language of motion was explicit about the program's status as a pilot project, adding that this was not something students needed to know. Professor Major replied that only the first paragraph of the motion would appear in the *College Catalogue*; the description of the courses was not yet finalized.

A faculty member expressed concern about the addition of ten students to the student body, particularly in light of the upcoming introduction of limited-enrollment First Year Courses. This faculty member asked whether the administration had studied the potential impact of this increase in the student population. Vice President of Administration and Finance Karen Leach and Dean of Admissions Monica Inzer responded by saying they were waiting to see if the faculty would approve the pilot program before investigating the issue. The faculty member suggested that additional students could be found by accepting more transfer students, rather than more first-year students. Professor Major said that the proposal addressed only the question of how the program would be funded, not which new students should be admitted.

Associate Dean of Faculty Penny Yee asked whether the minimum GPA requirement of 3.0 in the proposal was typical. Visiting Assistant Professor Janelle Schwartz said that this number was taken from the original motion to create the New York City Program. After discussions with Interim Associate Dean of Students for Off-Campus Study Edith Toegel, Professor Schwartz realized that this is a bigger issue and said that this requirement could be modified in future if necessary.

The motion passed on a voice vote without objection.

5. *Motion from the Committee on Academic Policy regarding closing the Communication concentration.*

Moved, that the Faculty accept the recommendation of the Committee on Academic Policy to close the Communication concentration effective with the class of 2017.

Committee on Academic Policy Chair Tom Wilson presented the motion. He noted that it has no bearing on the status of the Communication Department, or on the Communication minor. He added that the motion was initiated by Communication Department Chair Catherine Phelan, and was based on her realization that the concentration could not be sustained with only two full-time equivalent positions (FTE's) in the department. Professor Wilson noted that although the department has been operating with three FTE's over the past few years, one of these positions would be disappearing.

Professor Catherine Phelan noted that the concentration had been at the college for a decade and had met student interest in the discipline. Although she was not necessarily in support of the motion, she said that closing the concentration was a "done deal" with only one other FTE in the department. She commented that she had "enjoyed the ride."

A faculty member asked how many majors the concentration typically attracts. Professor Phelan responded that on average, there were 15 to 18 majors per year, but that the number had gone as high as 24. The faculty member asked CAP Chair Tom Wilson to comment on the rationale for closing the concentration, given this evidence of student interest. Professor Wilson said that the CAP had considered the record of allocation decisions. He noted that the Communication Department had submitted a request for a third FTE virtually every year since 2006, but past committees had recommended against this allocation. He added that the primary criterion for allocation recommendations is curricular merit, and sometimes there is tension between curricular merit and enrollment pressure.

A faculty member asked whether there are any other departments at the College without a concentration. Professor Wilson replied that at present, Physical Education is the only department that does not offer a concentration, but in the past, Communication had been one of the very few examples of a department without a concentration.

A faculty member asked whether closing the concentration would have any effect on admissions. Dean Inzer replied that Communication is a concentration students tend to choose once they are on campus, but it is not especially attractive to prospective students. She added that over 50% of students change their mind about what field they want to concentrate in once they get here. She concluded by saying that closing the concentration did not worry her from an admissions perspective. Professor Wilson remarked that the CAP would be bringing a motion later in the semester to create a concentration in Cinema and New Media Studies.

A faculty member who was on the CAP when Professor Phelan was hired noted that at the time, the faculty was split on the prospect of a Communication Department. Nonetheless the College had hired her and she had managed the concentration for a decade. The faculty member said that we as a faculty have a responsibility to support a colleague and should

reflect on how we had failed. She said that the college should thank Professor Phelan for the gargantuan task she had performed.

The motion passed on a voice vote.

6. *Motion from the ad hoc Advising Assessment Committee regarding an advising expectations statement be included in the College Catalogue.*

Moved, that the Faculty adopt the following statement on advising expectations to be included in the *College Catalogue*.

Advising at Hamilton: Expectations

Advising at Hamilton is designed to help students make responsible, informed decisions about the course of their intellectual development. The faculty advisor-student relationship sits at the center of an advising system that incorporates all of the formal and informal advising resources on campus. This document sets forth expectations for the College, faculty advisors, and students in the advising process.

The College supports the advising system by providing information about goals, regulations, policies, and procedures (e.g., purposes and goals, off-campus study opportunities, the process for declaring a concentration, and each student's progress toward a degree) and by providing resources to support the advising process (e.g., support services and post-graduate planning). The College also provides training for advisors, conducts ongoing assessment of the advising system, and recognizes outstanding advising.

Advisee-advisor interactions primarily will involve discussions to encourage reflection on decisions in academic planning, as noted below. The College expects that over the course of the first three years each student will become self-sufficient and independent in making decisions about the student's educational plans, and that the advisor will facilitate such growth.

The College expects that students will familiarize themselves with:

- graduation requirements
- the College's purposes and goals
- the process of declaring a concentration
- options and academic regulations for off-campus study if they are interested in pursuing off-campus study
- support services that are available and how to obtain help
- their ongoing academic progress toward graduation

Questions about the above topics can be directed to the Registrar's Office or the Associate Dean of Students for Academics, as appropriate.

The College expects that advisors will communicate their availability for preregistration and informal meetings, and that students will make appointments for preregistration planning and for other discussions.

During their meetings, the student and advisor should discuss:

- the student's educational plan, which will evolve over time and should reflect both the student's particular interests and abilities and the College's purposes

and goals. The advisor should inquire about the student's plan and provide feedback and advice, as appropriate.

- courses throughout the College curriculum, including areas of study with which the student is unfamiliar
- whether or not off-campus study should be included in the student's educational plan
- the reasons for the student's choice of concentration
- the student's progress toward completion of any chosen concentration and minor
- what campus resources are available to assist with academic, career, and personal concerns, and, when appropriate, the advisor should make recommendations about what service(s) the student may wish to use
- how the student's choices contribute to post-Hamilton career plans

Ad hoc Advising Committee Chair Rob Hopkins said that he had nothing to add to the rationale for the motion but would be happy to answer questions. Faculty Chair Lydia Hamessley asked whether all of this language would appear in the *College Catalogue*; Professor Hopkins replied that it would.

A faculty member asked how the advising system would be supported, noting that the motion calls for "training for advisors, ... ongoing assessment of the advising system, and [recognition of] outstanding advising." Professor Hopkins replied that the ad hoc Advising Assessment Committee was charged with developing tools for evaluating advising and to date, the committee had conducted surveys of first year students and seniors. He added that training for new advisors already exists. The letter from the Dean of Faculty Office soliciting the submission of annual reports invited faculty to comment on their experiences as advisors. He concluded that support for the advising system was ongoing and would continue.

The motion passed on a voice vote.

7. *Resolution from the Faculty that Hamilton College divest from fossil fuel holdings.*

Resolved, global climate change is a serious problem, and Hamilton College should share in the responsibility of slowing global climate change. While fulfilling their fiduciary obligations (see below for our definition in this context) to the College, we request that the Board of Trustees fulfill our social responsibility by judiciously divesting from fossil fuels.

We propose that over time, Hamilton College divest from fossil fuel holdings within the College's endowment. We support reasonable divestment in intervals, limited and selected either by type of fossil fuel, percentage of holdings, or specific companies, in order to protect the integrity of the endowment while fulfilling the College's social responsibility. We support divestment from fossil fuels that are more environmentally destructive (e.g. tar sands oil and dirty coal) and from companies that have the worst environmental impact.

Fiduciary responsibility: not incurring unnecessary or unacceptable losses to the endowment, not investing in portfolios or holdings with lower return rates than acceptable, not breaking any contracts; thus, not putting Hamilton's future at unnecessary financial risk. The standards of acceptable returns, unacceptable losses, and unnecessary financial risks will be determined in cooperation with the Board of Trustees.

List of signatories:

Abhishek Amar
Joyce Barry
Jeremy Bendik-Keymer
Heather Buchman
Alan Cafruney
Peter Cannavò
Rand Carter
Harvey Cramer
Pamela Diaz
Stephen Ellingson
Todd Franklin
Marianne Janack
Anne Lacsamana
Elizabeth Lee
Michelle LeMasurier
Khor Newlander
Stephen Orvis
Samuel Pellman
William Pfitsch
Janelle Schwartz
Richard Werner

Faculty Chair Lydia Hamessley called on Environmental Studies Program Director Peter Cannavò to present the motion. Professor Cannavò deferred to members of the student organization Hamilton Divests, and in particular to Michael Kendall '14. Mr. Kendall remarked that the members of Hamilton Divests understand that the resolution is a symbolic gesture. He added that the resolution advocates for a very conservative approach to divestment and is just one piece of the puzzle. Divestment should not replace efforts by the College to reduce its carbon footprint.

A faculty member asked whether there were any parallels to calls for divestment from South Africa to protest apartheid. Mr. Kendall replied that the organization had avoided drawing any such parallels.

A faculty member directed a question a President Joan Hinde Stewart, asking her how she thought the trustees would react to the resolution. The President responded by saying that Michael Kendall would be speaking to the Investment Committee at the March Board of Trustees meeting. Another faculty member asked the President what she would be recommending to the trustees on this issue, and whether the college was preparing an institutional statement similar to that issued by the Board of Managers at Swarthmore College. President Stewart said that it was her sense that the trustees are concerned about climate change, but that they also feel that the endowment consists of gifts given to the College with the expectation that they would be invested to maximize returns that would in turn be used to educate students. She reported that the trustees had asked investment managers about the environmental impacts of the College's investments. She predicted that they would be interested what the faculty thinks on this issue, but would probably favor the maximization of investments.

A faculty member remarked that implicit in this statement is the assumption that divestment is not compatible with maximizing returns. Mr. Kendall replied that opinions were mixed, but some experts say that divestment can benefit investment portfolios. A faculty member commented that the trustees should be concerned only with sustainability and stewardship of the environment, not only of the endowment. Professor Cannavò said that in light of

Obama's stated intentions to regulate coal, investment in fossil fuels was problematic in the long term.

A faculty member moved to remove the last sentence of the last paragraph, so that it would read as follows.

Fiduciary responsibility: not incurring unnecessary or unacceptable losses to the endowment, not investing in portfolios or holdings with lower return rates than acceptable, not breaking any contracts; thus, not putting Hamilton's future at unnecessary financial risk. ~~The standards of acceptable returns, unacceptable losses, and unnecessary financial risks will be determined in cooperation with the Board of Trustees.~~

The amendment passed on a voice vote with no objection. The amended resolution was passed on a voice vote without objection.

8. *Resolution from the Committee on the Library that the Faculty adopt an Open Access Resolution.*

Resolved, that the Faculty adopt an Open Access Resolution.

Hamilton College Open Access Resolution

The Faculty of Hamilton College is committed to disseminating the fruits of their research and scholarship as widely as possible.

In keeping with that commitment, each faculty member grants to Hamilton College non-exclusive permission to make his or her scholarly articles freely accessible in its institutional repository. A scholarly article is defined as a peer-reviewed scholarly work published in a journal or in another format that a faculty member determines to be appropriate for his or her particular discipline.

This resolution applies to all scholarly articles authored or co-authored while the person is a member of the Faculty, except for any articles completed before the adoption of this resolution and any articles for which the faculty member entered into an incompatible licensing or assignment agreement before the adoption of this resolution.

The Dean of Faculty, or the Dean's designate, will waive application of the resolution for a particular article, or delay access for a specified period of time, upon written request by the author.

Faculty members are encouraged to provide an electronic version of their scholarly articles to the Dean of Faculty or the Dean's designate as of the date of publication for eventual deposit in Hamilton's Institutional Repository.

The Dean of Faculty's Office, in consultation with the Committee on the Library and Information Technology, is responsible for interpreting this resolution, resolving any disputes concerning its interpretation and application, and recommending changes to the Faculty. The resolution is effective July 1, 2014.

Committee on the Library Chair Frank Sciacca presented the motion. The following is the text of his remarks.

Recently a growing number of colleges and universities-- Harvard, MIT, Princeton, Duke, Oberlin, Amherst, Bryn Mawr, Wellesley, and many others--have adopted Open Access resolutions, the purpose of which is to increase the visibility of faculty research/scholarship. It is a means by which faculty authors ask their journal publishers

to accept non-exclusive distribution rights. This enables the faculty member to distribute their peer-reviewed articles in an institutional repository.

The Hamilton repository would function as a web site, overseen by the Library and ITS, in which faculty journal articles are deposited. Articles are therefore readily accessible through internet search engines.

One point to emphasize is that if the publisher wants to retain exclusive distribution rights, the resolution provides for an automatic exemption. Also note: sometimes the publisher will want exclusive rights for a period of time, often for six months. After that time the faculty member can place the article in the repository. Or the publisher might request Hamilton pay a fee for the faculty member to retain distribution rights. Guidelines will be set up as to how much money is budgeted for this. If the fee isn't paid, the faculty member gets the exemption and the situation remains as it is currently.

We have received a number of additional questions seeking clarification.

Won't this hurt publishers?

Open Access has no effect on publishers. The publisher can always deny the faculty member's request for distribution rights. The faculty member will then request and receive an exemption.

Given changes in technology, is Hamilton committed to maintaining the Institutional Repository?

Hamilton is committed to building and maintaining its institutional repository. We are in the process of evaluating several software alternatives and will be asking for faculty assistance as we narrow the choices. We recognize that the repository will become an important institutional resource.

How does the resolution affect tenure and promotion?

The increased visibility of a faculty member's scholarship would seem to be positive for issues of promotion and tenure. The Open Access resolution bears no direct relationship to other factors considered in the tenure or promotion process.

What if I don't want to put my article in the repository?

That is the choice of the faculty member – just ask for the automatic exemption. Other than the potential reduced visibility of the article there is no other impact.

If I leave Hamilton can I remove my articles from the repository?

Yes, items can be removed at your request.

Finally, I would point you again to the Amherst website that has conveniently posted frequently asked questions concerning Open Access and offers detailed responses. Much of that information was cribbed from Harvard's Office of Scholarly Communications.

The Library Committee thought it appropriate to propose such a policy at Hamilton and to open a discussion about adoption.

A faculty member asked if the resolution affected only journal articles, and not other publications such as books or musical scores. Vice President for Libraries and Information Technology Dave Smallen confirmed that only journal articles would be affected.

A faculty member expressed concern that the faculty could vote to take away her intellectual property rights. Vice President Smallen replied that the Open Access Resolution affects only distribution rights, not intellectual property rights. When a journal accepts an article for publication, the publisher asks the author to give the journal exclusive distribution rights.

Under the proposed resolution, the publisher would be offered non-exclusive distribution rights. Vice President Smallen reported that Harvard University reported that fewer than 5% of publishers were unwilling to accept this arrangement. In cases where the publisher objects, the faculty member can ask for an exemption to the resolution. In cases where the publisher accepts, the faculty member can choose to put his or her article in Hamilton's Institutional Repository, but is not required to do so.

A faculty member remarked that although he is in favor of the principle of open access, he planned to move that the resolution be remanded to committee because there were too many unanswered questions. He said that journals often take up to two months to respond to authors, which could negatively affect junior faculty on a tight tenure timeline. He noted that the resolution requires that the author submit a "written request" for an exemption, rather than allowing for an electronic request. He expressed concern for the potential the effect on small journals, asking whether they could continue to publish if authors have alternate means of making their work publicly available. The faculty member suggested this could undermine the current system of peer review.

A faculty member asked why the Dean of Faculty should be given the right to decide whether the resolution could be waived in individual cases. Vice President Smallen replied that the wording in the resolution is that the Dean "will" waive application of the resolution upon request by the author. The Dean therefore does not make a decision; the waiving is automatic.

A faculty member asked what the effect would be on faculty ability to post papers on their personal web pages. Vice President Smallen replied that if the publisher accepts non-exclusive rights to distribution, then authors are free to place copies of their paper anywhere they want. For example, an author could put a copy of an article in the Hamilton Institutional Repository and on a personal web page and in another national repository.

A faculty member said the resolution should not be worded so that the default assumption is that authors want to place articles in the repository; the language should be changed so that faculty make the choice to opt in, rather than make the choice to opt out. Another faculty member asked what the effect would be on digital libraries such as JSTOR and Project Muse. Vice President Smallen replied that the resolution would have no effect on articles already written and published. He added that JSTOR does not itself publish content, but only supplies links to existing journals. He suggested that since these journals would continue to publish articles, there would be no effect. Vice President Smallen said that studies at Harvard had shown that articles in repositories are cited significantly more often than those that are not.

A faculty member agreed that increased visibility of scholarly work was a benefit of placing articles in the repository, but suggested that the author, rather than the Dean, be given the power to grant a waiver to the resolution. Another faculty member returned to the question of why the resolution was phrased in terms of opting out rather than opting in. Vice President Smallen said that the phrasing of the resolution was designed to put the full weight of the institution and the faculty behind an author's request that the publisher have non-exclusive rights to distribution. He also emphasized that the wording of the resolution is that faculty are "encouraged" to provide an electronic copy of their work for Institutional Repository, but are not required to do so.

A faculty member expressed anxiety about putting one more obstacle in the way of getting an article published in light of the tenure deadline. Another faculty member worried that if other scholars can get our research directly from Hamilton's Institutional Repository, then small journals may go out of business.

A faculty member in the Physics Department responded that in 1991, Cornell University launched a free electronic archive for articles in science and mathematics, and scientific journals had reacted by proceeding as usual. He added that articles published on the archive are not peer reviewed. Dean of Faculty Patrick Reynolds said that as the editor of a small journal, he had had to deal with the general trend towards electronic publishing. He noted that all articles accepted for publication that are based on research funded by the National Institute of Health must be submitted to their repository, PubMed Central. He said the movement in his field of biology was towards allowing authors to retain some control over distribution of their work.

A faculty member asked how the Open Access Resolution would serve his interest, which is to get published in top journals, not to ensure maximum visibility of his articles.

A faculty member moved to send the resolution back to the Committee on the Library, with the request that they return to the faculty with another resolution as soon as possible. The motion was seconded. With the body's permission, Faculty Chair Lydia Hamessley allowed a faculty member to add a comment on the original resolution. This faculty member raised the question of whether papers co-authored with faculty at other institutions would also go into Hamilton's Institutional Repository.

The motion to remand the resolution to the Committee on the Library was passed on a voice vote.

9. *Update from the Faculty Committee on Budget and Finance by Professor Elizabeth Jensen.*

Professor Jensen began by emphasizing that the Committee on Budget and Finance is primarily an advisory body. Its charges, as stated in the *Faculty Handbook*, are to advise the President and Vice Presidents, to monitor faculty compensation and benefits, to consult with the President or officers of the College and to report to the Faculty. Professor Jensen thanked *ex officio* member Vice President of Administration and Finance Karen Leach, as well as Controller and Director of Budgets Sharon Whiting, Associate Director of Budgets and Financial Reporting Sue Stetson, Academic Budget Director Carol Young and Secretary to the Vice President of Administration and Finance and Investment Office Assistant Jan Rishel. Professor Jensen added that the committee also got considerable help from Vice President and Dean of Admission and Financial Aid Monica Inzer, Assistant Dean of Faculty for Institutional Research and Assessment Gordon Hewitt, Vice President for Communications and Development Dick Tantillo, Athletic Director Jon Hind, and Associate Vice President of Facilities and Planning Steve Bellona.

Professor Jensen detailed a number of budget challenges facing the College.

- Reorganization within athletics has resulted in interns now being assistant coaches.
- Small pools for merit increases in recent years have meant that the College is not meeting its compensation goals. Professor Jensen reported that an estimated overall increase of 5% in the wage budget is needed to reach the College's goal in all ranks. The budget being presented to the Board of Trustees at the March meeting proposes a wage increase of 4%, which will not achieve the goal but will allow us to make significant progress.
- In setting fees, the College must take into account where it stands relative to peer institutions. The comprehensive fee for 2013-14 is \$57,790, which is \$270 more than the average for our peer group. However, we are at the low end of NESCAC schools, with only Middlebury and Colby below us (and both are charging more than \$57,000). Wesleyan is most expensive at \$59,884. The NESCAC average is \$871 more than Hamilton's fee. The budget proposal increases the comprehensive fee by 3.8% to \$59,970.

- Hamilton's commitment to a need-blind admissions policy requires sufficient funds in the financial aid budget. Other need-blind institutions in our peer group are Amherst, Bowdoin, Davidson, Grinnell, Haverford, Middlebury, Pomona, Swarthmore, Vassar and Williams; Professor Jensen pointed out that many NESCAC schools are not need-blind.
- Our discount rate needs to be competitive with that of our peers. Most NESCAC schools discount their comprehensive fees by an average of 25 – 30% across all enrolled students. Williams and Amherst, the schools with the largest endowments in the need-blind list, have a discount rate above 40% and are "no loan" schools. Hamilton's discount rate is below the average of 33.1%; in 2012-13, it was 28.1%. The budget proposal for 2014-15 is 29.4%.
- Funds borrowed to complete the Theater and Studio Arts building and to convert Minor Theater into a residence added about \$1.3 million to the College's debt service.
- Plant renewal requires ongoing expenditures. Hamilton hires the consulting firm Sightlines to give advice about target spending for renewal of facilities. The College had made progress on reducing the backlog of projects until the financial crisis in 2008-09. Since then, the backlog has grown due to the general slow economic recovery. Sightlines estimates that budget increases of at least 14% for plant renewal are needed to reach the 10-year target. The budget proposal includes a 4% increase for plant renewal.

A faculty member asked if the Committee on Budget and Finance had a position on the divestment resolution. Professor Jensen reported that Michael Kendall '14 met with the committee last week, but the resolution did not get an endorsement from committee members. Another faculty member asked if the committee could report on divestment policies of the College. Vice President Leach replied that if the trustees voted in favor of divestment, then the committee could include this in its reporting.

A faculty member asked about the total size of the College's budget, the total debt service load and the average student debt incurred. Controller and Director of Budgets Sharon Whiting reported that the total size of the budget is about \$164 million with an operating budget of about \$9 million, the total debt load is about \$14 million including century bonds, and the average student debt at graduation is between \$17,000 and \$20,000, which is 33% below the national average. The faculty member further asked Professor Jensen why many comparisons in her presentation were to a peer group other than the NESCAC. Professor Jensen replied that the peer comparison group includes the NESCAC schools as a subset.

A faculty member commented that his understanding was that the reorganization within the Physical Education was in response to a lawsuit by a former intern. This faculty member asked how much this lawsuit had affected the budget. Vice President Leach responded that the charge is that Hamilton was not paying its interns fairly, in particular by not providing overtime pay. The College decided to broadly investigate the intern program within the Physical Education Department and reviewed all coaching positions and duties. Vice President Leach added that the lawsuit was ongoing.

A faculty member asked for an update on the proposed relocation of the Clinton Early Learning Center (CELC). Vice President Leach replied that the College is proceeding with the plan to move the CELC to the Clinton Elementary School. She noted that the estimate of the cost of renovating the space at the school had increased from \$150,000 to between \$250,000 and \$275,000, but it was still financially better in the long run to move the CELC off campus. The faculty member asked if the College had a firm commitment from the Clinton Elementary School to reserve that space for the CELC. Vice President Leach replied that the College has a 5-year agreement with the Clinton Elementary School, which includes the provision that the school would give one-year notice of any changes.

10. Remarks by Dean Patrick Reynolds.

Dean Patrick Reynolds began his remarks by noting that there was a very full agenda for the meeting, and that Academic Council expects full agendas for the rest of the semester. He commended the various committees that had brought motions before the faculty for their important and valuable work.

The Dean presented the latest comparative information on salaries, compiled by Assistant Dean of Faculty for Institutional Research and Assessment Gordon Hewitt. He reminded the faculty that the College's goal is to be positioned between 11-th and 15-th in a peer group of 25 institutions for all three ranks. He showed that Hamilton had maintained its position at the Associate Professor and Professor ranks, but had dropped in position at the Assistant Professor rank. Assistant Dean Hewitt noticed that some of our peer institutions had changed their reporting on the rank of visiting professors. After some investigation, he found out that some other institutions don't report visitor salaries, or give visitors a different rank, or plainly state that reporting visitor salaries doesn't serve their interests for the purposes of comparing continuing faculty salaries. The Dean reported that if Hamilton were to take the approach of these institutions, it would be in either 14-th or 9-th position at the Assistant Professor rank (depending on whether term positions were reported). He noted, however, that Hamilton would continue to follow reporting criteria carefully, and thus continue to include visiting professors in its official reporting. He added that Hamilton was in 11-th position at the Associate Professor rank, within the goal, and in 16-th position at the Professor rank, just missing the goal.

A faculty member asked how the relative position is calculated, and in particular whether it took into account the standard deviation as well as the average. The Dean replied that only averages are used. He added that visiting professors tend to bring down the average at the Assistant Professor rank because they are paid at a starting level. He noted that the averages can also be depressed in years in which many Assistant Professors receive tenure or many Associate Professors are promoted. A faculty member asked whether other institutions in the peer group have a shorter time period between tenure and promotion. Dean Reynolds replied that there is anecdotal evidence that this is the case for some institutions, that we don't have a robust data set for this, but that we could try to find out more information.

Dean Reynolds reported that the College is proceeding with the edX pilot project and that he intends to send a more formal announcement to this effect within the next week. The preliminary proposals to external funding agencies have received positive feedback, meaning that the College will not have to draw on its operating budget for this project. The aim is to provide one academic offering each semester for the next three years, with two of these six being public. The Dean remarked that the proximate goals are alumni engagement, an opportunity for public scholarship and educational outreach. The longer-term goals are to learn more about the tools edX provides, to engage in the national conversation about online learning and to represent the liberal arts within this environment. Dean Reynolds noted that several faculty members had already expressed interest in participating, and he thanked them for volunteering. He announced that he would put out a more formal call for interest in participation later in the semester.

The Dean reported that when the Committee on Academic Policy recommended an allocation in Italian last spring, a further private recommendation was that a department home had to be found for the position as well as for other faculty positions in Italian and Arabic that were currently housed in Critical Languages. With this charge in mind, the Dean appointed the Languages Task Force in the fall to examine this and a number of other pressing questions for the languages. Dean Reynolds reported that after much discussion and consideration of various options, agreement was reached that these positions would go into the German and Russian Studies Department. He gave special recognition to the current German and Russian Studies faculty members for stepping up to make this critical

contribution to the languages generally at Hamilton, adding that they will play an important administrative role in managing the personnel and mentoring the Italian and Arabic faculty members. He conveyed his understanding that the department will consider a name change in the future, which will warrant a *Faculty Handbook* change. Dean Reynolds thanked all of the members of the Languages Task Force for their time in working on this, and for their continuing work on other issues facing the languages.

Dean Reynolds reported that the Academic Council has been working on proposed changes to the *Faculty Handbook* pertaining to harassment in the workplace. Having developed a draft, the Academic Council wants to get feedback from faculty and the Harassment and Sexual Misconduct Board before either bringing it to the faculty floor or running it past the College's attorneys, to make sure that we are going in an acceptable and right direction. He announced that Academic Council has scheduled two meetings in early March for faculty to offer their opinions on the draft, with the intention of improving the existing draft and resolving any issues that might trouble its passage by the faculty. The Dean invited all interested faculty to these meetings on Friday, March 7 at noon and on Tuesday, March 11 at 4 p.m., and announced that he would be distributing an electronic copy of the draft of the proposed changes tomorrow.

Dean Reynolds concluded by noting that many members of the faculty had signed up to attend dinners with the trustees on Friday. He reminded the faculty that it was also a First Friday, and so, as an alternative to those not dining, or perhaps as an aperitif, Academic Affairs would be sponsoring the usual gathering in the Little Pub on Friday 4:30 – 6:00 p.m.

Faculty Chair Hamessley noted that the time was 5:58 p.m., meaning that the President's remarks would have to be postponed and adjourned the meeting.

Respectfully submitted,

Sally Cockburn
Faculty Secretary

Appendix B

Motion from the Committee on Academic Policy on acceptance of transfer credit for online courses.

Moved that the catalog language involving transfer credit be amended as follows:

Transfer of Credit to Hamilton for Study Away

With faculty approval, qualified students may spend one to three semesters of study in an approved program overseas or at another American institution, or may receive credit for part-time study while on personal leave or during summers. The College tries to be responsive to the needs of students seeking diverse educational settings or courses not offered at Hamilton. At the same time, transferred credit can have a significant effect on the meaning and value of the Hamilton degree and thus must represent work that meets Hamilton's standards. *The College considers the opportunity to earn transferred credit a privilege, rather than a right, and evaluates carefully the merits of all transferred credit petitions.*

Every student intending to study away from Hamilton should prepare by taking the appropriate foundation courses. Consultation with the appropriate department chairs and the associate dean of students for study abroad early in the sophomore year is advised.

The conditions for transferred credit are as follows:

1. Students planning to study away from Hamilton must register their intentions with the Dean of Students Office by the published deadlines. They must complete the transferred credit petition and receive the approval of their advisor and/or the appropriate department chairs before they begin the course of study away. Students who change their programs after leaving campus should discuss substitutions with the associate dean of students for off-campus/international study by e-mail or telephone.
2. Courses must be taken at an accredited institution and must be considered by the faculty at Hamilton to be in the liberal arts. Students are encouraged to study at four-year institutions. Students who have earned 14 or more Hamilton units (including units earned by all forms of transferred credit) may present for transferred credit only courses taken at a four-year institution.
3. Each course must be approved by the chair of the Hamilton department or program that would offer the course at the College. To obtain approval, students must provide a copy of the catalogue description of each course. If a course is not clearly within the purview of a Hamilton department or program, the Committee on Academic Standing will determine its acceptability. The appropriate chair should indicate if a course will apply toward a student's concentration or minor.
4. ~~Correspondence courses are not acceptable for transferred credit.~~ *Up to 2 units of credit can be awarded for courses taken online at other institutions from which the college would accept credit for face-to-face courses. To receive such credit, students must provide evidence that an online course: a) is graded by the instructor(s) of the course; and 2) includes significant opportunities for interaction between the instructors and the students. Transfer credit for online courses requires the approval of the chair of the relevant academic department and the Committee on Academic Standing.*
5. Courses in which a substantial portion of the enrollment consists of high school students are not acceptable for transferred credit, even if they are college-level courses taught by a university-approved instructor or visiting professor.
6. (Renumbering of rest of list)

RATIONALE

The CAP Subcommittee on Online Learning report, submitted to CAP in spring 2013, recommended this motion.

The catalog is currently silent on transfer credit for online courses, but the college's policy has been to extend the archaic language on correspondence courses to online learning: the registrar has not knowingly granted transfer credit for any online courses. Many universities, however, do not identify online courses as such on transcripts, so we may well have accepted such transfer credit unintentionally; indeed, the registrar believes this is likely but we have no way of knowing. Many institutions from which we would readily accept transfer credit for traditional, "face-to-face" courses regularly offer online versions of the same courses and claim they provide the same education, simply via a different means of delivery. Thousands of these courses exist at reputable, accredited institutions across the country.

All other rules on transfer credit, including the requirement that the course be in the liberal arts and the ban on accepting credit for any course taught during a Hamilton semester, will apply to online courses.

The goal of this motion is to allow and thereby regulate the type of online course for which we grant transfer credit. Some students could read the catalog's current silence on the subject as allowing credit for online courses. If the institution from which they take the course does not identify it as online on its transcript, we would accept the credit unknowingly. By creating new language, the hope is that students will follow it, rather than trying to transfer online courses without acknowledgment.

Allowing students limited opportunity to receive transfer credit for online courses will help students who are behind in credits to "catch up" when Hamilton is not in session. Students regularly do this with face-to-face courses. Allowing online courses would provide students more options to do this. Online courses could be especially helpful for students living in rural areas without readily available colleges or universities nearby, and for students with limited finances because they could perhaps find less expensive courses online than are available at the institutions in their immediate area. In addition, like any transfer credit, online courses would allow students to take liberal arts courses in subjects or specializations that Hamilton does not provide.

The limit of 2 credits for online courses ensures that they will not constitute a substantial portion of any student's education. Allowing 2 provides greater flexibility for students who need to take courses during the summer but limits the number so that the vast majority of their Hamilton education remains in traditional, face-to-face courses.

The restrictions that the courses must be graded by the instructor(s) and demonstrate faculty-student interaction are intended to limit transfer credit to online courses that are most similar to face-to-face courses, and specifically to insure that no Massive Open Online Courses (MOOCs) receive Hamilton credit. We have no such restrictions in place for other transfer credit. For instance, we require no evidence of interaction before approving transfer credit for face-to-face courses. CAS and the chair of the relevant department would be tasked with reviewing and approving these requests to insure these standards are met.

Appendix C

Moved, that the Faculty go into a Committee of the Whole for up to 30 minutes to discuss responses to class cancellations due to campus closure.

Rationale

This spring semester, the campus had a delayed opening twice. Several members of the Faculty approached Academic Council with concerns about the effect these closings had on classes. Academic Council has discussed options to address these concerns and would find it useful to hear from the Faculty regarding some of these solutions.



Vice President for Academic Affairs
and Dean of Faculty

Hamilton

April 29, 2014

MEMORANDUM

TO: The Hamilton Faculty

FROM: Patrick D. Reynolds, for the Academic Council

SUBJECT: Call to Meet

The Academic Council calls the Faculty to meet on Tuesday, May 6, 2014 beginning at 4:10 p.m. in the Fillius Events Barn.

AGENDA

1. Approval of minutes from the Faculty meeting of Tuesday, April 1, 2014 (Appendix A).
2. Election for 2014-15 Committee Membership (Appendix B).
3. Motion from the Academic Council on *Faculty Handbook* revisions related to Section X: Review and Appeals Procedures (Appendix C).
4. Motion from the Committee on Academic Policy regarding a concentration in Cinema & Media Studies (Appendix D).
5. Motion from the Academic Council to go into a Committee of the Whole for up to 20 minutes to discuss evaluation of advising proposed by the *ad hoc* Advising Assessment Committee (Appendix E).
6. Motion from the Committee on Appointments on *Faculty Handbook* revisions (Appendix F).
7. Affirmative Action Report by Associate Dean Margaret Gentry (Appendix G).
8. Remarks by Dean Patrick D. Reynolds
9. Remarks by President Joan Hinde Stewart.
10. Other announcements and reports.

Coffee, tea and snacks will be available before the meeting.

FACULTY MEETING

Hamilton College / 198 College Hill Road / Clinton, NY 13323 / 315-859-4607

Appendix A

Minutes of the Sixth Regular Meeting of the Hamilton College Faculty
Academic Year 2013 – 2014
Tuesday, April 1, 2014
Filius Events Barn

Lydia Hamessley, Chair of the Faculty, called the meeting to order at 4:12 p.m.

1. *Approval of minutes from the Faculty Meeting of Tuesday, March 4, 2014.*

The minutes were approved without discussion.

Faculty Chair Hamessley requested the body's permission to move President Stewart's remarks up to the second item on the agenda. There was no objection.

2. *Remarks by President Joan Hinde Stewart.*

President Stewart thanked the body for allowing her remarks to be moved up in the agenda. She wished Chau-Fang Lin a happy birthday; Dean of Faculty Patrick Reynolds interjected that Ms. Lin began as Assistant Director for Institutional Research and Assessment in December. The President noted that she had just returned from a visit to Phoenix, where she had met a large number of alumni, parents of current students and parents of alumni, many of whom spoke fondly of their former teachers at Hamilton.

President Stewart encouraged the faculty to view two photography exhibitions currently on display at the Wellin Museum, *In Context*, curated by Rob Knight and *Refocusing the Lens*, curated by Lisa Trivedi with Rob Knight. The latter features photos by Pranlal Patel of women at work in Ahmedabad in the late 30s. The President noted that Mr. Patel died at 104 just before the opening of this first U.S. exhibition of his work. However, his son and grandson would be visiting the show and the Hamilton College campus this week. She noted that an article in *ArtNews* named *Refocusing the Lens* one of "10 Must-See Museum Photo Shows of Spring 2014" and remarked that other institutions in this list include the Metropolitan Museum of Art, the Museum of Modern Art, the Yale University Art Gallery, the High Museum of Art, the Philadelphia Museum of Art, and the Art Institute of Chicago. She congratulated Lisa, Rob, Tracy Adler, and all the students who helped mount the exhibition.

President Stewart reported that there was a large turnout at the March meeting of the Board of Trustees, and that many of them told her how much they had enjoyed meeting faculty at dinner and varsity coaches at lunch. The President thanked all those who made time to interact with Board members.

The President announced that the coming weekend is Volunteer Weekend. Members of the Alumni Council and Parents Advisory Council will be holding their semi-annual meeting on campus. The Parents Advisory Council will host a program for two dozen parents and the office of Opportunity Programs is organizing a day of activity for families. Taking advantage of the presence of a large number of alumni and parents on campus, the Career Center will host its second Interview Mojo of the year. This event gives students the opportunity to practice presenting themselves for jobs, fellowships and admission to graduate and professional school, and articulating the value of their liberal arts education. Career Center staff members are also especially grateful for the faculty presence at these events.

President Stewart announced that Cathy Brown, Senior Director of Visual Communications, would be honored this weekend by the Alumni Association with the 2014 Distinguished Service Award.

President Stewart announced that the dedication of the new theatre and studio arts building is scheduled for October 10. She noted that the Wellin Museum and the theatre and studio arts building are the first entirely new buildings to be constructed on campus since the opening of Burke Library in 1972. Once the theatre and studio arts building is complete, Minor Theatre will be renovated into suites for 52 students, to be ready for fall 2015, at which point all students (not on leave) will reside on campus. Construction will also begin this spring on new and renovated locker rooms in the Alumni Gym and on the west end of Sage Rink.

The President reported that this spring the Hamilton College Town-Gown Fund awarded \$60,000 in grants to six organizations, including the Clinton School District, the Fire Department, the Police Department, the Kirkland Arts Council and the Kirkland Town Library. She noted that since the first awards were made in 2001, more than a half million dollars has been invested in organizations serving the Town of Kirkland. She thanked in general all those who have contributed to this fund, and in particular Professor John C. O'Neal who currently serves on the committee that reviews proposals and determines grants.

President Stewart reported that Vice President for Libraries and Information Technology Dave Smallen and the members of the Information Security Board of Review (ISBR) have been working on information and cyber security. In January, the College received a report and recommendations from a consulting firm hired by the NY6 Consortium to review policies and procedures regarding the protection of sensitive information. The ISBR has also been working on our password policy; piloting security awareness videos as part of an overall awareness program; and developing a policy on the protection of sensitive information. This policy explains our responsibilities with respect to protecting sensitive information; the idea is that each of us will be required annually to acknowledge understanding of this policy. The President noted that the College's auditors are paying increased attention to this area and have recommended that we put in place procedures that require this annual acknowledgement of responsibilities as well as confirmation of who has access to sensitive information. Finally, the President announced that the College has contracted for cyber-security insurance to help deal with any breach of sensitive information.

The President turned to the issue of admissions and enrollments. She reported that in January, the College admitted 42 first-year students, 6 transfers and 1 visiting French student. The President then gave the statistics below on the class of 2018.

- Applications reached 5,071. This compares with 5,017 last year and 5,107 in 2012. This year's total is a 1% increase over last year's and the 4th highest total on record.
- Most of our NESCAC peers are reporting decreases, as are some of the Ivies. Decreases are attributed to demographics, economy and changes in the Common Application submission process. This places our modest increase this year in context.
- Early Decision (ED) applications reached a record-high 658, which is 10% over last year's ED total.
- Decisions were announced on Thursday, March 27, at 8 p.m. Acceptance packets were mailed the same day to those who were admitted.
- 1,312 students (ED and Regular combined) were admitted for a target class size of 470, the lowest number of admits since 1982. Our acceptance rate of 26% compares to 27% in our previous two cycles, and is the lowest on record.
- Average SATs for admits is 1427 (critical reading and math) and 715 (writing); 63% of this cohort used the SAT to fulfill our testing requirement.
- Average ACT composite for admits is 32 and 27% of admits used the ACT to fulfill our testing requirement.

- For those who attend a high school that ranks, 85% of admits are in the top 10%. However, the number of high schools that rank has been decreasing.
- 26% of admits identify as Black, Hispanic/Latino, Asian, Native American or Multiracial and from the U.S.; an additional 5% are international citizens.
- Admits hail from 47 states and 40 countries. The 5 most represented states in our admit cohort are NY, MA, CA, CT and NJ, and the 3 states we're missing in our admit pool are AL, ND and WY.
- Twelve percent of admits are from the first generation in their family to attend college.
- The President noted that admitting students is one thing; next we must work on yielding them. Between now and May 1 there will be mailings and emails, online chats and radio shows, receptions, overnight visits, tours and open houses. She thanked the faculty in advance for their help in these efforts.

The President remarked that over the next few weeks, she would be hosting the senior class and faculty members in a series of light dinners. She announced the following recipients of fellowships and prizes:

- Seniors Nathaniel Livingston and Alyson Raynor were named Watson Fellows.
- Sam Bishop, also a senior, got a Fulbright teaching assistant award to Indonesia.
- Huy Ho '15 and Mandy Lin '15 were awarded Gilman International Scholarships; Ho to Vietnam, Lin to Denmark.
- Elisabeth MacColl '16 was named a Barry M. Goldwater Scholar.
- Angela Gizzi '16 received a Critical Language Scholarship to Korea.

President Stewart thanked Ginny Dosch and all faculty members who guide, advise and encourage our students.

The President closed by honoring three women with deep connections to the College who recently passed away. Former trustee Patricia Selch, widow ('52), sister and mother of Hamilton alumni, died suddenly in her New York City home in January. President Stewart noted that Pat did a great deal for the arts at Hamilton. In particular, it was at her insistence that the Wellin is a *museum* rather than a 'mere *gallery*.'

The text of President Stewart's tributes to Ellie Wertimer and Patsy Couper are below.

Here in Clinton, we were shocked by the disappearance of two women – both, coincidentally, graduates of Smith College – whose presence on this Hill meant so much to generations of faculty, students and staff. Ellie Wertimer died on January 18, exactly one week short of her 92nd birthday. Ellie, who always told the truth, was brilliantly memorialized by her son Stephen during a funeral mass at St. Mary's. The presence of a great many Hamilton trustees, alumni, faculty and staff in the church that day would have pleased her. We were still in shock when, on February 17, Patsy Couper died after just three days of being unwell. Patsy was as modest as she was generous, and as generous as she was frugal. This Thursday in the Dessert Booth in the Village, where she ate lunch almost daily with students, staff or faculty, they will be serving a special Patsy lunch of her favorite dishes in honor her 91st birthday.

Ellie and Patsy were generous of spirit and as smart and connected as they come. For me, they were inspirations and models. I find no words to describe the voids they leave. Thank you.

3. *Motion from the Committee on Academic Policy on acceptance of transfer credit for online courses.*

Moved, that the catalog language involving transfer credit be amended as follows:

Transfer of Credit to Hamilton for Study Away

With faculty approval, qualified students may spend one to three semesters of study in an approved program overseas or at another American institution, or may receive credit for part-time study while on personal leave or during summers. The College tries to be responsive to the needs of students seeking diverse educational settings or courses not offered at Hamilton. At the same time, transferred credit can have a significant effect on the meaning and value of the Hamilton degree and thus must represent work that meets Hamilton's standards. *The College considers the opportunity to earn transferred credit a privilege, rather than a right, and evaluates carefully the merits of all transferred credit petitions.*

Every student intending to study away from Hamilton should prepare by taking the appropriate foundation courses. Consultation with the appropriate department chairs and the associate dean of students for study abroad early in the sophomore year is advised.

The conditions for transferred credit are as follows:

1. Students planning to study away from Hamilton must register their intentions with the Dean of Students Office by the published deadlines. They must complete the transferred credit petition and receive the approval of their advisor and/or the appropriate department chairs before they begin the course of study away. Students who change their programs after leaving campus should discuss substitutions with the associate dean of students for off-campus/international study by e-mail or telephone.
2. Courses must be taken at an accredited institution and must be considered by the faculty at Hamilton to be in the liberal arts. Students are encouraged to study at four-year institutions. Students who have earned 14 or more Hamilton units (including units earned by all forms of transferred credit) may present for transferred credit only courses taken at a four-year institution.
3. Each course must be approved by the chair of the Hamilton department or program that would offer the course at the College. To obtain approval, students must provide a copy of the catalogue description of each course. If a course is not clearly within the purview of a Hamilton department or program, the Committee on Academic Standing will determine its acceptability. The appropriate chair should indicate if a course will apply toward a student's concentration or minor.
4. ~~Correspondence courses are not acceptable for transferred credit.~~ *Up to 2 units of credit can be awarded for courses taken online at other institutions from which the college would accept credit for face-to-face courses. To receive such credit, students must provide evidence that an online course: a) is graded by the instructor(s) of the course; and 2) includes significant opportunities for interaction between the instructors and the students. Transfer credit for online courses requires the approval of the chair of the relevant academic department and the Committee on Academic Standing.*
5. Courses in which a substantial portion of the enrollment consists of high school students are not acceptable for transferred credit, even if they are college-level courses taught by a university-approved instructor or visiting professor.
6. (Renumbering of rest of list)

Committee on Academic Policy Chair Tom Wilson presented the motion. He began by saying that the motion originated with the Committee on Academic Standing and addressed a gap in policy. There is currently no language in the *College Catalogue* addressing the issue of accepting transferred credit for online courses. The important features of the motion are that it gives a procedure for determining whether credit should be accepted and

establishes a limit of 2 credits for such courses. Professor Wilson said that the CAP was not advocating that the faculty adopt the motion; he reported that there was a broad range of opinion on the committee, representative of the broad range of opinion among the faculty as a whole. He noted that the college might have already approved transfer credit for online courses, because many institutions do not brand their online courses as such; with no policy in the *College Catalogue*, it is not clear that this constitutes a violation. For this reason, the CAP believes that the College needs a policy. Professor Wilson invited Associate Dean of Students for Academics Steve Orvis for additional comments.

Dean Orvis commented that the motion originated not with the CAS but with the CAP subcommittee on Online Instruction that he chaired last year. The current language in the Catalogue regarding correspondence courses is outdated, but has been interpreted to mean that online courses are not acceptable for transferred credit. As a student pointed out to him, the College will accept transferred credit for a course with a large enrollment and no face-to-face interaction with the instructor, but will not accept credit for an online course that may have a smaller enrollment and more interaction with the instructor. Dean Orvis said that the subcommittee decided that a better policy would be to allow credit within certain limits. He reported that Registrar Kristin Friedel could guarantee that the College has already accepted transferred credit for online courses because they are not flagged on the transcript at many institutions. In fact, some institutions offer the same course in both face-to-face and online versions, and it is hard to justify why we accept credit for one but not the other.

A faculty member said that it is not clear that the motion will 'catch' all online courses, and suggested that the form students must fill out to apply for transferred credit include a specific question about whether the course was offered online. This faculty member also expressed concern about how chairs could determine whether a course "includes significant opportunities for interaction between the instructors and the students." Dean Orvis responded by saying that he liked the suggestion of including a specific question on the petition form for transferred credit. He agreed that the wording regarding interaction is vague, but said that it was difficult to find more precise wording that could anticipate all possible course formats. Dean Orvis reported that a major concern of the CAS is to bar transferred credit for Massive Open Online Courses (MOOC's) that have minimal contact between instructors and students.

A faculty member commented that most MOOC's are not offered for credit and argued that Hamilton should not be giving credit if the host institution does not. Dean Orvis replied that all other rules regarding the awarding of transferred credit apply to online courses, and those rules cover this situation.

A faculty member asked what the current process for accepting transfer credit, and how many such credits an average student acquires. Dean Orvis said that students must petition for transferred credit by submitting a form signed by his/her advisor. Any courses that count toward a student's concentration or minor are vetted by the department chair. Dean Orvis reported that a significant minority of students transfer in one or two credits, usually from summer courses and usually to make up for falling behind in credits towards graduation during the regular academic year.

A faculty member asked whether students could transfer credit for an online course they take from an outside institution while in residence at Hamilton College. Dean Orvis said that current policy prevents students from transferring credit for a course that overlaps with the Hamilton semester, but the CAS does grant occasional exceptions. The faculty member then asked why the motion included a limit of 2 credits for online courses. He also asked for general clarification in the definition of an online course and in particular whether a course could be partially online. This faculty member suggested that the answers to his questions would still be "irrational" because we cannot anticipate all possible course formats. Dean Orvis agreed that there is no crystal clear formula for labeling courses, but suggested that we

should trust the host institutions' labels. He noted that although online courses are not flagged as such on transcripts, they are flagged in course descriptions.

A faculty member commented that limiting credits from online course to 2 implies that they are weaker than face-to-face courses, when in fact some online courses are and some are not. He suggested that a more precise description of acceptable online courses would make the motion more palatable. For example, some online courses have automated tutors interacting with students. Dean Orvis repeated that it would be difficult to craft language that would cover all possible course formats, and that the CAS had worked on finding wording that was clear and concise yet flexible. He noted for the record that "instructors" are assumed to be human instructors. Dean Orvis commented that the limit of 2 reflected his concern about the growing number of non-traditional educational experiences we give credit for, including study abroad, summer courses, the New York City and Washington, D.C. programs. He urged that we think more broadly about this question in the future.

A faculty member who is a department chair asked whether department chairs still have final authority on accepting transferred credit for courses in the concentration; Dean Orvis replied in the affirmative. She then asked what evidence the College would collect for determining how work would be graded. Dean Orvis said that the burden would be on the student to prove that the online course would be graded by the instructor. The faculty member noted that some institutions use machines or TA's to grade work in large courses. Dean Orvis replied the College currently accepts transferred credit for face-to-face courses without determining how work in these courses is graded. Thus the motion would subject online courses to more vetting than face-to-face courses.

Another faculty member who is a department chair reported that he gets many requests for transferred credit and that making decisions involves a lot of guesswork. He suggested that probably this is okay for face-to-face courses, but evaluating online courses for transferred credit would involve even more guessing and so we would potentially be "giving more away."

Dean Orvis offered as a substitute motion that the language for rule (4) be changed to:

4. ~~Correspondence courses are not acceptable for transferred credit.~~ Online courses are not acceptable for transferred credit.

He said it is important that we act now to eliminate the language concerning correspondence courses; we can return to crafting more flexible language for online courses later. The substitute motion was seconded.

A faculty member commented that the original motion both changed both rule (4) and the first paragraph before the list of rules. Dean Orvis said that the sentence in italics in the first paragraph is currently italicized in the College Catalogue and does not represent a change in the language.

The substitute motion passed on a show of hands.

A faculty member said that his daughter is currently taking an online course that is also offered as a traditional course, and she is getting lots of interaction with the course instructor. A blanket refusal to accept any online course for transferred credit is going too far.

A faculty member noted that the original motion was now gone, meaning that voting down the substitute motion would leave the current language barring transferred credit for correspondence courses in place. Faculty Chair Hamessley responded that the substitute motion could be amended.

A faculty member commented that refusal to accept online courses could disadvantage students with nontraditional backgrounds. Another faculty member said that accepting the substitute motion would only be a stopgap measure, allowing faculty to think more carefully about the issue.

Dean of Faculty Patrick Reynolds said that remanding the motion to committee would be another option. A faculty member proposed another substitute motion:

Strike rule (4) from the *College Catalogue*.

The faculty member said that as a codicil to this substitute motion, the original motion should be remanded to committee. The motion was seconded.

CAP Chair Tom Wilson argued against sending the motion back to the CAP. He suspected that the spectrum of opinion of the CAP would not change, and so the CAP would return with essentially the same motion, perhaps with a different limit on the total number of transferred credits for online courses. Professor Wilson added that the CAP would not return to the issue this year.

A faculty member on the CAP suggested that since the motion did not originate with the CAP, it could not be remanded to the CAP. Parliamentarian Ernest Williams said that the first substitute motion was the floor, and discussion should be on whether to substitute it with the second substitute motion to strike rule (4) altogether. He remarked the Faculty Chair could rule that discussion on whether the original motion should be remanded to committee was not pertinent.

The faculty member who proposed the second substitute motion argued that it would serve a two-fold purpose. First, it would remove the embarrassment of having language dealing with correspondence courses in the Catalogue. Second, the faculty did not appear ready to make a decision on online courses and so in the interim the responsibility for deciding individual cases would be left to the Associate Dean of Students for Academics.

A faculty member argued against the substitute motion, saying that even if the *Catalogue* says that online courses are not acceptable, students can petition for an exception. Dean Orvis agreed that students could petition for exceptions to any rule. However, the precedent that he had inherited is that exceptions for online courses were granted very rarely. He added that if rule (4) were struck from the *Catalogue*, he would continue the current practice because he was getting no sense from the faculty on how else to proceed.

The second substitute motion failed on a voice vote.

A faculty member proposed amending the first substitute motion by inserting the word "normally," so that it would read:

4. ~~Correspondence courses are not acceptable for transferred credit.~~ Online courses are not *normally* acceptable for transferred credit.

The motion was seconded.

A faculty member argued for the amendment, saying that allows for flexibility but puts the responsibility on students for making the case for an exception. A faculty member on the CAS also supported the amendment, saying that the CAS needed some guidance on deciding these cases.

A faculty member who is a department chair argued that department chairs should have

“first right of refusal” on all petitions for transferred credit. Faculty Chair Hamessley said that department chairs currently can refuse to accept transferred credit for face-to-face courses. Dean Orvis said that the current practice is to obtain approval from department chairs only if the transferred credit is to be applied towards a student’s concentration or minor.

Dean Reynolds noted that the proposed language doesn’t explicitly state that students need to petition for an exception to the rule. He noted the members of the CAP Subcommittee on Online Learning had discussed this question and had decided approval of the department chair should be required for all online courses, whether or not the course is in the student’s concentration or minor.

A faculty member pointed out that the current language in rule (3) states that “[e]ach course must be approved by the chair of the Hamilton department or program that would offer the course at the College.” Dean Orvis responded that there had been complaints from department chairs about having to sign so many forms, and so the practice has been to only require approval for courses in the student’s concentration or minor.

The amendment passed on a voice vote.

A faculty member who is a department chair asked whether rule (3) or past practice dictates whose approval is required. Faculty Chair Hamessley noted that if the faculty is not satisfied with the current practice, they can send that message. A faculty member suggested the language in the *Catalogue* should establish the rule. Dean Orvis stated that his interpretation of the amended motion would be that all online courses require the approval of the department chair.

A faculty member suggested that department chairs may not have enough information to make decisions about credit for non-concentration courses, and so we should leave that decision up to the CAS. She suggested that we should not assume that students abuse the current policy.

Director of Diversity and Inclusion Amit Taneja said that a policy of not accepting transferred credit for online courses would disproportionately affect low income students, who might in some cases be unable to graduate without such credit.

A faculty member suggested that we could further amend the motion to include more specific language about how students could get an exception to the rule. Another faculty member commented that we don’t do this with other academic regulations.

A faculty member proposed that the motion be remanded to committee. The motion was seconded. A faculty member of the CAP said that the substitute motion did not originate with the CAP and so could not be remanded to the CAP. Parliamentarian Williams said that the motion could be to *refer* the motion to the CAP.

Associate Dean of Faculty Penny Yee commented that a lot of time and energy had already been put into the issue, and it would be difficult to find people willing to devote more time and energy to come up with better language. She said that the language in the original motion at least gave some guidance. A faculty member noted that the original language was no longer on the table, and so it would be better to refer the question back to the CAP.

The motion to refer the issue to the CAP failed on a vote by show of hands. Dean Yee asked whether we could amend the motion now on the floor. Parliamentarian Williams said that the language of the original motion could not be brought back at this point.

A faculty member of the CAP noted that all views aired at the meeting had also been aired at meetings of the CAP. She added that every rule is 'petitionable' and that in the past exceptions to the rules had been made.

The motion passed on a unanimous voice vote.

4. *Motion from the Academic Council to go into a Committee of the Whole to discuss responses to class cancellations due to campus closure.*

The motion failed on a voice vote.

5. *Report from Associate Dean of Students Steve Orvis on the Honor Code.*

Dean Orvis reported that in response to anecdotal evidence of deterioration of the culture surrounding the Honor Code, the members of the Honor Court conducted parallel surveys of students and of the faculty. The response rate was substantial, from both groups. As suggested by both the student members of the court and Assistant Dean of Faculty for Institutional Research and Assessment Gordon Hewitt, the student survey did not ask students to self-report violations of the Honor Code. However, studies have shown that if students think others are cheating, then they are more likely to cheat themselves.

The results of the survey suggested that students and faculty are witnessing/suspecting many far more minor cases of cheating than egregious cases. This agrees with the caseload of the Honor Court. Another result from the faculty survey is that there is wide variety of practices towards proctoring exams. Although there is no explicit policy, historically it had been the practice not to proctor exams, but the survey found that roughly a fifth of faculty always proctor, while roughly a third never proctor.

Dean Orvis highlighted the finding that 34% of faculty are "very unlikely" to report a possible violation. A follow-up question revealed that the primary reason these faculty members give for not reporting possible violations is a lack of concrete evidence; another reason is lack of faith in the outcome or the process itself.

A majority of students reported that they were very or somewhat uncomfortable either directly confronting or reporting a student they see violating the code. On the other hand, 78% of students strongly or somewhat agreed with the statement, "I would like the Hamilton community to be one in which students were comfortable directly confronting students who violate the code."

Both students and faculty select as their top choice for improving the culture on the Honor Code "greater faculty commitment", in the form of class discussion of the Honor Code and more frequent reporting of violations. Another popular choice was "greater education" at new-student orientation and in the residence halls.

Dean Orvis discussed the range of sanctions meted out by the court and gave typical examples of violations that would merit each type of sanction. He added that each case is different and the Honor Code allows for some flexibility.

Dean Orvis listed the steps the Court was taking in response to the surveys. Orientation for new students will include an Honor Code session with Honor Court members, and matriculation will include a Code-signing ceremony. The Honor Court is also considering other steps: eliminating the Honor Code quiz that incoming students now take over the summer, fostering more ongoing education about the Code on campus throughout the academic year, publicizing the range of sanctions,.

A faculty member asked if the survey had detected deterioration in students' attitudes over their four years at the college. Dean Orvis replied that the data show that there is a drop-off in attitudes between the sophomore and junior years. While 70-80 percent of all students reported seeing or being told of no Honor Code violations, only 60-70 percent of seniors reported that.

Faculty Chair Hamessley noted that the time was 5:58 p.m., meaning that the Dean's remarks would have to be postponed. She asked that faculty members read the message from Academic Council listing a number of possible methods of handling class cancellations due to campus closures and respond on the faculty discussion listserv.

6. *Other announcements and reports*

Professor Margie Thickstun announced that the annual marathon reading of Milton's *Paradise Lost* would take place in the Burke Library on Sunday April 6, and invited interested faculty to participate.

Faculty Chair Hamessley adjourned the meeting at 6:00 p.m.

Respectfully submitted,

Sally Cockburn
Faculty Secretary

Appendix B

BALLOT

2014-15 Committee Membership

Instructions: Please circle one name per line as your preferred candidate.

Nominations from the Floor

Faculty Chair

Term: 2015 D. Bailey G. (Tom) Jones _____

Faculty Secretary

Term: 2015 C. Lee K. Terrell _____

Parliamentarian

Term: 2017 A. Kelly S. Pellman _____

Committee on Academic Policy

Term: 2017 R. Hopkins C. Morgan _____
 2017 S. Ellingson T. McKee _____

Continuing members:

Term: 2015 N. Rabinowitz
 2015 J. McEnroe
 2016 K. Brewer
 2016 S. Wu
 ex officio P. Reynolds
 ex officio S. Orvis

Committee on Appointments

Term: 2015 E. Gant K. Kuharic _____
 2017 T. Franklin J. Mwantuali _____
 2017 F. Anechiarico R. Martin _____

Continuing members:

Term: 2015 A. Owen
 2015 C. Latrell (F)
 2016 S. Major
 2016 O. Oerlemans

Faculty Committee on Budget and Finance

Term: 2018 C. Georges G. Wyckoff _____

Continuing members:

Term: 2015 S. Pellman
 2016 K. Grant
 2017 R. Kantrowitz
 ex officio P. Reynolds
 ex officio K. Leach

Appendix C

Moved, that Section X. Review and Appeals Procedures be modified with a revision to part D. and part E. of the *Faculty Handbook* to include the language below.

SECTION X. REVIEW AND APPEALS PROCEDURES

D. ~~Dismissal or Other Sanctions~~ *Professional Misconduct: procedures and sanctions*

Both the Faculty and the Trustees acknowledge their obligation to uphold standards of academic excellence and responsibility. Action against a faculty member for unsatisfactory service thus requires cooperation between the Faculty and the Trustees and may be effected by the College only for adequate cause. Such action may include termination of an appointment with tenure, termination of a non-tenured appointment before the end of its specified term, involuntary temporary suspension from the College ~~leave from College duties~~, or any other major changes in the conditions of employment that diverge from the ordinary agreements. *Sanctions that do not constitute a major change in the terms of employment include but are not limited to: an oral warning and notation of such in the appropriate personnel file(s); training related to conduct in a professional environment; a written letter of reprimand in the personnel file(s); removal of the faculty member from supervisory role(s); suspension from specific Department or College duties or roles; withdrawal of college research or conference support; removal from the position of Chair of a department, Director of a program, or Chair of a committee; minimal or no salary increase or other similar measures based upon the particular circumstances.*

To show the existence of adequate cause for dismissal or ~~invocation~~ *the invoking* of some other ~~sanction~~ *major change in the terms of employment* requires demonstration of the unfitness of the faculty member in her or his professional capacity or in her or his behavior as a member of the Hamilton community. In order to protect academic freedom, while at the same time serving the interests of the College as a community, the procedures following shall be used to determine whether or not adequate cause exists *are spelled out in Section X. Part E.*

When a party to the process – either the complainant, the Dean, or the faculty member whose rights are at issue – believes that the Dean has a conflict of interest, he or she may bring those concerns to the President. The President may then, if it seems appropriate, designate a tenured professor to substitute for the Dean in the procedures below.

1. Procedure

- a. ~~Allegations from any source that adequate cause exists for dismissal or some other sanction of professional misconduct (excluding those of harassment or sexual misconduct that are covered in 1. b.) shall first be considered by the Dean who may seek confidential advice as he or she deems appropriate. If the Dean concludes there is substance to the allegations, he or she shall discuss them with the~~

faculty member concerned in an effort to reach mutually agreeable arrangements (except in cases of harassment or sexual misconduct, which are governed by 1.b.). The faculty member may be accompanied by an advisor of her or his own choice, selected from the College Faculty.

- b. *Because Hamilton College views harassment (as defined by the Harassment and Sexual Misconduct Policy) to be a threat to community norms and its educational mission, the following procedures have been put into place.*

When allegations of harassment or sexual misconduct are brought to the Dean of Faculty, the Dean will present the options available in the College's Harassment and Sexual Misconduct Policy to the complainant. If the individual wishes to proceed with a formal complaint, he or she may initiate the process by submitting a letter of complaint to the Dean of the Faculty. The complaint must be a signed written statement, including the time, place, and nature of the alleged offense and the name of the respondent. In the event the individual elects not to proceed with a formal complaint, it is still incumbent upon the Dean to investigate the matter and take appropriate steps to put an end to any harassment or inappropriate behavior that may be found.

When a written complaint of harassment or sexual misconduct has been brought to the Dean of Faculty, the Dean will request that the Chair of the Harassment and Sexual Misconduct Board (HSMB) initiate an investigation following HSMB procedures. The Chair will convene a subcommittee of non-student members to conduct the investigation. At the conclusion of the investigation, the investigation subcommittee will issue to the Chair and Dean of Faculty a written report of the evidence gathered and of its findings. After consultation with the Chair, the Dean of Faculty will then determine the next appropriate action. The Dean shall contact the parties involved to notify them of the outcome of the investigation.

Upon receipt of a report from the Harassment and Sexual Misconduct Board that finds a faculty member responsible for harassment, the Dean shall select from one or more of the following actions: a verbal warning and notation of such in the appropriate personnel file(s); a written letter of reprimand in the personnel file(s); training related to harassment and other interpersonal conduct in a professional environment; removal of the faculty member from supervisory role(s); suspension from specific Department or College duties or roles; withdrawal of college research or conference support; removal from the position of Chair of a department, Director of a program, or Chair of a committee; minimal or no salary increase. In addition, the Dean may impose other remedial measures such as requiring a formal apology to the victim(s) and/or taking steps to separate or otherwise minimize future contact between the harasser and the victim(s).

Should the committee's investigation find evidence that supports a major change in the

terms of employment of a member of the faculty or dismissal, the Dean shall initiate the procedures for dismissal as laid forth in part E. that follows.

- c. If mutually agreeable arrangements cannot be made between the Dean and the faculty member, under either section I.a. or I.b., the Dean may then, at her or his discretion, prepare a petition that shall state all pertinent allegations in writing with reasonable particularity, citing their sources and the reasons why, if the allegations are substantially true, they might constitute adequate cause for dismissal or some other sanction. This petition shall be transmitted to the faculty member involved and to the Secretary of the Faculty. Upon receipt of the petition, within thirty days the Secretary of the Faculty or her or his designated representative from the Academic Council other than the Dean shall, as witnessed by any member of the Academic Council other than the Dean, form an Appeals Committee by drawing three Faculty Appeals Board members by lot from among those Appeals Board members who have not served on an Appeals Committee since the Appeals Board term of service began.

Comment [LT1]: Because the most of the language in sub-section c. pertains to termination or major change to the terms of employment, the language stricken here will be moved to serve as an introduction to the Tribunal. Stricken language has been moved from section X. D. I. c. to the beginning of section X. E.

No member of the Faculty Appeals Board who will be on leave during such time the appeal will be considered, or whose selection poses a conflict of interest as determined by the Appeals Board member, or who has assisted substantially in the preparation of a party's case, or who is related to one of the parties shall serve on the Appeals Committee. The faculty member and the Dean shall each have the right to remove one member from the Appeals Committee without stated cause. If a complete Appeals Committee cannot be formed from those eligible to be drawn by lot from the Appeals Board, the remaining Appeals Committee membership shall be selected by lot from among those who first served on an Appeals Committee during the current term of the Appeals Board.

If at any time a member of an Appeals Committee is unable to serve, then the Secretary of the Faculty or her or his designated representative from the Academic Council other than the Dean shall, as witnessed by any member of the Academic Council other than the Dean, select a replacement faculty member by lot from those Appeals Board members who have not served on an Appeals Committee since the Appeals Board term of service began.

A copy of the petition shall be delivered to the Appeals Committee as soon as it is convened. The Appeals Committee shall conduct a formal hearing of the allegations. The formal hearing shall be a Tribunal governed by Section E., Hearing Procedures, set forth hereafter.

- d. A faculty member may be temporarily suspended for professional misconduct of either kind (as defined in a. or b. above) only if there is a likelihood of

Comment [LT2]: Section X. D. I. d. has been eliminated but the same language now constitutes X. D. I. c.

immediate harm either to the faculty member or to others through her or his continuance. Normally this action requires a vote by the Committee on Appointments, but the President may take such action unilaterally. Salary and benefits shall continue during the period of suspension.

E. Hearing Procedures *for Dismissal or Major Changes in the Condition of Employment*

~~If mutually agreeable arrangements cannot be made between the Dean and the faculty member, under either section 1.a. or 1.b.,~~ If allegations of professional misconduct against a faculty member have been substantiated, the Dean may then, at her or his discretion, shall prepare a petition that shall state all pertinent allegations in writing with reasonable particularity, citing their sources and the reasons why, if the allegations are substantially true, they might constitute adequate cause for dismissal or ~~some other sanction~~ major changes in the condition of employment. This petition shall be transmitted to the faculty member involved and to the Secretary of the Faculty. Upon receipt of the petition, within thirty days the Secretary of the Faculty or her or his designated representative from the Academic Council other than the Dean shall, as witnessed by any member of the Academic Council other than the Dean, form an Appeals Committee by drawing three Faculty Appeals Board members by lot from among those Appeals Board members who have not served on an Appeals Committee since the Appeals Board term of service began.

Comment [LT3]: This language has been omitted because the Dean no longer investigates claims of harassment or sexual misconduct. Therefore, there can be no "mutually agreeable arrangement" made.

Comment [LT4]: This language has been omitted because it presents ambiguity with regard to limitations to the Dean's authority. The Dean does not possess unilateral authority to dismiss a faculty member or make a major change in the terms of employment. Such action can be taken only after the Dean has secured the approval of the Tribunal.

No member of the Faculty Appeals Board who will be on leave during such time the appeal will be considered, or whose selection poses a conflict of interest as determined by the Appeals Board member, or who has assisted substantially in the preparation of a party's case, or who is related to one of the parties shall serve on the Appeals Committee. The faculty member and the Dean shall each have the right to remove one member from the Appeals Committee without stated cause. If a complete Appeals Committee cannot be formed from those eligible to be drawn by lot from the Appeals Board, the remaining Appeals Committee membership shall be selected by lot from among those who first served on an Appeals Committee during the current term of the Appeals Board.

If at any time a member of an Appeals Committee is unable to serve, then the Secretary of the Faculty or her or his designated representative from the Academic Council other than the Dean shall, as witnessed by any member of the Academic Council other than the Dean, select a replacement faculty member by lot from those Appeals Board members who have not served on an Appeals Committee since the Appeals Board term of service began.

A copy of the petition shall be delivered to the Appeals Committee as soon as it is convened. The Appeals Committee shall conduct a formal hearing of the allegations. The formal hearing shall be a Tribunal governed by ~~Section E, Hearing Procedures, set forth hereafter: what follows.~~

~~No changes to Section X are proposed beyond this point.~~

Comment [LT5]: The language in Section E. 1 above is almost entirely language that appears already in the Faculty Handbook Section X. D. 1. c. The only exceptions are under erasure or highlighted.

If passed by the Faculty and adopted by the Trustees, the language in the Faculty Handbook 2014 will read as follows:

D. Professional Misconduct: procedures and sanctions

Both the Faculty and the Trustees acknowledge their obligation to uphold standards of academic excellence and responsibility. Action against a faculty member for unsatisfactory service thus requires cooperation between the Faculty and the Trustees and may be effected by the College only for adequate cause. Such action may include termination of an appointment with tenure, termination of a non-tenured appointment before the end of its specified term, involuntary temporary suspension from the College or any other major changes in the conditions of employment that diverge from the ordinary agreements. Sanctions that do not constitute a major change in the terms of employment include but are not limited to: an oral warning and notation of such in the appropriate personnel file(s); training related to conduct in a professional environment; a written letter of reprimand in the personnel file(s); removal of the faculty member from supervisory role(s); suspension from specific Department or College duties or roles; withdrawal of college research or conference support; removal from the position of Chair of a department, Director of a program, or Chair of a committee; minimal or no salary increase or other similar measures based upon the particular circumstances.

To show the existence of adequate cause for dismissal or the invoking of some other major change in the terms of employment requires demonstration of the unfitness of the faculty member in her or his professional capacity or in her or his behavior as a member of the Hamilton community. In order to protect academic freedom, while at the same time serving the interests of the College as a community, the procedures following shall be used to determine whether or not adequate cause exists are spelled out in Section X. Part E.

When a party to the process – either the complainant, the Dean, or the faculty member whose rights are at issue – believes that the Dean has a conflict of interest, he or she may bring those concerns to the President. The President may then, if it seems appropriate, designate a tenured professor to substitute for the Dean in the procedures below.

1. Procedure

- a. Allegations of professional misconduct (excluding those of harassment or sexual misconduct that are covered in 1. b.) shall first be considered by the Dean who may seek confidential advice as he or she deems appropriate. If the Dean concludes there is substance to the allegations, he or she shall discuss them with the faculty member concerned in an effort to reach mutually agreeable arrangements (except in cases of harassment or sexual misconduct, which are governed by 1.b.). The faculty member may be accompanied by an advisor of her or his own choice, selected from the College Faculty.

- b. Because Hamilton College views harassment (as defined by the Harassment and Sexual Misconduct Policy) to be a threat to community norms and its educational mission, the following procedures have been put into place.

When allegations of harassment or sexual misconduct are brought to the Dean of Faculty, the Dean will present the options available in the College's Harassment and Sexual Misconduct Policy to the complainant. If the individual wishes to proceed with a formal complaint, he or she may initiate the process by submitting a letter of complaint to the Dean of the Faculty. The complaint must be a signed written statement, including the time, place, and nature of the alleged offense and the name of the respondent. In the event the individual elects not to proceed with a formal complaint, it is still incumbent upon the Dean to investigate the matter and take appropriate steps to put an end to any harassment or inappropriate behavior that may be found.

When a written complaint of harassment or sexual misconduct has been brought to the Dean of Faculty, the Dean will request that the Chair of the Harassment and Sexual Misconduct Board (HSMB) initiate an investigation following HSMB procedures. The Chair will convene a subcommittee of non-student members to conduct the investigation. At the conclusion of the investigation, the investigation subcommittee will issue to the Chair and Dean of Faculty a written report of the evidence gathered and of its findings. After consultation with the Chair, the Dean of Faculty will then determine the next appropriate action. The Dean shall contact the parties involved to notify them of the outcome of the investigation.

Upon receipt of a report from the Harassment and Sexual Misconduct Board that finds a faculty member responsible for harassment, the Dean shall select from one or more of the following actions: a verbal warning and notation of such in the appropriate personnel file(s); a written letter of reprimand in the personnel file(s); training related to harassment and other interpersonal conduct in a professional environment; removal of the faculty member from supervisory role(s); suspension from specific Department or College duties or roles; withdrawal of college research or conference support; removal from the position of Chair of a department, Director of a program, or Chair of a committee; minimal or no salary increase. In addition, the Dean may impose other remedial measures such as requiring a formal apology to the victim(s) and/or taking steps to separate or otherwise minimize future contact between the harasser and the victim(s).

Should the committee's investigation find evidence that supports a major change in the terms of employment of a member of the faculty or dismissal, the Dean shall initiate the procedures for dismissal as laid forth in part E. that follows.

- c. A faculty member may be temporarily suspended *for professional misconduct of either kind (as defined in a. or b. above)* only if there is a likelihood of immediate harm either to the faculty member or to others through her or his continuance. Normally this action requires a vote by the Committee on Appointments, but the President may take such action unilaterally. Salary and benefits shall continue during the period of suspension.

E. Hearing Procedures for *Dismissal or Major Changes in the Condition of Employment*

If allegations of professional misconduct against a faculty member have been substantiated, the Dean *shall* prepare a petition that shall state all pertinent allegations in writing with reasonable particularity, citing their sources and the reasons why, if the allegations are substantially true, they might constitute adequate cause for dismissal or major changes in the condition of employment. This petition shall be transmitted to the faculty member involved and to the Secretary of the Faculty. Upon receipt of the petition, within thirty days the Secretary of the Faculty or her or his designated representative from the Academic Council other than the Dean shall, as witnessed by any member of the Academic Council other than the Dean, form an Appeals Committee by drawing three Faculty Appeals Board members by lot from among those Appeals Board members who have not served on an Appeals Committee since the Appeals Board term of service began.

No member of the Faculty Appeals Board who will be on leave during such time the appeal will be considered, or whose selection poses a conflict of interest as determined by the Appeals Board member, or who has assisted substantially in the preparation of a party's case, or who is related to one of the parties shall serve on the Appeals Committee. The faculty member and the Dean shall each have the right to remove one member from the Appeals Committee without stated cause. If a complete Appeals Committee cannot be formed from those eligible to be drawn by lot from the Appeals Board, the remaining Appeals Committee membership shall be selected by lot from among those who first served on an Appeals Committee during the current term of the Appeals Board.

If at any time a member of an Appeals Committee is unable to serve, then the Secretary of the Faculty or her or his designated representative from the Academic Council other than the Dean shall, as witnessed by any member of the Academic Council other than the Dean, select a replacement faculty member by lot from those Appeals Board members who have not served on an Appeals Committee since the Appeals Board term of service began.

A copy of the petition shall be delivered to the Appeals Committee as soon as it is convened. The Appeals Committee shall conduct a formal hearing of the allegations. The formal hearing shall be a Tribunal governed by what follows.

No changes to Section X. are proposed beyond this point.

Rationale

Following a review of Hamilton's harassment policies in 2012-2013, the Academic Council found that policies and procedures related to professional conduct were in need of clarification and elaboration in the *Faculty Handbook* in order to bring them into line with best practices of peer institutions. This motion suggests that the faculty adopt both minor and substantive changes to the existing language in the *Faculty Handbook*. There are several substantive changes worth highlighting.

The first change appears in the first paragraph of Section D. New language clarifies sanctions that may be imposed by the Dean of Faculty which do not constitute a major change in the terms of employment. This new language makes clear potential consequences that faculty may face if engaged in professional misconduct.

The second substantive change is the significant revision of section D. Language has been added to X. A. 1. a. to clarify that the section applies to allegations of professional misconduct, not including those of harassment or sexual misconduct which are treated separately in 1. b. The former part b. has been enhanced with new language that makes clear the seriousness with which Hamilton College views harassment, as defined by college policy, and that this policy pertains to members of the faculty, who are employees of Hamilton College. It also succinctly outlines the steps faculty members may take in the event that they believe that they have been subject to harassment. This additional language will enable faculty members to easily identify College policy and procedures in the *Faculty Handbook*. Although this does not represent a major change in our institutional practice, an outline of the formal steps in the grievance procedures has not previously been included in the *Faculty Handbook*, as is a common practice among peer institutions.

The third substantive change involves removing the Dean of the Faculty from the process of investigation in the case of claims of harassment or sexual misconduct and instead places this responsibility in the hands of the HSMB. There has been no change in the process through which the HSMB investigates written complaints.

The fourth substantive change is the outlining of actions from which the Dean chooses in the event that allegations of adequate cause for sanction have been established at the conclusion of an HSMB investigation. When it has been determined by the HSMB that a faculty member has engaged in harassment, the Dean is responsible for acting upon this finding. This language clarifies, both for faculty as a whole and for the Dean, the responsibilities and limitations of the Dean with regard to upholding standards of professional excellence and behavior among the faculty.

The revisions also includes re-organization of existing language in Section X, minor changes in language, and clarity on both procedures and actions. For example, Part D. sub-section 1. d. has been renamed 1. c. Much of the language that currently appears in Part D. sub-section 1. c. has been moved to begin Section X. Part E.

There are no intended changes made to the rights of faculty for appeal in the case of dismissal or major changes to the terms of employment. As is currently the case, faculty possess the right to appeal when the Dean makes a major change to the terms of employment or seeks to dismiss the faculty member from the College. Faculty retain their right to appeal to the President in all other instances.

Appendix D

Motion from the Committee on Academic Policy regarding a concentration in Cinema & Media Studies.

MOVED, that the College establish a concentration in Cinema and Media Studies (CMS).

Cinema and Media Studies

A concentration in Cinema and Media Studies (CMS) consists of nine courses: four core courses and five electives. These core courses include CMS 120; one course on media or cinema: CMS 125, 201, 299 or 300; one course in production: ART 113, ART 116, ART 213, MUS 277 or alternative courses in the production of images. CMS 550, senior project. Additionally, students take five electives in at least three of the elective categories below; two of the electives must be at least at the 300 level and only one at the 100 level. Honors in Cinema and Media Studies is awarded to concentrators with at least a 3.3 (88) average in the concentration and who complete 550 with a grade of at least A-.

Program committee: Martine Guyot-Bender (Director); Steve Humphries-Brooks; Scott MacDonald; Angel David Nieves; Kyoko Omori; Patricia O'Neill (on sabbatical 2013-2014).

REQUIRED COURSES (4 credits)

I. CMS 120: Introduction to the History and Theory of Film – 1cr.

A general introduction to the wide world of cinema and cinema studies, focusing on crucial films from many cinematic traditions. Topics include the evolution of film from earlier forms of motion picture, the articulation and exploitation of a narrative language for cinema, the development of typical commercial genres, and the appearance of a variety of forms of critical cinema. Focuses on basic film terminology, with the cinematic apparatus and ongoing theoretical conversation about cinema and its audience (Same as Comparative Literature 120 and Art History 120).

II. ONE CREDIT IN THEORY OR GENRE (CHOICE AMONG THE FOLLOWING COURSES)

CMS 125: Introduction to History and Theory of New Media.

CMS 201W: Introduction to Digital Humanities

CMS 299: Cinema as Theory and Critique

CMS 300: Facing Reality: An Introduction to Documentary

III. ONE COURSE IN PRODUCTION (CHOICE AMONG THE FOLLOWING COURSES)

ART 116: Introduction to Photography

ART 213: Introduction to Video

MUS 277: Music for Contemporary media

Or other courses involving production.

IV: ONE CREDIT FOR THE SENIOR PROJECT

CMS 550/Senior Project: Project.

An interdisciplinary project/practicum to be approved by the CMS committee in fall of senior year.

ELECTIVES (5 credits)

In consultation with the program director, students design their concentration through the completion of five electives chosen from at least three categories out of the four categories below. At least two of these courses must be at the 300 level or above. No more than one course can be at the 100 level.

1. National and Ethnic Cinemas

Cinema and related media have evolved within different national frameworks (or within ethnic frameworks within particular nations): CMS students should have the option of exploring one or more of these national/ethnic cinemas.

CHNSE 205/CMPLIT 205: Modern China Through Film
CHNSE 450: Chinese Revolution through Film (in Chinese)
CPLIT/ARTH 202: African-Americans and Cinema
FRNCH 350: Francophone Cinema (in French)
FRNCH 428: Cinematographic Memory (in French)
FYC: Social Movements in French Cinema
HSPST 223: Introduction to Hispanic Cinema
HSPST 363: Literature on Film (in Spanish)
HSPST 371: Latin American History through Cinema (in Spanish)
RST 169: Dreams, Visions and Nightmares: Introduction to Russian Film.
JAPN 356/CMPLIT 356: Introduction to Japanese Film

2. The Literary and Theatrical Arts

Cinema, television, and other forms of media art and entertainment evolved in considerable measure from the histories of literature and theater. CMS students should understand these influences.

CLASC 360: Film and the Classics
CMPLIT 211: Readings in World Literature I
CMPLIT 212: Readings in World Literature II
CPLIT 215: Chinese Literature in Translation
CPLIT 258: Opera
CPLIT 285: Detective Story, Tradition and Experiment
ENCRW 215: Introductory Poetry and Fiction Workshop
ENCRW 224: Playwriting
ENGL 203: The Short Story
ENGL 204: Poetry and Poetics
ENGL 205: The Study of the Novel
ENGL 206: The Study of Drama
ENGL 255: The Marrow of African-American Literature
ENGL 256: American Literature of the 19th Century
ENGL 266: Modernisms
ENGL 267: Literature and the Environment
THETR 224: Playwriting
THETR 236: Outrageous Acts: Avant-Garde Theatre and Performance Art
THETR 244: Tragedy: Then and Now

3. Cinema and the Arts and Humanities

CMS students should have experience seeing cinema and media within the contexts of the other arts and humanities.

ARTH 293: Modernism
ARTH 313: Seminar Religion and Modern Art
ARTH 319: Text/Image in Cinema
CMS 300: Facing Reality: An Introduction to Documentary
CMS 299: Critical Cinema [retitled, Cinema As Theory]
CPLIT 348: The Garden in the Machine: Depicting Place in Modern American Cinema
ENGCRW 300: Women Filmmakers
ENGCRW 317: The Laws of the Cool
ENGCRW 435: Seminar: Jane Austin—Text and Film
FRNCH 435: Picturing War (in French)

HSPST 224: Women in Spanish Film and Literature
HSPST 323: The Power of Looking
RSNST 295: Bloodsucking as Metaphor: Vampires, Werewolves
CLASC 320: The Romans on Film
CLASC 350: Film and the Classics
MUSIC 245: Music in American Film
RELST 215: Religion in Film
RELST 407: The Celluloid Savior
RELST 421: Raging Gods; Scorsese and Coppola's Religious Films
THETR 236: Outrageous Acts: Avant-Garde Theatre and Performance Art

4. Social Science and Modern Media

CMS students should have experience in working with cinema within social science contexts. CMS faculty and students need to face the practical, historical, ideological, and aesthetic challenges posed by recent developments in electronic and digital media.

AMST 304/AFRST 304: Seminar in e-Black Studies: Race and Cyberspace
ANTHR 264: Ethnography of Literacy and Visual Language
ANTHR 270: Ethnography of Communication
ANTHR 319: Freaks, Cyborgs, Monsters, and Aliens
CPLIT 286: Buff-y and Blue: Studies in the Gothic Tradition
COMM 308: Transnational Cultural Citizenship
COMM 310: Media: Forms and Theory
COMM 380: Social History of Advertising
COMM 451: Seminar: Communication, Technology and Society
RELST 304: Religion and Media
SOC 213: Culture and Society
WMNST 211: Women, Gender and Popular Culture

Rationale

Established in 2009, the minor in Cinema and New Media Studies (CNMS) has grown steadily with an average of five students per year, with seven for the class of 2014. In addition a growing number of students have developed their own Independent Concentration in related fields building directly from the curriculum for the minor. However, as the number of students wishing to major in cinema and media related topic grows, this independent concentration model is no longer sustainable with the individual efforts of faculty advisers. Many of these majors have supplemented their coursework toward the major by taking courses elsewhere, both within and outside the United States (Prague). A curricular change would alleviate the instability linked to these Independent Concentration into a more coherent academic program in self-conscious dialogue with the broader field of Cinema and New Media Studies.

In recognition of these and other benefits to be derived from a major, we compared our program to similar programs at peer institutions (Appendix A) and reviewed our current resources.

For reasons of inclusion and curricular flexibility, we henceforth change the name of the program to Cinema and Media Studies (CMS). Hamilton is home to a large number of faculty whose main or secondary field of research is cinema and media broadly construed. In our review of the current course offerings we discovered various courses consistent with the focus of CMS when viewed from the perspective of an interdisciplinary major of 9 units that had not occurred when considered earlier for a minor of 5 units. The concentration is constituted of courses already existing, which may be complemented by curricular changes in other departments.

The new concentration is particularly timely in the context of the opening of the Wellin Museum and the completion of the new Theatre and Studio Arts building in Fall 2014, which are bringing increased

visibility to visual arts, including cinema and media studies, at Hamilton. Most important, the second award from the Mellon Foundation has reinforced the interest and need for digital humanities, digital studies, etc., to support faculty research in these fields. Hamilton's DHi stands as a model for peer institutions in the liberal arts and contributes fundamentally to the major.

Goals of the Concentration

CMS stimulates students to pursue their own artistic visions, nurtures multi and interdisciplinary intellectual inquiry around a variety of media, and prepares students for further study and careers in media related fields. The major requires a limited set of foundational courses and a wide choice of electives to respect students' specific interests.

The following immediate goals serve this greater purpose:

- 1) Critical attention to and analysis of cinema and media as artistic expression and cultural production.
- 2) Engagement with the ways gender, religion, race, ethnicity, sexuality, nationality, class, the natural environment and other social and physical forces are represented and explored in cinema and media studies.
- 3) Analysis of the uses of technology in representing and constructing knowledge by means of performance, programming or participation in the creation of multi-media documents and/or hands-on experience in class assignments.

Appendix

Institutions with like-programs.

Amherst College	Film and media studies
Bowdoin College	Film studies
Carleton College	Cinema and media studies
Colby College	Cinema studies (within the Dept. of American Studies)
Kenyon College	Dance, Drama and Film
Middlebury College	Film and Media Culture
Occidental College	Media Art and Culture
Reed College	Film and media studies
Tufts University	Communication and Media Studies
Wesleyan College	Film studies

Appendix E

Motion from the Academic Council that the Faculty go into a Committee of the Whole regarding evaluation of advising.

Moved, that the Faculty go into a Committee of the Whole for up to 20 minutes to discuss the evaluation of advising proposed by the *ad hoc* Advising Assessment Committee.

Rationale

The committee is interested in receiving feedback from the Faculty prior to offering the evaluation tools and process to the Faculty for a vote at the second May Faculty meeting. The committee has found the process of going into a Committee of the Whole very helpful in the past; in each case the committee has made significant changes to its recommendations based on feedback from the Faculty. The committee is requesting a shorter Committee of the Whole this time because it intends to share the information with the Faculty online prior to the meeting and ask for initial comments at that time. We would of course welcome feedback from members of the Academic Council.

The committee recommends that the previously approved statement on advising expectations be included in the materials because it is the foundation on which the committee based its proposals.

Proposed Evaluation of Advising

The foundation for an assessment of advising is the Faculty-approved statement “Advising at Hamilton: Expectations,” which is attached. The Advising Assessment Committee proposes an annual process of acquiring both student and Faculty perspectives on advising through the following actions:

- (1) Invite Faculty members to address advising in their annual reports (usefulness of online resources, advisee responses, quality of one’s advising experience, etc.), and
- (2) Survey seniors and sophomores about their advising experiences (below).

Seniors would be asked to respond to the questions when they evaluate their courses at the end of the spring term. Sophomores would be asked to respond to the questions around the time they declare a concentration.

The Advising Assessment Committee proposes that the new assessment procedures begin in the ’14-’15 academic year. The Dean and relevant department and program chairs will not have access to a faculty advisor’s first two years of student survey responses. This restriction allows faculty advisors to benefit from and respond to the feedback before any assessments are used as part of the annual review and tenure/promotion processes.

Questions for Seniors

Responses based on the following scale:

[strongly disagree] [disagree] [neither disagree nor agree] [agree] [strongly agree]

Please respond to the following questions based on your experience with your advisor since declaring your concentration. If you had more than one advisor, choose the one with whom you had the most contact.

1. I was an engaged participant in the academic advising process (such as preparing for the meetings, asking questions, actively listening).
2. My concentration advisor helped me think carefully about course selection in the context of the College’s purpose and goals.

3. My concentration advisor was helpful in thinking about my progress toward completion of concentration and other graduation requirements.
4. My concentration advisor encouraged me to think about the relationship between my academic choices and my plans after graduation.
5. My concentration advisor showed an interest in me as a person.
6. My concentration advisor communicated with me about his/her availability.
7. During appointments with my concentration advisor, I had adequate opportunity to raise academic and other concerns.
8. My concentration advisor was responsive to concerns I raised.
9. I received advice from Hamilton staff and faculty other than my academic advisor that helped me make responsible, informed decisions about the course of my intellectual development.
10. Hamilton's online resources helped me make responsible, informed decisions about the course of my intellectual development.

Open-ended questions:

- A. What did you like best about the advising system?
- B. Would you change anything about your relationship with your concentration advisor? If so, what?
- C. Should the College do anything to improve the academic advising process? If so, what?

Questions for Sophomores

Was your pre-concentration advisor an instructor in one of your courses during your first year?
[YES or NO]

Responses based on the following scale:

[strongly disagree] [disagree] [neither disagree nor agree] [agree] [strongly agree]

Please respond to the following questions based on your experience with your pre-concentration advisor. If you had more than one advisor, choose the one with whom you had the most contact.

1. I was an engaged participant in the academic advising process (such as preparing for the meetings, asking questions, actively listening).
2. My pre-concentration advisor helped me think carefully about course selection in the context of the College's purpose and goals.
3. My pre-concentration advisor encouraged me to explore areas of study with which I was previously unfamiliar.
4. My pre-concentration advisor helped me develop a well-thought-out educational plan.
5. My pre-concentration advisor and I discussed the possibility of off-campus study in relation to my educational plan.
6. My pre-concentration advisor and I discussed possible areas of concentration and the reasons for my choice.
7. My pre-concentration advisor showed an interest in me as a person.
8. My pre-concentration advisor communicated with me about his/her availability.
9. During appointments with my pre-concentration advisor, I had adequate opportunity to raise academic and other concerns.
10. My pre-concentration advisor was responsive to concerns I raised.
Finally, based on the academic advice you received from any Hamilton Faculty or staff member up until you declared a concentration:
11. The academic advising process helped me make a successful transition to college.

Open-ended questions:

- A. What do you like best about the advising system?
- B. Would you change anything about your relationship with your pre-concentration advisor?
If so, what?
- C. Should the College do anything to improve the academic advising process? If so, what?

Advising at Hamilton: Expectations

Advising at Hamilton is designed to help students make responsible, informed decisions about the course of their intellectual development. The faculty advisor-student relationship sits at the center of an advising system that incorporates all of the formal and informal advising resources on campus. This document sets forth expectations for the College, faculty advisors, and students in the advising process.

The College supports the advising system by providing information about goals, regulations, policies, and procedures (e.g., purposes and goals, off-campus study opportunities, the process for declaring a concentration, and each student's progress toward a degree) and by providing resources to support the advising process (e.g., support services and post-graduate planning). The College also provides training for advisors, conducts ongoing assessment of the advising system, and recognizes outstanding advising.

Advisee-advisor interactions primarily will involve discussions to encourage reflection on decisions in academic planning, as noted below. The College expects that over the course of the first three years each student will become self-sufficient and independent in making decisions about the student's educational plans, and that the advisor will facilitate such growth.

The College expects that students will familiarize themselves with:

- graduation requirements
- the College's purposes and goals
- the process of declaring a concentration
- options and academic regulations for off-campus study if they are interested in pursuing off-campus study
- support services that are available and how to obtain help
- their ongoing academic progress toward graduation

Questions about the above topics can be directed to the Registrar's Office or the Associate Dean of Students for Academics, as appropriate.

The College expects that advisors will communicate their availability for preregistration and informal meetings, and that students will make appointments for preregistration planning and for other discussions.

During their meetings, the student and advisor should discuss:

- the student's educational plan, which will evolve over time and should reflect both the student's particular interests and abilities and the College's purposes and goals. The advisor should inquire about the student's plan and provide feedback and advice, as appropriate.
- courses throughout the College curriculum, including areas of study with which the student is unfamiliar
- whether or not off-campus study should be included in the student's educational plan
- the reasons for the student's choice of concentration
- the student's progress toward completion of any chosen concentration and minor
- what campus resources are available to assist with academic, career, and personal concerns, and, when appropriate, the advisor should make recommendations about what service(s) the student may wish to use
- how the student's choices contribute to post-Hamilton career plans

Appendix F

Motion from the Committee on Appointments regarding revision of the Appointment, Reappointment, Tenure, and Promotion section of the *Faculty Handbook*.

Moved, that section VI. (Appointment, Reappointment, Tenure, and Promotion) of the *Faculty Handbook* be replaced in its entirety by the proposed revision and distributed by the Academic Council as Appendix F.1.

Rationale

The changes proposed in this motion:

1. *bring the Handbook in line with current practice.* All appointment procedures involving reappointment, tenure, and promotion provide relevant parties with electronic access to materials. The proposed language replaces references to “copies” with “access” to documents.
2. *resolve inconsistencies.* For candidates who have responsibilities in programs, members of the program committee are asked to provide “observations” in some sections of the Handbook and “recommendations” in others. Our proposed changes indicate the consistent policy that letters providing observations will be requested from current committee members. The second inconsistency that is addressed is that the current version of the Handbook indicates that the COA and the President may gather additional information about a case, but the Dean is not explicitly permitted to take this action. The proposed changes enable the Dean to take this action as well.
3. *simplify the text.* The current Handbook has convoluted wording to accommodate the possibility of faculty members being housed in programs instead of departments. We propose a general statement at the beginning of Section VI. indicating that, if an allocation were made to a program, the program would serve the role of a department. Thus, the program director and the voting members of the program would take on the roles that the department chair and voting members of the department play in our usual procedures. This statement makes it possible to remove the references to “or program” every time “department” is mentioned in the text.

VI. APPOINTMENT, REAPPOINTMENT, TENURE, AND PROMOTION¹

In order to pursue the College's mission of service to liberal learning, the Faculty must be comprised of scholars for whom undergraduate teaching is a major professional commitment. Effective teaching takes many forms, but it centers upon the presence in the teacher of a lively intellect, a mastery of her or his discipline, and the ability both to communicate knowledge to others and to help develop in them the desire to learn and the skills of learning. Hamilton College believes that effective teaching and sound scholarship are mutually reinforcing. Accordingly, its Faculty should be active and developing scholars. Research is both encouraged and expected. In addition, members of the Faculty are expected to participate in the intellectual and academic life of the College outside of class by advising students, by participating in departmental or program activities, by attending meetings of the Faculty, and by serving on faculty and College committees.

A. Types of Positions

Appointments to the positions described here may be either full-time (those appointed to teach a five-course load in an academic year) or part-time (defined as at least half-time but less than full-time). The College normally allocates full-time rather than part-time positions to departments ~~and programs.~~, and allocations will normally be housed in departments instead of programs. If an allocation is housed in a program, then the procedures described in the remainder of Sections VI. will have "program" substituted for "department" in all relevant locations. Professional qualifications shall be the same for full-time and part-time positions. A full-time position may be shared by two appointees, each of whom shall normally teach a five-course load over a two-year period and who shall be considered as separate part-time appointees for the purposes of reappointment, promotion, and tenure.

1. **Tenable positions.** A tenurable position is one for which it is expected that the College will have a continuing need. The large majority of positions at Hamilton are tenurable, and individuals appointed to the Faculty are normally appointed to tenurable positions. These appointments are made with the expectation that the position will not be discontinued while occupied.

Unforeseen financial, enrollment, or curricular changes may on occasion cause a tenurable position to be discontinued. When the President believes that there are grounds to discontinue an occupied tenurable position, he or she shall seek a recommendation from the *ad hoc* Committee described below (Section B), as well as from the Dean and the relevant department or program. A tenurable position shall not be discontinued on or after July 1 of the academic year before that in which the tenure decision is scheduled, except under the extraordinary conditions that would justify terminating tenured faculty.

2. **Renewable positions.** A renewable position is a non-tenurable position to which reappointment for successive one- or two-year terms is possible. The maximum number of years of employment possible in a renewable position shall be specified in the initial letter of

¹ Appointment, Reappointment, and Promotion in the Department of Physical Education are covered in Section VII.

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appointment. No renewable position may be held for more than six years.

3. **Term positions.** A term position is created to meet a particular short-term need of the College. Appointment to it is made for a specified period of time. The large majority of term positions are visiting positions created for a term of one year to enable the College to appoint replacements for continuing members of the Faculty on leave. Post-doctoral fellows who teach one or two courses have the rank of Lecturer; those who teach at least a three-course load have the rank of Visiting Assistant Professor. Post-doctoral fellows who are not teaching any courses have the rank of Research Associate.
4. **Adjunct positions.** An adjunct position is created to meet a specific need that cannot be met by faculty members serving in full- and part-time positions. Adjunct appointments normally are less than half-time and are not tenurable. Faculty in adjunct positions hold the title of Lecturer.

B. Procedures for Defining Positions as Non-Tenurable and for Discontinuing Positions

When the Dean, the Committee on Academic Policy, and the relevant department or program all recommend defining or redefining a position as other than tenurable, or discontinuing a renewable position before the specified maximum period of occupancy, such action may be taken without further consultation. When the Dean, the department or program, and the Committee on Academic Policy are not all in agreement, or when any of them recommends discontinuing an occupied tenurable position, the Chair of the Committee on Academic Policy shall convene and Chair an *ad hoc* committee that also includes two members of the Committee on Appointments chosen by the Chair of the Committee on Appointments. The *ad hoc* committee shall consult with the department ~~or program~~ holding or sharing the position. The *ad hoc* committee shall weigh such matters as the nature of the position, the composition of the department or program, the availability of suitable candidates, financial concerns relating to the position, the relevance of the position to the general College curriculum, and the probable effects on other departments or programs. In all cases, the *ad hoc* committee shall provide a written recommendation to the Dean, who shall make the final decision. ~~Copies of Access to~~ the recommendation shall be provided ~~distributed~~ to the department ~~or program~~ and the Committee on Academic Policy.

C. Ranks of the Faculty

1. **Research Associate.** Appointments to the Faculty in this rank are provided to post-doctoral fellows who are supported by external grants to conduct research under the supervision of a continuing faculty member. Research Associates do not teach courses.
2. **Lecturer.** The rank of Lecturer is offered to persons for the specific purpose of teaching one or two courses. Such appointments shall be made for one or more terms on an annual basis. Lecturers who are reappointed on a regular basis shall be evaluated for the purposes of reappointment according to standards of teaching and scholarship similar to those for other faculty appointments and according to a schedule agreed upon between the Dean and the department or program, with the understanding that all continuing lecturers shall be

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evaluated at least every three years.

3. **Instructor.** Appointments to the Faculty in this rank are normally made for persons who have not completed the requirements for the doctoral or other appropriate terminal degree. Appointments in this rank normally are made for one year and normally may not be renewed more than twice. Faculty holding tenure-track appointments should expect to complete all requirements for the appropriate degree no later than the beginning of their third year at the College.
4. **Assistant Professor.** This is the usual rank for initial appointments to the Faculty, and it is offered to qualified individuals who have completed the doctoral or other appropriate terminal degree. Appointments are normally for a three-year term.

Appointments as Assistant Professor may be made contingent on completion of the doctoral or other appropriate terminal degree. In the case of appointees who have not yet completed the requirements for the terminal degree, the appointment shall be as Instructor for a term of one year. If the requirements for the degree are completed before September 1 of the year of appointment, the appointment shall be converted to Assistant Professor. Promotion to Assistant Professor after September 1 of the year of appointment requires the recommendation of the department or program and shall normally be an option only if the degree is completed by December 31.

Those who are appointed in the rank of Assistant Professor to tenurable positions and who have no previous post-doctoral teaching experience normally stand for promotion to Associate Professor with tenure during their sixth year of full-time service and in the sixth, seventh, eighth, or ninth years of part-time service as Assistant Professor at Hamilton. Full-time appointees with one-to-three years of post-doctoral teaching experience at another institution normally stand for promotion and tenure during either their sixth or seventh year of full-time post-doctoral teaching but not normally before their fourth year at Hamilton. Full-time appointees with four or more years of post-doctoral teaching experience elsewhere normally stand for promotion and tenure in their fourth year at Hamilton, unless, after consultation with the Committee on Appointments, a different year is agreed to at the time of the initial appointment.

Part-time appointees with one-to-three years of post-doctoral teaching experience at another institution normally stand for promotion and tenure in the fifth, sixth, seventh, eighth, or ninth years of part-time service at Hamilton. Part-time appointees with four or more years of post-doctoral teaching experience elsewhere normally stand for promotion and tenure in their fourth, fifth, sixth, or seventh years of service at Hamilton. For all appointees, the maximum probationary period before promotion and tenure review shall be established at the time of hiring or during the first year of service at Hamilton. In all cases, determination of, or changes to, the tenure review year shall come after consultation among the faculty member, the department or program Chair, and the Dean.

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Reappointment in rank beyond the sixth year for full-time appointments, or beyond the ninth year for part-time appointments, normally shall be terminal appointments for one year only.

5. **Associate Professor.** Initial appointments to the Faculty in this rank normally are made for a term of two years with the expectation that a decision regarding tenure shall be reached during the third year of full-time service, or fourth or fifth year of part-time service at the College unless, after consultation with the Committee on Appointments, a different year is agreed upon at the time of the initial appointment. Promotion into this rank normally is with tenure. However, particularly if the individual has served on the Faculty for a relatively brief period, the granting of tenure may be a separate action.
6. **Professor.** Those appointed to the Faculty with this rank or promoted into this rank are expected to provide distinction to the Faculty as teachers, to have demonstrated sound, continuing growth as scholars, and to serve as leaders of the academic community. Promotion to Professor marks eminence as a teacher and a scholar. Initial appointments to this rank may be with or without tenure. In those cases where tenure is not initially offered, the appointment normally shall be for a term of two years with the expectation that a decision regarding tenure will be reached during the second year of full-time service, or fourth or fifth year of part-time service to the College unless, after consultation with the Committee on Appointments, a different year is agreed upon at the time of the initial appointment.

Consideration for promotion to Professor reflects the candidate's attainment of a level of distinction that merits such consideration. Consideration for promotion normally does not take place before the seventh year in rank.

D. Conditions of Appointments

Normally, appointments, reappointments, and promotions become effective July 1. Term appointments normally end June 30. Except when an appointment states explicitly that renewal will not be considered, notice of non-reappointment shall be given in writing by January 31 for members of the Faculty in their first year of service at Hamilton, by December 15 for members of the Faculty in their second year of service at Hamilton, and at least twelve months before the expiration of an appointment for members of the Faculty who have served at Hamilton for more than two years. When notice of non-reappointment comes later than these standards, a terminal year appointment shall be offered.

E. Reappointment, Tenure, and Promotion Criteria

The Faculty and officers of the College have the responsibility to recruit and retain the finest faculty possible within the means and resources of the institution, and they should be accorded the widest latitude consistent with academic freedom and fairness in the discharge of this responsibility. Reappointment, promotion, and tenure represent different kinds of commitment on the part of the College. These decisions, especially those involving promotion and tenure, are

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made on a highly selective basis. They are based on accomplishments and promise in teaching, in scholarship, and in professional service, and, within the limits stated above in section A.1, the College's continuing need for the position. Of the three criteria, the first two are the more important, but all weigh in the decision and the quality of teaching is the most heavily weighted criterion. It is understood that the standards of merit and the relative emphases in the application of these criteria may vary among evaluators and from case to case. In the case of tenure decisions, such variations may not result from consideration of the current or prospective tenure ratio in a department or program or from consideration of the future need for the position.

1. **Teaching.** Teaching is a complex task. Its evaluation requires consideration of several characteristics that should be reflected in an instructor's performance: commitment to teaching; knowledge and mastery of the discipline; and the ability to communicate with, stimulate, and evaluate students. Hamilton considers teaching to be a professional commitment on the part of the instructor and expects to find in its faculty members evidence of a sustained interest in teaching as a vocation and a willingness to carry out such instructional duties as the department or program requires. The instructor should possess knowledge and mastery of the discipline. The instructor's teaching should reflect both depth and breadth: an understanding of the best and most rigorous work in a subfield of the discipline as well as the broader outlines of the discipline and its connections with other disciplines. An instructor should also be effective in working with students. Effective instructors will transmit to students their enthusiasm for the discipline, convey central insights into the subject, encourage students to work diligently and independently, set high standards, and evaluate the work of students in a fair and constructive manner.
2. **Scholarship.** Hamilton expects its faculty to be productive scholars of high quality. Scholarship is important in its own right for the advancement of knowledge and as a creative act, and as a means by which teaching is continually refreshed and revitalized. Scholarship supports teaching. The synthesis, integration, and representation of knowledge complements the advancement of original scholarship. Original research and its equivalent expression in the performing and creative arts are the principal forms of scholarship, but scholarship may also include the interpretation of a scholarly field to a general audience. Scholars should make the results of their work available to professional colleagues for their evaluation and judgment. Publications and other formal presentations serve to ensure that faculty members have a continuing involvement with their professional peers, and that their work has been subjected to the criticism and insights of those best able to evaluate it.
3. **Service to the College.** A faculty member contributes to the life of the College outside of the classroom in a number of ways: as advisor, colleague, administrator, and participant in campus decision-making and governance. Such contributions are vital to Hamilton as a residential college. The quality of a candidate's service to the College community therefore is a third important criterion for reappointment, promotion, and tenure.

Advising students concerning academic matters is an important responsibility of each faculty member. Colleagues should contribute when possible to each other's scholarly and

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intellectual growth and assume an active and responsible role in the development and administration of the educational program and the academic affairs of the department or program and the College. Participation in Faculty meetings and service on committees is a normal part of each faculty member's duties at the College. Such service is also valuable when extended beyond the campus in regional and national activities that draw on or improve the instructor's professional competence and that benefit the College.

F. Principles of Evaluation for Teaching, Scholarship, and Service

1. **Evaluation of Teaching.** Since the quality of teaching is to be the most heavily weighted criterion for reappointment, tenure, and promotion, solid evidence of that quality must be secured. Department Chairs should establish and communicate a protocol to ensure that, normally, all voting department ~~or program~~ colleagues should be in a position both to assess from firsthand knowledge the classroom effectiveness of the instructor and to evaluate the instructor's knowledge and mastery of the discipline. The letter from the department ~~or program~~ Chair should summarize the evaluations of classroom teaching by all voting members.

Voting members of the department ~~or program~~ and participants in other College academic programs in which the instructor participates should comment, and the untenured members of the department ~~or program~~ should be given the opportunity to comment on the candidate's qualities as a teacher. Any College course evaluation forms approved by the Faculty shall be taken into consideration. Letters of evaluation from students selected by the candidate, as well as letters from former and current students randomly selected by the Registrar, shall be submitted to the Dean, the department ~~or program~~, and the Committee on Appointments at the time of reappointment, tenure, and promotion. All letters solicited for reappointment shall become part of the tenure file.

Additional evidence may include course syllabi and other course-related materials prepared by the candidate, published works and works in progress on teaching, new courses developed or old courses revised and updated, innovative teaching methods, participation in redesigning curricular offerings, work in cross-disciplinary courses, guidance of independent study, and other course evaluation forms developed by departments or individual faculty members.

The College may obtain outside evaluations of teaching by sending teaching-related materials to faculty members at other institutions. In addition, colleagues may be asked to evaluate an individual's contributions within the College that bear upon the qualities of excellence in teaching.

2. **Evaluation of Scholarship.** Because of the variety of forms that scholarship takes, the evaluation of the quality of scholarship may be made in a number of ways. In all cases, the College should seek evidence relevant to each discipline. Whenever appropriate, tenured members of the department ~~or program~~ should be asked to evaluate a candidate's

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published and unpublished work. Reviews in professional journals of the candidate's work offer an independent evaluation of that work by professional peers. Awards and grants to support scholarly research and creative activity may be yet another measure of evaluation of scholarly work by a candidate's professional colleagues. In the creative and performing arts, evidence of the quality of professional activity should be gathered from departmental ~~or program~~ peers, members of similar departments at other institutions, other artists in the same field, or published reviews. The Dean may solicit confidential evaluations of a candidate's scholarly work from professional peers outside of the College, and the Dean must do so in the case of a candidate standing for promotion to Associate Professor, with or without tenure, or Professor. In the case of faculty members for whom performances are the major form of scholarship, it is the responsibility of the department ~~or program~~ committee Chair, with the assistance of the Dean, to have performances evaluated by outside scholars and to place written records of the evaluations in the departmental/~~program~~ files and to provide the Dean with such records. In decisions on promotion to Associate Professor without tenure or to Professor, candidates may add a reasonable number of other professional references who shall also be asked to submit confidential evaluations of the candidate's scholarly work.

3. **Evaluation of Service.** Considerable flexibility is needed in evaluating a candidate's service to the College community because of the variety of activities that are subsumed under this term. Department ~~or program~~ colleagues should be asked to evaluate the candidate's contributions to the work and intellectual life of the department ~~or program~~. Others in the College in positions to evaluate the candidate's contributions in advising and other kinds of service may be asked to do so by the Dean. Care must be taken at all levels to insure that the evaluation of service is fair and based on adequate evidence, and that the academic and personal freedom of each faculty member has been preserved.
4. **Additional Principles for Promotion to Professor.** Promotion to Professor shall be granted to those faculty members who have in their years at the College distinguished themselves as teacher-scholars, and for whom it can be stated that high achievement is likely to continue. Distinguished teaching should reflect the growing maturity and scholarly imagination necessary to challenge all types of students. Sound and developing scholarship, an important sign of sustained learning, creativity, and professional growth, should be demonstrated through forms of public scholarship such as publication, critical investigation, invention, and the presentation of papers, or exhibitions or performances. Each candidate for promotion to Professor may have different strengths in teaching, scholarship, and service. In all cases, however, it is expected that the candidate will present evidence of accomplishments in all three categories. Of these three categories, the first two are the more important, but all weigh in the decision.

G. Reappointment, Tenure, and Promotion Procedures

1. **Procedures for Reappointment of Faculty in Tenurable Positions.** The dates provided in this section are guidelines intended to enable candidates to learn of the decisions as soon

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as possible. They are not deadlines in the strict sense that failure to meet them would constitute procedural impropriety.

Timeline:

May 1: Department ~~or program~~ Chair shall provide to the Dean a list of the names of faculty for whom reappointment is pending during the coming academic year. See part a. below.

October 15: The candidate shall provide the Dean with a list of up to fifteen former or current students to whom the Dean shall write for a letter of evaluation. See part b. below.

January 10: The candidate shall provide the Dean with ~~six sets~~ one digital set of materials, and six sets of any materials that cannot be provided digitally, that the candidate believes will be helpful to an adequate consideration of the case. See part b. below.

February 1: The department ~~or program~~ recommendations for reappointment shall be conveyed in writing by the Chair to the Dean along with evidence of the candidate's qualifications, and the Dean shall forward the complete file to the Committee on Appointments. See parts a. and c. below.

By March 1: The Committee on Appointments shall provide its written recommendation to the Dean. See part d. below.

By April 15: The President shall notify the candidate in writing of her or his decision. See part e. below.

- a. **Role of the Department ~~or Program~~.** On or before May 1 each department ~~or program~~ Chair shall provide the Dean with a list of the names of department ~~or program~~ faculty for whom reappointment is pending during the coming academic year.

When the candidate is to be considered for promotion to the rank of Associate Professor without tenure, the department ~~or program~~ shall provide the Dean with the names and addresses of two colleagues from outside the College who can review the candidate's scholarship.

Upon receipt of the materials listed in section d ("Role of the Dean"), the Chair shall make them available to voting members of the department ~~or program~~ and shall convene a meeting of the voting members to discuss and vote on the candidacy. Any voting members unable to attend shall convey their votes and any evaluative observations to the Chair in writing before the meeting, and the Chair shall share that information with all voting members.

By February 1, the department's ~~or program's~~ recommendations for reappointment shall be conveyed in writing by the Chair to the Dean along with evidence of the

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candidate's qualifications, including a detailed statement on the candidate's performance as a teacher, a scholar, and a faculty colleague, with reference in the last instance to capability to assume broad responsibilities within the department ~~or program~~ and the Faculty. The Chair must include a report of the department ~~or program~~ vote and a summary of the views of the voting members. The Chair shall also request that the voting members sign the recommendation, indicating that they have read and confirm its report of the vote and its summary of the evidence collected. The Chair shall provide every member of the department ~~or program~~, whether a party to the decision or not, with the opportunity to evaluate aspects of the candidacy by writing to the Chair or directly to the Dean. The Chair shall forward with the department ~~or program~~ recommendation any letters from non-voting members.

At each reappointment, the Chair shall report the department ~~or program~~ recommendation and the reasons for it to the candidate, before sending it to the Dean.

- b. **Role of the Faculty Member.** By October 15 of the academic year during which a candidate is to be considered for reappointment, he or she shall provide the Dean with a list of fifteen former or current students to whom the Dean shall write for a letter of evaluation. By January 10 of that academic year, a the candidate shall provide the Dean with six sets of copies of the remaining materials he or she one digital set of materials and six sets of any materials that cannot be provided digitally. All materials that will believes will be helpful to for an adequate consideration of the case should be submitted, including: a personal statement on teaching, scholarship, and service; a current curriculum vitae; and any relevant information or documents such as syllabi, other teaching materials, and scholarly work; and the name of any academic program(s) to which the candidate regularly contributes.

When a candidate is to be considered for promotion to Associate Professor without tenure, he or she shall also provide to the Dean a list of two scholars from other institutions from which the Dean shall select one to evaluate the candidate's scholarly materials. In such cases, the timetable outlined under the Procedures for Tenure Decisions shall apply.

- c. **Role of the Committee on Appointments.** The Committee advises the President and the Dean in cases of reappointment. The Committee on Appointments shall provide a written recommendation, the reasons for it, and the number who voted for and against the recommendation. The advisory process for reappointments is initiated by the Dean, who sends to the Committee all documentation gathered for the review in progress. The Committee may gather additional information during its consideration of the case through discussions with the Dean, members of the Faculty, and students, and by such other means as it deems necessary. When the Subcommittee of the Committee on Appointments differs with the department ~~or program~~, the Subcommittee shall confer with the voting members of the department ~~or program~~ before the Committee on Appointments makes its recommendation. Committee deliberations and voting always occur in executive session.

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- d. **Role of the Dean.** For reappointments, it is the responsibility of the Dean, in consultation with both the Chair and the candidate, to gather as full and complete a record as appears useful to the pending decision. ~~Whenever possible, the Dean shall ensure that the appointments of academic program committee voting members provide continuity in all decisions relating to reappointment, promotion, and tenure. The Dean shall seek a recommendation from the committee members of any academic program to which the candidate regularly contributes. The Dean shall seek letters with~~ observations regarding the candidacy from current committee members of the academic program(s) to which the candidate regularly contributes.

In the case of promotion to Associate Professor without tenure, the Dean shall solicit an evaluation from four outside scholars, one suggested by the candidate, one suggested by the department ~~or program~~, and two selected by the Dean.

The Dean shall gather the materials submitted by the candidate, contact the students selected by the candidate for letters of recommendation, and solicit letters from fifteen former or current students randomly selected by the Registrar, including concentrators and non-concentrators and students from both lower- and upper-level courses. As early as possible the Dean shall provide these materials to the voting members of the department ~~or program~~.

The Dean shall forward the department or program recommendation to the Committee on Appointments, along with ~~copies of~~ access to all evaluations, prior letters of appointment and reappointment, and all information gathered by the Dean for this decision from the candidate, the department ~~or program~~, and other sources.

Upon receipt of the recommendation of the Committee on Appointments, the Dean shall consider ~~both that recommendation, and the department or program recommendation,~~ the evidence accumulated through the process, and any additional information that the Dean may gather. ~~The Dean will then and~~ present a written recommendation, with supporting reasons, to the President, along with ~~copies of~~ access to all documentation gathered for the review.

When the Dean's recommendation is at variance with the recommendation of the Committee on Appointments or of the department ~~or program~~, the Dean shall call a meeting of the Committee on Appointments Chair and the Committee on Appointments Subcommittee that considered the case, the Dean, and the voting members of the department ~~or program~~ in order to seek agreement before the recommendations go to the President.

For each reappointment review, it is the responsibility of the Dean, after consulting with the department ~~or program~~ Chair, the Committee on Appointments, and the President, to provide the faculty member with a written evaluation of her or his teaching, scholarship, and service.

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- e. **Role of the President.** The President shall receive the materials on the candidate from the Dean along with the recommendations of the department ~~or program~~, Committee on Appointments, and the Dean and, on the basis of this and any additional information the President may gather, shall make her or his decision.

Final authority for all reappointments lies with the President according to the terms of the Charter and By-Laws of the Board of Trustees. When the President's tentative decision is different from that of the Dean, or the Committee on Appointments, or the department ~~or program~~, the President shall call a meeting of the Dean, the Committee on Appointments Chair, the Committee on Appointments Subcommittee that considered the case, and the voting members of the department ~~or program~~ in order to try to reach agreement before making a final decision.

The final decision and the reasons for it, including an evaluation of the candidate's teaching, scholarship, and service, shall be communicated in writing by the President or the Dean to the candidate, the Chair of the department ~~or program~~, and the Chair of the Committee on Appointments. Before doing so, the President may inform a candidate of the decision orally, or invite the Dean or the Chair of the department ~~or program~~ to do so on her or his behalf.

2. **Procedures for Reappointment of Faculty in Renewable Positions.** The dates provided in this section are guidelines intended to enable candidates to learn of the decisions as soon as possible. They are not deadlines in the strict sense that failure to meet them would constitute procedural impropriety.

Timeline:

May 1: Department ~~or program~~ Chair shall provide to the Dean a list of the names of faculty for whom reappointment is pending during the coming academic year. See part a. below.

June 15: The candidate shall provide the Dean with a list of fifteen former or current students to whom the Dean shall write for a letter of evaluation. See part b. below.

August 15: The candidate shall provide the Dean with ~~six sets of the remaining materials~~ one digital set of materials, and six sets of any materials that cannot be provided digitally, that the candidate believes will be helpful to an adequate consideration of the case. See part b. below.

October 15: The department ~~or program~~ recommendations for reappointment shall be conveyed in writing by the Chair to the Dean along with evidence of the candidate's qualifications. See part a. below.

- a. **Role of the Department ~~or Program~~.** On or before May 1 each department ~~or program~~

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Chair shall provide the Dean with a list of the names of department ~~or program~~ faculty for whom reappointment is pending during the coming academic year.

Upon receipt of the materials listed in section c ("Role of the Dean"), the Chair shall make them available to voting members of the department ~~or program~~ and shall convene a meeting of the voting members to discuss and vote on the candidacy. Any voting members unable to attend shall convey their votes and any evaluative observations to the Chair in writing before the meeting, and the Chair shall share that information with all voting members.

By October 15, the department's ~~or program's~~ recommendations for reappointment shall be conveyed in writing by the Chair to the Dean along with evidence of the candidate's qualifications, including a detailed statement on the candidate's performance as a teacher, a scholar, and a faculty colleague. The Chair must include a report of the department ~~or program~~ vote and a summary of the views of the voting members. The Chair shall also request that the voting members sign the recommendation, indicating that they have read and confirm its report of the vote and its summary of the evidence collected. The Chair shall provide every member of the department ~~or program~~, whether a party to the decision or not, with the opportunity to evaluate aspects of the candidacy by writing to the Chair or directly to the Dean. The Chair shall forward with the department recommendation any letters from non-voting members.

At each reappointment, the Chair shall report the department ~~or program~~ recommendation and the reasons for it to the candidate before sending it to the Dean.

- b. **Role of the Faculty Member.** By June 15 of the academic year before the one in which a candidate is to be considered for reappointment, he or she shall provide the Dean with a list of fifteen former or current students to whom the Dean shall write for a letter of evaluation. By August 15 of that academic year, ~~a~~ the candidate shall provide the Dean with six sets of copies of the remaining materials he or she one digital set of materials and six sets of any materials that cannot be provided digitally. All materials that will be helpful to for an adequate consideration of the case should be submitted, including: a personal statement on teaching, scholarship, and service; a current *curriculum vitae*; ~~and~~ any relevant information or documents such as syllabi, other teaching materials, and scholarly work; and the name of any academic program(s) to which the candidate regularly contributes.
- c. **Role of the Committee on Appointments.** The Committee advises the President and the Dean in cases of reappointment. The Committee on Appointments shall provide a written recommendation, the reasons for it, and the number who voted for and against the recommendation. The advisory process for reappointments is initiated by the Dean, who sends to the Committee all documentation gathered for the review in progress. The Committee may gather additional information during its consideration of the case

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through discussions with the Dean, members of the Faculty, and students, and by such other means as it desires, including consulting with any of the sources of the materials gathered by the Dean. When the Subcommittee of the Committee on Appointments differs with the department ~~or program~~, the Subcommittee shall confer with the voting members of the department ~~or program~~ before the Committee on Appointments makes its recommendation. In instances where reappointment decisions are affected by curricular reallocations, the Committee must satisfy itself, before making a recommendation, that the Committee on Academic Policy has considered the matter. Committee deliberations and voting always occur in executive session.

- d. **Role of the Dean.** For reappointments, it is the responsibility of the Dean, in consultation with both the Chair and the candidate, to gather as full and complete a record as appears useful to the pending decision. ~~Whenever possible, the Dean shall ensure that the appointments of academic program committee voting members provide continuity in all decisions relating to reappointment, promotion, and tenure. The Dean shall seek a recommendation from the committee members of any academic program to which the candidate regularly contributes.~~ The Dean shall seek letters with observations regarding the candidacy from current committee members of the academic program(s) to which the candidate regularly contributes.

The Dean shall gather the materials submitted by the candidate, contact the students selected by the candidate for letters of recommendation, and solicit letters from fifteen former or current students randomly selected by the Registrar, including concentrators and non-concentrators and students from both lower- and upper-level courses. As early as possible the Dean shall provide these materials to the voting members of the department ~~or program~~.

The Dean shall forward the department ~~or program~~ recommendation to the Committee on Appointments, along with ~~copies of access to~~ all evaluations, prior letters of appointment, and all information gathered by the Dean for this decision from the candidate, the department ~~or program~~, and other sources.

Upon receipt of the recommendation of the Committee on Appointments, the Dean shall consider ~~both~~ that recommendation, ~~and~~ the department ~~or program~~ recommendation, the evidence accumulated through the process, and any additional information that the Dean may gather. ~~The Dean will then and~~ present a written recommendation, with supporting reasons, to the President, along with ~~copies of access to~~ all documentation gathered for the review.

When the Dean's recommendation is at variance with the recommendation of the Committee on Appointments or of the department ~~or program~~, the Dean shall call a meeting of the Committee on Appointments Chair and the Committee on Appointments Subcommittee that considered the case, the Dean, and the voting members of the department ~~or program~~ in order to seek agreement before the recommendations go to the President.

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For each reappointment review, it is the responsibility of the Dean, after consulting with the department ~~or program~~ Chair, the Committee on Appointments, and the President, to provide the faculty member with a written evaluation of her or his teaching, scholarship, and service.

- e. **Role of the President.** The President shall receive the materials on the candidate from the Dean along with the recommendations of the Committee on Appointments and the Dean and, on the basis of this and any additional information he or she may gather, make his or her decision.

Final authority for all appointments lies with the President according to the terms of the Charter and By-Laws of the Board of Trustees. When the President's tentative decision is different from that of the Dean or the Committee on Appointments or the department ~~or program~~, the President shall call a meeting of the Dean, the Committee on Appointments Chair, the Committee on Appointments Subcommittee that considered the case, and the voting members of the department ~~or program~~ in order to try to reach agreement before making a final decision.

The final decision and the reasons for it, including an evaluation of the candidate's teaching, scholarship, and service, shall be communicated in writing by the President or the Dean to the candidate, the Chair of the department ~~or program~~, and the Chair of the Committee on Appointments. Before doing so, the President may inform a candidate of the decision orally, or invite the Dean or the Chair of the department ~~or program~~ to do so on her or his behalf.

- 3. **Procedures for Tenure Decisions.** The evaluative principles described in Section F, parts 1, 2, and 3 ("Principles of Evaluation for Teaching, Scholarship, and Service"), are applicable also to tenure decisions and are here assumed except where expanded in this section. The dates provided in this section on procedures for tenure review are guidelines intended to enable candidates to learn of the decisions as soon as possible. They are not deadlines in the strict sense that failure to meet them would constitute procedural impropriety.

Timeline:

March 1: Department ~~or program~~ Chair shall provide to the Dean a list of candidates scheduled to stand for tenure in the coming academic year. See part a. below.

April 1: The department ~~or program~~ Chair shall provide a list of at least two scholars from outside the institution agreed upon by tenured members of the department ~~or program~~ to whom the Dean can send teaching and scholarly materials for evaluation. See part a. below. The candidate shall provide the Dean with the initial set of materials as given in part b. below.

June 1: The candidate shall provide the Dean with a detailed personal statement and other

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materials as specified in part b. below.

September 1: The Dean shall provide materials to the department ~~or program~~, as given in parts a and c below. The Dean shall provide the candidate with the names of the outside evaluators who reviewed her or his materials. See part c. below.

October 1: The Chair shall submit the department ~~or program~~ vote and recommendation to the Dean, and the Dean shall forward the complete file to the Committee on Appointments. See parts a. and c. below.

November 1: The Committee on Appointments shall provide its written recommendation to the Dean. See part d. below.

February 1: The President shall notify the candidate in writing of her or his decision. See part e. below.

- a. **Role of the Department ~~or Program~~.** The Chair of each department ~~or program~~ shall provide the Dean by March 1 with a list of candidates scheduled to stand for tenure during the next academic year. When there are no tenured faculty members in the department ~~or program~~ in which the faculty member is standing for tenure, the Dean, in consultation with Academic Council, shall appoint an *ad hoc* committee of two tenured faculty to review the candidacy and shall appoint one of its members to serve as Chair. When there is only one tenured faculty member in that department ~~or program~~, that member shall Chair a two-person *ad hoc* committee to review the candidacy, with the second member appointed from among the tenured faculty by the Dean, in consultation with the *ad hoc* committee Chair. All appointments from outside the department ~~or program~~ in which the candidate is standing for tenure should normally come from disciplines that share subjects or methodologies with the discipline of the candidate. Such appointments shall be made as soon as possible after the tenure candidate's third-year review, or as soon as possible for an advanced candidate who will not have a third-year review. In such cases, references to department ~~or program~~ shall be understood to mean the *ad hoc* committee. By April 1 the Chair shall provide a list of at least two scholars from outside the institution agreed upon by tenured members of the department ~~or program~~ to whom the Dean can send teaching and scholarly materials for evaluation. The Dean shall gather from students and outside evaluators materials relating to the tenure review together with all materials submitted by the candidate, and provide copies to the department ~~or program~~ by September 1. The Chair shall convene the voting members of the department ~~or program~~ to discuss and vote on the candidacy. Any voting members unable to attend shall convey their votes and any evaluative observations in writing to the Chair before the meeting, and the Chair shall share that information with all voting members.

In addition to assessing teaching according to the criteria and procedures described in E.1 and F.1, departments ~~or program~~ should interpret the pattern of development in a candidate's career, state clearly the evidence on which an assessment is being based, and

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comment on prospects for future growth. In addition to evaluating scholarship according to the criteria and procedures described in E.2 and F.2, departments ~~or program~~ should, whenever possible, include in their evaluations of scholarship an assessment of the quality of the journals, presses, or exhibition and performance venues where the candidate has presented her or his work, and of the professional meetings where presentations have been made, and of the potential for, and likelihood of, continued professional growth. In addition to evaluating service according to the criteria and procedures described in E.3 and F.3, departments ~~or programs~~ should include judgments about the distinctive contributions of the candidate to the department ~~or program~~ and to the College, and about the potential for leadership in the department ~~or program~~ and the Faculty as a whole.

The Chair shall record the vote and, on behalf of the voting members, write an evaluation of the candidate's teaching, scholarship, and service, highlighting the Chair's own views and summarizing the views of the voting members of the department ~~or program~~ and noting any differences. The Chair shall submit the department ~~or program~~ vote and recommendation to the Dean by October 1 or within one month of receiving the file from the Dean's office, whichever is later. The Chair shall report the department ~~or program~~ recommendation and the reasons for it to the candidate before sending it to the Dean.

The voting members of the department ~~or program~~ shall read the Chair's department ~~or program~~ recommendation and sign it to indicate that they have read it and confirm its report of the vote and its summary of the evidence collected. The voting members may also provide, either directly to the Dean or through the Chair, their own written evaluations of the candidate's teaching, scholarship, and service, supplementing the Chair's report to the extent they judge appropriate. Untenured members shall be asked by the Dean to submit any comments they wish to make on any aspect of the candidacy to the Chair or directly to the Dean.

- b. **Role of the Faculty Member.** By April 1 of the academic year preceding that of the tenure decision, it is the responsibility of the candidate to provide the Dean with the following: a current *curriculum vitae*; a statement of no more than 300 words describing her or his area of expertise as a teacher-scholar; the names of at least two scholars from other institutions, one of whom the Dean shall select to evaluate scholarly and, in some cases, teaching materials; a list of approximately six colleagues and scholarly acquaintances from Hamilton or elsewhere whom the candidate wishes to have comment on the candidacy without normally receiving materials from the Dean; the name of any academic program(s) to which the candidate regularly contributes; and a list of fifteen former or current students to whom the Dean can write for a letter of evaluation.

By June 1 candidates are expected to complete their submissions by providing the Dean with ~~ten sets~~ one digital set, and six sets of any materials which cannot be provided digitally of the following ~~material~~: a detailed personal statement on teaching,

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scholarship, and service; syllabi from all courses taught during at least the last three years and any additional pertinent teaching materials the candidate wishes to have considered; and ~~copies of access to~~ the scholarly products, including artistic productions or performances, the candidate wishes to have sent to the outside reviewers the Dean shall contact.

- c. **Role of the Committee on Appointments.** The Committee advises the President and the Dean in tenure cases. The Committee shall receive from the Dean all materials included by the Dean in the tenure review file; gather any additional evidence that it deems necessary; and make its recommendation to the Dean within one month of receiving the file from the Dean's Office. When the Committee differs with the department ~~or the program~~, the Subcommittee that considered the case shall confer with the voting members of the department ~~or program~~ before the Committee makes its recommendation. Committee deliberations and voting always occur in executive session.
- d. **Role of the Dean.** The Dean shall gather the materials described above from the candidate; the list of two or more outside scholars from the department ~~or program~~; ~~observations from committee members of any academic program to which the candidate regularly contributes~~; student letters collected for prior appointments; letters solicited from thirty-five former and current students randomly selected by the Registrar, including concentrators and non-concentrators and students from both lower- and upper-level courses; and all College-approved student course evaluations. The Dean shall seek letters with observations regarding the candidacy from current committee members of the academic program(s) to which the candidate regularly contributes. The Dean shall select and write to five outside scholars willing to receive and evaluate materials by early fall, including the name of one scholar supplied by the candidate and at least one by the department ~~or program~~. Normally, the group of outside scholars chosen to evaluate the candidate's scholarship shall include no more than one of the faculty member's former professors, colleagues, or associates in publication. In cases where performance is a significant form of scholarship, the evaluations of performances already on record may be used and may justify lowering the number of recommendations added at this point. The Dean shall write to the students and colleagues suggested by the candidate and to the randomly selected students, asking them to provide an evaluation of those aspects of the candidacy with which they are familiar.

By September 1 the Dean shall provide the department's ~~or program's~~ tenured members with ~~copies of access to~~ the material submitted by the candidate and collected by the Dean, including all of the student and outside scholarly evaluations. At this time the Dean shall provide the candidate with the names of the outside evaluators who reviewed her or his materials. Upon receipt of the department ~~or program~~ recommendation, the Dean shall provide all of this material, the department ~~or program~~ recommendation, any observations of untenured members, letters from colleagues, and all of the reappointment and accompanying evaluative material from

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the candidate's file to the Committee on Appointments.

Upon receipt of the recommendation of the Committee on Appointments, the Dean shall consider ~~both~~ that recommendation, ~~and~~ the department ~~or program~~ recommendation, the evidence accumulated through the process, and any additional information that the Dean may gather. The Dean will then ~~and~~ present a written recommendation, with supporting reasons, to the President, along with ~~copies of~~ access to all documentation gathered for the review.

When the Dean's recommendation is at variance with that of the Committee on Appointments or of the department ~~or program~~, the Dean shall call a meeting of the Committee on Appointments Chair and the Committee on Appointments Subcommittee that considered the case, the Dean, and the voting members of the department ~~or program~~ in order to seek agreement before the recommendations go to the President.

- e. **Role of the President.** The President shall receive the materials on the candidate from the Dean along with the recommendations of the department ~~or program~~, Committee on Appointments, and the Dean and, on the basis of this and any additional information the President may gather, shall make her or his decision.

Final authority rests with the President on negative tenure decisions, whereas the awarding of tenure requires concurrence by the Board of Trustees. When the President's tentative decision is different from that of the Dean, the Committee on Appointments, or the department ~~or program~~, the President shall call a meeting of the Dean, the Committee on Appointments Chair, the Committee on Appointments Subcommittee that considered the case, and the voting members of the department ~~or program~~, in order to try to reach agreement before making a final decision.

The President shall communicate her or his final decision in writing to the candidate, the Dean, the Chair of the department ~~or program~~, and the Chair of the Committee on Appointments by February 1. Before doing so, the President may inform the candidate of the decision orally, or invite the Dean or the Chair of the department ~~or program~~ to do so. In every case notification, including detailed reasons for the decision, will be confirmed in writing by the President or Dean within ten days of the decision.

- 4. **Procedures for Promotion to Professor.** Promotion to the rank of Professor is not exclusively the consequence of the number of years in rank but constitutes recognition of sustained professional achievement in teaching, scholarship, and service.

The evaluative principles described in Section F, parts 1, 2, 3, and 4 ("Principles of Evaluation for Teaching, Scholarship, and Service" and "Additional Principles for Promotion to Professor"), apply to decisions on promotion to Professor. The dates provided in this section are guidelines intended to enable candidates to learn of the decisions as soon as possible. They are not deadlines in the strict sense that failure to meet them would

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constitute procedural impropriety.

Timeline:

November 1: Dean shall inform the candidate that he or she has been nominated to stand for promotion to Professor. See part a. below.

December 1: The candidate shall provide the Dean with requested materials. See part b. below. The tenured Professors of the department ~~or program~~ shall provide the Dean with a list of at least two scholars from outside institutions agreed upon by them and to whom the Dean can send scholarly materials for evaluation. See part c. below.

January 15: The candidate shall provide the Dean with ~~ten sets of the remaining materials he or she~~ one digital set of the remaining materials, and five sets of any materials which cannot be provided digitally, that the candidate would like to have reviewed, as given in part b below.

March 1: The Dean shall provide materials to the department ~~or program~~, as given in part a below.

April 1: The department ~~or program~~ recommendations for promotion shall be conveyed in writing to the Dean along with evidence of the candidate's qualifications, and the Dean shall forward the complete file to the Committee on Appointments. See parts a. and c. below.

May 1: The Committee on Appointments shall provide its written recommendation to the Dean. See part d. below.

June 15: The President shall notify the candidate in writing of her or his decision. See part e. below.

- a. **Role of the Department ~~or Program~~.** Candidates for promotion to Professor may be nominated by the tenured Professors of their department ~~or program~~, or they may nominate themselves. In all cases, determination of the appropriate year shall come after consultation among the faculty member, the department's ~~or program's~~ tenured Professors, and the Dean. Such decisions shall be made no later than November 1 of the academic year in which the faculty member is to be considered for promotion. If the Chair of the department ~~or program~~ is not eligible to vote on the decision, the voting members shall select one of their number to perform the duties of the Chair described in this section. When there are no tenured Professors in the department ~~or program~~ in which the faculty member is standing for promotion, the Dean, in consultation with the Academic Council, shall appoint an *ad hoc* committee of two tenured Professors to review the candidacy and shall appoint one of its members to serve as Chair. When there is only one tenured Professor in that department ~~or program~~, that Professor shall Chair a two-person *ad hoc* committee to review the candidacy, with the second member

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appointed from among tenured Professors by the Dean, in consultation with the tenured Professor in the candidate's department ~~or program~~. All appointments from outside the department ~~or program~~ in which the candidate is standing for promotion should normally come from disciplines that share subjects or methodologies with the discipline of the candidate. In such cases, references to department ~~or program~~ shall be understood to mean the *ad hoc* committee.

By December 1, the tenured Professors of the department ~~or program~~ shall provide the Dean with a list of at least two scholars from outside institutions agreed upon by them and to whom the Dean can send scholarly materials for evaluation.

After the materials for consideration have been forwarded by the Dean, the tenured Professors of the department ~~or program~~ shall convene to discuss and vote on the candidacy. Any tenured Professors unable to attend shall convey their votes and any evaluative observations in writing to the Chair before the meeting, and the Chair shall share that information with the tenured Professors in the department ~~or program~~. The Dean shall invite every member of the department ~~or program~~, whether a party to the decision or not, to evaluate aspects of the candidacy by writing to the Chair or directly to the Dean. The Chair shall submit the vote and recommendation to the Dean by April 1. The Chair shall report the department ~~or program~~ recommendation and the reasons for it to the candidate before sending it to the Dean.

- b. **Role of the Faculty Member.** By December 1, the candidate for promotion to Professor shall provide the Dean with the following: a current *curriculum vitae*; a statement of no more than 300 words describing her or his area of expertise as a teacher-scholar; the names of at least four scholars from other institutions, two of whom the Dean shall select to evaluate scholarly and, in some cases, teaching materials; a list of no more than five colleagues and scholarly acquaintances from Hamilton or elsewhere whom the candidate wishes to have comment on scholarship and teaching without normally receiving materials from the Dean; a list of no more than five colleagues from Hamilton or elsewhere whom the candidate wishes to have comment on service to the College or to the profession without normally receiving materials from the Dean; the name of any academic program to which the candidate regularly contributes; and a list of fifteen former or current students to whom the Dean shall write for a letter of evaluation.

By January 15, the candidate shall submit to the Dean ~~ten sets of copies of materials he or she~~ one digital set of materials, and five sets of any materials which cannot be provided digitally. All materials that will be helpful for an adequate consideration of the case should be submitted, including: a detailed personal statement on teaching, scholarship, and service; any teaching materials the candidate wishes to have considered; and ~~copies of access to~~ the scholarly products, including artistic productions or performances, that the candidate wishes to have sent to the outside reviewers the Dean shall contact.

- c. **Role of the Committee on Appointments.** The Committee advises the President and

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the Dean in cases of promotion. The Committee shall receive from the Dean all materials included by the Dean in the promotion file, gather any additional evidence by such means as it deems necessary, and make its recommendation to the Dean within one month of receiving the file from the Dean's Office. When the Committee differs with the department ~~or the program~~, the Subcommittee that considered the case shall confer with the voting members of the department ~~or program~~ before the Committee makes its recommendation. Committee deliberations and voting always occur in executive session.

- d. **Role of the Dean.** By November 1 in the academic year during which the faculty member is to be considered, the Dean shall acknowledge the candidate's nomination for promotion. The Dean shall gather the materials described above from the candidate; the list of two outside scholars from the department ~~or program~~; ~~observations from committee members of any academic program to which the candidate regularly contributes~~; student letters collected for prior appointments; letters solicited from thirty-five former and current students randomly selected by the Registrar, including concentrators and non-concentrators, and students from both lower and upper-level courses; and all College-approved student course evaluations. The Dean shall seek letters with observations regarding the candidacy from current committee members of the academic program(s) to which the candidate regularly contributes. The Dean shall select and write to four outside scholars willing to receive and evaluate materials by early fall, including at least two supplied by the candidate, one suggested by the department ~~or program~~, and one additional scholar chosen by the Dean. Normally, the group of outside scholars chosen to evaluate the candidate's scholarship shall include no more than one of the faculty member's former professors, colleagues, or associates in publication. In cases where performance is a significant form of scholarship, the evaluations of performance already on record may be used and may justify lowering the number of recommendations added at this point. The Dean shall also write to the students and colleagues suggested by the candidate and to the randomly selected students, asking them to provide an evaluation of those aspects of the candidacy with which they are familiar.

As early as possible in the spring, and no later than March 1, the Dean shall provide the department's ~~or program's~~ tenured Professors with ~~copies of access to~~ the materials submitted by the candidate and all of the student and scholarly evaluations.

The Dean shall forward the department ~~or program~~ recommendation to the Committee on Appointments, along with ~~copies of access to~~ all information gathered by the Dean for this decision from the candidate, the department ~~or program~~, and other sources.

Upon receipt of the recommendation of the Committee on Appointments, the Dean shall consider ~~both~~ that recommendation, ~~and~~ the department ~~or program~~ recommendation, the evidence accumulated through the process, and any additional information that the Dean may gather. The Dean will then ~~and~~ present a written

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recommendation, with supporting reasons, to the President, along with ~~copies of~~ access to all documentation gathered for the review.

When the Dean's recommendation is at variance with the recommendation of the Committee on Appointments or of the department ~~or program~~, the Dean shall call a meeting of the Committee on Appointments Chair, the Committee on Appointments Subcommittee that considered the case, the Dean, and the tenured Professors of the department ~~or program~~ in order to seek agreement before the recommendations go to the President.

- e. **Role of the President.** The President shall receive the materials on the candidate from the Dean along with the recommendations of the Committee on Appointments, the Dean, and the department ~~or program~~ and, on the basis of this and any additional information the President may gather, shall make her or his decision. Final authority rests with the President on negative promotion decisions, whereas the awarding of promotion requires concurrence by the Board of Trustees. When the President's tentative decision is different from that of the Dean, the Committee on Appointments, or the department ~~or program~~, the President shall call a meeting of the Dean, the Committee on Appointments Chair, the Committee on Appointments Subcommittee that considered the case, and the tenured Professors of the department ~~or program~~ in order to try to reach agreement before making a final decision.

The President shall communicate her or his final decision in writing to the candidate, the Dean, the Chair of the department ~~or program~~, and the Chair of the Committee on Appointments by June 15. Before doing so, the President may inform the candidate of the decision orally, or invite the Dean or the Chair of the department ~~or program~~ to do so. In every case notification, including detailed reasons for the decision, shall be confirmed in writing by the President or Dean within ten days of the decision.

APPENDIX G
Affirmative Action Report, Faculty
May 2014

I. Hiring profile for 2013-14

- a) This profile for new hires excludes teaching fellows, adjuncts, and physical education faculty hires following the IPEDS¹ survey procedures for race/ethnicity data.
- b) Hamilton made the following new faculty appointments for the 2013-14 academic year: 5 tenure-track hires, 17 full-time visiting appointments, and 2 post-doctoral fellows who are part-time and not included in this data.
- c) The 5 tenure-track hires included 2 female faculty members and 3 male faculty members; 4 tenure-track hires were white and 1 was a non-resident visa holder. The 17 visiting hires included 8 female and 9 male faculty members; 5 visiting hires were faculty members of color and 12 were white. (Federal guidelines require us to report non-resident faculty members by their visa status rather than their racial/ethnic self-identification.)

II. Race / ethnicity

- a) Hamilton IPEDS data on racial/ethnic identification for all full-time faculty members in 2013-14 is presented in Table 1. There are 37 faculty members of color (18.3% of the faculty), up from 32 individuals (16.2%) last year. The White, non-Hispanic category has the most faculty members, followed in order by Asian/Pacific Islander category, Black non-Hispanic category, the non-resident category, and Hispanic category. The graph of Hamilton IPEDS data from the last five years (Fig. 1) shows only slight variation in the percentage of full-time faculty of color at Hamilton and in the percentages of individuals within the AA categories.
- b) Over the past five years, the percentage of tenured/tenure-track faculty members of color has remained relatively stable; however, to better understand the distribution of faculty of color by tenure status, the percentage of faculty of color among tenured and tenure-track (pre-tenure) faculty is provided in Fig. 2. The percentage of faculty members of color in tenure-track positions has decreased over this time period, while the percentage of faculty members of color within the tenured rank has increased slightly. These percentages decrease due to resignations, non-reappointment, and promotion to Associate Professor and increase due to hires and changes in visa status.
- c) Using the broad disciplinary categories defined by the SED, a comparison of current national SED data for doctorate recipients of color with Hamilton's tenured and tenure-track faculty of color shows the percentage of faculty members of color at Hamilton to be above the 2012 national pool in humanities and arts group, roughly equal within the social sciences, and below the current national pool in the sciences (Fig. 3). Note that the Hamilton number reflects a 40-plus year hiring history, while the SED data are only for 2012.
- d) Information about NESCAC institutions (excluding Connecticut, Middlebury, and Trinity who did not report in 2012) can be compared using Fall 2012 data, which is the most recent data set available from the biennial survey. Based on 2012 data (Table 2), Hamilton's overall percentage of faculty members of color was third among this peer group

¹ IPEDS = Integrated Postsecondary Education Data System, the federal government's data collection system. The system includes a wide range of surveys including enrollment, graduation rates, admissions, and other institutional characteristics; additionally collects data on finances, financial aid, and human resources, including faculty and non-faculty counts, salaries, and benefits. Data include all full-time faculty members. (G. Hewitt).

of seven colleges who made reports. Table 2a reports that Hamilton is third among this same group in regard to percentages of tenured and tenure-track faculty members of color.

- e) Faculty retention by race/ethnicity is examined by comparing tenure-track hires and departures for each cohort hired annually between 2003 and 2012 (Table 3). Combining tenure-track faculty who left with and without tenure, a higher percentage of the faculty of color (39.1% / 9 individuals) left than did white, non-Hispanic faculty (27.5% / 8 individuals).

Summary of race/ethnicity data

1. In 2013-14, there was an increase of five, full-time faculty members of color at Hamilton from the previous year, an increase of about 2% points. The percentage of faculty of color among tenure-track faculty decreased from 34.5% (10 of 29 individuals) to 31.8% (8 of 26 individuals).
2. In comparison to current SED data, we have a substantially lower percentage of faculty members of color at Hamilton in the Sciences.
3. Hamilton is toward the top of our NESCAC peers (3rd) in terms of percentage of faculty of color in both overall full-time faculty and faculty of color on the track toward tenure (2012 data). It should be noted, however, that 2012 was an off year in the biennial survey, and three of our comparison schools did not report data for that year.
4. Between 2003 and 2012 a higher percentage of faculty members of color (39.1%) left, with and without tenure, than did white, non-Hispanic faculty members (27.5%).

Table 1. Full-time faculty count and percentage by race/ ethnicity/ resident status and sex at Hamilton, Fall 2013 (IPEDS).

	Female		Male		Total	
	Count	Overall %	Count	Overall %	Count	Overall %
American Indian/ Alaskan Native	0	0.0	0	0.0	0	0.0
Asian/ Pacific Islander	6	3.0	10	5.0	16	7.9
Black, Non-Hispanic	5	2.5	7	3.5	12	5.9
Hispanic	6	3.0	3	1.5	9	4.5
Multiracial	0	0.0	0	0.0	0	0.0
Sub-total	17	8.4	20	9.9	37	18.3
White, Non-Hispanic	64	31.7	91	45.0	155	76.7
Non- Resident	6	3.0	4	2.0	10	5.0
Unknown	0	0.0	0	0.0	0	0.0
Total	87	43.1	115	56.9	202	100.0

Note: Does not include Physical Education; includes leave replacements.

Fig. 1. Percentage of full-time faculty of color by race/ ethnicity at Hamilton; White, non-Hispanic excluded (IPEDS).

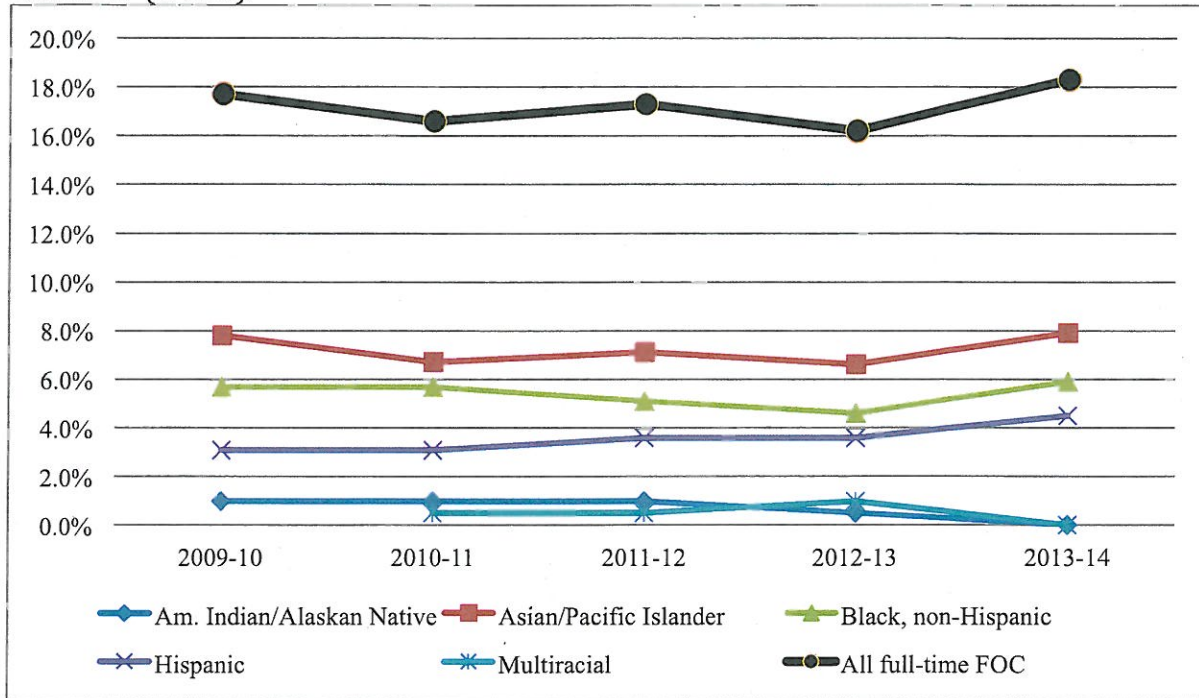


Fig. 2. Percentage of all full-time vs. tenure-track faculty of color at Hamilton (IPEDS).

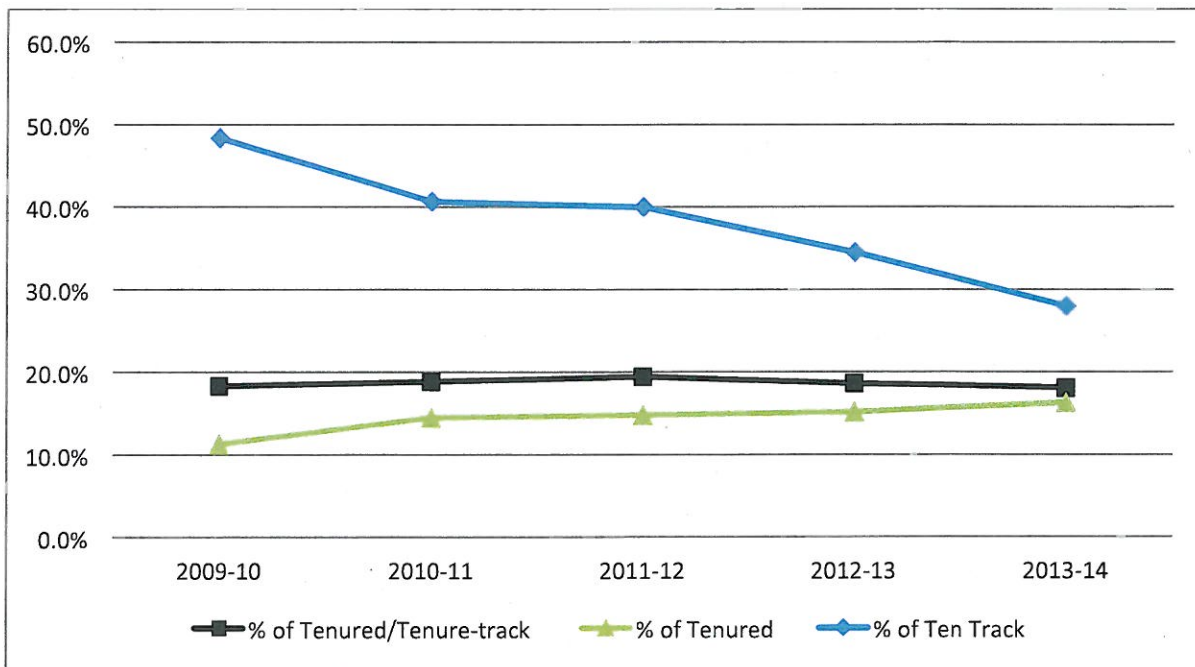


Fig. 3. Percentage of faculty of color among tenured and tenure-track Hamilton faculty (2013-14) and among US earned doctorates, by broad discipline as defined by Survey of Earned Doctorates (2012).

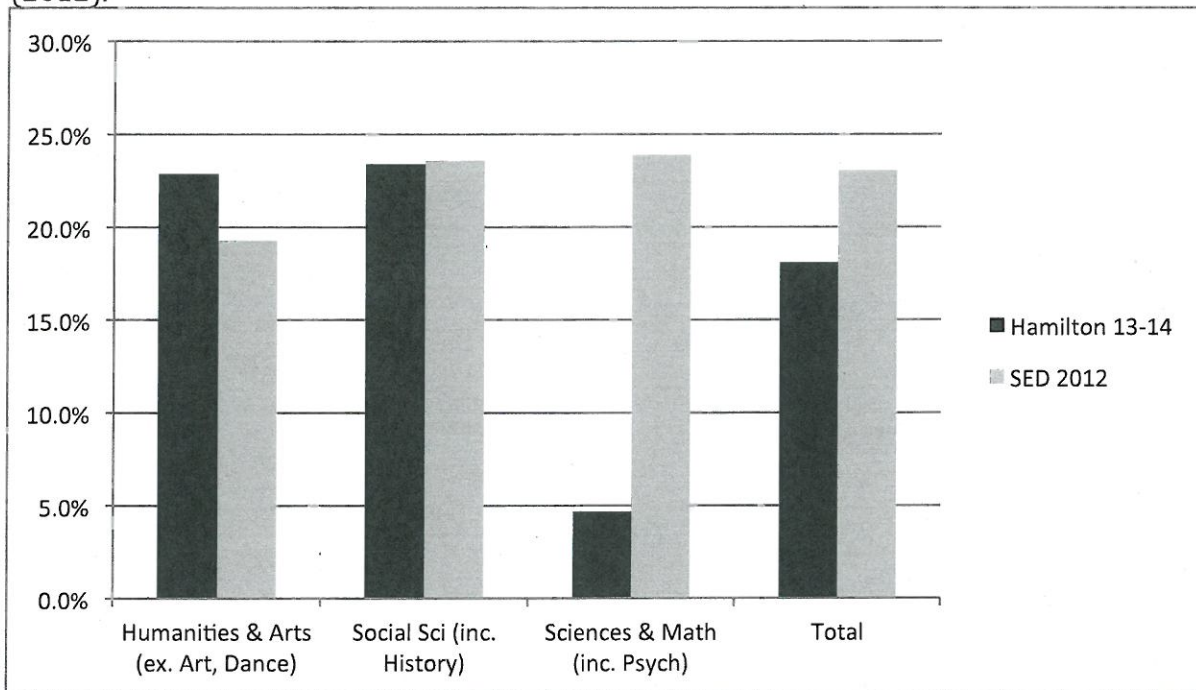


Table 2. Percentages of full-time faculty* by race/ethnicity at NESAC institutions**, Fall 2012 (IPEDS). Sorted by the *Faculty of Color* column.

Institution	Am. Indian/ Alaskan Native	Asian/ Pacific Islander	Black or African Am.	Hispanic or Latino	Two or More Races	<i>Faculty of Color</i>	White	Non-Resident	Unknown
Williams	0.0%	9.0%	6.2%	4.8%	0.3%	20.3%	75.9%	3.8%	0.0%
Amherst	0.0%	9.3%	2.4%	3.4%	2.0%	17.1%	69.3%	4.4%	9.3%
Hamilton	0.5%	6.6%	4.6%	3.6%	1.0%	16.3%	75.1%	7.1%	1.5%
Wesleyan	0.3%	6.5%	4.7%	3.3%	1.2%	16.0%	74.0%	6.2%	3.8%
Bates	0.0%	4.9%	6.1%	3.7%	1.2%	15.9%	81.0%	1.8%	1.2%
Bowdoin	0.5%	5.3%	2.9%	4.4%	1.5%	14.6%	78.6%	3.9%	2.9%
Colby	0.0%	5.8%	2.3%	4.6%	1.2%	13.9%	74.0%	8.7%	1.2%
Average	0.2%	6.8%	4.2%	3.5%	1.2%	15.9%	75.4%	5.1%	2.8%

*Includes tenured, tenure-track, and visitors

** Connecticut, Trinity and Middlebury did not report in 2012

Table 2a. Percentages of tenured and tenure-track faculty by race/ethnicity at NESAC institutions*, Fall 2012 (IPEDS). Sorted by the *Faculty of Color* column.

Institution	Am. Indian/ Alaskan Native	Asian/ Pacific Islander	Black or African Am.	Hispanic or Latino	Two or More Races	<i>Faculty of Color</i>	White	Non- Resident	Unknown
Williams	0.0%	8.9%	5.7%	5.3%	0.4%	20.3%	78.5%	1.2%	0.0%
Bates	0.0%	5.5%	7.9%	4.7%	1.6%	19.7%	78.0%	0.8%	1.6%
Hamilton	0.6%	7.5%	5.6%	4.3%	0.6%	18.6%	78.9%	1.9%	0.6%
Wesleyan	0.0%	6.0%	5.2%	2.4%	1.2%	14.8%	77.0%	7.3%	0.8%
Colby	0.0%	6.0%	2.6%	4.6%	1.3%	14.5%	75.5%	2.0%	7.9%
Bowdoin	0.6%	5.7%	2.5%	5.0%	0.6%	14.4%	80.5%	1.9%	3.1%
Amherst	0.0%	6.5%	2.6%	3.9%	1.3%	14.3%	78.4%	2.0%	5.2%
Average	0.2%	6.6%	4.6%	4.3%	1.0%	16.7%	78.1%	2.2%	2.7%

* Connecticut, Trinity and Middlebury did not report in 2012

Table 3. Hires and departures, 2003-2012 cohorts, by race/ethnicity and tenure status.

	Asian	Black	Hispanic	Native American	<i>FOC</i>	White	Non- Perm. Res.	Total
Left with tenure	0 0.0%	2 28.6%	0 0.0%	0 0.0%	2 8.7%	1 3.4%	0 0.0%	3 5.7%
Left without tenure	1 14.3%	2 28.6%	2 28.6%	2 100.0%	7 30.4%	7 24.1%	0 0.0%	14 26.4%
Tenured	2 28.6%	1 14.3%	4 57.1%	0 0.0%	7 30.4%	11 37.9%	0 0.0%	18 34.0%
Still on tenure- track	4 57.1%	2 28.6%	1 14.3%	0 0.0%	7 30.4%	10 34.5%	1 100.0 %	18 34.0%
Total	7 100.0 %	7 100.0 %	7 100.0 %	2 100.0%	23 100.0%	29 100.0%	1 100.0 %	53 100.0 %

III. Sex

- a. Currently, 43.1% of full-time faculty members are female, and 38.1% of tenured/tenure-track faculty members are female. These figures are slightly lower than last year's figures (44.7% and 39.1% respectively).
- b. AAUP data (Table 4) indicate little change in the percentage of faculty members at the various ranks since last year. Over the past few years, there has been a gradual increase in the percentage of women in the Associate rank as hiring cohorts with substantial numbers of women move through the tenure process (Fig. 4).
- c. Data from SED indicate the percentage of tenured and tenure-track female faculty at Hamilton is slightly below the national level of 2012 female doctoral recipients in all disciplinary areas (Fig. 5). This is not surprising given that the current SED figures include only the current pool of female Ph.D.'s, reflecting the recent increases in the percentage of female doctorates, while the Hamilton percentages reflect the last 40-plus years of hires. The gap is smaller in the Humanities than in the Social Sciences and Sciences.
- d. Table 5 reports faculty hiring and retention by sex for cohorts of tenure-track hires made between 2003 and 2012. During this ten-year time period we hired more women (30) than men (23), but more women (11 or 36.7% of the women hired) left than did men (4 or 17.3% of the men hired). More men (12 or 52.2%) are still on the tenure-track than are women (9 or 30%).
- e. Comparisons of percentages of female faculty for NESCAC colleges (excl. Tufts) using 2013-14 AAUP/HEDS data suggests that Hamilton is in the middle of its NESCAC peers with the exception of Assistant Professors where we are next to last (Table 6). Of the ten NESCAC schools for which we have data, we are ranked 6th in the percentages of tenured female faculty, 6th (tied with Williams) in the percentages of female full professors, 6th in percentage of associate professors, and 9th in the percentage of assistant professors.

Summary of sex data

1. There has been little change in the overall percentages of women in the faculty over the past five years.
2. Hamilton is in the middle of its NESCAC peers in terms of percentage of female faculty who are tenured, except for the Assistant Professor level where we are next to last in the percentage of women.
3. Hamilton is below the current SED figures in all academic divisions in terms of percentages of women across the disciplines.
4. Between 2003 and 2012, we have hired slightly more female faculty members than male faculty members (56.6% vs. 43.4%). Female faculty members have left in larger numbers than did male faculty members. More specifically, a higher percentage of female faculty members left without tenure (30%) than did male faculty members (13%).

Table 4. Percent women among faculty ranks, Hamilton College (AAUP).

Rank	2009/10	2010/11	2011/12	2012/13	2013/14
Assistant Professor	51%	47%	51%	48%	48%
Associate Professor	45%	47%	45%	51%	50%
Full Professor	31%	33%	33%	32%	32%

Fig. 4. Percentage of women among faculty ranks, Hamilton College (AAUP).

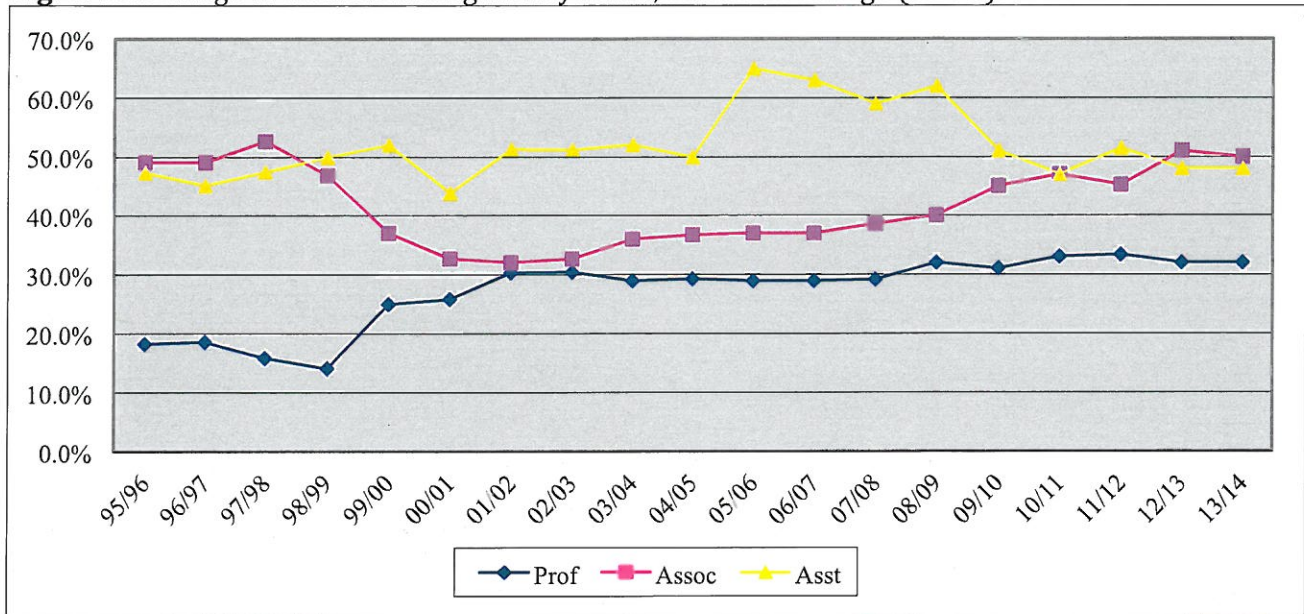


Fig. 5. Percent females among tenured /tenure-track at Hamilton (2013-14) and among US doctorates, by SED disciplines (2012).

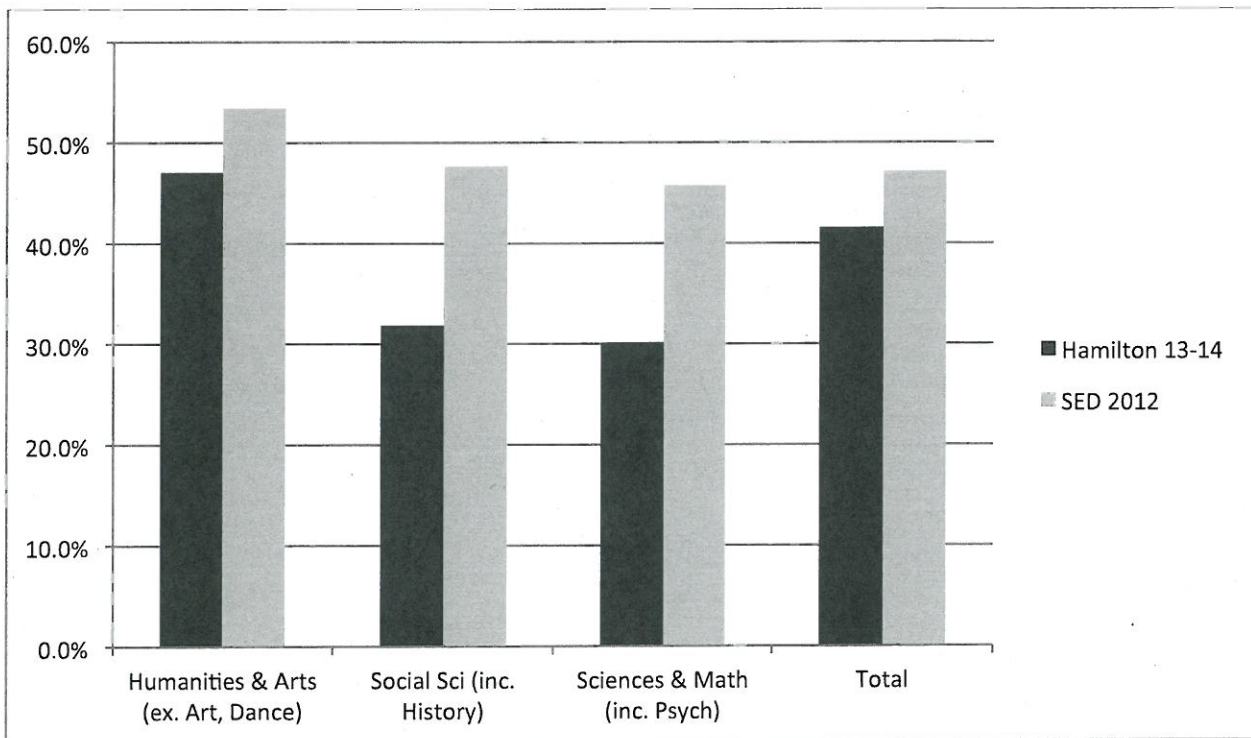


Table 5. Hires and departures, 2003-2012,
by sex and tenure status.

	F	M	Total
Left with tenure	2 6.7%	1 4.3%	3 5.7%
Left without tenure	9 30.0%	3 13.0%	12 22.6%
Tenured	10 33.3%	7 30.4%	17 32.1%
Still on tenure-track	9 30.0%	12 52.2%	21 39.6%
Total	30 100.0%	23 100.0%	53 100.0%

Table 6. Percentages of full-time and tenured female faculty members among ranks at NESCAC colleges, 2013/14 (AAUP).

Institution	Tenured	Professors	Associate Professors	Assistant Professors
Amherst	42.5%	43.2%	42.4%	53.2%
Bates	48.4%	37.3%	61.4%	55.9%
Bowdoin	47.1%	43.1%	50.8%	54.5%
Colby	42.5%	39.4%	46.2%	45.9%
Connecticut	37.4%	37.3%	38.3%	72.1%
Hamilton	37.8%	32.2%	50.0%	47.8%
Middlebury	36.4%	30.9%	47.4%	54.3%
Trinity	37.6%	28.8%	52.6%	54.7%
Wesleyan	35.5%	27.5%	50.8%	62.3%
Williams	38.9%	32.2%	55.0%	54.2%
Average	40.4%	35.2%	49.5%	55.5%

IV. Race by Gender Hiring and Retention

As indicated in the previous examinations of faculty members who left Hamilton over a ten-year period, a higher percentage of faculty members of color and of female faculty members left Hamilton than did white faculty members or male faculty members. Examination of hires and departures by race and sex over the same period (Tables 7a and 7b) indicates that female faculty members of color are substantially more likely to leave without tenure (42.9%/6 individuals) than are white female faculty members (16.7%/3 individuals), white male faculty members (13.3%/2 individuals), and male faculty members of color (11.1%/1 individual).

Table 7a. Hires and departures, 2003-2012 cohorts, by women of color and tenure status.

	Asian	Black	Hispanic	Native American	WFOC	White Women	Non-Perm. Res. Women	Total
Left with tenure	0 0.0%	1 25.0%	0 0.0%	0 0.0%	1 7.1%	1 5.6%	0 0.0%	2 6.3%
Left without tenure	1 33.0%	2 50.0%	2 33.3%	1 100.0%	6 42.9%	3 16.7%	0 0.0%	9 28.1%
Tenured	0 0.0%	0 0.0%	3 50.0%	0 0.0%	3 21.4%	7 38.9%	0 0.0%	10 31.3%
Still on tenure-track	2 66.7%	1 25.0%	1 33.3%	0 100.0%	4 28.6%	7 38.9%	0 100.0%	11 34.4%
Total	3 100.0%	4 100.0%	6 100.0%	1 100.0%	14 100.0%	18 100.0%	0 100.0%	32 100.0%

Table 7b. Hires and departures, 2003-2012 cohorts, by men of color and tenure status.

	Asian	Black	Hispanic	Native American	MFOC	White Men	Non-Perm. Res. Men	Total
Left with tenure	0 0.0%	1 33.3%	0 0.0%	0 0.0%	1 11.1%	0 0.0%	0 0.0%	1 3.8%
Left without tenure	0 0.0%	0 0.0%	0 0.0%	1 100.0%	1 11.1%	2 13.3%	0 0.0%	3 11.5%
Tenured	2 50.0%	1 33.3%	1 100.0%	0 0.0%	4 44.4%	3 20.0%	0 0.0%	7 26.9%
Still on tenure-track	2 50.0%	1 33.3%	0 0.0%	0 0.0%	3 33.3%	10 66.7%	2 100.0%	15 57.7%
Total	4 100.0%	3 100.0%	1 100.0%	1 100.0%	9 100.0%	15 100.0%	2 100.0%	26 100.0%

V. Recruitment and Retention Practices / Initiatives

Over the past five years, the number and percentage of faculty members of color and female faculty members at Hamilton have remained fairly stable; however, pre-tenure women of color have left at higher rates than other groups of pre-tenure faculty members. We need to intensify our efforts to recruit a diverse faculty and to retain the faculty that we recruit. To those ends, the Dean's office, along with the Committee on Appointments, has begun a number of initiatives to help us with recruitment and retention, including the following:

- a) Hired Romney Associates to run a series of four workshops on best practices of recruitment with an emphasis on recruiting diverse faculty members.
- b) Required additional wording in tenure-track ads, asking candidates to address past experiences working with diverse populations or engaging issues of diversity in teaching, scholarship, and service.
- c) Asked each department to develop a list of criteria to guide its evaluation of candidates.
- d) Provided access to discipline-based resources focused on increasing diversity of search pools.
- e) Created the position of Diversity Advocate for tenure-track searches. The Diversity Advocate is a faculty member selected by the department whose responsibilities on the search committee include keeping issues of diversity at the forefront of the search.
- f) Asked each department to write about the strengths and weaknesses of each tenure-track candidate and to include a discussion of diversity when making its recommendation about the candidate to hire.
- g) Provided feedback on the pool for each tenure-track search at each point in hiring process, collected summary information about each search at its end, and shared this information with all departments doing tenure-track searches.
- h) Sponsored a workshop on bias in reading evaluations and personnel decision-making.
- i) Modified the chair's annual review form to require more specific discussion of faculty members progress toward tenure /promotion in regard to departmental criteria for tenure and promotion.
- j) Suggested that all voting members of department provide input on the annual reviews of pre-tenure faculty members as well as for faculty members preparing for promotion.
- k) Provided for more explicit follow-up at end of the year for pre-tenure faculty members with the ADOF.
- l) Appointed mentors within departments for tenure-track faculty (to begin in 14-15).
- m) Suggested that departments develop written policies for regular class visitations and provide information on enactment of these policies and on mentoring to DOF office in its departmental annual report.
- n) Initiated Faculty Development Groups and provided funding to support these groups.

In addition, we continue to:

- a) Maintain faculty development budgets for 2013-14, including those dedicated for early career faculty: start-up funds, course release for beginning teachers, conference and research travel, grant activity support, etc.

- b) Continue past retention practices of note include the mentoring program for pre-tenure faculty and the availability of course releases/leaves for maternity, parental, and family disability needs.
- c) Provide SED data to departments during tenure-track searches.

Respectfully submitted,

Margaret Gentry
Associate Dean of Faculty
Affirmative Action Officer for Faculty

May 14, 2014

MEMORANDUM

TO: The Hamilton Faculty

FROM: Patrick D. Reynolds, for the Academic Council

SUBJECT: Call to Meet

The Academic Council calls the Faculty to meet **on Wednesday, May 21, 2014 beginning at 2:30 p.m. in the Science Auditorium.** Please note the date, time and change of venue.

AGENDA

1. Approval of minutes from the Faculty meeting of Tuesday, May 6, 2014 (Appendix A).
2. Election for 2014-15 Committee Membership (Appendix B).
3. Motion from the *ad hoc* Advising Assessment Committee (Appendix C).
4. Report from Tom Wilson for the Committee on Academic Policy regarding meetings with students in The Movement and Diversity Council.
5. Presentation from Jennifer Roberts, Sabrina Debrosse, Jonice Mendoza, and Jessica Moulite, Class of 2014, representing The Movement (Appendix D).
6. Remarks by Dean Patrick D. Reynolds.
7. Remarks by President Joan Hinde Stewart.
8. Other announcements and reports.

A beverage set up will be available before the meeting. At the conclusion of our meeting everyone is cordially invited to a social gathering in the atrium of the Science Building in honor of faculty retirees Tim Elgren and Ernest Williams.

FACULTY MEETING

Appendix A

Minutes of the Seventh Regular Meeting of the Hamilton College Faculty
Academic Year 2013 – 2014
Tuesday, May 6, 2014
Filius Events Barn

Lydia Hamessley, Chair of the Faculty, called the meeting to order at 4:14 p.m.

1. *Approval of minutes from the Faculty Meeting of Tuesday, April 1, 2014.*

The minutes were approved without discussion.

2. *Election for 2014-15 Committee Membership.*

Faculty Chair: G. (Tom) Jones

Faculty Secretary: K. Terrell

Parliamentarian: S. Pellman

Committee on Academic Policy

(2017 term): T. McKee

There was a tie for the other 2017 term position; a repeat election will be held at the second May Faculty Meeting.

Committee on Appointments

(2015 term): E. Gant

(2017 term): T. Franklin,

(2017 term): F. Anechiarico

Faculty Committee on Budget and Finance: C. Georges

3. *Motion from the Academic Council on Faculty Handbook revisions related to Section X: Review and Appeals Procedures.*

Moved, that Section X. Review and Appeals Procedures be modified with a revision to part D. and part E. of the *Faculty Handbook* to include the language below.

SECTION X. REVIEW AND APPEALS PROCEDURES

D. Dismissal or Other Sanctions Professional Misconduct: procedures and sanctions

Both the Faculty and the Trustees acknowledge their obligation to uphold standards of academic excellence and responsibility. Action against a faculty member for unsatisfactory service thus requires cooperation between the Faculty and the Trustees and may be effected by the College only for adequate cause. Such action may include termination of an appointment with tenure, termination of a non-tenured appointment before the end of its specified term, involuntary *temporary suspension from the College* ~~leave from College duties~~, or any other major changes in the conditions of employment that diverge from the ordinary agreements. *Sanctions that do not constitute a major change in the terms of employment include but are not limited to: an oral warning and notation of such in the appropriate personnel file(s); training related to conduct in a professional environment; a written letter of reprimand in the*

personnel file(s); removal of the faculty member from supervisory role(s); suspension from specific Department or College duties or roles; withdrawal of college research or conference support; removal from the position of Chair of a department, Director of a program, or Chair of a committee; minimal or no salary increase or other similar measures based upon the particular circumstances.

To show the existence of adequate cause for dismissal or ~~invocation~~ *the invoking* of some other ~~sanction~~ *major change in the terms of employment* requires demonstration of the unfitness of the faculty member in her or his professional capacity or in her or his behavior as a member of the Hamilton community. In order to protect academic freedom, while at the same time serving the interests of the College as a community, the procedures following shall be used to determine whether or not adequate cause exists *are spelled out in Section X. Part E.*

When a party to the process – either the complainant, the Dean, or the faculty member whose rights are at issue – believes that the Dean has a conflict of interest, he or she may bring those concerns to the President. The President may then, if it seems appropriate, designate a tenured professor to substitute for the Dean in the procedures below.

1. Procedure

- a. ~~Allegations from any source that adequate cause exists for dismissal or some other sanction of professional misconduct (excluding those of harassment or sexual misconduct that are covered in 1. b.)~~ shall first be considered by the Dean who may seek confidential advice as he or she deems appropriate. If the Dean concludes there is substance to the allegations, he or she shall discuss them with the faculty member concerned in an effort to reach mutually agreeable arrangements (except in cases of harassment or sexual misconduct, which are governed by 1.b.). The faculty member may be accompanied by an advisor of her or his own choice, selected from the College Faculty.
- b. *Because Hamilton College views harassment (as defined by the Harassment and Sexual Misconduct Policy) to be a threat to community norms and its educational mission, the following procedures have been put into place.*

When allegations of harassment or sexual misconduct are brought to the Dean of Faculty, the Dean will present the options available in the College's Harassment and Sexual Misconduct Policy to the complainant. If the individual wishes to proceed with a formal complaint, *he or she may initiate the process by submitting a letter of complaint to the Dean of the Faculty. The complaint must be a signed written statement, including the time, place, and nature of the alleged offense and the name of the respondent. In the event the individual elects not to proceed with a formal complaint, it is still incumbent upon the Dean to investigate the matter and take appropriate steps to put an end to any harassment or inappropriate behavior that may be found.*

When a written complaint of harassment or sexual misconduct has been brought to the Dean of Faculty, the Dean will request that the Chair of the Harassment and Sexual Misconduct Board (HSMB) initiate an investigation following HSMB procedures. The Chair will convene a subcommittee of non-student members to conduct the investigation. At the conclusion of the

investigation, the investigation subcommittee will issue to the Chair and Dean of Faculty a written report of the evidence gathered and of its findings. After consultation with the Chair, the Dean of Faculty will then determine the next appropriate action. *The Dean shall contact the parties involved to notify them of the outcome of the investigation.*

Upon receipt of a report from the Harassment and Sexual Misconduct Board that finds a faculty member responsible for harassment, the Dean shall select from one or more of the following actions: a verbal warning and notation of such in the appropriate personnel file(s); a written letter of reprimand in the personnel file(s); training related to harassment and other interpersonal conduct in a professional environment; removal of the faculty member from supervisory role(s); suspension from specific Department or College duties or roles; withdrawal of college research or conference support; removal from the position of Chair of a department, Director of a program, or Chair of a committee; minimal or no salary increase. In addition, the Dean may impose other remedial measures such as requiring a formal apology to the victim(s) and/or taking steps to separate or otherwise minimize future contact between the harasser and the victim(s).

Should the committee's investigation find evidence that supports a major change in the terms of employment of a member of the faculty or dismissal, the Dean shall initiate the procedures for dismissal as laid forth in part E. that follows.

- c. ~~If mutually agreeable arrangements cannot be made between the Dean and the faculty member, under either section 1.a. or 1.b., the Dean may then, at her or his discretion, prepare a petition that shall state all pertinent allegations in writing with reasonable particularity, citing their sources and the reasons why, if the allegations are substantially true, they might constitute adequate cause for dismissal or some other sanction. This petition shall be transmitted to the faculty member involved and to the Secretary of the Faculty. Upon receipt of the petition, within thirty days the Secretary of the Faculty or her or his designated representative from the Academic Council other than the Dean shall, as witnessed by any member of the Academic Council other than the Dean, form an Appeals Committee by drawing three Faculty Appeals Board members by lot from among those Appeals Board members who have not served on an Appeals Committee since the Appeals Board term of service began.~~

~~No member of the Faculty Appeals Board who will be on leave during such time the appeal will be considered, or whose selection poses a conflict of interest as determined by the Appeals Board member, or who has assisted substantially in the preparation of a party's case, or who is related to one of the parties shall serve on the Appeals Committee. The faculty member and the Dean shall each have the right to remove one member from the Appeals Committee without stated cause. If a complete Appeals Committee cannot be formed from those eligible to be drawn by lot from the Appeals Board, the remaining Appeals Committee membership shall be selected by lot from among those who first served on an Appeals Committee during the current term of the Appeals Board.~~

~~If at any time a member of an Appeals Committee is unable to serve, then the~~

~~Secretary of the Faculty or her or his designated representative from the Academic Council other than the Dean shall, as witnessed by any member of the Academic Council other than the Dean, select a replacement faculty member by lot from those Appeals Board members who have not served on an Appeals Committee since the Appeals Board term of service began.~~

~~A copy of the petition shall be delivered to the Appeals Committee as soon as it is convened. The Appeals Committee shall conduct a formal hearing of the allegations. The formal hearing shall be a Tribunal governed by Section E., Hearing Procedures, set forth hereafter.~~

- ~~d.~~ A faculty member may be temporarily suspended *for professional misconduct of either kind (as defined in a. or b. above)* only if there is a likelihood of immediate harm either to the faculty member or to others through her or his continuance. Normally this action requires a vote by the Committee on Appointments, but the President may take such action unilaterally. Salary and benefits shall continue during the period of suspension.

E. Hearing Procedures for Dismissal or Major Changes in the Condition of Employment

~~If mutually agreeable arrangements cannot be made between the Dean and the faculty member, under either section 1.a. or 1.b., If allegations of professional misconduct against a faculty member have been substantiated, the Dean may then, at her or his discretion, shall~~ prepare a petition that shall state all pertinent allegations in writing with reasonable particularity, citing their sources and the reasons why, if the allegations are substantially true, they might constitute adequate cause for dismissal or ~~some other sanction~~ *major changes in the condition of employment*. This petition shall be transmitted to the faculty member involved and to the Secretary of the Faculty. Upon receipt of the petition, within thirty days the Secretary of the Faculty or her or his designated representative from the Academic Council other than the Dean shall, as witnessed by any member of the Academic Council other than the Dean, form an Appeals Committee by drawing three Faculty Appeals Board members by lot from among those Appeals Board members who have not served on an Appeals Committee since the Appeals Board term of service began.

No member of the Faculty Appeals Board who will be on leave during such time the appeal will be considered, or whose selection poses a conflict of interest as determined by the Appeals Board member, or who has assisted substantially in the preparation of a party's case, or who is related to one of the parties shall serve on the Appeals Committee. The faculty member and the Dean shall each have the right to remove one member from the Appeals Committee without stated cause. If a complete Appeals Committee cannot be formed from those eligible to be drawn by lot from the Appeals Board, the remaining Appeals Committee membership shall be selected by lot from among those who first served on an Appeals Committee during the current term of the Appeals Board.

If at any time a member of an Appeals Committee is unable to serve, then the Secretary of the Faculty or her or his designated representative from the Academic Council other than the Dean shall, as witnessed by any member of the Academic Council other than the Dean, select a replacement faculty member by lot from those Appeals Board members who have not served on an Appeals Committee since the

Appeals Board term of service began.

A copy of the petition shall be delivered to the Appeals Committee as soon as it is convened. The Appeals Committee shall conduct a formal hearing of the allegations. The formal hearing shall be a Tribunal governed by ~~Section E., Hearing Procedures, set forth hereafter.~~ *what follows.*

No changes to Section X are proposed beyond this point.

If passed by the Faculty and adopted by the Trustees, the language in the Faculty Handbook 2014 will read as follows:

D. Professional Misconduct: procedures and sanctions

Both the Faculty and the Trustees acknowledge their obligation to uphold standards of academic excellence and responsibility. Action against a faculty member for unsatisfactory service thus requires cooperation between the Faculty and the Trustees and may be effected by the College only for adequate cause. Such action may include termination of an appointment with tenure, termination of a non-tenured appointment before the end of its specified term, involuntary temporary suspension from the College or any other major changes in the conditions of employment that diverge from the ordinary agreements. Sanctions that do not constitute a major change in the terms of employment include but are not limited to: an oral warning and notation of such in the appropriate personnel file(s); training related to conduct in a professional environment; a written letter of reprimand in the personnel file(s); removal of the faculty member from supervisory role(s); suspension from specific Department or College duties or roles; withdrawal of college research or conference support; removal from the position of Chair of a department, Director of a program, or Chair of a committee; minimal or no salary increase or other similar measures based upon the particular circumstances.

To show the existence of adequate cause for dismissal or the invoking of some other major change in the terms of employment requires demonstration of the unfitness of the faculty member in her or his professional capacity or in her or his behavior as a member of the Hamilton community. In order to protect academic freedom, while at the same time serving the interests of the College as a community, the procedures following shall be used to determine whether or not adequate cause exists are spelled out in Section X. Part E.

When a party to the process – either the complainant, the Dean, or the faculty member whose rights are at issue – believes that the Dean has a conflict of interest, he or she may bring those concerns to the President. The President may then, if it seems appropriate, designate a tenured professor to substitute for the Dean in the procedures below.

1. Procedure

- a.** Allegations of professional misconduct (excluding those of harassment or sexual misconduct that are covered in 1. b.) shall first be considered by the Dean who may seek confidential advice as he or she deems appropriate. If the Dean concludes there is substance to the allegations, he or she shall discuss them with the faculty member concerned in an effort to reach mutually

agreeable arrangements (except in cases of harassment or sexual misconduct, which are governed by 1.b.). The faculty member may be accompanied by an advisor of her or his own choice, selected from the College Faculty.

- b.** Because Hamilton College views harassment (as defined by the Harassment and Sexual Misconduct Policy) to be a threat to community norms and its educational mission, the following procedures have been put into place.

When allegations of harassment or sexual misconduct are brought to the Dean of Faculty, the Dean will present the options available in the College's Harassment and Sexual Misconduct Policy to the complainant. If the individual wishes to proceed with a formal complaint, he or she may initiate the process by submitting a letter of complaint to the Dean of the Faculty. The complaint must be a signed written statement, including the time, place, and nature of the alleged offense and the name of the respondent. In the event the individual elects not to proceed with a formal complaint, it is still incumbent upon the Dean to investigate the matter and take appropriate steps to put an end to any harassment or inappropriate behavior that may be found.

When a written complaint of harassment or sexual misconduct has been brought to the Dean of Faculty, the Dean will request that the Chair of the Harassment and Sexual Misconduct Board (HSMB) initiate an investigation following HSMB procedures. The Chair will convene a subcommittee of non-student members to conduct the investigation. At the conclusion of the investigation, the investigation subcommittee will issue to the Chair and Dean of Faculty a written report of the evidence gathered and of its findings. After consultation with the Chair, the Dean of Faculty will then determine the next appropriate action. The Dean shall contact the parties involved to notify them of the outcome of the investigation.

Upon receipt of a report from the Harassment and Sexual Misconduct Board that finds a faculty member responsible for harassment, the Dean shall select from one or more of the following actions: a verbal warning and notation of such in the appropriate personnel file(s); a written letter of reprimand in the personnel file(s); training related to harassment and other interpersonal conduct in a professional environment; removal of the faculty member from supervisory role(s); suspension from specific Department or College duties or roles; withdrawal of college research or conference support; removal from the position of Chair of a department, Director of a program, or Chair of a committee; minimal or no salary increase. In addition, the Dean may impose other remedial measures such as requiring a formal apology to the victim(s) and/or taking steps to separate or otherwise minimize future contact between the harasser and the victim(s).

Should the committee's investigation find evidence that supports a major change in the terms of employment of a member of the faculty or dismissal, the Dean shall initiate the procedures for dismissal as laid forth in part E. that follows.

- c.** A faculty member may be temporarily suspended *for professional misconduct of either kind (as defined in a. or b. above)* only if there is a likelihood of immediate harm either to the faculty member or to others through her or his

continuance. Normally this action requires a vote by the Committee on Appointments, but the President may take such action unilaterally. Salary and benefits shall continue during the period of suspension.

E. Hearing Procedures for Dismissal or Major Changes in the Condition of Employment

If allegations of professional misconduct against a faculty member have been substantiated, the Dean *shall* prepare a petition that shall state all pertinent allegations in writing with reasonable particularity, citing their sources and the reasons why, if the allegations are substantially true, they might constitute adequate cause for dismissal or major changes in the condition of employment. This petition shall be transmitted to the faculty member involved and to the Secretary of the Faculty. Upon receipt of the petition, within thirty days the Secretary of the Faculty or her or his designated representative from the Academic Council other than the Dean shall, as witnessed by any member of the Academic Council other than the Dean, form an Appeals Committee by drawing three Faculty Appeals Board members by lot from among those Appeals Board members who have not served on an Appeals Committee since the Appeals Board term of service began.

No member of the Faculty Appeals Board who will be on leave during such time the appeal will be considered, or whose selection poses a conflict of interest as determined by the Appeals Board member, or who has assisted substantially in the preparation of a party's case, or who is related to one of the parties shall serve on the Appeals Committee. The faculty member and the Dean shall each have the right to remove one member from the Appeals Committee without stated cause. If a complete Appeals Committee cannot be formed from those eligible to be drawn by lot from the Appeals Board, the remaining Appeals Committee membership shall be selected by lot from among those who first served on an Appeals Committee during the current term of the Appeals Board.

If at any time a member of an Appeals Committee is unable to serve, then the Secretary of the Faculty or her or his designated representative from the Academic Council other than the Dean shall, as witnessed by any member of the Academic Council other than the Dean, select a replacement faculty member by lot from those Appeals Board members who have not served on an Appeals Committee since the Appeals Board term of service began.

A copy of the petition shall be delivered to the Appeals Committee as soon as it is convened. The Appeals Committee shall conduct a formal hearing of the allegations. The formal hearing shall be a Tribunal governed by what follows.

No changes to Section X. are proposed beyond this point.

The motion was introduced by Academic Council member Lisa Trivedi. The text of her remarks is below.

This motion addresses College procedures with regard to professional conduct. Before we get to the details of the motion, I would like to begin by reviewing the genesis of this motion and our aims in bringing it before the faculty.

Among the authorities delegated to the Faculty by the Board of Trustees is the responsibility to advise “on concerns relating to faculty personnel.” In Fall 2012, the Council began a broad study of Hamilton’s policies and procedures on professional conduct, including harassment. This was the first comprehensive review of policies and procedures on professional conduct that had been undertaken by the faculty in at least 15 years. We believe that the faculty has a crucial role to play in this area which is so important to members at all ranks. The formulation of such policy and procedure should not be left to the discretion of changing generations of College officers. Rather, the faculty must assume its responsibility in shaping and guiding College the policies and procedures.

Having reviewed the faculty handbooks of many peer institutions (NESCAC, NY6, top Liberal Arts Colleges, and regional institutions of higher education), the Academic Council came to understand that Hamilton is unusual in that our *Faculty Handbook* does not address professional conduct in any substantive way. Instead, policies related to professional conduct (when they do exist) are normally included in the *Red Book* and the procedures for the most serious situations are detailed in *Faculty Handbook*. This makes it a challenge for faculty under duress to locate Hamilton’s policies and procedures when needed and for College authorities to maintain consistent procedures and actions as issues arise.

Thus far our review has produced two outcomes. In Spring 2013, the Faculty updated the *Faculty Handbook* to bring it in line with the AAUP’s policies on Freedom of Expression and Collegiality. The AC also worked with the Title IX Officer, the Harassment and Sexual Misconduct Board, and the President to update the Harassment and Sexual Misconduct policy, which Meredith Bonham reported on to us in the fall.

Today we are bringing to you a motion for changes to the *Faculty Handbook* which has been the result of a thoughtful, deliberate and transparent process that has taken nearly two years. What are our aims? We seek to:

- reaffirm that the maintenance of professional conduct is a shared responsibility;
- encourage professional conduct by providing clear and easily accessible policy and procedures;
- integrate existing institutional language, when appropriate;
- enable reporting of alleged misconduct to the Dean;
- clarify the role of the Dean of the Faculty by stipulating responsibilities, scope, and limitations;
- bring consistency to the investigation of harassment and sexual misconduct.

The proposed changes will require us to spend some time focused on the specific language in the Motion. Appendix C includes a marked up version of the relevant language (pp.1-4), a clean version if passed as proposed (pp. 5-7), and a rationale (pp. 8-9). As Lydia has pointed out, new language has been indicated in italics.

Before we get to the major issues, I want to acknowledge that there are a number of minor changes; these rename parts of the section, clarify confusing/contradictory language, renumber provisions, and move language between parts of the section for better organization. I am happy to respond to questions about these changes as well, but I will focus now on explaining the substantive changes outlined in the Rationale. If you will all bear with me, there are four substantive changes.

On page 1 of Appendix C, please look at the first paragraph of Section D. The new language defines sanctions that do not constitute a “major change in the terms of employment.” The proposed language simply states existing institutional practice, as supported by the Academic Council’s conclusions in its December 2, 2008 Report to the faculty, by laying out a range of possible sanctions that fall within the Dean’s authority. Here we define actions available to the Dean that do not constitute “major changes in the terms of employment.” It marks a substantive change only because these specifics have never previously been included in the *Faculty Handbook*. The AC thinks that it is sensible for the *Faculty Handbook* to define the Dean’s options explicitly.

This language specifies the process through which the Dean will attend to all allegations of professional misconduct, excluding those of Harassment and Sexual Misconduct. This section was transformed so that it addresses professional misconduct broadly, rather than what was previously “cause for dismissal or some other sanction.” The AC found that in addition to being vague, this language addressed procedure that was useful only in the most serious instances of professional misconduct—warranting major change to the terms of employment or dismissal. In making this change, the AC aims to provide a broad framework for the Dean to address professional conduct issues (ranging from honesty and integrity in our research to proper use of College funds to conflicts of interest, etc.). No change has been made to policy in terms of the Dean’s investigation or the rights of the faculty member involved.

Next, there are three substantive changes that are addressed in Section X. Part D. number 1, a. and b., which appear on the bottom of page 1-top 2. Because Hamilton must adhere to federal and state statute, we have number 1, b. which attends to procedures on Harassment and Sexual Misconduct. Here we have outlined the steps for faculty members to take if they think that they have been subject to Harassment or Sexual Misconduct. This section also outlines the Dean’s responsibilities: the Dean must review College policy and procedures with a concerned party. When a formal complaint is presented to the Dean, he or she must refer the matter to HSMB for investigation. Even if no formal complaint is filed, the Dean must take “appropriate steps” to address the matter. The procedural language is required to meet legal compliance.

The language also removes the Dean from the process of investigation when there is a complaint of Harassment or Sexual Misconduct and makes clear that the HSMB is the sole investigatory body with regard to allegations of this particular kind. The AC recommends this change for two reasons. First, we view it as preferable that investigation and sanction not be undertaken by the same person/body. And, second, the HSMB undergoes specific training for proper investigation that the Dean does not.

The last two paragraphs of number 1., b. outline the Dean’s responsibility to act when the HSMB has found a faculty member responsible for Harassment or Sexual Misconduct. The Dean may not ignore the finding of the HSMB, but is compelled to act. The Dean may elect either to choose from the sanctions that do not “constitute a major change in the terms of employment” or to pursue a major change in the terms of employment or dismissal using Hamilton’s existing (and unaltered) Tribunal processes.

In conclusion, the Academic Council urges the faculty to adopt this motion because it:

- provides a clear and accessible process through which faculty report concerns of professional misconduct;
- clarifies, structures, and limits the role of the Dean of Faculty in upholding professional conduct;
- creates policies and procedures that are consistent across Deans of Faculty at the College, for the benefit of the Faculty, the Dean, and the College;
- represents common-sense faculty initiative to revise and update the College's policy on these important matters.

A faculty member asked whether the definition of professional misconduct appears anywhere in the *Faculty Handbook*. Professor Trivedi replied that it does not, although some policies exist in the *Red Book*. She added that Hamilton is different from its peer institutions in not defining misconduct in the handbook, and that this issue should be addressed by next year's Academic Council. Faculty Chair Lydia Hamessley added that it would be difficult to craft a definition that would include all possible types of professional misconduct.

A faculty member began by thanking the Academic Council for the excellent job it had done. He noted that the list of minor changes to the conditions of employment was vague, and asked whether a scientist being kicked out of a lab would be considered a minor change. He argued that this should not be the case, as access to research resources is essential to the profession. Professor Trivedi responded that the college lawyers had vetted the proposed language changes within the framework of labor laws. She added that the document does not label as 'minor' changes in the conditions of employment that do not meet the legal definition of 'major.'

A faculty member asked how long the record of an oral or written reprimand would remain in a person's file. Dean of Faculty Patrick Reynolds responded that current practice is that written materials go into a paper file and stay there.

A faculty member asked what the policy was for determining when a faculty member could have a hearing to contest a sanction imposed by the Dean. Professor Trivedi responded that the proposed language changes did not represent a departure from existing practice, but simply spelled out the range of actions a Dean could take. She added that concrete examples existed for each possible listed sanction.

A faculty member suggested that the proposed language constituted a broader characterization of minor sanctions than current practice. In particular, he argued that the Dean should not be able to remove a faculty member from teaching without the possibility of a hearing. Professor Trivedi responded that if the faculty wished to modify the Dean's authority, then they could do so by voting in future changes to *Faculty Handbook* language.

A faculty member proposed amending the motion by inserting the word "non-teaching" into the first paragraph of Section D, so that it would read:

Sanctions that do not constitute a major change in the terms of employment include but are not limited to: an oral warning and notation of such in the appropriate personnel file(s); training related to conduct in a professional environment; a written

letter of reprimand in the personnel file(s); removal of the faculty member from supervisory non-teaching role(s); suspension from specific Department or College duties or roles; withdrawal of college research or conference support; removal from the position of Chair of a department, Director of a program, or Chair of a committee; minimal or no salary increase or other similar measures based upon the particular circumstances.

The amendment was seconded.

A faculty member suggested if the professional misconduct occurred in a particular course, it would not be unreasonable for the Dean to remove the faculty member from that course. Another faculty member said the language should balance what the Dean can do with preserving faculty rights.

A faculty member argued against the amendment, saying that the proposed language was simply a clearer articulation of current practice. A faculty meeting is not the proper venue for determining whether or how to change current practice.

A faculty member noted that being chair of a department entails a change in compensation, and asked whether removing if a faculty member is removed from that position would have salary implications. Professor Trivedi replied that any change in salary constitutes a major change in the conditions of employment. Another faculty member noted that roles such as being chair are compensated by stipends, not through salary. Dean Reynolds stated that minor changes in the conditions of employment do not affect salary. He went on to argue against the amendment, saying that it is difficult to foresee all possible scenarios, but it might be useful in certain circumstances to remove a faculty member from teaching a particular section of a course.

The amendment failed on a voice vote.

Professor Trivedi noted that the last sentence of Section D stipulated that should a faculty member be temporarily suspended for professional misconduct, “[s]alary and benefits shall continue during the period of suspension.”

The motion passed on a voice vote without objection.

4. *Motion from the Committee on Academic Policy regarding a concentration in Cinema & Media Studies.*

Moved, that the College establish a concentration in Cinema and Media Studies (CMS).

Cinema and Media Studies

A concentration in Cinema and Media Studies (CMS) consists of nine courses: four core courses and five electives. These core courses include CMS 120; one course on media or cinema: CMS 125, 201, 299 or 300; one course in production: ART 113, ART 116, ART 213, MUS 277 or alternative courses in the production of images. CMS 550, senior project. Additionally, students take five electives in at least three of the elective categories below; two of the electives must be at least at the 300 level and only one at the 100 level. Honors in Cinema and Media Studies is awarded to

concentrators with at least a 3.3 (88) average in the concentration and who complete 550 with a grade of at least A-.

Program committee: Martine Guyot-Bender (Director); Steve Humphries-Brooks; Scott MacDonald; Angel David Nieves; Kyoko Omori; Patricia O'Neill (on sabbatical 2013-2014).

REQUIRED COURSES (4 credits)

I. CMS 120: Introduction to the History and Theory of Film – 1cr.

A general introduction to the wide world of cinema and cinema studies, focusing on crucial films from many cinematic traditions. Topics include the evolution of film from earlier forms of motion picture, the articulation and exploitation of a narrative language for cinema, the development of typical commercial genres, and the appearance of a variety of forms of critical cinema. Focuses on basic film terminology, with the cinematic apparatus and ongoing theoretical conversation about cinema and its audience (Same as Comparative Literature 120 and Art History 120).

II. ONE CREDIT IN THEORY OR GENRE (CHOICE AMONG THE FOLLOWING COURSES)

CMS 125: Introduction to History and Theory of New Media.

CMS 201W: Introduction to Digital Humanities

CMS 299: Cinema as Theory and Critique

CMS 300: Facing Reality: An Introduction to Documentary

III. ONE COURSE IN PRODUCTION (CHOICE AMONG THE FOLLOWING COURSES)

ART 116: Introduction to Photography

ART 213: Introduction to Video

MUS 277: Music for Contemporary media

Or other courses involving production.

IV: ONE CREDIT FOR THE SENIOR PROJECT

CMS 550/Senior Project: Project.

An interdisciplinary project/practicum to be approved by the CMS committee in fall of senior year.

ELECTIVES (5 credits)

In consultation with the program director, students design their concentration through the completion of five electives chosen from at least three categories out of the four categories below. At least two of these courses must be at the 300 level or above. No more than one course can be at the 100 level.

1. National and Ethnic Cinemas

Cinema and related media have evolved within different national frameworks (or within ethnic frameworks within particular nations): CMS students should have the option of exploring one or more of these national/ethnic cinemas.

CHNSE 205/CMPLIT 205: Modern China Through Film
CHNSE 450: Chinese Revolution through Film (in Chinese)
CPLIT/ARTH 202: African-Americans and Cinema
FRNCH 350: Francophone Cinema (in French)
FRNCH 428: Cinematographic Memory (in French)
FYC: Social Movements in French Cinema
HSPST 223: Introduction to Hispanic Cinema
HSPST 363: Literature on Film (in Spanish)
HSPST 371: Latin American History through Cinema (in Spanish)
RST 169: Dreams, Visions and Nightmares: Introduction to Russian Film.
JAPN 356/CMPLIT 356: Introduction to Japanese Film

2. The Literary and Theatrical Arts

Cinema, television, and other forms of media art and entertainment evolved in considerable measure from the histories of literature and theater. CMS students should understand these influences.

CLASC 360: Film and the Classics
CMPLIT 211: Readings in World Literature I
CMPLIT 212: Readings in World Literature II
CPLIT 215: Chinese Literature in Translation
CPLIT 258: Opera
CPLIT 285: Detective Story, Tradition and Experiment
ENCRW 215: Introductory Poetry and Fiction Workshop
ENCRW 224: Playwriting
ENGL 203: The Short Story
ENGL 204: Poetry and Poetics
ENGL 205: The Study of the Novel
ENGL 206: The Study of Drama
ENGL 255: The Marrow of African-American Literature
ENGL 256: American Literature of the 19th Century
ENGL 266: Modernisms
ENGL 267: Literature and the Environment
THETR 224: Playwriting
THETR 236: Outrageous Acts: Avant-Garde Theatre and Performance Art
THETR 244: Tragedy: Then and Now

3. Cinema and the Arts and Humanities

CMS students should have experience seeing cinema and media within the contexts of the other arts and humanities.

ARTH 293: Modernism
ARTH 313: Seminar Religion and Modern Art
ARTH 319: Text/Image in Cinema
CMS 300: Facing Reality: An Introduction to Documentary
CMS 299: Critical Cinema [retitled, Cinema As Theory]
CPLIT 348: The Garden in the Machine: Depicting Place in Modern American Cinema
ENGCRW 300: Women Filmmakers
ENGCRW 317: The Laws of the Cool
ENGCRW 435: Seminar: Jane Austin—Text and Film
FRNCH 435: Picturing War (in French)

HSPST 224: Women in Spanish Film and Literature
HSPST 323: The Power of Looking
RSNST 295: Bloodsucking as Metaphor: Vampires, Werewolves
CLASC 320: The Romans on Film
CLASC 350: Film and the Classics
MUSIC 245: Music in American Film
RELST 215: Religion in Film
RELST 407: The Celluloid Savior
RELST 421: Raging Gods; Scorsese and Coppola's Religious Films
THETR 236: Outrageous Acts: Avant-Garde Theatre and Performance Art

4. Social Science and Modern Media

CMS students should have experience in working with cinema within social science contexts. CMS faculty and students need to face the practical, historical, ideological, and aesthetic challenges posed by recent developments in electronic and digital media.

AMST 304/AFRST 304: Seminar in e-Black Studies: Race and Cyberspace
ANTHR 264: Ethnography of Literacy and Visual Language
ANTHR 270: Ethnography of Communication
ANTHR 319: Freaks, Cyborgs, Monsters, and Aliens
CPLIT 286: Buff-y and Blue: Studies in the Gothic Tradition
COMM 308: Transnational Cultural Citizenship
COMM 310: Media: Forms and Theory
COMM 380: Social History of Advertising
COMM 451: Seminar: Communication, Technology and Society
RELST 304: Religion and Media
SOC 213: Culture and Society
WMNST 211: Women, Gender and Popular Culture

Committee on Academic Policy Chair Tom Wilson introduced the motion by saying that the proposed interdisciplinary concentration in Cinema & Media Studies grew out of the current minor in Cinema & New Media Studies (CNMS). He noted that the CAP had discussed allocation issues with the faculty members proposing the concentration. He then invited Professor Martine Guyot-Bender to speak for the motion.

Professor Guyot-Bender noted that over the past five years, student interest in the CNMS minor had been growing and added that many students do independent studies in this area when abroad. She noted that she had received inquiries about the structure of the concentration that she had answered in private communications.

A faculty member asked whether departments contributing courses to the new CMS concentration would be expected to hire people with an interest in CMS when replacing retiring faculty. Professor Guyot-Bender replied that this would not be the case, as the list of electives is long. She added that there are three or four faculty members who can teach the required theory or genre CMS courses. There had been some concern about being able to offer enough courses in production, but the Art Department had worked with the faculty proposing the new concentration to accommodate CMS students.

A faculty member noted that the first responsibility of professors in the Art Department is to make room for their own concentrators. He asked whether there were some flexible alternatives to the listed courses in production. Art Department Chair Rebecca Murtaugh

replied by noting that courses listed in the CMS concentration were not the first to be filled, and that the Art Department was happy to work with CMS to ensure that CMS students would be able to fulfill the production requirement.

A faculty member of the Theatre Department noted that more courses in Theatre than those already listed could contribute to the CMS concentration. Professor Guyot-Bender replied that if the concentration were approved, departments would be consulted to refine the list of electives, making sure that they were accurate and inclusive, before adding language on the new concentration to the *College Catalogue*.

The motion passed on a voice vote without objection.

5. *Motion from the Academic Council to go into a Committee of the Whole for up to 20 minutes to discuss evaluation of advising proposed by the ad hoc Advising Assessment Committee.*

The motion was approved by a show of hands.

6. *Motion from the Committee on Appointments on Faculty Handbook revisions.*

Faculty Chair Hamessley invited Committee on Appointments Chair Doug Weldon to present the motion. He began by announcing that the version of the motion that was included in the meeting's agenda was incorrect. He proposed as a substitute motion a document with some minor additional changes that the faculty could review electronically. The substitute motion was passed on a voice vote without objection.

Moved, that section VI. (Appointment, Reappointment, Tenure, and Promotion) of the *Faculty Handbook* be replaced in its entirety by the proposed revision below.

VI. APPOINTMENT, REAPPOINTMENT, TENURE, AND PROMOTION¹

In order to pursue the College's mission of service to liberal learning, the Faculty must be comprised of scholars for whom undergraduate teaching is a major professional commitment. Effective teaching takes many forms, but it centers upon the presence in the teacher of a lively intellect, a mastery of her or his discipline, and the ability both to communicate knowledge to others and to help develop in them the desire to learn and the skills of learning. Hamilton College believes that effective teaching and sound scholarship are mutually reinforcing. Accordingly, its Faculty should be active and developing scholars. Research is both encouraged and expected. In addition, members of the Faculty are expected to participate in the intellectual and academic life of the College outside of class by advising students, by participating in departmental or program activities, by attending meetings of the Faculty, and by serving on faculty and College committees.

¹ Appointment, Reappointment, and Promotion in the Department of Physical Education are covered in Section VII.

A. Types of Positions

Appointments to the positions described here may be either full-time (those appointed to teach a five-course load in an academic year) or part-time (defined as at least half-time but less than full-time). The College normally allocates full-time rather than part-time positions to departments ~~and programs.~~, and allocations will normally be housed in departments instead of programs. If an allocation is housed in a program, then the procedures described in Sections VI.C through VI.G will have “program” substituted for “department” in all relevant locations. Professional qualifications shall be the same for full-time and part-time positions. A full-time position may be shared by two appointees, each of whom shall normally teach a five-course load over a two-year period and who shall be considered as separate part-time appointees for the purposes of reappointment, promotion, and tenure.

- 1. Tenurable positions.** A tenurable position is one for which it is expected that the College will have a continuing need. The large majority of positions at Hamilton are tenurable, and individuals appointed to the Faculty are normally appointed to tenurable positions. These appointments are made with the expectation that the position will not be discontinued while occupied.

Unforeseen financial, enrollment, or curricular changes may on occasion cause a tenurable position to be discontinued. When the President believes that there are grounds to discontinue an occupied tenurable position, he or she shall seek a recommendation from the *ad hoc* Committee described below (Section B), as well as from the Dean and the relevant department or program. A tenurable position shall not be discontinued on or after July 1 of the academic year before that in which the tenure decision is scheduled, except under the extraordinary conditions that would justify terminating tenured faculty.

- 2. Renewable positions.** A renewable position is a non-tenurable position to which reappointment for successive one- or two-year terms is possible. The maximum number of years of employment possible in a renewable position shall be specified in the initial letter of appointment. No renewable position may be held for more than six years.
- 3. Term positions.** A term position is created to meet a particular short-term need of the College. Appointment to it is made for a specified period of time. The large majority of term positions are visiting positions created for a term of one year to enable the College to appoint replacements for continuing members of the Faculty on leave. Post-doctoral fellows who teach one or two courses have the rank of Lecturer; those who teach at least a three-course load have the rank of Visiting Assistant Professor. Post-doctoral fellows who are not teaching any courses have the rank of Research Associate.
- 4. Adjunct positions.** An adjunct position is created to meet a specific need that cannot be met by faculty members serving in full- and part-time positions. Adjunct appointments normally are less than half-time and are not tenurable. Faculty in adjunct positions hold the title of Lecturer.

B. Procedures for Defining Positions as Non-Tenurable and for Discontinuing Positions

When the Dean, the Committee on Academic Policy, and the relevant department or program all recommend defining or redefining a position as other than tenurable, or discontinuing a renewable position before the specified maximum period of occupancy, such action may be taken without further consultation. When the Dean, the department or program, and the Committee on Academic Policy are not all in agreement, or when any of them recommends discontinuing an occupied tenurable position, the Chair of the Committee on Academic Policy shall convene and Chair an *ad hoc* committee that also includes two members of the Committee on Appointments chosen by the Chair of the Committee on Appointments. The *ad hoc* committee shall consult with the department ~~or program~~ holding or sharing the position. The *ad hoc* committee shall weigh such matters as the nature of the position, the composition of the department or program, the availability of suitable candidates, financial concerns relating to the position, the relevance of the position to the general College curriculum, and the probable effects on other departments or programs. In all cases, the *ad hoc* committee shall provide a written recommendation to the Dean, who shall make the final decision. ~~Copies of~~ Access to the recommendation shall be provided ~~distributed~~ to the department ~~or program~~ and the Committee on Academic Policy.

C. Ranks of the Faculty

- 1. Research Associate.** Appointments to the Faculty in this rank are provided to post-doctoral fellows who are supported by external grants to conduct research under the supervision of a continuing faculty member. Research Associates do not teach courses.
- 2. Lecturer.** The rank of Lecturer is offered to persons for the specific purpose of teaching one or two courses. Such appointments shall be made for one or more terms on an annual basis. Lecturers who are reappointed on a regular basis shall be evaluated for the purposes of reappointment according to standards of teaching and scholarship similar to those for other faculty appointments and according to a schedule agreed upon between the Dean and the department ~~or program~~, with the understanding that all continuing lecturers shall be evaluated at least every three years.
- 3. Instructor.** Appointments to the Faculty in this rank are normally made for persons who have not completed the requirements for the doctoral or other appropriate terminal degree. Appointments in this rank normally are made for one year and normally may not be renewed more than twice. Faculty holding tenure-track appointments should expect to complete all requirements for the appropriate degree no later than the beginning of their third year at the College.
- 4. Assistant Professor.** This is the usual rank for initial appointments to the Faculty, and it is offered to qualified individuals who have completed the doctoral or other appropriate terminal degree. Appointments are normally for a three-year term.

Appointments as Assistant Professor may be made contingent on completion of the doctoral or other appropriate terminal degree. In the case of appointees who have not yet completed the requirements for the terminal degree, the appointment shall be as Instructor for a term of one year. If the requirements for the degree are completed before September 1 of the year of appointment, the appointment shall be converted to Assistant Professor. Promotion to Assistant Professor after September 1 of the year of appointment requires the recommendation of the department ~~or program~~ and shall normally be an option only if the degree is completed by December 31.

Those who are appointed in the rank of Assistant Professor to tenurable positions and who have no previous post-doctoral teaching experience normally stand for promotion to Associate Professor with tenure during their sixth year of full-time service and in the sixth, seventh, eighth, or ninth years of part-time service as Assistant Professor at Hamilton. Full-time appointees with one-to-three years of post-doctoral teaching experience at another institution normally stand for promotion and tenure during either their sixth or seventh year of full-time post-doctoral teaching but not normally before their fourth year at Hamilton. Full-time appointees with four or more years of post-doctoral teaching experience elsewhere normally stand for promotion and tenure in their fourth year at Hamilton, unless, after consultation with the Committee on Appointments, a different year is agreed to at the time of the initial appointment.

Part-time appointees with one-to-three years of post-doctoral teaching experience at another institution normally stand for promotion and tenure in the fifth, sixth, seventh, eighth, or ninth years of part-time service at Hamilton. Part-time appointees with four or more years of post-doctoral teaching experience elsewhere normally stand for promotion and tenure in their fourth, fifth, sixth, or seventh years of service at Hamilton. For all appointees, the maximum probationary period before promotion and tenure review shall be established at the time of hiring or during the first year of service at Hamilton. In all cases, determination of, or changes to, the tenure review year shall come after consultation among the faculty member, the department ~~or program~~ Chair, and the Dean.

Reappointment in rank beyond the sixth year for full-time appointments, or beyond the ninth year for part-time appointments, normally shall be terminal appointments for one year only.

- 5. Associate Professor.** Initial appointments to the Faculty in this rank normally are made for a term of two years with the expectation that a decision regarding tenure shall be reached during the third year of full-time service, or fourth or fifth year of part-time service at the College unless, after consultation with the Committee on Appointments, a different year is agreed upon at the time of the initial appointment. Promotion into this rank normally is with tenure. However, particularly if the individual has served on the Faculty for a relatively brief period, the granting of tenure may be a separate action.

6. Professor. Those appointed to the Faculty with this rank or promoted into this rank are expected to provide distinction to the Faculty as teachers, to have demonstrated sound, continuing growth as scholars, and to serve as leaders of the academic community. Promotion to Professor marks eminence as a teacher and a scholar. Initial appointments to this rank may be with or without tenure. In those cases where tenure is not initially offered, the appointment normally shall be for a term of two years with the expectation that a decision regarding tenure will be reached during the second year of full-time service, or fourth or fifth year of part-time service to the College unless, after consultation with the Committee on Appointments, a different year is agreed upon at the time of the initial appointment.

Consideration for promotion to Professor reflects the candidate's attainment of a level of distinction that merits such consideration. Consideration for promotion normally does not take place before the seventh year in rank.

D. Conditions of Appointments

Normally, appointments, reappointments, and promotions become effective July 1. Term appointments normally end June 30. Except when an appointment states explicitly that renewal will not be considered, notice of non-reappointment shall be given in writing by January 31 for members of the Faculty in their first year of service at Hamilton, by December 15 for members of the Faculty in their second year of service at Hamilton, and at least twelve months before the expiration of an appointment for members of the Faculty who have served at Hamilton for more than two years. When notice of non-reappointment comes later than these standards, a terminal year appointment shall be offered.

E. Reappointment, Tenure, and Promotion Criteria

The Faculty and officers of the College have the responsibility to recruit and retain the finest faculty possible within the means and resources of the institution, and they should be accorded the widest latitude consistent with academic freedom and fairness in the discharge of this responsibility. Reappointment, promotion, and tenure represent different kinds of commitment on the part of the College. These decisions, especially those involving promotion and tenure, are made on a highly selective basis. They are based on accomplishments and promise in teaching, in scholarship, and in professional service, and, within the limits stated above in section A.1, the College's continuing need for the position. Of the three criteria, the first two are the more important, but all weigh in the decision and the quality of teaching is the most heavily weighted criterion. It is understood that the standards of merit and the relative emphases in the application of these criteria may vary among evaluators and from case to case. In the case of tenure decisions, such variations may not result from consideration of the current or prospective tenure ratio in a department or program or from consideration of the future need for the position.

1. Teaching. Teaching is a complex task. Its evaluation requires consideration of several characteristics that should be reflected in an instructor's performance: commitment to teaching; knowledge and mastery of the discipline; and the ability to communicate with, stimulate, and evaluate students. Hamilton considers teaching to be a professional commitment on the part of the instructor and expects to find in its faculty members evidence of a sustained interest in teaching as a vocation and a willingness to carry out such instructional duties as the department ~~or~~ ~~program~~ requires and as are arranged by contract with other programs. The instructor should possess knowledge and mastery of the discipline. The instructor's teaching should reflect both depth and breadth: an understanding of the best and most rigorous work in a subfield of the discipline as well as the broader outlines of the discipline and its connections with other disciplines. An instructor should also be effective in working with students. Effective instructors will transmit to students their enthusiasm for the discipline, convey central insights into the subject, encourage students to work diligently and independently, set high standards, and evaluate the work of students in a fair and constructive manner.

2. Scholarship. Hamilton expects its faculty to be productive scholars of high quality. Scholarship is important in its own right for the advancement of knowledge and as a creative act, and as a means by which teaching is continually refreshed and revitalized. Scholarship supports teaching. The synthesis, integration, and representation of knowledge complements the advancement of original scholarship. Original research and its equivalent expression in the performing and creative arts are the principal forms of scholarship, but scholarship may also include the interpretation of a scholarly field to a general audience. Scholars should make the results of their work available to professional colleagues for their evaluation and judgment. Publications and other formal presentations serve to ensure that faculty members have a continuing involvement with their professional peers, and that their work has been subjected to the criticism and insights of those best able to evaluate it.

3. Service to the College. A faculty member contributes to the life of the College outside of the classroom in a number of ways: as advisor, colleague, administrator, and participant in campus decision-making and governance. Such contributions are vital to Hamilton as a residential college. The quality of a candidate's service to the College community therefore is a third important criterion for reappointment, promotion, and tenure.

Advising students concerning academic matters is an important responsibility of each faculty member. Colleagues should contribute when possible to each other's scholarly and intellectual growth and assume an active and responsible role in the development and administration of the educational program and the academic affairs of the department ~~or program~~ and the College. Participation in Faculty meetings and service on committees is a normal part of each faculty member's duties at the College. Such service is also valuable when extended

beyond the campus in regional and national activities that draw on or improve the instructor's professional competence and that benefit the College.

F. Principles of Evaluation for Teaching, Scholarship, and Service

- 1. Evaluation of Teaching.** Since the quality of teaching is to be the most heavily weighted criterion for reappointment, tenure, and promotion, solid evidence of that quality must be secured. Department Chairs should establish and communicate a protocol to ensure that, normally, all voting department ~~or program~~ colleagues should be in a position both to assess from firsthand knowledge the classroom effectiveness of the instructor and to evaluate the instructor's knowledge and mastery of the discipline. The letter from the department ~~or program~~ Chair should summarize the evaluations of classroom teaching by all voting members.

Voting members of the department ~~or program~~ and participants in other College academic programs in which the instructor participates should comment, and the untenured members of the department ~~or program~~ should be given the opportunity to comment on the candidate's qualities as a teacher. Any College course evaluation forms approved by the Faculty shall be taken into consideration. Letters of evaluation from students selected by the candidate, as well as letters from former and current students randomly selected by the Registrar, shall be submitted to the Dean, the department ~~or program~~, and the Committee on Appointments at the time of reappointment, tenure, and promotion. All letters solicited for reappointment shall become part of the tenure file.

Additional evidence may include course syllabi and other course-related materials prepared by the candidate, published works and works in progress on teaching, new courses developed or old courses revised and updated, innovative teaching methods, participation in redesigning curricular offerings, work in cross-disciplinary courses, guidance of independent study, and other course evaluation forms developed by departments or individual faculty members.

The College may obtain outside evaluations of teaching by sending teaching-related materials to faculty members at other institutions. In addition, colleagues may be asked to evaluate an individual's contributions within the College that bear upon the qualities of excellence in teaching.

- 2. Evaluation of Scholarship.** Because of the variety of forms that scholarship takes, the evaluation of the quality of scholarship may be made in a number of ways. In all cases, the College should seek evidence relevant to each discipline. Whenever appropriate, tenured members of the department ~~or program~~ should be asked to evaluate a candidate's published and unpublished work. Reviews in professional journals of the candidate's work offer an independent evaluation of that work by professional peers. Awards and grants to support scholarly research and creative activity may be yet another measure of evaluation of scholarly work by a candidate's professional colleagues. In the creative and

performing arts, evidence of the quality of professional activity should be gathered from departmental ~~or program~~ peers, members of similar departments at other institutions, other artists in the same field, or published reviews. The Dean may solicit confidential evaluations of a candidate's scholarly work from professional peers outside of the College, and the Dean must do so in the case of a candidate standing for promotion to Associate Professor, with or without tenure, or Professor. In the case of faculty members for whom performances are the major form of scholarship, it is the responsibility of the department ~~or program~~ ~~committee~~ Chair, with the assistance of the Dean, to have performances evaluated by outside scholars and to place written records of the evaluations in the departmental/~~program~~ files and to provide the Dean with such records. In decisions on promotion to Associate Professor without tenure or to Professor, candidates may add a reasonable number of other professional references who shall also be asked to submit confidential evaluations of the candidate's scholarly work.

3. Evaluation of Service. Considerable flexibility is needed in evaluating a candidate's service to the College community because of the variety of activities that are subsumed under this term. Department ~~or program~~ colleagues should be asked to evaluate the candidate's contributions to the work and intellectual life of the department ~~or program~~. Others in the College in positions to evaluate the candidate's contributions in advising and other kinds of service may be asked to do so by the Dean. Care must be taken at all levels to insure that the evaluation of service is fair and based on adequate evidence, and that the academic and personal freedom of each faculty member has been preserved.

4. Additional Principles for Promotion to Professor. Promotion to Professor shall be granted to those faculty members who have in their years at the College distinguished themselves as teacher-scholars, and for whom it can be stated that high achievement is likely to continue. Distinguished teaching should reflect the growing maturity and scholarly imagination necessary to challenge all types of students. Sound and developing scholarship, an important sign of sustained learning, creativity, and professional growth, should be demonstrated through forms of public scholarship such as publication, critical investigation, invention, and the presentation of papers, or exhibitions or performances. Each candidate for promotion to Professor may have different strengths in teaching, scholarship, and service. In all cases, however, it is expected that the candidate will present evidence of accomplishments in all three categories. Of these three categories, the first two are the more important, but all weigh in the decision.

G. Reappointment, Tenure, and Promotion Procedures

1. Procedures for Reappointment of Faculty in Tenurable Positions. The evaluative principles described in Section F, parts 1, 2, and 3 ("Principles of Evaluation for Teaching, Scholarship, and Service"), are here assumed. The dates provided in this section are guidelines intended to enable candidates to learn of the decisions as soon as possible. They are not deadlines in the strict sense that failure to meet them would constitute procedural impropriety.

Timeline:

May 1: Department ~~or program~~ Chair shall provide to the Dean a list of the names of faculty for whom reappointment is pending during the coming academic year. See part a. below.

October 15: The candidate shall provide the Dean with a list of up to fifteen former or current students to whom the Dean shall write for a letter of evaluation. See part b. below.

January 10: The candidate shall provide the Dean with ~~six sets of materials, the candidate believes will be helpful to an adequate consideration of the case. See part b. below.~~ a detailed personal statement and other materials as specified in part b. below.

February 1: The department ~~or program~~ recommendations for reappointment shall be conveyed in writing by the Chair to the Dean along with evidence of the candidate's qualifications, and the Dean shall forward the complete file to the Committee on Appointments. See parts a. and c. below.

By March 1: The Committee on Appointments shall provide its written recommendation to the Dean. See part d. below.

By April 15: The President shall notify the candidate in writing of her or his decision. See part e. below.

a. Role of the Department ~~or Program~~. On or before May 1 each department ~~or program~~ Chair shall provide the Dean with a list of the names of department ~~or program~~ faculty for whom reappointment is pending during the coming academic year.

When the candidate is to be considered for promotion to the rank of Associate Professor without tenure, the department ~~or program~~ shall provide the Dean with the names and addresses of two colleagues from outside the College who can review the candidate's scholarship.

Upon receipt of the materials listed in section d ("Role of the Dean"), the Chair shall make them available to voting members of the department ~~or program~~ and shall convene a meeting of the voting members to discuss and vote on the candidacy. Any voting members unable to attend shall convey their votes and any evaluative observations to the Chair in writing before the meeting, and the Chair shall share that information with all voting members.

By February 1, the department's ~~or program's~~ recommendations for reappointment shall be conveyed in writing by the Chair to the Dean along with evidence of the candidate's qualifications, including a detailed statement on the candidate's performance as a teacher, a scholar, and a faculty colleague, with reference in the last instance to capability to assume broad responsibilities within the department ~~or program~~ and the Faculty. The Chair must include a report of the

department ~~or program~~ vote and a summary of the views of the voting members. The Chair shall also request that the voting members sign the recommendation, indicating that they have read and confirm its report of the vote and its summary of the evidence collected. The Chair shall provide every member of the department ~~or program~~, whether a party to the decision or not, with the opportunity to evaluate aspects of the candidacy by writing to the Chair or directly to the Dean. The Chair shall forward with the department ~~or program~~ recommendation any letters from non-voting members.

At each reappointment, the Chair shall report the department ~~or program~~ recommendation and the reasons for it to the candidate, before sending it to the Dean.

- b. Role of the Faculty Member.** By October 15 of the academic year during which a candidate is to be considered for reappointment, he or she shall provide the Dean with a list of fifteen former or current students to whom the Dean shall write for a letter of evaluation. By January 10 of that academic year, a the candidate shall provide the Dean with ~~six sets of copies of the remaining materials he or she~~ one digital set of materials and six sets of any materials that cannot be provided digitally. All materials that ~~will~~ believes will be helpful ~~to~~ for an adequate consideration of the case should be submitted, including: a personal statement on teaching, scholarship, and service; a current *curriculum vitae*; ~~and~~ any relevant information or documents such as syllabi, other teaching materials, and scholarly work; and the name of any academic program(s) to which the candidate regularly contributes.

When a candidate is to be considered for promotion to Associate Professor without tenure, he or she shall also provide to the Dean a list of two scholars from other institutions from which the Dean shall select one to evaluate the candidate's scholarly materials. In such cases, the timetable outlined under the Procedures for Tenure Decisions shall apply.

- c. Role of the Committee on Appointments.** The Committee advises the President and the Dean in cases of reappointment. The Committee on Appointments shall provide a written recommendation, the reasons for it, and the number who voted for and against the recommendation. The advisory process for reappointments is initiated by the Dean, who sends to the Committee all documentation gathered for the review in progress. The Committee shall receive from the Dean all materials included by the Dean in the reappointment review file and gather any additional evidence that it deems necessary. ~~The Committee may gather additional information during its consideration of the case through discussions with the Dean, members of the Faculty, and students, and by such other means as it deems necessary.~~ When the Subcommittee of the Committee on Appointments differs with the department ~~or program~~, the Subcommittee shall confer with the voting members of the department ~~or program~~ before the Committee on Appointments makes its recommendation. Committee deliberations and voting always occur in executive session.

d. Role of the Dean. For reappointments, it is the responsibility of the Dean, in consultation with both the Chair and the candidate, to gather as full and complete a record as appears useful to the pending decision. ~~Whenever possible, the Dean shall ensure that the appointments of academic program committee voting members provide continuity in all decisions relating to reappointment, promotion, and tenure. The Dean shall seek a recommendation from the committee members of any academic program to which the candidate regularly contributes.~~ The Dean shall seek letters with observations regarding the candidacy from current committee members of the academic program(s) to which the candidate regularly contributes.

In the case of promotion to Associate Professor without tenure, the Dean shall solicit an evaluation from four outside scholars, one suggested by the candidate, one suggested by the department ~~or program~~, and two selected by the Dean.

The Dean shall gather the materials submitted by the candidate, contact the students selected by the candidate for letters of recommendation, and solicit letters from fifteen former or current students randomly selected by the Registrar, including concentrators and non-concentrators and students from both lower- and upper-level courses. As early as possible the Dean shall provide these materials to the voting members of the department ~~or program~~.

The Dean shall forward the department or program recommendation to the Committee on Appointments, along with ~~copies of access to~~ all evaluations, prior letters of appointment and reappointment, and all information gathered by the Dean for this decision from the candidate, the department ~~or program~~, and other sources.

Upon receipt of the recommendation of the Committee on Appointments, the Dean shall consider ~~both~~ that recommendation, ~~and the department or program recommendation,~~ the evidence accumulated through the process, and any additional information that the Dean may gather. ~~The Dean will then and~~ present a written recommendation, with supporting reasons, to the President, along with ~~copies of access to~~ all documentation gathered for the review.

When the Dean's recommendation is at variance with the recommendation of the Committee on Appointments or of the department ~~or program~~, the Dean shall call a meeting of the Committee on Appointments Chair and the Committee on Appointments Subcommittee that considered the case, the Dean, and the voting members of the department ~~or program~~ in order to seek agreement before the recommendations go to the President.

For each reappointment review, it is the responsibility of the Dean, after consulting with the department ~~or program~~ Chair, the Committee on Appointments, and the President, to provide the faculty member with a written evaluation of her or his teaching, scholarship, and service.

e. Role of the President. The President shall receive the materials on the candidate from the Dean along with the recommendations of the department ~~or program~~, Committee on Appointments, and the Dean and, on the basis of this and any additional information the President may gather, shall make her or his decision.

Final authority for all reappointments lies with the President according to the terms of the Charter and By-Laws of the Board of Trustees. When the President's tentative decision is different from that of the Dean, or the Committee on Appointments, or the department ~~or program~~, the President shall call a meeting of the Dean, the Committee on Appointments Chair, the Committee on Appointments Subcommittee that considered the case, and the voting members of the department ~~or program~~ in order to try to reach agreement before making a final decision.

The final decision and the reasons for it, including an evaluation of the candidate's teaching, scholarship, and service, shall be communicated in writing by the President or the Dean to the candidate, the Chair of the department ~~or program~~, and the Chair of the Committee on Appointments. Before doing so, the President may inform a candidate of the decision orally, or invite the Dean or the Chair of the department ~~or program~~ to do so on her or his behalf.

2. Procedures for Reappointment of Faculty in Renewable Positions.

The evaluative principles described in Section F, parts 1, 2, and 3 ("Principles of Evaluation for Teaching, Scholarship, and Service"), are here assumed. The dates provided in this section are guidelines intended to enable candidates to learn of the decisions as soon as possible. They are not deadlines in the strict sense that failure to meet them would constitute procedural impropriety.

Timeline:

May 1: Department ~~or program~~ Chair shall provide to the Dean a list of the names of faculty for whom reappointment is pending during the coming academic year. See part a. below.

June 15: The candidate shall provide the Dean with a list of fifteen former or current students to whom the Dean shall write for a letter of evaluation. See part b. below.

August 15: The candidate shall provide the Dean with ~~six sets of the remaining materials the candidate believes will be helpful to an adequate consideration of the case. See part b. below.~~ a detailed personal statement and other materials as specified in part b. below.

October 15: The department ~~or program~~ recommendations for reappointment shall be conveyed in writing by the Chair to the Dean along with evidence of the candidate's qualifications. See part a. below.

By November 7: The Committee on Appointments shall provide its written recommendation to the Dean. See part d. below.

By December 15: The President shall notify the candidate in writing of her or his decision. See part e. below.

- a. Role of the Department ~~or Program~~.** On or before May 1 each department ~~or program~~ Chair shall provide the Dean with a list of the names of department ~~or program~~ faculty for whom reappointment is pending during the coming academic year.

Upon receipt of the materials listed in section c (“Role of the Dean”), the Chair shall make them available to voting members of the department ~~or program~~ and shall convene a meeting of the voting members to discuss and vote on the candidacy. Any voting members unable to attend shall convey their votes and any evaluative observations to the Chair in writing before the meeting, and the Chair shall share that information with all voting members.

By October 15, the department’s ~~or program’s~~ recommendations for reappointment shall be conveyed in writing by the Chair to the Dean along with evidence of the candidate’s qualifications, including a detailed statement on the candidate’s performance as a teacher, a scholar, and a faculty colleague. The Chair must include a report of the department ~~or program~~ vote and a summary of the views of the voting members. The Chair shall also request that the voting members sign the recommendation, indicating that they have read and confirm its report of the vote and its summary of the evidence collected. The Chair shall provide every member of the department ~~or program~~, whether a party to the decision or not, with the opportunity to evaluate aspects of the candidacy by writing to the Chair or directly to the Dean. The Chair shall forward with the department recommendation any letters from non-voting members.

At each reappointment, the Chair shall report the department ~~or program~~ recommendation and the reasons for it to the candidate before sending it to the Dean.

- b. Role of the Faculty Member.** By June 15 of the academic year before the one in which a candidate is to be considered for reappointment, he or she shall provide the Dean with a list of fifteen former or current students to whom the Dean shall write for a letter of evaluation. By August 15 of that academic year, a the candidate shall provide the Dean with six sets of copies of the remaining materials he or she one digital set of materials and six sets of any materials that cannot be provided digitally. All materials that will ~~believes will~~ be helpful ~~to~~ for an adequate consideration of the case should be submitted, including: a personal statement on teaching, scholarship, and service; a current *curriculum vitae*; ~~and~~ any relevant information or documents such as syllabi, other teaching materials, and scholarly work; and the name of any academic program(s) to which the candidate regularly contributes.

- c. Role of the Committee on Appointments.** The Committee advises the President and the Dean in cases of reappointment. The Committee on

Appointments shall provide a written recommendation, the reasons for it, and the number who voted for and against the recommendation. The advisory process for reappointments is initiated by the Dean, who sends to the Committee all documentation gathered for the review in progress. ~~The Committee may gather additional information during its consideration of the case through discussions with the Dean, members of the Faculty, and students, and by such other means as it desires, including consulting with any of the sources of the materials gathered by the Dean.~~ The Committee shall receive from the Dean all materials included by the Dean in the reappointment review file and gather any additional evidence that it deems necessary. When the Subcommittee of the Committee on Appointments differs with the department ~~or program~~, the Subcommittee shall confer with the voting members of the department ~~or program~~ before the Committee on Appointments makes its recommendation. In instances where reappointment decisions are affected by curricular reallocations, the Committee must satisfy itself, before making a recommendation, that the Committee on Academic Policy has considered the matter. Committee deliberations and voting always occur in executive session.

- d. Role of the Dean.** For reappointments, it is the responsibility of the Dean, in consultation with both the Chair and the candidate, to gather as full and complete a record as appears useful to the pending decision. ~~Whenever possible, the Dean shall ensure that the appointments of academic program committee voting members provide continuity in all decisions relating to reappointment, promotion, and tenure. The Dean shall seek a recommendation from the committee members of any academic program to which the candidate regularly contributes. The~~ Dean shall seek letters with observations regarding the candidacy from current committee members of the academic program(s) to which the candidate regularly contributes.

The Dean shall gather the materials submitted by the candidate, contact the students selected by the candidate for letters of recommendation, and solicit letters from fifteen former or current students randomly selected by the Registrar, including concentrators and non-concentrators and students from both lower- and upper-level courses. As early as possible the Dean shall provide these materials to the voting members of the department ~~or program~~.

The Dean shall forward the department ~~or program~~ recommendation to the Committee on Appointments, along with ~~copies of~~ access to all evaluations, prior letters of appointment, and all information gathered by the Dean for this decision from the candidate, the department ~~or program~~, and other sources.

Upon receipt of the recommendation of the Committee on Appointments, the Dean shall consider ~~both~~ that recommendation, ~~and~~ the department ~~or program~~ recommendation, the evidence accumulated through the process, and any additional information that the Dean may gather. ~~The Dean will then~~ and present a written recommendation, with supporting reasons, to the President, along with ~~copies of~~ access to all documentation gathered for the review.

When the Dean's recommendation is at variance with the recommendation of the Committee on Appointments or of the department ~~or program~~, the Dean shall call a meeting of the Committee on Appointments Chair and the Committee on Appointments Subcommittee that considered the case, the Dean, and the voting members of the department ~~or program~~ in order to seek agreement before the recommendations go to the President.

For each reappointment review, it is the responsibility of the Dean, after consulting with the department ~~or program~~ Chair, the Committee on Appointments, and the President, to provide the faculty member with a written evaluation of her or his teaching, scholarship, and service.

- e. Role of the President.** The President shall receive the materials on the candidate from the Dean along with the recommendations of the Committee on Appointments and the Dean and, on the basis of this and any additional information he or she may gather, make his or her decision.

Final authority for all appointments lies with the President according to the terms of the Charter and By-Laws of the Board of Trustees. When the President's tentative decision is different from that of the Dean or the Committee on Appointments or the department ~~or program~~, the President shall call a meeting of the Dean, the Committee on Appointments Chair, the Committee on Appointments Subcommittee that considered the case, and the voting members of the department ~~or program~~ in order to try to reach agreement before making a final decision.

The final decision and the reasons for it, including an evaluation of the candidate's teaching, scholarship, and service, shall be communicated in writing by the President or the Dean to the candidate, the Chair of the department ~~or program~~, and the Chair of the Committee on Appointments. Before doing so, the President may inform a candidate of the decision orally, or invite the Dean or the Chair of the department ~~or program~~ to do so on her or his behalf.

- 3. Procedures for Tenure Decisions.** The evaluative principles described in Section F, parts 1, 2, and 3 ("Principles of Evaluation for Teaching, Scholarship, and Service"), are applicable also to tenure decisions and are here assumed except where expanded in this section. The dates provided in this section on procedures for tenure review are guidelines intended to enable candidates to learn of the decisions as soon as possible. They are not deadlines in the strict sense that failure to meet them would constitute procedural impropriety.

Timeline:

March 1: Department ~~or program~~ Chair shall provide to the Dean a list of candidates scheduled to stand for tenure in the coming academic year. See part a. below.

April 1: The department ~~or program~~ Chair shall provide a list of at least two scholars from outside the institution agreed upon by tenured members of the department ~~or program~~ to whom the Dean can send teaching and scholarly materials for evaluation. See part a. below. The candidate shall provide the Dean with the initial set of materials as given in part b. below.

June 1: The candidate shall provide the Dean with a detailed personal statement and other materials as specified in part b. below.

September 1: The Dean shall provide materials to the department ~~or program~~, as given in parts a and c below. The Dean shall provide the candidate with the names of the outside evaluators who reviewed her or his materials. ~~See part c. below.~~

October 1: The Chair shall submit the department ~~or program~~ vote and recommendation to the Dean, and the Dean shall forward the complete file to the Committee on Appointments. See parts a. and c. below.

November 1: The Committee on Appointments shall provide its written recommendation to the Dean. See part d. below.

February 1: The President shall notify the candidate in writing of her or his decision. See part e. below.

a. Role of the Department ~~or Program~~. The Chair of each department ~~or program~~ shall provide the Dean by March 1 with a list of candidates scheduled to stand for tenure during the next academic year. When there are no tenured faculty members in the department ~~or program~~ in which the faculty member is standing for tenure, the Dean, in consultation with Academic Council, shall appoint an *ad hoc* committee of two tenured faculty to review the candidacy and shall appoint one of its members to serve as Chair. When there is only one tenured faculty member in that department ~~or program~~, that member shall Chair a two-person *ad hoc* committee to review the candidacy, with the second member appointed from among the tenured faculty by the Dean, in consultation with the *ad hoc* committee Chair. All appointments from outside the department ~~or program~~ in which the candidate is standing for tenure should normally come from disciplines that share subjects or methodologies with the discipline of the candidate. Such appointments shall be made as soon as possible after the tenure candidate's third-year review, or as soon as possible for an advanced candidate who will not have a third-year review. In such cases, references to department ~~or program~~ shall be understood to mean the *ad hoc* committee.

By April 1 the Chair shall provide a list of at least two scholars from outside the institution agreed upon by tenured members of the department ~~or program~~ to whom the Dean can send teaching and scholarly materials for evaluation.

The Dean shall gather from students and outside evaluators materials relating to the tenure review together with all materials submitted by the candidate, and provide copies to the department ~~or program~~ by September 1. The Chair shall convene the voting members of the department ~~or program~~ to discuss and vote on the candidacy. Any voting members unable to attend shall convey their votes and any evaluative observations in writing to the Chair before the meeting, and the Chair shall share that information with all voting members.

In addition to assessing teaching according to the criteria and procedures described in E.1 and F.1, departments ~~or program~~ should interpret the pattern of development in a candidate's career, state clearly the evidence on which an assessment is being based, and comment on prospects for future growth. In addition to evaluating scholarship according to the criteria and procedures described in E.2 and F.2, departments ~~or program~~ should, whenever possible, include in their evaluations of scholarship an assessment of the quality of the journals, presses, or exhibition and performance venues where the candidate has presented her or his work, and of the professional meetings where presentations have been made, and of the potential for, and likelihood of, continued professional growth. In addition to evaluating service according to the criteria and procedures described in E.3 and F.3, departments ~~or programs~~ should include judgments about the distinctive contributions of the candidate to the department ~~or program~~ and to the College, and about the potential for leadership in the department ~~or program~~ and the Faculty as a whole.

The Chair shall record the vote and, on behalf of the voting members, write an evaluation of the candidate's teaching, scholarship, and service, highlighting the Chair's own views and summarizing the views of the voting members of the department ~~or program~~ and noting any differences. The Chair shall submit the department ~~or program~~ vote and recommendation to the Dean by October 1 or within one month of receiving the file from the Dean's office, whichever is later. The Chair shall report the department ~~or program~~ recommendation and the reasons for it to the candidate before sending it to the Dean.

The voting members of the department ~~or program~~ shall read the Chair's department ~~or program~~ recommendation and sign it to indicate that they have read it and confirm its report of the vote and its summary of the evidence collected. The voting members may also provide, either directly to the Dean or through the Chair, their own written evaluations of the candidate's teaching, scholarship, and service, supplementing the Chair's report to the extent they judge appropriate. Untenured members shall be asked by the Dean to submit any comments they wish to make on any aspect of the candidacy to the Chair or directly to the Dean.

- b. Role of the Faculty Member.** By April 1 of the academic year preceding that of the tenure decision, it is the responsibility of the candidate to provide the Dean with the following: a current *curriculum vitae*; a statement of no more than 300 words describing her or his area

of expertise as a teacher-scholar; the names of at least two scholars from other institutions, one of whom the Dean shall select to evaluate scholarly and, in some cases, teaching materials; a list of approximately six colleagues and scholarly acquaintances from Hamilton or elsewhere whom the candidate wishes to have comment on the candidacy without normally receiving materials from the Dean; the name of any academic program(s) to which the candidate regularly contributes; and a list of fifteen former or current students to whom the Dean can write for a letter of evaluation.

By June 1 candidates are expected to complete their submissions by providing the Dean with ~~ten sets~~ one digital set, and six sets of any materials which cannot be provided digitally of the following material: a detailed personal statement on teaching, scholarship, and service; syllabi from all courses taught during at least the last three years and any additional pertinent teaching materials the candidate wishes to have considered; and ~~copies of~~ access to the scholarly products, including artistic productions or performances, the candidate wishes to have sent to the outside reviewers the Dean shall contact.

c. Role of the Committee on Appointments. The Committee advises the President and the Dean in tenure cases. The Committee shall receive from the Dean all materials included by the Dean in the tenure review file; gather any additional evidence that it deems necessary; and make its recommendation to the Dean within one month of receiving the file from the Dean's Office. When the Committee differs with the department ~~or the program~~, the Subcommittee that considered the case shall confer with the voting members of the department ~~or program~~ before the Committee makes its recommendation. Committee deliberations and voting always occur in executive session.

d. Role of the Dean. The Dean shall gather the materials described above from the candidate; the list of two or more outside scholars from the department ~~or program~~; ~~observations from committee members of any academic program to which the candidate regularly contributes;~~ student letters collected for prior appointments; letters solicited from thirty-five former and current students randomly selected by the Registrar, including concentrators and non-concentrators and students from both lower- and upper-level courses; and all College-approved student course evaluations. The Dean shall seek letters with observations regarding the candidacy from current committee members of the academic program(s) to which the candidate regularly contributes. The Dean shall select and write to five outside scholars willing to receive and evaluate materials by early fall, including the name of one scholar supplied by the candidate and at least one by the department ~~or program~~. Normally, the group of outside scholars chosen to evaluate the candidate's scholarship shall include no more than one of the faculty member's former professors, colleagues, or associates in publication. In cases where performance is a significant form of scholarship, the evaluations of performances already on record may be used and may justify lowering the number of recommendations added at this point. The Dean shall write to the

students and colleagues suggested by the candidate and to the randomly selected students, asking them to provide an evaluation of those aspects of the candidacy with which they are familiar.

By September 1 the Dean shall provide the department's ~~or program's~~ tenured members with ~~copies of~~ access to the material submitted by the candidate and collected by the Dean, including all of the student and outside scholarly evaluations. At this time the Dean shall provide the candidate with the names of the outside evaluators who reviewed her or his materials. Upon receipt of the department ~~or program~~ recommendation, the Dean shall provide all of this material, the department ~~or program~~ recommendation, any observations of untenured members, letters from colleagues, and all of the reappointment and accompanying evaluative material from the candidate's file to the Committee on Appointments.

Upon receipt of the recommendation of the Committee on Appointments, the Dean shall consider ~~both~~ that recommendation, ~~and~~ the department ~~or program~~ recommendation, the evidence accumulated through the process, and any additional information that the Dean may gather. The Dean will then ~~and~~ present a written recommendation, with supporting reasons, to the President, along with ~~copies of~~ access to all documentation gathered for the review.

When the Dean's recommendation is at variance with that of the Committee on Appointments or of the department ~~or program~~, the Dean shall call a meeting of the Committee on Appointments Chair and the Committee on Appointments Subcommittee that considered the case, the Dean, and the voting members of the department ~~or program~~ in order to seek agreement before the recommendations go to the President.

- e. Role of the President.** The President shall receive the materials on the candidate from the Dean along with the recommendations of the department ~~or program~~, Committee on Appointments, and the Dean and, on the basis of this and any additional information the President may gather, shall make her or his decision.

Final authority rests with the President on negative tenure decisions, whereas the awarding of tenure requires concurrence by the Board of Trustees. When the President's tentative decision is different from that of the Dean, the Committee on Appointments, or the department ~~or program~~, the President shall call a meeting of the Dean, the Committee on Appointments Chair, the Committee on Appointments Subcommittee that considered the case, and the voting members of the department ~~or program~~, in order to try to reach agreement before making a final decision.

The President shall communicate her or his final decision in writing to the candidate, the Dean, the Chair of the department ~~or program~~, and the Chair of the Committee on Appointments by February 1. Before doing so, the President may inform the candidate of the decision

orally, or invite the Dean or the Chair of the department ~~or program~~ to do so. In every case notification, including detailed reasons for the decision, will be confirmed in writing by the President or Dean within ten days of the decision.

- 4. Procedures for Promotion to Professor.** Promotion to the rank of Professor is not exclusively the consequence of the number of years in rank but constitutes recognition of sustained professional achievement in teaching, scholarship, and service.

The evaluative principles described in Section F, parts 1, 2, 3, and 4 (“Principles of Evaluation for Teaching, Scholarship, and Service” and “Additional Principles for Promotion to Professor”), apply to decisions on promotion to Professor. The dates provided in this section are guidelines intended to enable candidates to learn of the decisions as soon as possible. They are not deadlines in the strict sense that failure to meet them would constitute procedural impropriety.

Timeline:

November 1: Dean shall inform the candidate that he or she has been nominated to stand for promotion to Professor. See part a. below.

December 1: The candidate shall provide the Dean with requested materials. See part b. below. The tenured Professors of the department ~~or program~~ shall provide the Dean with a list of at least two scholars from outside institutions agreed upon by them and to whom the Dean can send scholarly materials for evaluation. See part c. below.

January 15: The candidate shall provide the Dean with ~~ten sets of the remaining materials he or she would like to have reviewed, as given in part b below.~~ a detailed personal statement and other materials as specified in part b. below.

March 1: The Dean shall provide materials to the department ~~or program~~, as given in part a below.

April 1: The department ~~or program~~ recommendations for promotion shall be conveyed in writing to the Dean along with evidence of the candidate’s qualifications, and the Dean shall forward the complete file to the Committee on Appointments. See parts a. and c. below.

May 1: The Committee on Appointments shall provide its written recommendation to the Dean. See part d. below.

June 15: The President shall notify the candidate in writing of her or his decision. See part e. below.

- a. Role of the Department ~~or Program~~.** Candidates for promotion to Professor may be nominated by the tenured Professors of their department ~~or program~~, or they may nominate themselves. In all cases, determination of the appropriate year shall come after consultation

among the faculty member, the department's ~~or program's~~ tenured Professors, and the Dean. Such decisions shall be made no later than November 1 of the academic year in which the faculty member is to be considered for promotion. If the Chair of the department ~~or program~~ is not eligible to vote on the decision, the voting members shall select one of their number to perform the duties of the Chair described in this section. When there are no tenured Professors in the department ~~or program~~ in which the faculty member is standing for promotion, the Dean, in consultation with the Academic Council, shall appoint an *ad hoc* committee of two tenured Professors to review the candidacy and shall appoint one of its members to serve as Chair. When there is only one tenured Professor in that department ~~or program~~, that Professor shall Chair a two-person *ad hoc* committee to review the candidacy, with the second member appointed from among tenured Professors by the Dean, in consultation with the tenured Professor in the candidate's department ~~or program~~. All appointments from outside the department ~~or program~~ in which the candidate is standing for promotion should normally come from disciplines that share subjects or methodologies with the discipline of the candidate. In such cases, references to department ~~or program~~ shall be understood to mean the *ad hoc* committee.

By December 1, the tenured Professors of the department ~~or program~~ shall provide the Dean with a list of at least two scholars from outside institutions agreed upon by them and to whom the Dean can send scholarly materials for evaluation.

After the materials for consideration have been forwarded by the Dean, the tenured Professors of the department ~~or program~~ shall convene to discuss and vote on the candidacy. Any tenured Professors unable to attend shall convey their votes and any evaluative observations in writing to the Chair before the meeting, and the Chair shall share that information with the tenured Professors in the department ~~or program~~. The Dean shall invite every member of the department ~~or program~~, whether a party to the decision or not, to evaluate aspects of the candidacy by writing to the Chair or directly to the Dean. The voting members of the department shall read the Chair's department recommendation and sign it to indicate that they have read it and confirm its report of the vote and its summary of the evidence collected. The Chair shall submit the vote and recommendation to the Dean by April 1. The Chair shall report the department ~~or program~~ recommendation and the reasons for it to the candidate before sending it to the Dean.

- b. Role of the Faculty Member.** By December 1, the candidate for promotion to Professor shall provide the Dean with the following: a current *curriculum vitae*; a statement of no more than 300 words describing her or his area of expertise as a teacher-scholar; the names of at least four scholars from other institutions, two of whom the Dean shall select to evaluate scholarly and, in some cases, teaching materials; a list of no more than five colleagues and scholarly acquaintances from Hamilton or elsewhere whom the candidate wishes

to have comment on scholarship and teaching without normally receiving materials from the Dean; a list of no more than five colleagues from Hamilton or elsewhere whom the candidate wishes to have comment on service to the College or to the profession without normally receiving materials from the Dean; the name of any academic program to which the candidate regularly contributes; and a list of fifteen former or current students to whom the Dean shall write for a letter of evaluation.

By January 15, the candidate shall submit to the Dean ~~ten sets of copies of materials he or she~~ one digital set of materials, and five sets of any materials which cannot be provided digitally. All materials that will be helpful for an adequate consideration of the case should be submitted, including: a detailed personal statement on teaching, scholarship, and service; any teaching materials the candidate wishes to have considered; and ~~copies of~~ access to the scholarly products, including artistic productions or performances, ~~that~~ the candidate wishes to have sent to the outside reviewers the Dean shall contact.

c. Role of the Committee on Appointments. The Committee advises the President and the Dean in cases of promotion. The Committee shall receive from the Dean all materials included by the Dean in the promotion file, gather any additional evidence by such means as it deems necessary, and make its recommendation to the Dean within one month of receiving the file from the Dean's Office. When the Committee differs with the department ~~or the program~~, the Subcommittee that considered the case shall confer with the voting members of the department ~~or program~~ before the Committee makes its recommendation. Committee deliberations and voting always occur in executive session.

d. Role of the Dean. By November 1 in the academic year during which the faculty member is to be considered, the Dean shall acknowledge the candidate's nomination for promotion. The Dean shall gather the materials described above from the candidate; the list of two outside scholars from the department ~~or program~~; ~~observations from committee members of any academic program to which the candidate regularly contributes~~; student letters collected for prior appointments; letters solicited from thirty-five former and current students randomly selected by the Registrar, including concentrators and non-concentrators, and students from both lower and upper-level courses; and all College-approved student course evaluations. The Dean shall seek letters with observations regarding the candidacy from current committee members of the academic program(s) to which the candidate regularly contributes. The Dean shall select and write to four outside scholars willing to receive and evaluate materials by early fall, including at least two supplied by the candidate, one suggested by the department ~~or program~~, and one additional scholar chosen by the Dean. Normally, the group of outside scholars chosen to evaluate the candidate's scholarship shall include no more than one of the faculty member's former professors, colleagues, or associates in publication. In cases where performance is a significant form of scholarship, the

evaluations of performance already on record may be used and may justify lowering the number of recommendations added at this point. The Dean shall also write to the students and colleagues suggested by the candidate and to the randomly selected students, asking them to provide an evaluation of those aspects of the candidacy with which they are familiar.

As early as possible in the spring, and no later than March 1, the Dean shall provide the department's ~~or program's~~ tenured Professors with ~~copies of access to~~ the materials submitted by the candidate and all of the student and scholarly evaluations.

The Dean shall forward the department ~~or program~~ recommendation to the Committee on Appointments, along with ~~copies of access to~~ all information gathered by the Dean for this decision from the candidate, the department ~~or program~~, and other sources. At this time the Dean shall provide the candidate with the names of the outside evaluators who reviewed her or his materials.

Upon receipt of the recommendation of the Committee on Appointments, the Dean shall consider ~~both~~ that recommendation, ~~and~~ the department ~~or program~~ recommendation, the evidence accumulated through the process, and any additional information that the Dean may gather. The Dean will then ~~and~~ present a written recommendation, with supporting reasons, to the President, along with ~~copies of access to~~ all documentation gathered for the review.

When the Dean's recommendation is at variance with the recommendation of the Committee on Appointments or of the department ~~or program~~, the Dean shall call a meeting of the Committee on Appointments Chair, the Committee on Appointments Subcommittee that considered the case, the Dean, and the tenured Professors of the department ~~or program~~ in order to seek agreement before the recommendations go to the President.

- e. Role of the President.** The President shall receive the materials on the candidate from the Dean along with the recommendations of the Committee on Appointments, the Dean, and the department ~~or program~~ and, on the basis of this and any additional information the President may gather, shall make her or his decision. Final authority rests with the President on negative promotion decisions, whereas the awarding of promotion requires concurrence by the Board of Trustees. When the President's tentative decision is different from that of the Dean, the Committee on Appointments, or the department ~~or program~~, the President shall call a meeting of the Dean, the Committee on Appointments Chair, the Committee on Appointments Subcommittee that considered the case, and the tenured Professors of the department ~~or program~~ in order to try to reach agreement before making a final decision.

The President shall communicate her or his final decision in writing to the candidate, the Dean, the Chair of the department ~~or program~~, and

the Chair of the Committee on Appointments by June 15. Before doing so, the President may inform the candidate of the decision orally, or invite the Dean or the Chair of the department ~~or program~~ to do so. In every case notification, including detailed reasons for the decision, shall be confirmed in writing by the President or Dean within ten days of the decision.

Professor Weldon said that the proposed changes to the *Faculty Handbook* were in his opinion noncontroversial and fell into three categories: aligning language with current practice, resolving inconsistencies, and simplifying the text. Faculty Chair Hamessley recommended that the faculty consider one category of changes at a time.

In the first category of aligning language with current practice, Professor Weldon noted that in all procedures relating to reappointment, tenure and promotion, all those reviewing the file are given electronic “access” to the candidate’s materials, rather than paper “copies.”

In the category of simplifying the text, Professor Weldon noted that currently, faculty are housed in departments, and that these departments are in the position of evaluating faculty that they house. However, the *Faculty Handbook* includes language that allows for the possibility of faculty being housed in a program. The COA is proposing that this possibility be covered by the inclusion of the following language in Section VI. A:

... allocations will normally be housed in departments instead of programs. If an allocation is housed in a program, then the procedures described in Sections VI.C through VI.G will have “program” substituted for “department” in all relevant locations.

A faculty member asked whether the COA is anticipating that allocations will be made to programs in the future. Professor Weldon responded that the COA’s goal was merely to simplify the language without ruling out the possibility of faculty being housed in programs.

In the category of resolving inconsistencies, Professor Weldon noted that current language allows for program members to submit “recommendations” in cases of reappointment of faculty contributing to the program, but only “observations” in cases of tenure and promotion. Since program members don’t have access to all of the candidate’s materials, the COA proposed that in cases of reappointment as well as tenure and promotion, program members submit “observations.”

A second inconsistency in the current *Faculty Handbook* language is that the COA and the President are allowed to gather extra information when assessing candidates, but the Dean is not explicitly given permission to do so.

A faculty member who is a past member of the COA agreed that additional information had often proved useful, but noted that a COA subcommittee consists of three people who could collectively weigh new evidence. This faculty member suggested that each instance in which the CAO motion inserts the phrase “...and any additional information that the Dean may gather” be replaced with

...and any additional information that the Dean may gather and consider in consultation with the Committee on Appointments.

This new phrase would be inserted in: Procedures for Reappointments in Tenurable Positions, Section G, part 1-d, paragraph 5; Procedures for Reappointment of Faculty in Renewable Positions Section G, part 2-d paragraph 4; Procedures for Tenure Decisions Section G, part 3-d paragraph 3; and Procedures for Promotion to Professor Section G, part 4-d, paragraph 4. The amendment was seconded.

Dean Patrick Reynolds said that he had no problem consulting with the COA, but noted when the Dean's recommendation conflicts with that of the department or the COA, the Dean is already required by current *Faculty Handbook* language to call a meeting of the COA chair, the COA subcommittee that reviewed the case and the voting members of the department to seek agreement on the case. An analogous step is repeated should the President's tentative decision be at variance with that of the Dean, the COA or the department.

A faculty member asked at what stage of the process these meetings take place; Dean Reynolds answered that the meeting must take place before the Dean submits a recommendation to the President.

A faculty member asked the faculty member who proposed the amendment whether the intention was that the Dean would consult with the whole COA or just the subcommittee dealing with the particular case. The faculty member who proposed the amendment said that the language only referred to the relevant COA subcommittee. He added that the consultation need not take the form of a formal meeting, but could be done over email. However, the intention was that the consultation would take place before any formal meeting to reach agreement in the case of conflicting recommendations. Dean Reynolds noted that in current practice, there are many meetings, both formal and informal.

A faculty member asked whether in current practice, the reconciliation meeting takes place after the COA has issued its recommendation but before the Dean has issued his or hers. Professor Weldon responded that the Dean does not receive a candidate's materials until after the COA has made a decision on the case.

A faculty member, arguing in favor of the amendment, said that if the Dean gathers new information after the COA has made its decision, then it is reasonable to consult with COA regarding this additional information.

Professor Weldon said that the CAO sees the amendment as redundant but not unfriendly.

The amendment passed on a voice vote, without objection.

Professor Weldon then noted that other instances of resolving inconsistencies were:

- explicitly noting that the criteria for evaluating teaching, scholarship and service described in Section F apply to cases of reappointment in tenurable and nonrenewable positions (as they do in cases of tenure and promotion);
- streamlining the description of submitted materials in the timeline;
- requiring that the voting members of the department sign the departmental recommendation in promotion cases (as they must do in cases of reappointment and tenure).

The motion passed on a voice vote without objection.

7. *Affirmative Action Report by Associate Dean Margaret Gentry.*

Associate Dean Gentry noted that the full Affirmative Action Report was included in the agenda. She noted that the report is prepared every year in accordance with federal statutes, and cautioned that it provides a limited picture of diversity at the College. It reports on the current composition of the faculty and tracks how it has changed over time, and how Hamilton College compares with both the national pool and a set of similar institutions. Dean Gentry thanked Assistant Dean of Faculty for Institutional Research and Assessment Gordon Hewitt for assembling the data in the report.

Dean Gentry pointed out some highlights of the report. She noted that the overall percentage of full-time faculty of color had remained relatively stable over the past five years. Although the percentage of tenured faculty of color shows slow but steady increase, the percentage of tenure track faculty had declined, through resignation, promotion and denial of tenure. She noted that according to 2012 data, Hamilton College placed third among NESCAC schools in terms of percentage of faculty of color, but cautioned that three NESCAC schools did not report data that year.

Dean Gentry pointed out that the percentage of faculty of color at Hamilton in 2013-14 roughly matched the 2012 percentage of US doctorates earned by people of color in the broad disciplines of Humanities & Arts, Social Science, but fell considerably short in Sciences & Mathematics.

Dean Gentry reported that the percentage of women at the rank of Full Professor remained relatively stable at close to 30% over the last ten years. Over the same time period, the percentage of women at the rank of Assistant Professor had dropped while the percentage at the rank of Associate Professor had increased, due to women receiving tenure. The percentage of women at both Assistant and Associate Professor ranks was roughly 50% in 2013-14. Dean Gentry noted that the 2013-14 percentage of women fell short of the corresponding percentage of US doctorates earned by women in 2012 in each of the broad disciplines of Humanities & Arts, Social Science, but fell considerably short in Sciences & Mathematics.

Dean Gentry reported that faculty of color and women leave the College in disproportionate numbers. Over the period 2003 – 12, 6 women of color but only 3 white women left before tenure, while 2 men of color and 1 white man left without tenure. She stated that the College needed to intensify efforts to recruit and retain a diverse faculty, and drew the faculty's attention to the 14 initiatives listed in the report undertaken by the Dean of Faculty Office and the Committee on Appointments.

A faculty member asked whether the report included data on gender and/or race wage gaps. Assistant Dean Hewitt replied that he had not been asked to assemble such data; Dean Gentry said that we could ask him to do so.

A faculty member asked if Dean Gentry could provide insight on why these 6 women of color left. She replied that 3 had resigned to take jobs elsewhere and 3 were denied tenure or reappointment. Another faculty member asked if exit interviews had been conducted. Dean Reynolds responded that he has had conversations with these individuals in all cases but one.

8. *Remarks by Dean Patrick Reynolds*

Dean Reynolds thanked the faculty for its work on big and important issues over the course of the year, noting that over a dozen motions of substance had been passed.

The Dean reported that the distribution of office assistants to departments had become uneven over academic disciplines and his office would be working to achieve a more equitable balance.

The Dean reported that he had been engaged with Athletic Director Jon Hind on a broad overview of the place of athletics within the College. He noted that many different areas of the College are needed to coordinate and support athletics. In particular, he and Director Hind had agreed that the success of the athletic program should be measured holistically by the academic success of our scholar-athletes, by their value as ambassadors of the College in the larger community and by the competitive rubric within NESCAC. Dean Reynolds noted that the latter did not mean all teams should be winning all the time, but said it could be measured as an average across all teams and predicated upon providing an excellent student experience for student-athletics as we strive to do for all our students.

Dean Reynolds noted that Hamilton College had joined the NESCAC as a full-playing member in 2011-12 and that it was a good time to review the success of our membership in this league. He said that he had reported on the place of athletics at the College at the December meeting of the Board of Trustees, and noted that they had created a task force to study the issue further. Faculty representatives to this task force are Todd Rayne and Heather Buchman, and he expected that a variety of campus constituencies will be solicited during the course of the task force's work, which will begin this summer.

Faculty Chair Hamessley adjourned the meeting at 6:00 p.m.

Respectfully submitted,

Sally Cockburn
Faculty Secretary

Appendix B

BALLOT

2014-15 Committee Membership

Instructions: Please circle one name per line as your preferred candidate.

Nominations from the Floor

Academic Council

Term: 2017 H. Merrill L. Trivedi _____ _____

Continuing members:

Term: 2015 W. Chang
2016 P. Hagstrom
ex officio P. Reynolds
ex officio Faculty Chair
ex officio Faculty Secretary

Committee on Academic Policy

Term: 2017 R. Hopkins C. Morgan _____ _____

Continuing members:

Term: 2015 N. Rabinowitz
2015 J. McEnroe
2016 K. Brewer
2016 S. Wu
2017 T. McKee
ex officio P. Reynolds
ex officio S. Orvis

Faculty Committee on Admission and Financial Aid

Term: 2018 E. Hull P. Kloidt _____ _____
2018 C. Lee M. Willstedt _____ _____

Continuing members:

Term: 2015 M. McCormick
2015 M. Cryer
2016 J. Pliskin (S)
2017 F. Sciacca
ex officio M. Inzer
ex officio P. Reynolds

Planning Committee

Term: 2015 E. Heekin D. Pokinski _____ _____
2017 E. Conover J. Springer _____ _____

Continuing members:

Term: 2015 D. Boutin (FS)
2016 R. Martin

Honor Court

Term: 2017 J. Burke C. Gibbons _____ _____

Continuing members:

Term: 2015 A. Campbell
2016 R. Marcus

Judicial Board

Term: 2017 M. Cotten G. Johnson _____ _____

Continuing members:

Term: 2015 M. Cryer
2016 T. Kelly

Appeals Board

Term: 2017 S. Cockburn J. Garrett _____ _____

Continuing members:

Term: 2015 S. Ellingson
2015 A. Mescall

Appendix C

Motion from the *ad hoc* Advising Assessment Committee regarding evaluation of advising.

Moved, that the Faculty approve the following survey instruments on advising for sophomores and seniors for a trial period of three years, with the following conditions:

- (1) At the end of the three-year trial period, 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. If substantial revisions are necessary and approved by the Faculty, then the committee may also propose a continuing trial period before the feedback from the survey instruments goes to the Dean and the appropriate department chair as part of the annual review process.
- (2) During the three-year trial, the student feedback shall only go back to the appropriate individual advisor.
- (3) After the trial period has ended, new advisors will be the only people who see their student feedback for the first two years they advise (after which the Dean and appropriate department chair will also see the feedback).
- (4) Feedback from sophomores will be required when they declare concentrations. Feedback from seniors will be requested when they complete course evaluations in the spring term. The availability of grades will be delayed if the evaluations are not completed.
- (5) The surveys would first be administered in the spring of 2015.

SURVEY INSTRUMENT FOR SOPHOMORES

To the student: Please fill out the following questionnaire with thought and care. If you had more than one advisor, respond to the questions with respect to your most recent advisor.

The first question is based on the following expectations:

The College expects that students will make appointments for preregistration planning and for other discussions, and that they will familiarize themselves with:

- graduation requirements
- the College's purposes and goals
- the process of declaring a concentration
- options and academic regulations for off-campus study if they are interested in pursuing off-campus study
- support services that are available and how to obtain help
- their ongoing academic progress toward graduation

QUESTION 1: Evaluate your success in meeting the expectations above. Please be specific.

The second question is based on the following expectations:

The College expects advisors to communicate their availability for preregistration and informal meetings, and that during their meetings, the student and advisor should discuss:

- the student's educational plan, which will evolve over time and should reflect both the student's particular interests and abilities and the College's purposes and goals. The advisor should inquire about the student's plan and provide feedback and advice, as appropriate.
- courses throughout the College curriculum, including areas of study with which the student is unfamiliar
- whether or not off-campus study should be included in the student's educational plan
- the reasons for the student's choice of concentration
- what campus resources are available to assist with academic, career, and personal concerns, and, when appropriate, the advisor should make recommendations about what service(s) the student may wish to use

QUESTION 2: Evaluate the success of your pre-concentration advisor in meeting the expectations listed above. Please be specific.

QUESTION 3: Did your relationship with your pre-concentration advisor work? If yes, explain the most positive aspects of the relationship. If not, why not?

SURVEY INSTRUMENT FOR SENIORS

To the student: Please fill out the following questionnaire with thought and care. If you had more than one advisor, respond to the questions with respect to the advisor you had during your junior year. Double concentrators should complete a form for each of their concentration advisors.

The first question is based on the following expectations:

The College expects that students will make appointments for preregistration planning (with the exception of seniors) and for other discussions, and that they will familiarize themselves with:

- graduation requirements
- the College's purposes and goals
- options and academic regulations for off-campus study if they are interested in pursuing off-campus study
- support services that are available and how to obtain help
- their ongoing academic progress toward graduation

QUESTION 1: Evaluate your success in meeting the expectations above. Please be specific.

The second question is based on the following expectations:

The College expects advisors to communicate their availability for preregistration and informal meetings, and that during their meetings, the student and advisor should discuss:

- the student's educational plan, which will evolve over time and should reflect both the student's particular interests and abilities and the College's purposes and goals. The advisor should inquire about the student's plan and provide feedback and advice, as appropriate.
- courses throughout the College curriculum, including areas of study with which the student is unfamiliar
- whether or not off-campus study should be included in the student's educational plan
- what campus resources are available to assist with academic, career, and personal concerns, and, when appropriate, the advisor should make recommendations about what service(s) the student may wish to use
- how the student's choices contribute to post-Hamilton career plans

QUESTION 2: Evaluate the success of your concentration advisor in meeting the expectations listed above. Please be specific.

QUESTION 3: Did your relationship with your concentration advisor work? If yes, explain the most positive aspects of the relationship. If not, why not?

Rationale

The charge to the Advising Assessment Committee, as voted on by the Faculty, is to develop an appropriate response, including one or more survey instruments, to the Middle States Evaluation recommendation that we "assess faculty advising in ways that will assure strong support of individual student achievement of the College's learning goals." The Dean has given us the additional charge of examining our advising system holistically and recommending ways to strengthen advising at Hamilton.

To address these charges we must collect two types of information: qualitative and quantitative. This motion only addresses the qualitative part of the evaluation that responds to the Dean's charge. For the

three-year trial period, student responses would only be shared with the appropriate advisor. Once the Faculty finalizes the survey instruments at the end of the three-year trial period, the committee recommends that, for advisors in their first or second year of service, student responses would only be shared with the Chair and the Dean after a two-year trial period.

In order to address the Middle States recommendation, we need to include a few quantitative questions to assess the advising system as a whole. The Advising Assessment Committee is still working on drafting those questions.

The Advising Assessment Committee has worked under the assumption that the College should evaluate the extent to which our advising system matches what the College describes. The Faculty's expectations for advising, then, are the basis for evaluation in parts 1 and 2. Those questions are crucial parts of the survey if we want to address the expectations set forth by the Faculty. Moreover, they focus some attention on the College's purposes and goals, which helps address the Middle States recommendation.

The third question allows students to respond to the nature of their relationship with their advisors, which is an entirely separate question from whether or not students and advisors have met expectations in the advising process.

Given uncertainty about what questions might be most helpful, the committee proposes a three-year trial period. At that point the Faculty will be in a better position to evaluate survey instruments.

The senior survey differs from the sophomore survey in the following ways:

- (1) The instructions are:
To the student: Please fill out the following questionnaire with thought and care. If you had more than one advisor, respond to the questions with respect to the advisor you had during your junior year. Double concentrators should complete a form for each of their concentration advisors.
- (2) In question 1, the following bullet point is omitted:
 - the process of declaring a concentration
- (3) In question 2, the following is added as the last bullet point:
 - how the student's choices contribute to post-Hamilton career plans
- (4) In question 2, the following bullet point is omitted:
 - the reasons for the student's choice of concentration
- (5) Questions 2 and 3 specifically ask about the "concentration advisor"

CONSTITUTION OF THE MOVEMENT

We The Movement, in order to create a more conscious and inclusive environment, lay these goals and demands before all members of the *Hamilton College Community*. It is our will that we take active steps towards becoming a true liberal arts institution, not only in name but also in action and advocacy. To ensure Equality, promote Agency, Serve and Protect all students, and foster Safe Spaces, we ordain this Constitution and ask others to stand in solidarity for the campus we strive to become.

Goal 1

We want to make Hamilton a home for everyone by increasing awareness and understanding of all marginalized groups on campus in hopes of establishing mutual respect and fostering a better sense of community.

Goal 2

We want to encourage an ongoing awareness of the growing diversity both on our campus and across the nation.

Goal 3

We want to spark open and honest dialogue that moves us towards a deeper understanding of differences.

Goal 4

We want to discourage ignorance and intolerance for people and/or issues which directly affect those belonging to the Hamilton College community.

Goal 5

We want to encourage the Hamilton community to find their voice, speak their truth, and stand for what they believe. No student should feel uncomfortable or silenced by their peers or other members of the Hamilton community.

Goal 6

We want to encourage faculty and staff to strive for change. Unlike Hamilton students, the faculty and staff are long-term members on the Hamilton campus. We ask that faculty and staff recognize their responsibility to not only support students, but actively display agency in the changes they themselves would like to make and see.

Goal 7

We encourage that every student at Hamilton College step outside of their comfort zone ensuring true growth of self and awareness of others. We believe in sharing experiences and understanding personal perspectives.

Demand 1

We request that students, faculty, and staff advocate for a mandatory one semester seminar required for graduation. This course must be completed with a grade of 70% or higher. Students will learn about hierarchies long established throughout history covering, but not limited to: assimilation, privilege, intersectionality, systemic oppression, internalized racism, and cultural appropriation.

Demand 2

We request an institutional board comprised of both Hamilton students and faculty elected by the Student Diversity Council (a union of the diversity organizations), who will fight for the rights and requests of those belonging to historically marginalized groups on campus. This board would be charged with responding to campus outcries and crises involving the student body. They will have direct impact on the Hamilton community. These include, but are not limited to, monthly meetings with Multicultural Alumni Relations Committee (MARC) representatives, monthly meetings with the President of the College and Dean of Students, email privileges, and funding for events.

Let this constitution be the start of the changes we want to see. We publish this as a call to action. Hamilton College, we encourage you to stand for what you want and fight for what you believe. Join us in solidarity to make Hamilton College OUR Hamilton.