



Hamilton

*Vice President for Academic Affairs
and Dean of Faculty*

August 26, 2014

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 2, 2014 beginning at 4:10 p.m. in the Fillius Events Barn.

AGENDA

1. Approval of minutes from the Faculty Meeting of Tuesday, May 21, 2014 (Appendix A).
2. Election for 2014-15 Committee Membership (Appendix B).
3. Motion from the Faculty that the CAP consider implications of departmental realignments (Appendix C).
4. Faculty, Staff, and M & O appointments for 2014-15 (Appendix D).
5. Admission and Financial Aid Update by Dean of Admission and Financial Aid Monica Inzer.
6. Remarks by Dean Patrick Reynolds.
7. Remarks by President Joan Hinde Stewart.
8. 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 Eighth Regular Meeting of the Hamilton College Faculty
Academic Year 2013 – 2014
Wednesday, May 21, 2014
Filius Events Barn

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

1. Approval of minutes from the Faculty Meeting of Tuesday, May 6, 2014.

The minutes were approved without discussion.

2. Election for 2014-15 Committee Membership.

Academic Council

(2017 term): L. Trivedi

Committee on Academic Policy

(2017 term): R. Hopkins

Faculty Committee on Admission and Financial Aid

(2018 term): P. Kloidt

(2018 term): C. Lee

Planning Committee

(2015 term): D. Pokinski

(2017 term): E. Conover

Honor Court

(2017 term): C. Gibbons

Judicial Board

(2017 term): G. Johnson

Appeals Board

(2017 term): S. Cockburn

3. Motion from the ad hoc Advising Assessment Committee.

Faculty Chair Hamessley invited Chair of the *ad hoc* Advising Assessment Committee Rob Hopkins to present the motion. Professor Hopkins said he would be proposing a substitute motion, but first wanted to present some context. The text of his remarks is below.

At the December 2012 Faculty meeting, the Faculty went into a Committee of the Whole to discuss advising expectations and assessment. The Dean had already discussed those issues with department chairs for some months prior to that, with very mixed response. No consensus was reached during that Committee of the Whole, during which several Faculty members expressed concerns about the Dean's proposed assessment tool.

At the February 2013 Faculty meeting, a group of Faculty brought a motion to establish an *ad hoc* committee to develop an appropriate response to the Middle States evaluation that we "assess faculty advising in ways that will assure strong support of individual student achievement of the College's learning goals." The rationale quoted the 2001 Middle States report, which stated that "it is critical that an assessment system for advising be developed."

The *ad hoc* Advising Assessment Committee was formed and has met almost every week during the academic year and also a few times in the summer to discuss advising at Hamilton. The Dean gave the committee an expanded charge to look at whatever ways we can improve advising at Hamilton.

When the committee started looking at what we say about advising, we came across a few different statements, none of which, we believe, had been approved by the Faculty. Consequently the committee spent a lot of time gathering student and faculty feedback on advising, and then developing two advising statements for the Faculty to approve.

Throughout the process the committee has attempted to gain feedback from the Faculty. Though some have not been happy with the process of going into a Committee of the Whole, it remains true that in every instance the committee has significantly refined its proposed motion based on feedback from the Faculty during the Committees of the Whole. That is the same today. We want to thank the Faculty for its help.

Before addressing some specific points about the motion before you, let me be clear about the context. There *will* be an evaluation of advising. It's a matter of whether that evaluation will be approved by the Faculty or created by the Dean. To not evaluate advising would be irresponsible in the light of the two most recent Middle States Reports. Moreover, the committee believes that we will all learn how to improve advising at Hamilton with appropriate evaluation instruments. So either the Faculty needs to approve some kind of assessment, or the Dean will create one on his own. Obviously the committee believes our proposal is the better approach.

We now have two documents about advising that have been approved by the Faculty and are on the College website. The first is a statement on academic advising, and the second is a statement of expectations about advising at Hamilton. Both statements have made it clear that the Faculty expects students to take on more responsibility for their educational plan and intellectual development. We want students to take the initiative, and we want to expand the opportunities for advisors to have meaningful interactions with their advisees. We want to encourage students to become increasingly self-sufficient with respect to their own educational plans. None of this will change the way we do advising at Hamilton unless we ask students and Faculty to be accountable for the expectations that have been established. Consequently, the committee believes that it is absolutely essential to have the first two questions in the motion that went out at the same time as the Faculty agenda. The amendment language that I distributed last Thursday on behalf of the committee adds a quantitative student evaluation of the extent to which the student has been successful in meeting the expectations so that we can get a better College-wide understanding of how students are doing and what, if anything, we need to change to improve advising. The third and final question in our original motion speaks to the issue of whether the relationship between the student and the advisor worked. We believe student feedback to this question can be quite valuable to advisors.

Last Thursday, the committee completed working on a few more questions that help respond to our charges. All of the questions in the original motion remain. The first added question is the student self-evaluation about meeting expectations. An additional, crucial question asks students to respond to this statement: "My advisor encouraged me to think carefully about my educational plan in the context of the College's purposes and goals." This question specifically addresses the charge from the Middle States Report. Further, in response to Faculty concerns about the possible misuse of quantitative data, the individual advisor feedback will never be made available to the appropriate department chair and the Dean. Still, the Dean will be able to have a College-wide response to the question.

Finally, we have added a question to address the system as a whole, and invite student suggestions for how we might improve it. I believe it's clear to all of us that students get lots of advice from lots of people other than their advisors, and it may be that some of the most valuable advice a student gets is from someone who is not his or her advisor. Our last question allows students to comment on that advice. Faculty input made it clear to the committee that we should restrict the number of questions as much as possible. We have tried to do so. Moreover, we have proposed a trial period to test the surveys as well as to give Faculty members the chance to see student perspectives on their advising and the advising system. If the Faculty approves the trial, there remains the issue of how the information is to be used after the three-year trial period. Barring changes to the *Faculty Handbook*, the evaluations of advising that will be approved by the Faculty in three years will not be part of the tenure/review process because they are not in the *Faculty Handbook*. To be fair, it is possible for the COA and/or the Dean to look at pertinent

information beyond what is specifically stated in the *Faculty Handbook*, but our committee envisions that the Faculty will have a separate discussion to determine if, and if so, how, the information might be used in the tenure/promotion process. The Faculty could decide to not allow its use at all, or under certain circumstances only, or under all circumstances. It seemed premature to my committee to ask the Faculty to consider this question before we have even had a chance to see what kind of results we get from whatever surveys are approved.

The Committee believes it is best for the Faculty to consider our final, complete survey instruments rather than to do this in pieces. Consequently at this time I move to substitute the motion from the Advising Assessment Committee that was distributed to the Faculty last Thursday.

Professor Hopkins then moved that the faculty consider the substitute motion below.

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, a Faculty-elected *ad hoc* Advising Committee shall gather feedback from faculty advisors to determine if survey instruments need adjustment. The committee shall propose a motion to the Faculty to continue with the same survey instrument or to revise one of both of them. If substantial revisions are necessary and approved by the Faculty, then the committee may also propose a continuing trial period. Only after the trial period(s) shall subsequent feedback from the survey instruments go to the Dean and the appropriate department chair as part of the annual review process except as detailed below.

(2) [i] During the three-year trial period, faculty advisors shall have access to all of their advisees' responses. The Dean of Faculty shall have access only to the quantitative responses to questions 1 and 3, which shall not be linked to individual advisors.

[ii] Following the three-year trial period, faculty advisors shall have access to all of their advisees' responses. The Dean of Faculty and appropriate department chair shall have access to all responses except those to question 3, for which the dean shall have access to the aggregated responses that are not linked to individual advisors.

(3) After the three-year trial, new advisors shall be the only people who see their advisees' responses for the first two years they advise. During that time, the Dean of Faculty shall have access only to the quantitative responses to questions 1 and 3, which shall not be linked to individual advisors.

(4) Feedback from sophomores shall be required when they declare concentrations. Feedback from seniors shall be requested when they complete course evaluations in the spring term. The availability of grades to seniors shall be delayed if the evaluations are not completed.

(5) The survey shall 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 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 not to obtain help
- their ongoing academic progress toward graduation

QUESTION 1: Evaluate your success in meeting the expectations above. Please be specific.

Based on your evaluation above, to what extent were you successful in meeting the expectations?

1
[not at all]

2

3

4

5

[completely]

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 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: My pre-concentration advisor encouraged me to think carefully about my educational plan in the context of the College's purpose and goals.

[strongly disagree] [disagree] [neither disagree nor agree] [agree] [strongly agree]

QUESTION 4: Did your relationship with your pre-concentration advisor work? If yes, explain the most positive aspects of the relationship. If not, why not?

QUESTION 5: Given your experience with advising at Hamilton – including your interactions with your advisor and other Faculty and staff, online resources, and other campus resources such as the Career Center – should the College do anything to improve the academic advising process? If so, what?

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 the advisor with whom you had the most interaction.

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 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 not to obtain help
- their ongoing academic progress toward graduation

Based on your evaluation above, to what extent were you successful in meeting the expectations?

[completely]

- 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 service(s) the student may wish to use
- how the student's choices contribute to post-Hamilton career plans

QUESTION 3: My pre-concentration advisor encouraged me to think carefully about my educational plan in the context of the College's purpose and goals.

[strongly disagree] [disagree] [neither disagree nor agree] [agree] [strongly agree]

QUESTION 4: Did your relationship with your pre-concentration advisor work? If yes, explain the most positive aspects of the relationship. If not, why not?

QUESTION 5: Given your experience with advising at Hamilton – including your interactions with your advisor and other Faculty and staff, online resources, and other campus resources such as the Career Center – should the College do anything to improve the academic advising process? If so, what?

Professor Hopkin's motion to substitute the new motion was seconded. Faculty Chair Hamessley reminded the faculty that the differences between the motion listed on the printed agendas and the substitute motion were new questions 3 and 5, a new question asking students to assess their own participation in the advising process, and more language regarding access to student responses both during and after the trial period.

The substitute motion passed on a voice vote.

A faculty member remarked that question 4 looked like a summation, rather than an invitation to supply additional information, and suggested expanding the language to encourage broader consideration. Professor Hopkins replied a student's response to this question might be connected with responses to earlier questions, and so the committee thought it best to use wording that is as flexible as possible.

A faculty member asked what would happen if the faculty did not approve the motion; would the Dean then impose a survey instrument on the faculty? This faculty member noted that Associate Dean of Students for Academics Steve Orvis had said that the faculty has the right to determine the advising assessment instrument. Dean Orvis responded that he was speaking as a member of the *ad hoc* Advising Assessment Committee when he made this statement, not as a Dean. Dean of Faculty Patrick Reynolds implored the faculty to pass the motion, asking it not to put him in the position of being solely responsible

to the Middle States accreditation suggestion to assess advising, commenting that the survey instrument in the motion, developed by the faculty, was much better than the one he had proposed. The faculty member then asked when sophomores would be asked to complete the survey, noting that there was the potential for confusion as to who the “most recent advisor” was. Professor Hopkins replied that the survey would be administered to sophomores as part of the process for declaring a concentration, before the first meeting with the concentration advisor.

A faculty member noted that in his introduction, Professor Hopkins had said the results of the surveys would not be used in the tenure or promotion review process, yet the wording of the motion stated that it would be part of the annual review process. This faculty member asked for clarification on this issue. Professor Hopkins responded that faculty would be encouraged to write about advising in their annual report; if the faculty wanted results of the surveys to be included in the formal tenure review process, then the faculty could decide to do so. The faculty member asked whether this applied during the three-year trial period or after. Professor Hopkins responded that during the trial period, the Dean would only have access to the collective quantitative data for questions 1 and 3. After the trial period, the faculty could decide to change the policies if it wants. Professor Hopkins reiterated that the committee had decided that at this point it is premature to be overly definitive on how the gathered information would be used.

A faculty member asked whether, at the end of the three-year trial period, the Dean would have access to the first three years of responses to the survey. A faculty member who is on the *ad hoc* Advising Assessment Committee pointed out that the language of the motion specified that “after the trial period(s) ... *subsequent* feedback from the survey instruments go to the Dean.”

The Chair of the Committee on Appointments noted that all that the COA sees is what individual faculty write in their annual reports. Professor Hopkins commented that this is true, short of the faculty voting in some other policy.

The motion passed on a voice vote. A round of applause followed.

4. Report from Tom Wilson for the Committee on Academic Policy regarding meetings with students in The Movement and Diversity Council.

The text of Committee on Academic Policy Chair Tom Wilson’s report appears below.

Over the past several weeks members of the CAP met with members of The Movement and representatives on the Student Diversity Board to discuss questions of the diverse composition of Hamilton’s community and a social atmosphere that adversely affects academic life and the classroom environment. I won’t endeavor to summarize the many experiences that attest to the existence of tensions that make life on campus *and learning* a much greater challenge for some of our students. You will hear from some of these students shortly.

I would emphasize that the CAP has only begun to discuss these ideas and that we haven’t arrived at a particular consensus. But I think it’s important that we begin to discuss them now, this late in the year, lest they be dropped until the next incident takes us by surprise and reminds us that nothing has changed.

The tensions to which I refer aren’t reducible to any single factor, but they are a product of the negotiations of an increasingly diverse – in terms of race, class, gender, sexual orientation, religious affiliation, cultural upbringing etc. – student body.

These tensions periodically erupt in the form of overt expressions of racism, to which we all respond with revulsion. But, they also manifest themselves with greater frequency in more subtle instances of “micro-aggression” that perhaps wordlessly create – or conjure – distinctions based on a range of socially-constructed hierarchies that have the effect of questioning somebody’s right to be here – to be part of the Hamilton community. An instance of “micro-aggression” might seem fleeting to some observers, but these instances nonetheless cut to the core of identity of many in our community, they hurt, and they

constitute an obstacle to the ability of some in our community to achieve what she or he came to accomplish.

I am convinced that the faculty wants the campus to be an open community in which all students can gain uninterrupted access to a liberal arts education. We must acknowledge that the burden of drawing attention to and *working to resolve* these problems has been assumed by a small number of dedicated faculty for years.

One problem – not the only problem – is that we, as a faculty, are not sure how to effect the changes that will help produce that open community. Many of us don't feel that we can openly talk about the issues that face our community – where, as faculty, *do* we routinely engage in discussion so this kind?

If we want to create an academic community that affords access to the benefits of a liberal arts education to all our students, then a broader spectrum of the faculty needs to become actively engaged in discussions about how these issues affect *academics* at the College; more members of the faculty need to take on the significant responsibility of figuring out *how our academic program can change the environment on the Hill*.

I remain open to suggestions on how we as a body want to proceed, but I want to share some approaches that we might pursue to open lines of communication among the faculty at large and between the faculty and students.

One recommendation is that we work within existing faculty governance structures, making discussion of diversity and academics *a priority* for each elected committee and many appointed committees. We can also draw a large number of faculty into this discussion through Departments and Programs. In addition to the CAP, the HSMB, the COA and Admission and Financial Aid, Student Activities and Athletics probably already discuss these issues. Certainly our colleagues in Athletics, who have considerable experience fostering community on teams, may have worthy recommendations. The DOF could help facilitate a broader discussion across the faculty so that we have comprehensive, rather than piece-meal approaches to the issues at hand.

A second recommendation is to form a new faculty standing committee to examine the impact of the complex composition of the Hamilton community on academics. Such a committee would provide the faculty with an institutional structure through which to raise a range of questions related to campus diversity that bear upon academic life on the Hill. The committee would be composed of a broad range of faculty, particularly in terms of rank, with the aim of ensuring a broad spectrum of the faculty engaged with the formulation of proactive measures. The committee would include the Chief Diversity Officer and perhaps representatives from other major Committees as defined by the nature of our conclusions and priorities from earlier discussions. The committee could be charged with:

- a) Building upon existing initiatives, including the recommendations of the CAP-Diversity subcommittee report of 2009-10 chaired by Todd Franklin. I would note that since that report, the College has established a cultural education center – the Days-Massolo Center (DMC) – directed by Chief Diversity Officer Amit Taneja. The College has also gone to a need-blind admissions policy, which affects the composition of incoming classes in ways we have fully to understand. We might ask: what has changed since that report and what remains especially pertinent?
- b) Familiarizing itself with best practices at similar institutions, which arguably share certain demographic factors that may differ from those that affect similar colleges on, say, the west coast.
- c) Examining the existing ways that the curriculum addresses student diversity with the aim of highlighting and building upon this aspect of academics at Hamilton.
- d) Regularizing and maintaining an open line of communication with students about the impact of living in a residential college on learning in a liberal arts environment.

- e) Working with relevant faculty committees, as well as the President's recently announced working group, to identify areas of Hamilton academics that affect diversity, to bring issues of concern to the attention of faculty for discussion, and to formulate policy for faculty consideration.

A faculty member who is on the Committee on Academic Policy thanked Professor Wilson for his statement, adding that formulating a response to the students' concerns and presenting it to the faculty was no easy task.

Another faculty member asked why there was no motion from the Committee on Academic Policy. Professor Wilson responded that the CAP didn't have enough time to craft a motion, but nonetheless wanted to draw the faculty's attention to the issues and present some recommendations. He said that he regretted the committee was not in a position to do something more proactive, but expressed the hope that momentum to address the ongoing problems would carry forward into next year.

5. Presentation from Jennifer Roberts, Sabrina Debrosse, Jonice Mendoza, and Jessica Moulite, Class of 2014, representing The Movement.

The text of the students' presentation is below.

First and foremost, we would like to thank you for having us at today's meeting. As students who are concerned and invested in working towards sincerely making Hamilton a more inclusive environment for all, we are here today to share with you a few stories about life here on the Hill for some students.

Sabrina:

Story 1

"You're afraid of saying the wrong thing? Imagine being born the wrong race!"

- White man trying to encourage white students to take chances and have difficult dialogues.

Although I know this comment was made with good intent, the impact was that for a second I felt like I was the wrong race. Worse, I knew my peers thought I was born the wrong race. How are we expecting any student at Hamilton to find pride and beauty in their own race or others' race if you believe there is one that is better? To not recognize that Hamilton has a problem is to validate the statement this student made. Hamilton, when are we going change? When is our society going to reflect the one we are striving for instead of the one full of hate that already exists? I WANT CHANGE.

Story 2

I grew up in a poor neighborhood. As a female in my city, I was expected to get pregnant before I turned 18, barely pass high school and work a minimum wage job for the rest of my life. My mother was a statistic but she refused to raise me as a statistic. Education was extremely important in my single parent home. My mother taught me early on that outside of our city, I would not be seen for my brain, but for the way I looked. But she also taught me that if I humbly worked hard, I could be anything I want to be (play the game until you can change it). I never had the option to not be excellent.

I got into Hamilton through a leadership scholarship, which unfortunately, is often referred to as "the minority scholarship." Yup, I got into Hamilton because I am a minority, it was that easy. I was not the top of my class. I did not stay up till 2 in the morning working on homework to then wake up at 6 in the morning to catch the bus to school almost everyday of my high school career. I was not involved in numerous extra-curricular activities such as the National Honor Society, The Girls Ensemble, The Drama Club, volunteering at the Boys and Girls Club, and working on the side to save money for college. I did not stay after school to get extra help on the materials I didn't understand. I did not work as hard as you did to get into Hamilton, I'm just privileged enough to be a minority.

As I quietly sit in class, I think about how much harder I have to work than most students at Hamilton, how much my high school did not prepare me for this material, how much money I don't have to buy books. I feel the pressure to go beyond what is expected of me. I have to excel in everything I do because I know I am expected not to because I am a student of color. So while some are not reading materials for

their classes, I am reading them all. While some are not attending lectures, I am attending as many as I can. While some do not have to work, I have four jobs. While some are taking breaks, I'm finding ways to do more. Don't tell me I have it easier because I don't pay tuition out of my own pocket.

Jessica:

Story 1

Sitting in class and having a discussion about immigration. Of course, the professor turns and asks my friend's opinion on the issue (yes, she's a student of color). She proceeds to say "Well, my mom came here from *insert country here* and my father came here from *insert country here*..." Before my friend could finish her sentence, a white student cuts her off and states "See, your parents could've been doctors or lawyers in their respective countries, but they came here and now they sell mangos on the side of the road."

LET ME ADD THAT BOTH OF MY FRIEND'S PARENTS HAVE MASTER'S DEGREES!

Instead of that professor addressing this issue and how problematic this statement was, the professor dismissed the class early to avoid dealing with the issue as a whole.

Story 2

When my boyfriend lived across campus from me last semester, whenever I would walk to his room late at night I would be really scared. As a woman of color on this campus, I not only have to worry about the "run of the mill" sexual harassment, but also racism. To this day, I still worry about walking on campus late at night on the weekend because honestly, what would and could I do if someone called me a derogatory term?

Jonice:

Story 1

Last night, I sat and listened to an econ major explain to me that statistics about women's income are wrong because they aren't analyzed correctly, that if we just measured across job categories that most women do actually make the same money as men. I mentioned that the stats are considered on a whole because institutional oppression denies women the same opportunities to reach higher-paying jobs as men. So even if a woman in the Fortune 500 makes about the same as a man in the Fortune 500, women only make up 4.7% of the Fortune 1000 CEO positions. But he argued that those differences aren't related to sexism (and that similar class/income discrepancies between races have nothing to do with racism), but instead are related to "risk factors" like pregnancy which make a woman worth less to a company. Sorry if it makes me some crazy radical feminist that I find it offensive when you tell me that I am worth less to a company because of my reproductive abilities.

Oh P.S. fact check: <http://www.bls.gov/cps/cpsaat39.pdf> The Bureau of Labor Statistics recognizes *three* job categories in which women make more. Out of hundreds. Even in lower paid jobs that are normally dominated by women like nurses, teachers and secretaries, men earn more. *This* is why people tell you to check your privilege, and to accept when your race or gender have benefited you. Not to silence you or ignore your point of view, and not to tell you that you haven't worked hard to get to where you are. It's because denying these facts makes you ignorant. And your ignorance hurts and offends other people.

Story 2

I am careful about the way I speak and interact, because I do not want to appear unintelligible, rendered voiceless, or have my identity assumed by my physical appearance. I have been teased for my "exotic" appearance, for the Chinkiness of my eyes and yellowness of my skin. I have kept my head down when verbally assaulted by strangers, when glared at and called "Damn Jap" and told, "Go back to YOUR COUNTRY." I chose Hamilton, because I loved the school then and I still love it now. Even when ignorant and hurtful comments continue to circulate, I am grateful for my quality education, dedicated professors, and amazing friends. There have been incidents where I have felt very isolated and vulnerable, but I have been very fortunate in that I have not personally experienced overt aggressions here on campus. I fully acknowledge that this is a privilege I have as an Asian American, as a "model minority."

It took me a long time to learn how to ask for help, to admit that I have my own insecurities and weaknesses. I have found my voice after having been told as a child that I need to learn my place and when to speak. But silence is not a solution. Silence and resilience are modes of survival that have succeeded thus far, perhaps a bit too well, because to this day, Asians remain stereotyped as perpetual foreigners. I was born and raised in this country, but am I less of an American because of the color of my skin? The culture I was raised in? The second language that I learned to speak?

Incidentally, it was here at Hamilton where I had an opportunity to learn about Asian American history in an academic setting. Too often, Asian voices and communities have been silenced and forgotten. While I grew up in Chinatown, a “sheltered” ethnic enclave, where I did not have to think about race, I attended a public middle school and high school where my peers were predominately white and upper-middle class. This is not the first time when I have felt marginalized or realized that I am a racial minority.

I can tolerate ignorance and undergo the emotional stress of sharing my experiences if it helps foster discourse. But I can only show as much empathy as others have shown me. Respect is earned, not given, and gaining self-awareness is a life-long process. There will be more difficult discussions in the future, and I hope that these past incidents will not be ignored with a blind eye. In the meanwhile, and as a general rule of thumb, can we please try to remember and stand by the Golden Rule of treating others the way you would want to be treated? Knowing thyself begins with a sense of humility.

J.R.:

Story 1

When working as a ride-along for the late night jitney last semester, I was given the unfortunate task of having to yell across an over-crowded bus back up the hill and ask drunk white males to stop banging on the windows. After asking them in what I thought was a very polite manner for dealing with a 2am bar crowd, this was the response:

"You're actually going to shut the f**k up."

Proceeds to bang on the windows and encourages his friends to do so.

The student then began to chant "She's a woman," followed by, "We don't care" and continued to bang on the walls. And, after this, he followed it up with a final chant in which he yelled:

"Isn't she a half-race?"

This was likely the worst and most vulnerable 7-minute bus ride of my Hamilton experience and I am severely disappointed in the fact that I attend school with individuals who, when intoxicated, resort to expressing sentiments of racism or prejudice with little recourse.

Story 2

The greatest regret of my Hamilton career thus far is that, as a student of color, when I was raped by another student of color, I allowed my attacker's white male friends from his sports team to convince me to not pursue justice any further so that their team would not be defamed. I recognize that I ultimately made this choice, but the power dynamics which influenced it were not fair. This is something I unfortunately think about every day.

JR: I was that jitney ride-along I just told you about and I am The Movement.

Jonice: My friends deal with these microaggressions everyday on a daily basis –I am The Movement.

Jessica: The first story I read about the discussion on immigration was my own – I am the Movement.

Sabrina: I was the student left powerless after hearing a student say I was the wrong race – I am the Movement.

Sabrina: The Movement is a student-led organization which seeks to encourage inclusion across all lines of difference and promote an awareness of the experiences of historically marginalized groups at Hamilton. Founded in September of 2013, The Movement was formed by a group of concerned students

who sought to establish their presence on-campus in response to a series of racially charged events. These events include but are not limited to: A talk hosted by the campus cultural center (Days-Massolo Center) about internalized racism, an all-campus email from the Alexander Hamilton Institute which denounced the importance of safe spaces, a racially charged cover page in a satirical campus publication titled “The Daily Bull,” severely discriminatory and deeply hurtful anonymous comments about students of color left on a Facebook page titled “Hamilton Secrets,” and a largely attended all-campus Town Hall meeting about these events and students’ experience with exclusion at Hamilton.

It is important to note that The Movement does not seek to represent the ideas of all students from any one identity category. Rather, we hope to serve as advocates and partners with other students who feel equally marginalized on the Hamilton College campus. Furthermore, The Movement is comprised of students who identify with various racial, ethnic, sexuality, gender, and disability categories.

Jessica: By maintaining our anonymity, members of The Movement are able to act honestly and sincerely without fear of retribution or personal threats/attacks. The use of social media platforms, such as Hamilton Secrets and Yik Yak, to spew hate and degrade certain populations on the Hill demonstrates how some of our peers and fellow community members may be ignorant and apathetic to the plight of marginalized students on Hamilton’s campus.

J.R.: With all of the new proposed changes occurring on-campus in spaces like the First Year Experience and Pre-orientation, it is important that diversity and inclusion remain at the forefront of our thinking. As a small and residential college, our lives in the classroom greatly intersect with our out-of-classroom experience. Thus, we strongly believe that creating a more inclusive Hamilton requires that the curriculum be equally reflective of the shifting identities of Hamilton students and the world as a whole.

Jonice: Furthermore, we admit that we do not know what the most effective form of curricular change is but we encourage you, as our faculty, who have an overwhelming amount of power to make valuable change on the Hill, to begin investigating options. We hope that many of you, even those who feel as if it this may not be relevant to your department, become involved in this conversation and commit to thinking about how you might make your classroom a more inclusive environment for all students.

A faculty member asked the students to make a presentation to the Academic Council and the Committee on Academic Policy in the fall, as memories fade over the summer. The students responded that they are all graduating this spring, but said that others in The Movement will carry forward the work.

A faculty member remarked that the College has a Harassment and Sexual Misconduct Board, and asked the students if they could explain “what hole needs to be filled.” The students responded that they know about the HSMB, but are reluctant to report incidents because they believe that the process is too grueling and nothing will happen. They hoped that a new process or board would be less daunting to students in the future.

A faculty member said that professors meet students in the classroom, and asked the students to comment on how the campus climate is related to what goes on in the classroom. The students responded that taking one course focused on these issues is not enough, and recommended a multifaceted approach that involves the Office of Residential Life, the Dean of Students Office, and the Committee on Student Activities. However, these bodies will not be successful if the curriculum does not reflect the underlying problems. One student noted that visiting speaker Princeton University Dean Valerie Smith had said that it only takes one weak piece for things to fall apart. The Movement wants institutional change that will be long-term; students should feel push from their professors, from the administration and from their residential advisors.

A professor in the Mathematics Department said that issues of race, gender and class do not naturally arise in her subject material, and asked what she could do to make her classroom environment inclusive. One student reported that her high school background left her underprepared to handle math and science courses at Hamilton, and suggested that professors could strive to be aware of the fact that not all students have the same background. Another student suggested bringing up random facts, such as the pioneering work in heart surgery by the African American doctor Daniel Hale Williams. Another student emphasized

that it was important that professors not be afraid to have conversations about race and privilege in the classroom.

The students closed their presentation by thanking the faculty for listening to them, noting that it is difficult to reach the whole campus. They reiterated that words can be powerful and damaging. They urged the faculty to continue to think through a comprehensive approach to these issues.

6. *Remarks by Dean Patrick Reynolds*

Dean Reynolds began by thanking the students representing The Movement for their presentation and for engaging in several conversations over the past few weeks with Nancy Thompson, CAP, and himself. He praised “their articulate presentation, courage, openness and willingness to engage the faculty in continuing dialogue.” The Dean also thanked Professor Wilson for his thoughtful report, saying that he was especially struck by his call for a more comprehensive rather than reactive approach to these issues, and the need to open responsibility for developing the role of academics in campus climate and community to a broader spectrum of faculty. He said that he looked forward to continuing conversations on curricular initiatives on diversity in the fall. The Dean reminded the faculty that his office has course development funds and working groups funds available as well as other resources to support any such initiatives. He added that he and Associate Deans Margaret Gentry and Penny Yee planned to be active participants in these conversations, and pledged to provide whatever support is necessary as the faculty determines the path forward.

Dean Reynolds noted that “Middle States is rearing its ugly head again,” in that a Periodic Review Report must be prepared over the next two years. He said that a goal was to avoid “recommendations” that require us to spend time and energy in ways we do not want. Among the main issues Academic Affairs must address, according to the last accreditation review, are advising assessment (which we just did!), mission statement revision, study abroad, and, in the words of the last Visiting Team report, “[t]he College should develop a more formal institution-wide assessment plan that maximizes the use of data to motivate and to document improvement in programs and initiatives across the college.” (Dean Reynolds noted that the full Middle States visiting team report is available on DOF website.) He said that, as he had been communicating with department chairs, the College planned to continue to argue for a ‘pervasive, bottom-up’ approach to assessment, rather than an ‘administrative, top-down’ approach, to avoid the “horrifying prospect of coerced bureaucracy.”

The Dean said that the College must take advantage of the evaluative work we already do: individual course evaluations and course revision, departmental external reviews, the allocation process, etc. Although we already have a lot in place, the Dean noted that he and Assistant Dean of Faculty for Institutional Research and Assessment Gordon Hewitt had identified a couple of weak links. The Dean reported that he had discussed with chairs a revised annual report, with more focus on reporting changes to the concentration or minor curricula offered; he added that he would be writing program directors with the same recommendation. The Dean reported that he had asked the CAP to capture college-wide changes, like the closing and creation of programs, in a brief, bulleted end-of-year report, and to identify any long-term emerging issues.

The Dean listed some of the major accomplishments of the year: over a dozen significant motions, revising tenure and promotion policies, articulating harassment procedures, closing some programs and opening others, creating a first-year program, tackling advising and its assessment in the right way, and other important things. He extended his appreciation to all the committees (COA, CAP, *ad hoc* Advising Assessment), but particularly to Academic Council for their work this year. He said that the faculty owe an especially great debt to Faculty Chair Lydia Hamessley, not only for running things at faculty meetings so well but also for doing a tremendous amount of behind-the-scenes work.

The Dean then gave the following tributes to retiring Professors Tim Elgren and Ernest Williams.

Professor of Chemistry Tim Elgren formally retires from Hamilton College in June 30th. (For your information, one retires rather than resigns when one has accumulated 75 points, calculated as a sum of years of service and age. I qualify October 16th.)

Tim came to Hamilton as an assistant professor in 1993 after a year at Knox College. He has several notable awards during his career, including The John R. Hatch Excellence in Teaching Award in 1998 and a SENCER Leadership Fellow in 2008, and he served as Associate Dean of the Faculty, 2000 – 2004 and as President of the Council on Undergraduate Research, 2004-05. He has published two dozen articles and an edited volume, numerous conference presentations and received numerous grants from the National Science Foundation, Research Corporation and other sources.

His colleagues in the Chemistry Department comment:

“In my time working with Tim, he has time and again demonstrated himself to be a generator of creative and ambitious ideas in both the classroom and in his (and others'!) scholarship... He has been a role model for me in how to move a research program forward by cultivating contacts and networks external to the college.”

“Tim's most lasting contribution will be the role that he played in leading the departmental effort that resulted in the Research Corporation Department Development Award.”

“I came to Hamilton College already knowing Tim: he is a national leader on many fronts, in particular with regard to the integration of teaching and research....”

“Tim is a great mentor: he is not afraid to be blunt and honest... But he will give incisive advice that will empower you. ...”

“Tim provided invaluable contributions to the Environmental Studies program, particularly in serving on the ES committee and teaching ES 150 [to which]... [h]e brought enormous teaching skills ...”

“We'll also remember Tim's stories. ... He doesn't talk much about it anymore but Tim was a serious adventurer in his younger days.”

“Last but not least: Tim is very funny. I will miss a lot his jokes and ability to diffuse tensions that build up in intense meetings that we, as faculty, can't escape.”

Please congratulate Tim Elgren, and encourage him to come up for a presentation of a Josh Simpson globe and engraved pedestal.

Ernest Williams, the William R. Kenan Professor of Biology, came to Hamilton in January 1984, and so completes his 31st academic year at the College. We don't have time to review all the contributions Ernest has made during those years. I will note that his teaching has been recognized through his appointment as the Christian A. Johnson “Excellence in Teaching” Professorship, and his research through a Dean's Scholarly Achievement award. He has published three books, edited a fourth, and has 30 journal article publications.

From the comments of his colleagues in the Biology Department, three themes emerge: teaching, mentorship, and fast walking!

“Ernest is dedicated to his students and their successes in the classroom and beyond - cheering for them on the playing field and running track and in the concert hall.”

“Perhaps it is trivial to say that Ernest is passionate about nature - it is certainly fun to watch his excitement as he interacts with a group of students and makes them aware of all the biological variety [of which] they had previously been unaware.”

“Every new faculty should have Ernest as a mentor - he has the remarkable ability to know every student's name in intro biology in a few short weeks ...[H]e makes classes fun and interesting with his deep knowledge of biology (and biotrivial!)”

“Ernest is a really fast walker, and I needed to learn to run to keep up with him. Run with him and he shouts out the genus and species every bird and flower in your path.”

“Data drives Ernest, in science and in all aspects of his life. Just ask him about butterflies, biotrivial, Boilermaker times, cold weather in central NY, and blooming flowers in the Root Glen.”

“Ernest just has fun - and is fun to be with.”

“It’s hard to imagine the department without Ernest. In our meetings I have always valued the experience and integrity he brings to every conversation ...Even in the murkiest matters, he has a good sense of “the right thing to do,” grounded in his deep commitment to our students and the college.”

“I have no doubt that his mentoring has made me a better teacher and Biology a better department.”

“Ernest has been an absolute treasure for the College, for our connections with the Adirondacks, and for the Environmental Studies Program. He has truly been the environmental conscience of Hamilton College. His leadership was critical in getting the ES Program started.”

“When I first came to Hamilton, a colleague told me if I want to see what's good teaching, I should go to Ernest's class... There I witnessed what was great teaching. ... It is not just about the teaching style, but also his teaching philosophy that make the Biology department and the College special.”

Please congratulate Ernest Williams, and encourage him to come up for a presentation of a Josh Simpson globe and engraved pedestal.

The Dean concluded his remarks by inviting the faculty to the reception in honor of our retiring members, after President Stewart’s remarks.

7. Remarks by President Joan Hinde Stewart.

President Stewart began by encouraging faculty to attend Baccalaureate as well as Commencement over the weekend. She anticipated that both will feature “brilliant” talks; the Baccalaureate speaker is the singer-songwriter Roseanne Cash and the Commencement speaker is the novelist-journalist Christopher Dickey. She noted that Christopher Dickey appeared on National Public Radio’s list of the “25 Most Promising Graduation Speakers of the Year.” She announced that Hamilton will confer honorary degrees on Debbie Bial, founder of the Posse Foundation and winner of a MacArthur Fellowship; and on Tom Schwarz, Hamilton Class of 1966, and president of Purchase College.

President Stewart reported that she had been a part of a couple of groups focused on digital opportunities and challenges. Last month, the Committee on Coherence at Scale met at Vanderbilt. This group was formed a couple of years ago by the Council on Library and Information Resources in collaboration with Vanderbilt. Other members include college and university presidents, provosts, deans, faculty, librarians and IT specialists, and leaders of professional associations; President Stewart is on the steering committee. The goal is to examine emerging national scale digital projects and approaches to research and teaching – projects such as the Digital Public Library of America and the Hathi Trust – in the belief that they could be truly transformative if designed coherently – as a system of interoperable parts.

A few weeks ago, President Stewart was on a panel of presidents in NYC organized by Colgate. Titled Innovation and Disruption in Higher Education, the event had as keynote speaker Clayton Christensen, author of the now classic 1997 book, *The Innovator’s Dilemma*. Over 300 people attended. Participants talked about the challenges liberal arts colleges face. The President reported that an underlying idea is that professors and practitioners should be shaping the conversation about digital experimentation, and not leaving it up to commercial providers, the media and pundits.

The President announced that a report from this year's Campus Planning Committee was forthcoming. The 13-person group of faculty, students and staff focused this year on student retention, revisiting a subject that was considered in 2005-06. The President gave special thanks to Professor Debra Boutin, who chaired the committee. The President noted that with a 94% first-year retention rate and a 93% six-year graduation rate, Hamilton may be the envy of the majority of American colleges and universities (the national figures are, respectively, 75% and 59%), but we are only at the average of our peer group. We work hard to recruit, enroll, orient, advise and educate our students, so naturally we want them to graduate.

The President reported that it became evident to the Committee that the reasons why students leave Hamilton before graduation are extremely varied. No simple explanation applies to all. However, programming and interventions during the first year on campus present the best opportunity that exists for improving retention. The President noted that working on precisely this as we shape a new First-Year Experience for implementation in the fall.

The President reminded the faculty that Hamilton's deposit deadline was May 1. She reported that many Ivy League schools and our peers are going to their waitlists this year, so things are a little more unsettled than usual at this point in May. The President then gave some statistics on the current admission picture. Hamilton received 5,071 applications this year; the acceptance rate was a record-low 26% and our goal is to matriculate 470 fall first-year students and 35 January first-years. It appears that the class will be comparable to recent classes in almost all ways:

- 480 fall first-year students and 40 January admits have deposited;
- 49% of them are men and 51% women;
- 23% identify as Black, Hispanic, Asian, Native American or Multiracial; an additional 5% are international;
- average SAT scores are 1383 (critical reading and math combined) and 691 in writing; ACT average is comparable at 31;
- 49% will receive financial aid, which is on track with what we budgeted.

President Stewart reported that Vice President and Dean of Admission and Financial Aid Monica Inzer and her team took a few students from the wait list in anticipation of summer melt. The enrollment model also calls for 10 transfer students this fall and exactly 10 transfers are enrolled as of last Monday afternoon, the day their deposits were due. The President commented that although statistics on the class composite may change a little in the coming weeks, it appeared that the incoming class is one of which we can be proud.

President Stewart turned to the topic of sexual assault, noting the recent release of the White House report on sexual assault on college campuses. Although Hamilton has tried to create an environment that encourages reporting of this under-reported crime, the President said that there is more work to be done. She thanked the faculty for their assistance, from serving on the Harassment and Sexual Misconduct Board, to being advisors for complainants and respondents, to speaking with Title IX Coordinator Meredith Bonham regarding concerns about individual students. She remarked that sexual assault is a fraught issue, and that we are determined to treat students fairly and compassionately while providing a high level of support. Since the White House is providing new guidance on college policies and practices, President Stewart announced that she is creating a Title IX Task Force to ensure that we are doing everything we can both in terms of the new regulations and in the best interests of our students. In addition, a new ongoing working group on inclusiveness is being set up, chaired by Director of Diversity and Inclusion Amit Taneja. The group will assess the campus climate for students from historically underrepresented groups and identify specific ways to ensure that all students have equal opportunities to thrive at Hamilton, academically and socially.

The President announced that this year's Alumni Reunion would take place the weekend of June 6-7, when the Board of Trustees would also meet. More than 1200 alumni and friends are expected to attend. She invited faculty to participate in the scheduled activities, noting that alumni love seeing their teachers.

She announced that theater faculty and alumni have planned a series of events as a farewell to Minor Theater.

The President closed by wishing the faculty a happy and productive summer.

8. *Other announcements and reports*

College Marshall Margie Thickstun reminded the faculty to read the recent emailed instructions for Commencement Weekend events.

Faculty Chair Hamessley adjourned the meeting at 4:13 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 Committee on Admission and Financial Aid

Term: 2018 H. Merrill C. Morgan _____ _____

Continuing members:

Term: 2015 M. McCormick
2015 M. Cryer
2016 J. Pliskin (S)
2017 F. Sciacca
2018 P. Kloidt
ex officio M. Inzer
ex officio P. Reynolds

Appendix C

Motion from the Faculty that the CAP consider implications of departmental realignments.

Moved, that the faculty charges the CAP to consider the academic merit and curricular implications of departmental realignments and combinations recently or currently under discussion by the dean and some departments. The faculty further charges the CAP, as prescribed by chapter IV, section 3c of the Faculty Handbook, to advise the president and make recommendations to the Faculty regarding the contemplated abolition or modifications of these departments.

Rationale

Many of the distinctive qualities of the Hamilton curriculum arise from the contributions of some of our smaller departments. As we consider the future of these departments (and of the programs in which many of them might participate), we should assure ourselves that any of the benefits of organizational changes we might consider are not offset by a diminution of curricular richness by restricting the degree of autonomy necessary to sustain this curricular diversity. The principles of shared governance and consultation must be observed as we plan for upcoming changes in the body of the faculty.

Katherine Kuharic
Shoshana Keller
Peter Rabinowitz
Barbara Gold
Al Kelly
Ella Gant
Carl Rubino
John McEnroe
Shelley Haley
Nancy Rabinowitz
Sam Pellman
Lydia Hamessley
John Bartle
Carole Bellini-Sharp
Don Carter
Heather Merrill
Frank Anechiarico
Debra Boutin

Appendix D

Faculty Appointments for 2014-15

José M. Causadias joins Hamilton as an Assistant Professor of Psychology. José received his B.A. from Universidad Santa María La Antigua in Panama, his M.A. from Universidad Complutense de Madrid in Spain, and his M.A and Ph.D. from the University of Minnesota, Twin Cities. Jose's research and teaching focuses on the interplay of cultural and biological processes in the developmental of psychopathology and health. Working with immigrant youth, Jose studies how enculturation and acculturation interrelates with genetic variations to favor trajectories of risk and resilience.

Xi Chen joins Hamilton College as a Teaching Fellow of Chinese in the East Asian Languages & Literatures Department. She received her B.A. in Chinese Language and Literature and M.A. in Teaching Chinese to Speakers of Other Languages from Capital Normal University. She has taught Chinese in several intensive programs, including ACC (Associated Colleges in China) and MIB (Mississippi in Beijing) in Minzu University of China, and PIB (Princeton in Beijing) in Beijing Normal University. During her degree course, she also worked as an intern teacher in the International Department at Beijing Yucai School for one semester.

Carolyn (Barrett) Dash is excited to be joining the faculty as a Visiting Assistant Professor of Environmental Studies (hosted by Geosciences). She received her B.A. in Biology from Kenyon College in Gambier, OH and a Ph.D. in Ecology, Evolution, and Conservation Biology from the University of Illinois at Urbana-Champaign. Carolyn's research focuses on understanding the patterns and controls of ecosystem change across multiple spatial and temporal scales. She is specifically interested in the interactions between vegetation communities, landscape, climate change, and disturbance regimes and in applying this knowledge to anticipate and plan for future change.

David DeBevoise is a Visiting Instructor of Italian in the German & Russian Department. David was born in Lima, Peru during his father's tenure with the U.S. State Dept. After moving to Italy, he attended school in Rome, Milan and Naples. David returned to the U.S. and received an A.B. from Wilson College graduating with a double major in English and Spanish. With the exception of a few years in Hollywood working as a screenwriter, most of his career has been in field of education, including middle school language arts, social studies, and ESL(English as a second language) instructor. He received a M.A.T. degree in Italian from Rutgers University, as well as a certificate in film production from FVA (Film Video Arts) in NYC. David has taught various levels of Italian for the past 10 years at Rutgers, and for the last 6 years at Ramapo College. He also taught at Westminster Choir College, Kean University and Temple University.

Erica De Bruin – is an Assistant Professor of Government. She received a Ph.D. from the Department of Political Science at Yale University in 2014. Erica's research interests include civil-military relations, military effectiveness, international conflict, and civil war. Her current research focuses on how to prevent military coups and how violent conflict escalates. She worked previously as a research associate in U.S. foreign policy and international law at the Council on Foreign Relations in Washington, D.C., and taught international relations to high school students through the United Nations Association's Global Classrooms Program. Erica holds a B.A. in political science from Columbia University. She was born in Milwaukee, WI.

Benjamin DiCicco-Bloom joins Hamilton College as a Visiting Assistant Professor of Sociology. Ben received his B.A. from Cornell University, and his M.A. and Ph.D. in Sociology from the University of Pennsylvania. His research and teaching interests include the Sociology of Health, Illness, and Disability, Qualitative and Ethnographic Methods, Social Interaction and Interdependence, and Aging, Care Work, and Social Problems. Ben's dissertation is based on an ethnographic study of people caring for adults

with autism. During the course of research, Ben lived with eight of the families in his study for three to eight day periods (54 days in all). Through the analysis of observations, interviews, and documental data, the dissertation explores how family members, professionals, and other care providers interpret and respond to the atypicality and dependency that continue to characterize many with autism as they age. A paper from Ben's dissertation was awarded the Graduate Student Paper Award of the Disabilities Division of the *Society for the Study of Social Problems*. Ben has published in the journals *Sociological Theory* and *Youth & Society*. He is beginning to revise his dissertation into a book manuscript, and continues work on several papers on professional relationships in primary care and hospice with a colleague, a Professor of Nursing. On a personal note, he will be splitting his time between Clinton and Manhattan (where he lives with his wife, a radiologist).

Douglas Edwards joins us as a Visiting Assistant Professor of Philosophy. Prior to moving to Clinton, Douglas worked at the University of Aberdeen and University College Dublin. Originally from the United Kingdom, he received his Ph.D. and M.Litt. from the University of St Andrews, and his B.A. from the University of Kent. Douglas works mainly on issues in metaphysics, philosophy of language and metaethics, particularly theories of truth. He is the author of *Properties* (Polity Press, 2014), and numerous journal articles. He is currently working on a series of papers on naturalism, and an anthology on truth, called *Truth: A Contemporary Reader* (with Bloomsbury Press). Douglas has also been the recipient of two major research awards: a Marie Curie Fellowship from the European Commission, and a Government of Ireland Research Fellowship from the Irish Research Council, along with grants from the UK Arts and Humanities Research Council for his doctoral and masters studies. He joins Hamilton with his wife, Alexandra Plakias, and in his spare time enjoys sports, hiking, and cooking.

Christine Fernández joins Hamilton College as a Visiting Assistant Professor of Hispanic Studies. Christine received her B.A. in English and Spanish Literature from the University of California, Irvine and her Ph.D. in Hispanic Languages and Literatures from the University of California, Santa Barbara. The title of her dissertation is "North by South: Transnational Dialogues of Chilean and Argentine Culture." Her teaching and research focuses on the intersections of contemporary Latin American and U.S. Latino Literature (exile and migration movements), film studies, theater, women writers, and language learning with the use of instructional technology. In her spare time, Christine enjoys traveling, dancing, and painting.

Daniel Griffith comes to Hamilton as a Visiting Assistant Professor of Chemistry. Dan graduated from Hamilton in 2007 and completed his Ph.D. at Columbia University in 2013 in organic chemistry, where he studied the synthesis of complex natural products. This was followed by postdoctoral work at the University of California, Berkeley, where he studied transition metal-catalyzed reactions of olefins. In addition to teaching organic chemistry at Hamilton, Dan will conduct research in the development of new and useful chemical reactions that would enable new synthetic directions in the discovery of drugs. As a Hamilton student, Dan was named a Goldwater scholar in 2006 and was awarded a Fulbright fellowship in 2007 to conduct chemistry research in Germany. In graduate school, Dan was awarded an NDSEG fellowship by the Department of Defense and his teaching skills were recognized with the Jack Miller Teaching Award.

James Helsa is a Visiting Instructor of Theatre for the fall 2014 semester. James has a diverse background in theatre practice and research and holds a B.F.A. in Acting from Cornish College (Seattle), a M.F.A. in Playwriting from the University of Hawaii, and will defend his doctorate in Theatre Studies at the University of Maryland this fall. His dissertation examines how spectators understand humor in a performance genre termed "clown theatre" or "contemporary clown." He is particularly interested in combining his knowledge and experience in contemporary clown with theories of humor emerging from the fields of experimental psychology and cognitive studies. Most recently, James was a Fulbright researcher in Bali, Indonesia, where he conducted participant-observer research on clowns in traditional masked dance performances in a sacred context.

Ya-Ching Hsu joins us as a Visiting Instructor of Chinese in East Asian Languages & Literature. She received her M.A. in Teaching Chinese as a Second Language from National Taiwan Normal University and has a Certification in Teaching Chinese as a Second Language from the Ministry of Education. She has experience as a Chinese teacher at a high school in France and at several intensive language programs, including ACC and MTC. In her spare time, Ya-Ching enjoys reading, dancing and travelling.

Jarrold Hunt joins Hamilton as a Visiting Assistant Professor of Economics. He earned his Ph.D. in Economics from the University of Houston, and a Master's degree in Economics from the University of Memphis. Jarrold's research primarily focuses on topics in applied macroeconomics, particularly in the area of sovereign debt and default. Examples of his recent research include developing improved forecasting models of sovereign default and studying the relationship between sovereign default and economic volatility. At Hamilton, he will teach courses that evaluate issues in both macroeconomics and microeconomics.

Richard D. Hunt will serve as an adjunct instructor in the Education Studies Department. He was a social studies teacher and administrator at Clinton High School for 35 years, including thirteen years as principal. He was the founder of the Central New York Council of Social Studies and was Chair of the O-H-M BOCES Principal's Group. Richard was the principal representative for the NYS Public High School Athletic Association. He served as a member of the Clinton A Better Chance Board of Directors for 30 years. He is a graduate of Siena College and earned an M.A.T. from Brown University and a C.A.S. in Education Administration from SUNY Cortland. He also studied at Teachers College of Columbia University. Richard currently serves as an adjunct instructor of American Government at MVCC and in the Education Administration Graduate Studies program at Utica College. In addition, he is a "Principal Coach" for high school administrators at Proctor and Waterville. In 2013, he was inducted into the Genesis Group of Central New York Educator's Hall of Distinction. He resides in Clinton with his wife Lori, a retired science teacher. His daughter, Leslie, is the Director of Product Development for Achievement Network in Boston and his son, Matthew, is principal at Northern High School, Durham, NC.

Karl F. Inderfurth will serve as the Sol M. Linowitz Professor of International Affairs in the Government Department for the spring 2015 semester. Ambassador Inderfurth is a Senior Adviser at the Center for Strategic and International Studies (CSIS) and held the inaugural Wadhvani Chair in U.S. – India Policy Studies from 2011- 2013. Prior to his CSIS appointment, he was the Director of the International Affairs Program at George Washington University's Elliott School of International Affairs. From 1997-2001, he served as Assistant Secretary of State for South Asian Affairs, with responsibility for, among other countries in the region, India, Pakistan and Afghanistan. From 1993 to 1997 he served as the U.S. Representative for Special Political Affairs to the United Nations, with the rank of Ambassador, and Deputy U.S. Representative on the UN Security Council. Prior to his presidential appointments, Mr. Inderfurth worked as a national security and later Moscow Correspondent for ABC News (1981-1991) and received an Emmy Award in 1983. He also served on the professional staffs of the Senate Intelligence and Foreign Relations Committees and the National Security Council at the White House. Along with Professor Loch K. Johnson, he is the editor of *Fateful Decisions: Inside the National Security Council*, published by Oxford University Press in 2004. He received his M.A. from Princeton University, his B.A. from the University of North Carolina at Chapel Hill, and was a Fulbright Scholar at Strathclyde University in Scotland, where, in 2013, he was presented the degree of Doctor of the University honoris causa. He currently serves on the Board of Trustees of The Asia Foundation and takes part in National Democratic Institute activities as an international election observer (Afghanistan and Ukraine).

Cara E. Jones joins Hamilton College as a Visiting Assistant Professor of Women's Studies. Her research, which was awarded a fellowship from the American Association of University Women in 2012, reads medical literature, self-help, and memoir about the common chronic gynecological condition endometriosis through a feminist, queer, disability studies lens to explore how health discourses are gendered. After completing a B.S. in Biomedical Computing at the Rochester Institute of Technology in 2002, she earned a B.A. in English and Women's Studies, researching civil rights autobiography and

fiction. Cara then taught English in France before pursuing graduate work at Louisiana State University, where she earned her Ph.D. in English in 2013, specializing in Rhetoric, Writing, and Culture and Women's and Gender Studies. She has taught a range of undergraduate and graduate courses at LSU and Towson University in both English and Women's and Gender Studies, such as Interpreting Discourse; Gender, Race, and Nation; Women and Health; Women and Sexuality; Gender and Disability, and Intro to LGBTQ Studies; and looks forward to working with students at Hamilton on issues of gender, sexuality, disability, and health. Her work is forthcoming in *Women's Studies: An Interdisciplinary Journal*.

Kate Jones-Smith – A theoretical physicist who comes to Hamilton as an Assistant Professor of Physics, Kate studies cosmology, fundamental physics, and interdisciplinary science. Her first publication appeared in *Nature* and debunked a mathematical technique which had previously been used to identify authentic drip paintings by Jackson Pollock. Since then she has published on diverse topics such as gravitational radiation arising from cosmological phase transitions, mathematical analogies between ordinary conducting materials and certain models of dark energy, and non-Hermitian theories of quantum mechanics which describe new fundamental particles and quasi-particles. In her spare time she enjoys reading and practicing yoga.

Yayoi Kato joins Hamilton College as a Visiting Assistant Professor of Government. She received her M.A. in East Asian Area Studies and Ph.D. in Political Science from the University of Southern California. Her research interest is China's reform policy making process, with special interests in internal debates, elite conflicts, and ideology's functions in decision-making. She is currently working on the issue-framing analysis of the elite debates over state-owned enterprise reforms since the 1990s and the resultant rise of China's state capitalist model. She will be teaching courses concerning Chinese Politics, US-China relations, East Asian Politics, Comparative Politics, and International Relations.

Jaime Kucinkas joins Hamilton as a Visiting Assistant Professor of Sociology. She received her B.A. from Colorado College and her M.A. and Ph.D. from Indiana University. Her dissertation, *Change without Confrontation: The Making of Mainstream Meditation*, investigates how a movement of Buddhist modernist meditators transformed meditation from a stigmatized, countercultural, religious practice in America to a mainstream practice embraced by esteemed secular organizations such as Fortune 500 companies, Ivy League schools, hospitals, the U.S. military, and K-12 schools. Her work contributes to scholarship on social movements, institutional change, and field theory by identifying various ways movements can use consensus-based tactics—rather than confrontation and protest as much of the research on movements and contentious politics suggests—to build a new multi-institutional contemplative field and legitimize meditation. More broadly speaking, her teaching and research interests center on the intersections of: the sociology of religion, social movements, cultural and organizational change, and inequality. In her spare time, she enjoys outdoor activities such as hiking, kayaking, and climbing.

Sarah Malard is a Teaching Fellow in French. Sarah earned a B.A. degree in Modern Languages (French, English and Spanish) at the Sorbonne University (Paris 3). She is currently working toward a master's degree in International Studies, also at the Sorbonne. Her research interests include globalization, cultural identities and contemporary social and political theory.

Angel Mason is Hamilton's new Associate Director of Athletics and Associate Professor of Physical Education. An Illinois native, she graduated from Butler University, where she fell in love with Athletics. She received her Master's degree in Sports Management from California University of Pennsylvania in 2007. Over the years Angel has been invited to multiple professional leadership conferences. Most recently to the MOAA Institute for Administrative advancement. She's excited to include Hamilton College as a part of her overall growth in the field with its diverse pool of sports for students. In her spare time, Angel enjoys outdoor activities, traveling, and reading. She also enjoys capturing her experiences through scrapbooking.

Celeste Moore joins Hamilton as a Visiting Assistant Professor in the History Department, where she will be teaching classes on race, empire, and African-American history. She received her Ph.D. from the University of Chicago and her B.A. from Haverford College. She has been a fellow at the Institut d'Études Politiques in Paris and the Carter G. Woodson Institute for African-American and African Studies at the University of Virginia. She is currently completing a manuscript that examines the production, distribution, and performance of African-American music in the twentieth-century Atlantic World.

Meredith Moss is a Lecturer in Anthropology for the spring 2015 semester. She is a sociolinguist and linguistic anthropologist specializing in the languages and language ideologies of the indigenous peoples of the southwestern United States. Her research interests include Native American language revitalization, ideologies of language variation and shift, style and communities of practice, language and gender, and Navajo English. Meredith received her B.A. from Colorado State University, and is currently completing her dissertation on Navajo English in Navajo heritage language revitalization at Arizona State University.

Andrea Murray joins Hamilton as Visiting Assistant Professor of Anthropology & Asian Studies. Andrea completed her B.A. in Cultural Anthropology and Women's Studies at Duke University, and her Ph.D. in Social Anthropology at Harvard University. Her research explores the intersections of sustainable tourism development and environmental issues on Pacific Islands, Okinawa, and the Japanese archipelago. Andrea's forthcoming book manuscript is titled *Footprints in Paradise: Ethnography of Ecotourism, Local Knowledge, and Nature Therapy in Okinawa*. Her courses at Hamilton will be cross-listed with Anthropology, Asian Studies, and Environmental Studies.

David Murray is the Mary Jayne Comey and Mac Bristol '43 Head Football Coach and Assistant Professor of Physical Education. Dave comes to Hamilton from serving as the Head Football Coach at Alfred University where he oversaw the entire operation of NCAA Division III football program. Earlier in his career, Dave served as the Head Football Coach at Lebanon Valley College and Cortland State College. He is currently the 19th ranked Winningest Active Football Coach in the Country in Division III. He was the Empire 8 Conference Coach of the Year in 2005, 2009, and 2010. Dave received a B.S. from Springfield College and M.S. from Ithaca College.

Yumiko Naito is a Visiting Instructor of Japanese in East Asian Languages & Literature. Yumiko received a B.A. in English Literature from Tokyo Woman's Christian University, and her M.A. in Japanese Pedagogy from Columbia University. She previously taught at Middlebury Summer School and also at Hong Kong University's language school and community college. She was a Japanese Faculty Fellow at Colby College before coming to Hamilton.

Alexandra Plakias '02 returns to Hamilton, this time as an Assistant Professor of Philosophy. Originally from New York City, Alexandra attended Hamilton College before moving to Santa Cruz, where she received an M.A. from the University of California. She then completed her Ph.D. at the University of Michigan, and spent two years as a postdoctoral researcher at the University of Aberdeen, in Scotland. Her research focuses on issues in moral psychology, such as the role of evolution and culture in our moral values; she has also written on moral relativism, and on the role of empirical research in philosophical theorizing. At Hamilton, she will teach a course on Food and Philosophy. She comes to Hamilton with her husband, Douglas Edwards. When not reading or writing about philosophy, she enjoys hiking, as well as cooking and thinking about food.

Andrew Rippeon –comes to Hamilton as a Visiting Assistant Professor of English & Creative Writing. Andrew completed his Ph.D. in literature at the University at Buffalo, SUNY. His research focuses upon American poetry after 1950, and he is particularly interested in the relationship between experimental literature and emergent media. While at Buffalo, Andrew edited the annual journal of poetry and poetics, *P-Queue* (2007 – 2010), and published *QUEUE* Books (2008 – 2011). He is currently editing a volume of selected letters from the poet Larry Eigner to his first major publisher, Jonathan Williams, and

Andrew's writing has appeared or is forthcoming in *Contemporary Literature*, *Eleven Eleven*, *Damn the Caesars*, the *EDIS Newsletter*, *Jacket*, *The Poetic Front*, and *With+Stand*. At Hamilton, Andrew has been working to develop the College's letterpress facilities, and will teach courses in poetry and poetics, and the short story.

Sam Rosenfeld joins Hamilton as a Visiting Assistant Professor of Government. He received a B.A. in History from Columbia University, and a Ph.D. in History from Harvard University. His dissertation project, "A Choice, Not an Echo: Polarization and the Transformation of the American Party System," provides an intellectual and institutional history of party polarization in the postwar United States. Sam's research and teaching interests include the history of political parties, the intersection of social movements and formal politics, and the politics of social and economic policymaking. He previously worked as a writer and editor at *The American Prospect* magazine in Washington, DC. Raised first in Saratoga Springs and later in St. Louis, MO, he is excited to be back in upstate New York.

Onur Sapci is a Visiting Assistant Professor of Economics. He received his M.Sc. degree from Iowa State University and his Ph.D. in Economics from the University of Wyoming. His teaching and research interests are concentrated in environmental economics, behavioral economics, energy economics, and applied econometrics. He recently published in the *Journal of Behavioral and Experimental Economics* and he regularly attends and presents his work in the environmental economics meetings. Onur will be teaching environmental economics and energy economics as well as some other core courses at Hamilton.

Peter Simons is a Lecturer in History for the spring 2015 semester. He comes to Hamilton following a National Science Foundation postdoctoral fellowship in the environmental history of the north at Florida State University. With a Ph.D. from the University of Chicago and M.P.P. from the University of Michigan, Peter will teach on the history of the North American frontier.

Valeria Stepanova is a Lecturer in Chemistry for the fall 2014 semester. Valeria received her M.S. in Chemistry from Lomonosov Moscow State University, and her Ph.D. in Chemistry from the University of North Dakota, Grand Forks. She was most recently an Assistant Professor at Wagner College.

Ravi Thiruchselvam joins Hamilton College as an Assistant Professor of Psychology. He grew up in Toronto, and completed his Ph.D. in Psychology at Stanford University. His research aims to understand affective phenomena -- more specifically, the control of emotion and its relationship to psychopathology - by utilizing tools in cognitive neuroscience. At Stanford, Ravi was awarded the Psychology Department's Hastorf Prize for Excellence in Teaching. In his spare time, Ravi enjoys running, exploring new terrains, and writing.

Andrea Townsend joins Hamilton as an Assistant Professor in the Biology Department. She earned her A.B. in Biology from Bowdoin College and Ph.D. in Ecology at Cornell University, and she conducted post-doctoral research at the Cornell Lab of Ornithology and the Smithsonian Institution. Prior to joining the faculty at Hamilton, Andrea was an Assistant Professor at the University of California, Davis. Her research is focused on understanding how land-use changes affect the behavior, health, and populations of wild birds. In her recent work, she has examined how urbanization promotes transmission of West Nile virus and food-borne pathogens in crows, using satellite telemetry to examine how they might transport these zoonotic diseases along their migratory pathways. She is looking forward to working with her Hamilton students to track wild animals and understand how they are responding to our changing world. In her spare time, Andrea enjoys running, practicing yoga, and going on adventures with her husband, Jason, and daughters, Ava and Sierra.

Jason Townsend is a Lecturer in Biology for the spring 2015 semester. He is a conservation biologist with specializations in ornithology and ecotoxicology, working primarily with migratory songbirds. Jason has a particular focus on the factors limiting populations of the threatened Bicknell's Thrush. This species is the only migratory songbird endemic to the Northeast. It breeds in pristine, high elevation spruce-fir forests from New York to Quebec and winters in cloud and rain forests of the Greater Antilles,

where it is vulnerable to habitat alteration, atmospherically deposited pollutants, and the impacts of climate change. Jason's research seeks to find applied solutions to the conservation problems faced by this species. In collaboration with Caribbean farmers, North American ski resorts, and many citizen scientists north and south, he and his collaborators are working to secure habitat for this vulnerable and unique species.

Lu Wang is a Teaching Fellow of Chinese in the East Asian Languages & Literature Department. She received B.A. in Chinese Linguistics Literature from China University of Mining and Technology, and an M.A. in Linguistics and Applied Linguistics from Shanghai International Studies University. She has been working as a Chinese Instructor for the past five years for the Associated Colleges in China Program. This experience has given her the opportunity to improve her teaching ability and become familiar with common problems students encounter, as well as how to adapt her teaching to achieve the best results.

Jesse Weiner joins Hamilton as a Visiting Assistant Professor of Classics. Jesse has previously taught classics at Illinois Wesleyan University, California State University Long Beach, and the University of California, Irvine, where he earned his Ph.D. Jesse has worked as a Latin consultant for Hollywood films and as a scholar with the Ancient Greeks/Modern Lives Program. His research and teaching interests encompass Greek and Latin epic poetry, drama, and especially the many ways in which classical antiquity continues to inform modernity. Outside of academia, Jesse spends much of his spare time rock climbing, which has so far taken him across five continents.

Joseph West joins Hamilton as a Visiting Assistant Professor of Chemistry. Prior to this appointment, Joseph was a Visiting Assistant Professor of Physical Chemistry at Wagner College in New York City. During his time at Wagner, he studied hydrolyses of biologically relevant palladium complexes as well as the formation of cyclodiphosphazanes (P,N ring systems) via computational analysis. Joseph earned his Ph.D. in Chemistry from the University of North Dakota in August of 2012, experimentally studying the formation and dissociation mechanisms of Sn–P bonds and Ge–P bonds. Before graduate school, Joseph received his B.S. in Chemistry from Southwestern Oklahoma State University while studying protein-substrate binding affinities via biofluorescence assays. At Hamilton, Joseph will bring his passion for teaching and mentoring, by encouraging interested students to join his research group that connects experimental and computational research avenues.

Josh Wiscons – rejoins Hamilton College as a Visiting Assistant Professor of Mathematics. After receiving his Ph.D. from the University of Colorado in 2011, Josh spent one year on the faculty of Hamilton College before moving to Münster, Germany for a two year postdoc funded by a fellowship from the National Science Foundation. His research lies in the intersection of group theory and model theory. The former is roughly the study of symmetry; while, the latter is an area of mathematical logic. Equally passionate about education, Josh has been teaching mathematics at the college level for many years and is thrilled to make it his career.

Topaz Wiscons – is a Lecturer in Mathematics for the fall 2014 semester. Topaz received a Ph.D. in Mathematics from the University of Colorado at Boulder in 2011, as well as a B.S. in Mathematics from the University of California, Davis. Her research is in the field of Universal Algebra and its application to constraint satisfaction problems. Since graduation, Topaz has devoted herself to 'research' in early childhood development while living in Clinton, NY and Münster, Germany; the subject of her research is now three years old. Topaz is excited to return to teaching, something she did for nearly a decade at the University of Colorado.

Yunjing Xu is a Visiting Instructor of Chinese. A native of Suzhou, China, Yunjing Xu received her B.A. and M.A. at Beijing Foreign Studies University. She moved to the States in 2007 and studied at Washington University in Saint Louis, where she is expected to receive her Ph.D. this August in Chinese and Comparative Literature with a graduate certificate in Women Gender and Sexuality Studies. Her main research interests include late Imperial Chinese literature, cultural exchanges between China and Europe in the early modern era, Catholic Church history in China, and gender studies. She will be

teaching introductory courses to Chinese language and society, Chinese literature, and classical Chinese language.

Arian Farshbaf Yazdandoust joins Hamilton as a Visiting Assistant Professor of Economics. This is Ari's third visiting assistant professor position since his graduation from the University of Southern California in Los Angeles in 2012. Before this, he taught at the University of Wisconsin-Milwaukee, Westminster College in Utah, and Gettysburg College in Pennsylvania as visiting assistant professor of economics and finance. He holds a Ph.D. in Economics and a M.S. in Mathematical Finance from USC. He has an international personal, academic and business background and likes learning about languages and cultures. His main academic research is on international macroeconomics and recently been on international trade patterns in Middle East and North Africa (MENA) and Central Asia regions. Besides pursuing his teaching and research career at great colleges, Ari loves to travel and enjoys outdoor activities.

New Staff Appointments

Office of Administration and Finance

Jason Burning – Custodian
Samantha Ensell – Custodian
Richard Jackson – Custodian
Douglas Plante – Custodian
Sally Pritchard - Custodian

Office of Admission & Financial Aid

Jennifer Mathews – Associate Dean of Admission/Director of International Recruitment

Office of Communication & Development

Kevin Cook - Assistant Director, Annual Giving; Coordinator, Direct Appeals
John Nehme – Assistant Director, Alumni Relations/Director, Young Alumni Engagement

Office of Library and Information Technology

Alexandra Rihm – First Year Experience Librarian
James Thomson – Web Developer

Office of the Dean of Students

Tessa Chefalo - Coordinator of Orientation and First-Year Programs
Dennis LaLonde – Postdoctoral Fellow, Counseling Center

Office of the President

Nell Bartkowiak - Project Manager, New York Six Consortium

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

Adam Lark – Director of Laboratories/Head Technician
Thomas Marhenke – Theatre Technical Director
Joshua Miller – Assistant Football Coach/Defensive Coordinator
Carolyn North – Assistant Dean of Off-Campus Study
John Powell – Studio Art Operations Manager
Richard Puccio – Assistant Football Coach/Offensive Coordinator
Amy Sylvester – Office Assistant, Wellin Museum of Art
Jason Townsend – Supervisor of Introductory Laboratories



Vice President for Academic Affairs
and Dean of Faculty

Hamilton

September 30, 2014

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, October 7, 2014 beginning at 4:10 p.m. in the Fillius Events Barn.

AGENDA

1. Approval of minutes from the Faculty Meeting of Tuesday, September 2, 2014 (Appendix A).
2. Memorial minute for James L. Ferguson Professor Jonathan Vaughan presented by Professor Douglas Weldon.
3. Motion from the Academic Council on revision of the *Faculty Handbook* regarding parental leaves (Appendix B).
4. Motion from the Committee on Appointments on revision of the *Faculty Handbook* regarding the timing of promotion to full professor (Appendix C).
5. Motion from the Committee on Appointments on revision of the *Faculty Handbook* regarding additional evidence collected by COA, Dean or President in personnel cases (Appendix D).
6. Presentation on Title IX obligations by Senior Associate Dean of Students Meredith Bonham.
7. Report from Associate Dean of Students Allen Harrison regarding information and updates on the Bias Incident Response Team.
8. Remarks by Dean Patrick 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 First Regular Meeting of the Hamilton College Faculty
Academic Year 2014-15
Tuesday, Sept. 2
Fillius Events Barn

Tom Jones, Chair of the Faculty, called the meeting to order at 4:10 p.m.

1. Approval of minutes from the Faculty Meeting of Wednesday, May 21, 2014.

The minutes were approved without discussion.

2. Election for 2014-15 Committee Membership.

Faculty Committee on Admission and Financial Aid

C. Morgan was elected.

3. Motion from the Faculty that the CAP consider implications of departmental realignments.

Shoshana Keller spoke to the motion: the text of her remarks is below.

"Over the last several months many faculty have become alarmed by a series of unexpected proposals from the dean of faculty to move around personnel and entire departments without clear rationale or adequate consultation.

We are concerned not just about the failure to hold timely discussions with the targeted departments, but with CAP, with department chairs, and with the faculty as a whole in our meetings. These surprising attempts to shift personnel affect the structure of the faculty and the curriculum, from the level of catalog copy to concentrations offered:

- moving Arabic language instruction from the Critical Languages program into the German/Russian department. No one informed me or the MEIW program about this shift, which has created curricular problems by leaving Hebrew an orphan.
- Potentially eliminating a concentration by merging a small department into a larger one and reclassifying an FTE.
- Or potentially altering course offerings and decision-making power with a merger.

Pushing major changes by administrative fiat rather than persuasion causes anger and mistrust between faculty and administration. When the dean does not listen to faculty, and treats employees as pieces to be moved around a board rather than as human beings, that damages our ability to function as a community dedicated to a common goal.

For reasons of faculty governance as a foundation of Hamilton College, and plain good management practices, the faculty through its designated committees and as a whole needs to be much more vigorously involved in these important structural discussions."

Pat Reynolds, Dean of Faculty, responded that he initiated conversations about possible departmental realignments after the allocations process, and that his recommendations can be found online. He mentioned Classics and Comparative Literature as departments in which retirements are expected, and cited problems in making tenure track appointments in departments where there will be no senior members to see a new hire through reappointment and tenure: thus the proposed merger of these departments. He has contacted the chairs of COA and CAP, but ultimately the President is responsible for

all appointments. The Faculty would have to approve any changes to the handbook, such as in the names of departments. The recent change in the departmental position of certain languages was in response to a faculty committee recommendation. Dean Reynolds concluded by voicing his support for the motion.

A faculty member asked whether in addition to approving name changes of departments, the faculty would have to vote on mergers of departments.

The Chair of Classics commented that the Classics dept. has been asked to merge with another department if they want to get the tenure track position they expected to get this year. Why was this only brought up over the summer, as a complete surprise, and not adequately discussed? Can this sort of major decision be made swiftly by the administration without any faculty input? Why don't we have the kind of faculty governance we used to? Dean Reynolds responded that when the recommendation came from the CAP to approve a tenure-track position for Classics, that seemed an appropriate time to discuss the problem of mentorship in the department. He remarked that he has brought up the problems of small departments multiple times, and believes that he initiated the conversation in adequate time, before retirements are immanent.

A faculty member asked whether this is going to be a policy for small departments? Is this something that small departments need to be prepared for? Dean Reynolds responded that CAP's role is primarily curricular. There is also a personnel aspect to allocations, which is something that as an institution we've ignored for a long time; departments need to consider what the tenure path of possible new hires will look like—will a tenure-track person thrive and succeed? Is this a functional department? He would like departments to examine these issues while they're making their proposals, and welcomes conversations about these issues.

A faculty member commented that it would be inappropriate to include Classics, one of the most prestigious liberal arts Classics departments in the country, in a discussion of non-functional departments. We should focus on a discussion of procedure rather than on whom should merge with whom. The possible Comparative Literature / English merger is happening both for curricular reasons, and because the Dean has been threatening to deny tenure track appointments unless mergers happen. There are three cases in which departments have been told they will not get personnel unless they agree to a merger. The administration has pressed for these decisions to happen over the summer, when many people are away, and without CAP involvement. Dean Reynolds replied that there have been misunderstandings; he never said that the current Classics department is dysfunctional. The issue is about the position of future faculty: he doesn't want to give tenure line when we don't know what the tenure committee of that person will be. The line hasn't been taken away: there is a visitor in place. He objects to the idea that the administration would undermine the allocation process in the way that has been suggested.

A member of the Classics department read a letter from David Porter, Professor of Classics Emeritus at Skidmore College and former President of Carleton and Skidmore, who was Chair of the 2013 Classics Department Review Committee. The faculty member noted that the President had seen the letter, and that all three outside reviews had sent similar letters. The text of the letter appears below:

“... for this transition to begin, at least one of the three senior members of the Department would need to file a signed letter indicating his/her intention to retire within a specified period. Our Committee responded that for this to happen, the administration would need to guarantee that the tenured line in question would be replaced by a tenure-track line. The Dean responded that such would definitely be the case and endorsed the CAP suggestion that the College might well hire for this position someone already tenured, and with the experience to help orchestrate the transition ahead. What subsequently emerged was in effect a *quid pro quo* understanding: in return for the administration's guarantee of the replacement of this tenure-track line, the Committee would encourage a senior member of the Department to sign the requisite letter indicating an intention to retire—an act that would enable the transition to begin. In the Committee's concluding Tuesday morning session with the Dean, we reiterated and tested the two sides of this agreement: if we encouraged a senior member of the Department to file such a letter, did we have the Dean's assurance that the position would be replaced by a tenure-track appointment, possibly even one of an already tenured associate professor? He assured us that such was his promise, and this

commitment loomed large in our concluding conference with the Department later that same morning.

Professor Carl Rubino, despite his qualms as to the promises we conveyed, duly signed such a letter—only then to find that his doubts had been on target when the Dean this summer presented a very different scenario: (a) either Classics merge with another Department, thus forfeiting its autonomy, or (b) the promised tenure-track line would be rescinded. *Not only is this current stance a blatant betrayal of the Dean's promises to us and to the Department, but, if implemented, it will catalyze a host of deleterious results . . .*

The faculty member commented that this situation represents the destruction of faculty governance at Hamilton; departments are being put in a position of going along with the whims of the Dean or being left to die. Dean Reynolds said that he rejects the idea of “quid pro quo”—*that* would undermine faculty governance.

A member of CAP and the Classics review committee suggested that the CAP will look into these alleged negotiations.

A faculty member questioned whether this discussion is relevant to the motion, as no opposition to the motion has been raised.

A faculty member commented that Music and Dance were willing and eager to merge a while back. CAP brought a motion to the faculty supporting this merger, and the motion foundered on the question of curricular justification. Departments that are less willing to consider such a merger won't stand a better chance with the faculty. He encouraged discussion of other ways to achieve mentorship, short of departmental mergers. Dean Reynolds replied that so far, he hasn't heard any other solutions that adequately address the stability of departments. He finds the alternatives to be less palatable, and if he doesn't have confidence, it's going to be hard for him to authorize tenure track searches. There is a knowledge gap between the Dean and the Faculty: he knows things that the Faculty don't, because he has seen all sides of the issue.

A faculty member spoke in support of the motion, and asked to call the question.

A faculty member requested paper ballots.

A vote was taken: the motion passed 116 to 2.

4. Introduction of new faculty.

Dean Reynolds introduced the new faculty.

5. Admission and Financial Aid update by Monica Inzer.

The outline of her remarks appears below:

1. “Continue my practice of updating graphs and trends every other year. This is the off year. So you get the unplugged version of me.
2. Sent out Class of 2018 Talking Points. Don't intend to review today. But a few highlights of which I'm proud:
 - Slightly up in applications (more in a moment)
 - Record-high Early Decision
 - Most selective year on record, admitted only 26% (not lost that we reject 74%, which is never easy)
 - Landed on our target of 470, 9 transfers for 10, 39 Jans for 35
 - Quality as strong as ever in all the imperfect ways we measure (you are the real judge)
 - Testing: V/M total of 1380 highest on record; three-score total of V/M/W of 2071 (688 verbal/692 math/691 writing) ties last year's record-high composite

- “Diverse” defined: 23% Black/African Am (5%), Nat Am, Asian Am (8%), Hispanic/Latino (7%) or Multi-racial (3%); 14% first gen, 5% international, 27 dual citizens
 - Continue to be more geo diverse: NY, MA, CT, NJ, CA, FL, MD, PA, IL, MN
 - Half on fin aid, 17% Pell Recipients (not perfect, but important), and on track for financial aid budget!
3. That is the year that was. Have hit reset (a while ago) and moving forward. Change so many things in any year (us and environment)...throw a bunch at the wall and hope something sticks...hard to know why any one thing works in isolation, but we assess everything we can. Study the market and our peers.
- Top lose to's: Bowdoin (22), Tufts (18), Williams (16), Midd (15), Vassar (15), Wash U (15), Carleton (14), Haverford (13), Colgate (12), Colby (12), & Amherst, Cornell, Johns Hopkins and Swarthmore at 11.
 - Demographics (reviewed last year): Not getting easier—fewer students, further away, not traditional market share
 - Economy improving, but people have changed since 2008. Money always has a seat at the kitchen table, but more now.
 - External Pressures. Confounding behavior by peers. Example of one measure getting a lot of attention....
4. APPLICATIONS. We got 5,071 this year. 5,017 last year and 5,107 the year before. Do we need more? Not sure. But colleges like increases. One measure of perceived value. Popular ranking magazine causes us to focus on it more than we should. When reviewing our data and peers, context matters.
- 8 out of 11 NESCACs down; Wes, Swarthmore, Dartmouth, Midd all down dbl-digits; Harvard down for first time in long time...
 - Common Application changes in submission
 - Colleges changing their requirements to grow pool
 - Would love more, but don't want to compromise values to do so
 - Care about fit (supplemental essays, interviews)
 - One of our closest peers has set it as a goal to double applications
 - How would we do that? (Drop app fee and requirements, testing, international aid, interviews...admit a different population, and yield could go down....have seen this happen.)
 - Don't think so...
5. So where do we focus? Old admission funnel...sprung some leaks. Look at the opportunities for Hamilton:
- Messaging to non-inquiries (20-25% of app pool)/“Lurkers”
 - Email campaign
 - Web sites (including academic depts.)
 - Building inquiries: travel differently, new sources (PSAT/SAT/ACT/TOEFL, Petersons, Cappex, Zinch, more)
 - Visitors (getting conversion rate back up over 50%) Our continuous goal to treat people better than our peers
 - Yielding admits...this is a different way to be more selective
 - Lowering melt
6. Financial Aid
- \$34M budget
 - Half on aid, Avg pkg \$40,900 (Sticker price slightly under \$60,000 but we aid to more than that bc we estimate books, supplies, travel, personal expenses), indebtedness well below national avg.
 - NPC important tool for you to know about
 - Financial Aid office is a retention office (you will hear otherwise)

- Responsible as possible with this generous resource: financial aid has increased 85% in 10 years; NTR increased by 72%. What are we getting? Your students...
 - Need-blind—what has improved? Trendlines same (but not nec at peers) since implementation. Based on numbers though: Apps, selectivity, yield, retention, diversity, USNWR rank and reputation....all improved. Fundraising opportunity and alumni giving. Would we have achieved without? Hard to know. Sure didn't hurt.
 - Need-blind talking point: let's remember we did this to be mission driven and respond to a need for our students, but we did this for us. Admit the strongest students.
7. Someone said we don't assess what we are doing. Couldn't be further from the truth. Maybe we don't talk about it enough. Work with IR on lots of fronts. "Data with a soul"
- Best predictors of success: admission rating
 - Jans: catch up on GPA by 3rd semester, 6 year grad rate is 98.2% vs. 92% for fall cohorts (only 2 out of 109 didn't graduate over 3 year period), testing sometimes higher than fall admits in recent years
 - Testing—affirms our stance, but good to ensure still serves us well, especially with changing SAT (FCAFA reviewing this year)
8. Outlook for year
- Up 1% in inquiries (not necessarily the ones who turn into apps)
 - UP 2% in visitors (not necessarily the right ones)
 - Kennedy TSA bldg. as transformative as any bldg. we have completed
 - BUT up 8% in apps initiated.
 - Apps submitted? 5 vs. 3. We'll take it.
9. FCAFA, Mark Cryer is our Chair, he wants me to thank you for volunteering for our Saturdays. IMPORTANT. Any time we can highlight and demonstrate what happens in this community we win. Thanks for making that important, and for your support in general."

6. *Remarks by Dean Patrick Reynolds.* An outline of his remarks appears below:

"I saw many of you at the recent dinner in the Tolles pavilion where we welcomed our incoming faculty, and I want welcome everyone back once more. I hope the summer was restorative and productive, and that the semester has gotten off to a smooth start.

I know I ended the last faculty meeting with this comment, but I want to reiterate that we accomplished a great deal of work last year. Over a dozen significant motions were brought and passed by the faculty, and we moved on probably as much more through ad hoc faculty committees and through my office.

Curriculum

- First-year Course Program created (Sept)
- Minor in Linguistics created (Jan)
- Adirondacks off-campus semester program created (Feb)
- Communication concentration closed (Feb)
- New Cinema and Media Studies concentration created (Apr)

Advising: after assessment,

- Catalog: Statement on Advising adopted (Dec)
- Advising expectations for faculty and students adopted (Feb)
- Summer registration for incoming students (Feb)
- Improvements to foundational information resources: advising tour, centralized advising resources (Feb)
- Student advising evaluations of faculty (May)

Faculty personnel

- Diversifying the Faculty: initiated a series of workshops on developing faculty hiring process around building stronger, more diverse, applicant pools and enhancing our ability to successfully hire candidates currently underrepresented on the faculty (July–Apr)
- Unconscious bias workshop in teaching evaluations and other forms of faculty evaluation (Feb)
- Revision of Faculty Handbook re: professional misconduct: sanctions, responsibilities, obligations (Apr)

Cross-, Co-curricular

- Digital Humanities initiative Mellon grant (\$800,000, 3 years) (second grant) (Dec)
- Wellin Museum of Art faculty co-curated exhibits (Trivedi: *Refocusing the Lens*; Knight: *In Context*) (Apr)
- Oral Communication Center (OCC): appointment of Faculty Coordinator, restructured Speaking Advisory Committee, speaking across the curriculum strategic plan design and implementation (Apr)
- Language Task Force: 1) developed mission for languages (draft), 3) non-tenure rank personnel structure (draft),
- Athletics review with Jon Hind: senior staff (Nov–Jan), trustee task force (Dec–current)

Other

- Northeast Deans (of Faculty) conference: 25 representatives hosted at Hamilton for first time (Nov)
- Revised annual department and program reports toward formal assessment plan for Middle States (May)

What we hope to accomplish this year is also a long list.

Cross-academic affairs:

- Levitt Center: Changemaker Campus designation
- Wellin MOA: cross-curricular and cross-campus resonance
- DHi: post-Mellon budget planning
- Humanities Center naissance continuance
- Trustee Athletics Task Force discussions
- Discussion of interdisciplinary programs support structure

Curricular initiatives

- Implementation of advising changes
- Implementation and assessment of the FYCs
- Implementation of Oral Communication Center initiative
- Health Professions Advisor: consultant study and replacement search
- Teaching development coordination “Talk about Teaching”
- Committee on Academic Policy resp. to The Movement

Personnel

- Romney workshops on faculty diversified recruitment continue
- Developing policy around long-term non-tenure-track positions
- New associate dean recruitment
- Background checks for faculty implemented

Off-campus study

- Establishing scope, role of the Off-Campus Study Office
- Compliance/risk audit and policies
- Structuring support of Hamilton programs
- Identify means to promote and enable faculty dialogue concerning curricular integration and 21st Century relevance of international/global education

Institutional research & assessment

- Global academic assessment plan for MSCHE
- Preparing for our periodic review report

I expect I've left some things off this list, and happy to answer questions. First Fridays start again this Friday—for all you new faculty, it is in the Pub, some food and first drink on me, for everyone in Academic Affairs and friends! ...and I look forward to seeing you there.”

The chair of CAP reported on issues of diversity and inclusion. The text of his remarks appears below:

“As part of the Committee on Academic Policy, I had the opportunity to participate in a number of discussions on diversity and inclusion that were happening on campus last semester. One of the ideas that came forth from those discussions was to encourage more faculty and staff members to partner with various student organizations that are concerned about these issues, including, but certainly not limited to groups such as the Womyn's Center, Rainbow Alliance, and various cultural and religious organizations. I understand and appreciate the participation from the many faculty members already involved, but I also see opportunities for increased involvement. This could potentially lead to collaborations inside the classroom (for instance coordinating certain lectures or events that would be both pertinent for a class and something of interest to one or more of the student groups), or outside of the classroom as well (serving as mentors and advisors to one of the groups, or being an advocate for student issues that may come up during the course of the academic year).

I will be following up in the next day or two with an e-mail invitation and provide contact information for the student leaders of various organizations. Interested faculty and staff are encouraged to contact student leaders and/or simply show up at a first meeting.

On a related note, I figure I would give a plug for the many events that will be occurring as part of the Fall Program Series at the Days-Massolo Center, which serves as a great resource for fostering discussions about issues of diversity, difference, and inclusion. You should have received a pamphlet with a list of the events, but I understand that there is an open house tomorrow at 4pm, and next week there are a couple of events, including a panel discussion on Diversity and Inclusion on Thursday the 11th, led by Professor Shelley Haley and the Classics Department.”

A faculty member announced a talk on the “Subtlety of Contemporary Racism.”

A faculty member asked the Dean why the Academic Office Assistants (AOAs) were not consulted before the new distribution plan was implemented. Dean Reynolds replied that he had consulted department chairs. The faculty member asked how the ratio of AOAs to faculty was calculated, and why that was the basis. She asked how many budget lines the normal AOA would be in charge of, and enumerated some of the things her departmental AOA would supervise. Dean Reynolds responded that the additional faculty proposed for the faculty member's AOA is relatively small, in comparison with the workload for AOAs in the sciences, for example. The faculty member asked whether faculty are compensated when they organize a lecture series or run a trip. Dean Reynolds replied no, they are not. The faculty replied that this is a particularly bad time to remove an AOA from availability, as departments are moving into the new Theatre and Art building. Dean Reynolds replied that there are two things driving AOA redistribution: evening out the workload of AOAs, and giving comparable AOA support to various faculty. The situation of the sciences has been unconscionable; all have to start from a comparable position. The faculty member asked why current staff weren't invited to apply for additional hours before a job search for a new AOA was posted. Dean Reynolds replied that anyone can apply for the position.

A faculty member asked what is the status of the tenure line in Dance?

Dean Reynolds replied that the tenure line wasn't put into Dance, but couldn't recall where it went. He would like to have more fluidity between term and tenure-track lines; he would like to be able to convert long-term term positions to tenure-track positions where there's clearly a curricular need. We should also be able to replace tenure-track positions with term positions where appropriate. What is the right number of term positions? If we had more, would it give us more experimental scope? This is something CAP

should look at. The faculty member asked about the current situation, with tenure lines held in abeyance until mergers happen. What will happen to these lines if the merger's *don't* happen? What about the handbook language that says that if someone is not tenured, the department keeps that tenure line? Dean Reynolds replied that this is not in the handbook, although it has been our practice. The faculty member asked how Dean Reynolds plans to move us towards a broader discussion of curricular planning, in the face of upcoming retirements, etc.? This needs to be broader than just a CAP discussion. Dean Reynolds said that this would have to go to CAP first. We've brought in external reviews, and he has asked CAP at the end of the year to write a statement about longer-term issues, in an attempt to have the discussion carry over. He agrees that long-term planning would be an additional burden to CAP.

8. Other announcements and reports.

A faculty member announced a meeting about responding to the events in Ferguson, Missouri.

Faculty Chair Tom Jones adjourned the meeting at 6 p.m.

Respectfully submitted,

Katherine Terrell
Faculty Secretary

Appendix B

Motion from the Academic Council on revision of the *Faculty Handbook* regarding parental leave.

Moved, to insert the word "extended" into the final paragraph of the *Faculty Handbook's* policy on Parental and Adoption Leaves or Reductions of Duties so that it would read as follows:

"Tenure-track and tenured members of the Faculty are eligible for extended adoption or parental leave (unless already notified of termination). Visiting faculty are not eligible for such leave, even if they have been on the Faculty for over a year."

Rationale

When the *Faculty Handbook* was revised in 2008-09, the wording on adoption and parental leaves was consolidated in a section on Leaves of Personal Necessity. In the process of that move the word "extended" was inadvertently dropped from the motion presented to the faculty. The motion, as presented by the Academic Council and adopted by the Faculty, did not intend to introduce a change to the policy. However, the error introduced, if it remains, would appear to do just that. By inserting the word "extended" to the last paragraph as was originally intended, we make clear that all tenure-track and tenured members of the faculty (who have not been notified of termination) may request adoption and parental leaves. We also make clear that visiting faculty are not eligible for such leaves, whether extended or not.

Appendix C

Motion from the Committee on Appointments on revision of the *Faculty Handbook* regarding the timing of promotion to full professor.

Moved, that Section VI (Appointment, Reappointment, and Promotion) of the Faculty Handbook be revised as follows:

Timing of Promotion to Full Professor

VI.C.6 (page 30)

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. Promotion before the seventh year occurs only when the record in teaching, scholarship and service is exceptional.

Rationale

This change is intended to clarify the timing of promotion to full professor, in particular, the circumstances under which a person would be considered for early promotion. The suggested language clarifies that the previous sentence that states what is "normal" means that deviation from "normal" occurs in exceptional cases. This language brings the statement about timing of promotion in line with the principles articulated in VI. F. 4 of the Faculty Handbook (Additional Principles for Promotion to Professor). This change is intended to remove ambiguity from the Handbook and give clearer guidance to individuals and departments about appropriate timing of nominations.

Appendix D

Motion from the Committee on Appointments on revision of the *Faculty Handbook* regarding additional evidence collected by COA, Dean or President in personnel cases.

Moved, that Section VI (Appointment, Reappointment, and Promotion) of the Faculty Handbook be revised as follows:

Language regarding additional evidence collected by COA, Dean, or President

VI. G. 1.c. (page 35)

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. When the Subcommittee of the Committee on Appointments differs with the department, the Subcommittee shall confer with the voting members of the department before the Committee on Appointments makes its recommendation. Committee deliberations and voting always occur in executive session. In the written recommendation, the Subcommittee shall report all of the evidence that informed the recommendation.

VI.G.1.d. (page 36)

The Dean shall forward the department ~~or program~~ recommendation to the Committee on Appointments, along with 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, 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. In the written recommendation, the Dean shall report all of the evidence that informed the recommendation.

VI.G.1.e. (page 36)

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, 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 to do so on her or his behalf. In the written decision, the President shall report all of the evidence that informed the decision.

VI. G.2.c. (page 38)

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. When the Subcommittee of the Committee on Appointments differs with the department, the Subcommittee shall confer with the voting members of the department 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. In the

written recommendation, the Subcommittee shall report all of the evidence that informed the recommendation.

VI.G.2.d. (page 39)

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. In the written recommendation, the Dean shall report all of the evidence that informed the recommendation.

VI.G.2.e (page 39)

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, 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 to do so on her or his behalf. In the written decision, the President shall report all of the evidence that informed the decision.

VI.G.3.c (page 42)

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, the Subcommittee that considered the case shall confer with the voting members of the department before the Committee makes its recommendation. Committee deliberations and voting always occur in executive session. In the written recommendation, the Subcommittee shall report all of the evidence that informed the recommendation.

VI.G.3.d (page 43)

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. In the written recommendation, the Dean shall report all of the evidence that informed the recommendation.

VI.G.3.e (page 43)

The President shall communicate her or his final decision in writing to the candidate, the Dean, the Chair of the department, 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 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. In the written decision, the President shall report all of the evidence that informed the decision.

VI.G.4.c (page 45)

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, the Subcommittee that considered the case shall confer with the voting members of the department before the Committee makes its recommendation. Committee deliberations and voting always occur in executive session. . In the written recommendation, the Subcommittee shall report all of the evidence that informed the recommendation.

VI.G.4.d (page 46)

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. In the written recommendation, the Dean shall report all of the evidence that informed the recommendation.

VI.G.4.e (page 47)

The President shall communicate her or his final decision in writing to the candidate, the Dean, the Chair of the department, 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 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. In the written decision, the President shall report all of the evidence that informed the decision.

Rationale:

This change is intended to make equal the authority that is given to COA, the Dean, and the President to collect additional information in personnel cases. It requires that all parties report all evidence used to reach recommendations and decisions.

October 28, 2014

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, November 4, 2014 beginning at 4:10 p.m. in the Fillius Events Barn.

AGENDA

1. Approval of minutes from the Faculty Meeting of Tuesday, October 7, 2014 (Appendix A).
2. Memorial minute for Bobby Fong, former Dean of Faculty of Hamilton College and Professor of English presented by Professor Sam Pellman.
3. Motion from the Academic Council to go into a Committee of the Whole for up to 30 minutes to discuss incidence, policies, and preventative measures regarding concussion (Appendix B).
4. Report from the Committee on Academic Policy by Professor Steve Wu on possible departmental realignments and mergers recently under discussion (Appendix C).
5. Update from the Faculty Committee on Budget and Finance by Professor Sam Pellman and presentation by Vice President, Administration & Finance Karen Leach. A link to Karen's presentation may be viewed at [Budget Notes](#).
6. Update on Universal Orientation by Coordinator of Orientation and First-Year Programs Tessa Chefalo.
7. Update on the Academic Program in the Adirondacks by Professor Janelle Schwartz.
8. Remarks by Dean Patrick 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

Appendix A

Minutes of the Second Regular Meeting of the Hamilton College Faculty
Academic Year 2014-15
Tuesday, October 7, 2014
Fillius Events Barn

Tom Jones, Chair of the Faculty, called the meeting to order at 4:10 p.m.

1. Approval of minutes from the Faculty Meeting of Tuesday, Sept. 2, 2014.

The minutes were approved without discussion.

2. Memorial minute for James L. Ferguson Professor Jonathan Vaughan presented by Professor Douglas Weldon.

The text appears below:

“Jonathan Vaughan passed away on September 14, 2014. He is survived by his wife Virginia, his sons Joseph and Alexander, daughters-in-law Aisling Dugan and Kristina Keating, and grandchildren Oliver and Vivian.

Jon was born in New Haven, CT on June 10, 1944. He earned his bachelor’s degree from Swarthmore College, where he completed a major in Psychology, and then he pursued his doctorate at Brown University with a specialty in animal learning. He began teaching at Hamilton in 1971.

As the field of Psychology evolved, Jon retrained himself as a cognitive psychologist and cognitive neuroscientist. He viewed teaching as an opportunity to have students learn epistemology, and in his courses they came to understand empirical approaches and critical thinking about behavioral science. He had a profound impact on the students who worked with him on collaborative research projects, during which they admired his intelligence and patience in introducing them to sophisticated ideas and instrumentation. Thirty-four of his conference presentations and 11 of his publications include students as co-authors. Our alumni remember Jon’s brilliance, kindness, and dedication to teaching them how to orchestrate meaningful experiments in psychology. Some state that he changed their lives and inspired them to pursue their careers in psychology and cognitive neuroscience. His mentorship of students was effective and long lasting, in many cases continuing years after they graduated.

In the Psychology Department, Jon served as chair for a total of 13 years spanning across four different terms. He was the administrator of Hamilton’s cooperative program with the New England Center for Children, a school for children diagnosed with autism spectrum disorder. At this time, there have been over 80 Hamilton participants. He also coordinated student internships at a similar local program at the Kelberman Center. Jon’s course in *Learning and Cognition* taught students the basic principles in applied behavior analysis that made them well prepared for their practicum work in those settings.

Jon loved computer programming and instrumentation, and he was gifted in his ability to think through problems and set up complicated experiments. In fact, in the 1970’s he was a pioneer of computer use at Hamilton, having the first stand-alone minicomputer system at the college. His PDP-8 computer operated with assembly language code that was loaded via a punch tape system. He interfaced this computer with equipment, enabling him to measure precise eye movements as well as evoked potentials from the brain. Over the last several years, Jon was generous in teaching students and faculty members how to use MatLab programs to analyze data or to control equipment. As the editor of the journal *Behavior Research Methods, Instruments and Computers* for five years and co-author of the recently published book entitled *MatLab for Behavioral Scientists*, Jon brought his expertise to the national level as well.

With his scholarship contributing to several topics in cognition, Jon's publications reported findings on visual search in human and nonhuman primates, the psycholinguistic correlates of brain evoked potentials, spatial attention, and motor control. He also published several papers related to the use of computers and instrumentation for data collection, analysis, and teaching. During a sabbatical at the University of Oregon, he worked on a project showing that patients with progressive supranuclear palsy exhibited deficits in a specific component of spatial attention, and that paper has been cited over 600 times in the neuropsychological literature. For many years, in collaboration with his friend and colleague David Rosenbaum from Pennsylvania State University, Jon worked on studies that helped elucidate the rules of human movement. Through a combination of experiments and mathematical modeling, this work described the ways in which the nervous system allows us to make efficient movements in the face of an impressive number of degrees of freedom, considering the many joints and muscles that are involved. In Jon's words, his research attempted to explain "how to pass the salt without spilling the milk." Jon's 60 publications appeared in prestigious journals, including *Psychological Review*, *Journal of Experimental Psychology*, *Psychological Science*, and *Experimental Brain Research*. He was also the founding archivist for the Psychonomic Society's *Archive of Norms, Stimuli, and Data*. Jon's research was often supported by federal grants acquired from the National Science Foundation and the National Institutes of Health.

The research interest that Jon had in understanding repetitive movements was particularly appropriate because of his love of music. Jon played cello in the Hamilton College orchestra and looked forward to attending a cello camp in New Hampshire during the summers. He also played the harmonica, and while in college Jon participated in a jam session with John Sebastian, the singer-songwriter who founded the band *The Lovin' Spoonful*. Twenty years later Jonathan was the harmonica player for the faculty rock group called the Academia Nuts, which played at Hamilton Psychology Department functions for several years. Those of us in the department will miss the sound of his whistling in the hallways; he always seemed to have a song in his head.

In all of the ways that we knew Jon, he was the ultimate friend and colleague. He was a great listener, but he had a quiet wit that would punctuate a conversation with a beautifully expressed humorous statement. His generosity of spirit was unparalleled, and his colleagues benefited from his receptive ear, sincere concern, and dependability. Jon was the gracious collaborator who did more than his share of the work, guided us to produce better results, and then often stepped into the background to let us take most of the credit. His intelligence, honesty, and kindness brought out the best in those he worked with, whether in teaching, scholarship, or faculty committees.

Jonathan Vaughan was awarded fellow status in both the American Psychological Association and the American Psychological Society. At Hamilton he was named the James L. Ferguson Professor of Psychology and received the Dean's Career Achievement Award in 2013. Jon was devoted to his family, friends, students, colleagues, and an academic profession that he loved. Hamilton College benefitted greatly from his good nature, hard work, and integrity. He will be deeply missed."

3. Motion from the Academic Council on revision of the Faculty Handbook regarding parental leaves.
A member of Academic Council spoke to the motion: the text of her remarks appears below:

"A Brief History of Extended Maternity, Adoption or Parental Leave

Policies related to maternity, parental, and adoptive leaves reside in Section IX of the Faculty Handbook. These policies have been revised **twice** in the past ten years. The first revisions were done in 2006. The pertinent language read as follows:

"Tenure-track and tenured members of the Faculty are eligible for **extended maternity, adoption, or parental leave** (unless already notified of termination). Visiting faculty are not eligible for such leave, even if they have been on the Faculty for over a year."

In 2008-2009, the Academic Council oversaw a major revision of the Faculty Handbook. At that time, the AC recommended a second set of revisions to this section of handbook. The most substantive change was intended to move the language under discussion today to a **new Part F. Personal Leaves. Number 4.**

Parental and Adoption Leaves that followed discussion of periodic and maternity leaves. This is the language that currently exists in the Faculty Handbook:

“Tenure-track and tenured members of the Faculty are **eligible for adoption or parental leave** (unless already notified of termination). Visiting faculty are not eligible for such leave, even if they have been on the Faculty for over a year.””

In addition to the creation of a new Part F, number 4., we see two changes from the previous language:

- the phrase “adoption or parental leave” **replaced** the phrase “maternity, adoption, or parental leave” [recommended for consistency with new organization]
- “extended” was dropped.

At our first meeting this fall, the Dean brought to our attention the discrepancy created in the dropping of “extended”. The Academic Council consulted with the faculty who last revised this section of the handbook, including Lydia Hamessley and Onno Oerlemans. Neither of them recalled having intentionally dropped “extended”. Lydia provided the AC with three working drafts of revisions for this section of the handbook, complete with track changes. These drafts do not suggest any intended change. Finally, after a review of the minutes from the Faculty Meeting, on Tuesday, May 19, 2009, when the motion was presented to the faculty, we find this description of the reasons for the proposed changes:

“The most obvious change [to section IX] is that the **order** of sub-sections on Periodic Leaves and Personal Leaves have been reversed, since it makes more sense to describe Periodic Leaves first. **Other changes are stylistic, or are clarifications suggested by Human Resources.**”

The Academic Council urges the faculty approve this motion because it is our conclusion that the omission of “extended” was most likely the result of a typographical error when the motion was prepared for faculty consideration. Because the faculty approved language that dropped “extended”, however, we think that it is procedurally important to ask the faculty to approve its re-insertion.”

A member of the Faculty asked for clarification that the policy on maternity leave comes in a different place in the Handbook. It does.

A faculty member asked for an explanation of the difference between parental leave and extended parental leave. The member of Academic Council explained that their term “extended” is intended to maintain maximum flexibility by the Dean; leaving the language as it is would impose a restriction.

The Faculty voted, and the motion passed.

4. Motion from the Committee on Appointments on revision of the Faculty Handbook regarding the timing of promotion to full professor.

A member of COA spoke to the motion. She explained that in recent years COA has had questions about whether early promotion is acceptable in certain cases. The COA has proposed this motion in order to resolve the ambiguity in the Handbook language. The motion makes the language consistent with other parts of the handbook, and creates a reward for people who are exceptional. COA asks that the Faculty not try to write new language during this meeting; instead, if the Faculty doesn’t approve of the motion, COA requests that the Faculty try to give COA a sense of what they want, and give COA the chance to revise the language again.

A faculty member asked what the COA things exceptional means? The member of COA replied that that would be up to the department and the individual to demonstrate. The faculty member asked whether someone applying for early promotion would have to be exceptional in all three areas—teaching, research, and service? The member of COA replied that that’s what the language says now.

A faculty member commented that the language still seems very ambiguous, and that it seems like it requires another step beyond what’s required for promotion to full professor.

A faculty member commented that it seems like one effect of this language would be to deny anyone early promotion; until now promotion has been based on very good teaching and service, and exceptional scholarship, not exceptional standing in all three categories.

A faculty member expressed concerns about the implications for diversity: if we hire at the associate level, would scholarship at that person's previous institution be considered? The member of COA answered that this wouldn't affect senior hires, as they would be on a different clock.

A faculty member asked why the first sentence was eliminated? The member of COA answered that COA didn't find it to be helpful in deciding when a person should stand for promotion.

A faculty member moved to refer the matter back to committee. Two faculty members suggested that the motion needed additional discussion first, particularly as COA had asked for advice on the faculty's wishes. The faculty voted, and the motion to refer back to committee failed.

A faculty member spoke in support of the motion, commenting that it is too difficult to ask COA to define "exceptional" precisely.

A faculty member stated that COA was setting too high a standard: being exceptional in teaching and/or scholarship should suffice.

A faculty member asked what ambiguity COA found in the old language. The member of COA replied that COA was trying to address people who had been in rank for more than seven years, and trying to encourage people to stand for full professor. The ambiguity was in the word "normally," which became even more complicated when compared with other parts of the Handbook that suggest a person should have to demonstrate a sustained commitment in these three areas.

Another member of COA commented that it's about clarifying ambiguity: does a person standing for promotion before seven years have to be at the same bar as someone standing at seven years, or is the bar higher for early promotion?

A faculty member suggested that perhaps a clause could be added: "As defined by the department's guidelines"? The member of COA responded that one can't remove judgment from the process.

A faculty member spoke in favor of the motion: we can trust departments to define exceptional for us; all three terms are important for *early* promotion. To merit early promotion, a professor should have an active role in service, and not be hiding in the lab or the classroom; we need *more* service involvement, not less.

A faculty member commented that he was uncomfortable with the motion; we can't use this to solve all of our problems. People have been promoted under the language as it stands, and it wasn't a problem. The member of COA replied that COA feels that it is a problem to have ambiguous language about personnel policies.

A faculty member commented that he was beginning to change his mind; "exceptional" sounds like it's something about the quality of the candidate, but really it's about timing. Really it's saying that someone coming up early has to meet the same criteria as someone coming up in the seventh year. The COA member clarified that this is *not* what COA is trying to say. The faculty member asked what are the ordinary criteria for promotion? The member of COA responded: teaching, scholarship, and service, with priority given to the first two. The faculty member asked whether this new language is giving equal weight to all three? The member of COA replied that COA is saying a candidate must be exceptional in all three areas. The faculty member replied that exceptional is a relative term, because the bar for service is lower for the other two categories.

Tom Jones, Faculty Chair, called the vote. The motion passed.

5. Motion from the Committee on Appointments on revision of the Faculty Handbook regarding additional evidence collected by COA, Dean or President in personnel cases.

A faculty member from COA commented that COA looked at this matter last spring. COA noticed an inconsistency in the Handbook: COA and the President were allowed to collect additional evidence on candidates, but the Dean was not. The part about the Dean was amended on the faculty floor, to say that the Dean could collect additional evidence, but had to consult with COA to do so. COA didn't object, but the trustees were concerned, because it made it look as though the Dean had less authority on personnel cases than the COA and the President. The trustees sent it back to the COA to reconsider. COA came up with a compromise: the Dean can collect additional information, but all parties who do so have to report the evidence that informs their recommendations.

A faculty member commented that he still prefers the language that the trustees rejected, but things that this addresses the problem, and supports the motion.

The faculty voted, and the motion passed.

6. Presentation on Title IX obligations by Senior Associate Dean of Students Meredith Bonham.

Dean Bonham reviewed the College's Sexual Misconduct Policy (which includes sexual harassment), newly revised following Title IX Task Force recommendations. She noted that the Harassment Policy is currently under review. The Harassment and Sexual Misconduct Board (HSMB) investigates all formal complaints.

Dean Bonham reviewed the definition of sexual harassment: "unwelcome verbal or physical conduct of a sexual nature that has the effect of unreasonably interfering with an individual's work or academic performance or that creates an intimidating, hostile, or offensive working, educational, or living environment." She noted that this policy covers three forms of sexual misconduct: "1. Non-Consensual Sexual Contact: any intentional sexual touching, however slight, without effective consent. 2. Non-Consensual Sexual Penetration: any sexual penetration, however slight, without effective consent. 3. Sexual Exploitation: when a person takes non-consensual or abusive sexual advantage of another."

Dean Bonham then highlighted the changes to the College's sexual misconduct policy:

1. Only full-time employees and faculty at associate rank or above may serve on the HSMB, i.e. no students
2. Students are allowed an advisor of their choosing, including attorneys
3. More robust investigative process:
 - ▶ An external investigator (attorney) will partner with an HSMB member to form the Investigation Team
4. No more hearings
 - ▶ Investigation reports are reviewed by a Harassment and Sexual Misconduct Review Panel (HSMRP), who will determine responsibility and recommend a sanction

Every college and university receiving federal funding is required to have a Title IX Coordinator. Harassment (including sexual harassment and sexual misconduct) is a form of discrimination prohibited by Hamilton and by the federal government under Title IX. Title IX 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.

All faculty are designated as "responsible employees," and are thus obligated to report any knowledge of harassment to the Title IX Coordinator, which may or may not result in an investigation. In dealing with students who report incidents of harassment, faculty should:

- ▶ Explain that filing a complaint is an option – at Hamilton and/or with law enforcement
- ▶ Also encourage him/her to seek confidential assistance from the counseling or health centers, or chaplaincy
- ▶ Direct him/her to our policy and other online resources: <http://www.hamilton.edu/hsmb>

Reporting to the Title IX Coordinator facilitates residence hall moves, no contact orders, communication with faculty on extensions, etc., while the process is underway and regardless of whether the respondent is found responsible.

As Title IX Coordinator, Dean Bonham pledged, once a report is received, to ensure strict privacy, a thorough, fair, and expeditious complain process, and regular and honest communication. She offered advice to faculty on how to respond if a student approaches them with a complaint of sexual harassment.

7. Report from Associate Dean of Students Allen Harrison regarding information and updates on the Bias Incident Response Team.

The text of his remarks appears below:

“As this year’s chair of the Bias Incident Response Team, I’m here to provide information about our Team makeup, our purpose (how we respond to incidents) and to let you know how to report incidents, or instruct students to do so. Note that this protocol has been developed to address incidents that occur on-campus or at any Hamilton-sponsored off-campus event.

The Team makeup consists of individuals representing the division of student life, the Days-Massolo Center, and athletics. We have also added two student representatives.

How we will respond can be driven by the nature of the incident, but our standard protocol includes the following:

- Review of the report and assurance that an investigation is initiated in a timely manner;
- Designation of at least one member of the team to serve as the point person for the complainant, which includes being a support person who can provide referrals to resources on and off campus and relevant updates concerning the investigation and resolution;
- Work with College administrators (which could include some who make up the team) to determine who best to address campus tensions arising from a complain, whether or not an incident rises to the level of a policy violation; and
- Collection and dissemination to the campus community of information about recorded bias incidents.

All members of the Hamilton community may report an alleged bias incident. Again, reportable incidents include those that are directed against a Hamilton community member or group that occurs on-campus or at any Hamilton-sponsored program off-campus. The form can be found on the Dean of Students’ Website under the Student Conduct tab in the menu located on the left side of the page. The information you provide in this form will be forwarded to the Dean of Students, the Director of Campus Safety, and members of the Bias Incident Response Team for immediate review and follow-up.

Anonymous submissions are not accepted; however, the confidentiality of the person making the report will be maintained to the extent that College processes allow.

Please note that:

- The reporting system does not create a new category of prohibited behavior or a new process for members of the Hamilton community to be disciplined or sanctioned;
- The Bias Incident Response Team has no authority to discipline any student or member of the faculty or staff; and
- Reported conduct that may be a violation of college policy will be referred for action through existing disciplinary or judicial procedures.”

8. Remarks by Dean Patrick Reynolds.

The text of his remarks appears below:

“My thanks to Doug Weldon for his memorial minute for Jon Vaughan, and also to COA for attending to these Faculty Handbook matters and of course to Academic Affairs for resolving the Handbook parental leave issue —and a special thanks to Lydia Hamessley, who served on Academic Council until last year, for providing notes from the comprehensive Handbook revision a few years ago. Thanks also to Meredith and Allen for their important reports.

There have been a number of productive conversations about the issues of departmental structure:

- about curricular implications, of course, in CAP,
- with COA about personnel implications, and with which I am meeting tomorrow ,
- and I met with the interdisciplinary program directors where we discussed issues of how to better support these programs in terms of stabilizing their offerings and developing their programs.
- I am hopeful that we will continue productive discussions and perhaps look for more creative solutions once we get all concerns on the table.

These are important conversations and I am grateful for everyone for their constructive engagement in them.

You may recall that in response to our discussions about diversity and the curriculum last year, I mentioned that curricular development funds are available from the Dean’s office upon application. There hasn’t been a great deal of uptake and it was suggested—by Nancy Rabinowitz—that we could advertise or formalize this more. I discussed this with chairs and I think we are still considering the best way to use the funds — whether to focus on stipends for individuals to develop courses or bring in facilitators for workshops that might address more common development issues, or indeed a combination of these approaches. We’ll continue to plan around this.

In the meantime and relatedly, as you heard last month CAP is discussing their curricular response to The Movement’s demand last year for a greater curricular component to diversity efforts, and the result of their deliberations can inform us on where we might be able to put resources to help that development.

In addition to these curricular development efforts, there has been much attention in the media about other institutions and I think on campus about diversity-related campus climate issues. In these conversations, a few of us have been struck by the incomplete knowledge about what is going on at the campus: our work with faculty recruitment, student orientation, programming throughout the year. I wanted to take the opportunity to remind us about the progress we’ve made and work we are doing, and as these issues have emerged over the last week or so I’ve asked Amit Taneja to say a few words on this to ensure all of you are informed. Amit...”

Comments from Amit Taneja, Director of Diversity and Inclusion

“There are a few faculty and staff who are not fully aware of the scope of diversity trainings and workshops provided by the College. There are a series of annual diversity workshops done with key constituents, including Residence Advisors, Orientation Leaders, Greek Life, New Faculty Orientation, etc. Every first year student is required to participate in a mandatory diversity presentation, and I am pleased to announce that this session was the second highest rated session amongst all the orientation events.

We work hard to provide many different opportunities for students to engage with diversity and inclusion topics, but many of our students come from high schools that are racially and economically segregated. That is the reality for American secondary education, and we cannot expect any one workshop or training to change 18 years of learning. So our challenge is to provide additional opportunities for students, to create spaces, where they can intellectually and emotionally engage with these issues.

There have been some important changes made to the Faculty hiring processes, and with the support from Pat, Margaret, and search chairs, we are able to recruit a much more diverse applicant pool for faculty lines, and this results in higher percentage of offers made to diverse applicants, broadly defined. We are taking some important lessons from the changes made to the faculty hiring processes and applying them to staff hiring as well. Diversifying staff at Hamilton is an institutional priority as well.

The *Working Group on Diversity and Inclusion* is an ongoing group appointed by President Stewart, and we are participating in the CHAS (Consortium of High Achievement and Success) Campus Climate Survey, along with 20 other peer institutions. Hamilton has participated in this survey in 2005 and 2009. The survey is offered every 4-5 years. We are also conducting focus groups with students to get additional information about their experiences. The working group is also reviewing past committee reports, surveys, and other data that provide us a sense of some of these issues and the work that has happened on the Hamilton Campus. I want to thank Gordon Hewitt and Chau-Fang Lin in the Office of Institutional Research for their support of this group. The CAP has a subcommittee looking at curricular issues around diversity and inclusion, and I encourage you to provide feedback to them directly.

Last, but not least, I have some evidence that change happens slowly, but surely! The Out and Ally list started on our campus 4 years ago with 350 signatures in 2011. It grew to 550 signatures in 2012, 896 in 2013, and just under 1,200 signatures for this year.

A question I get often from faculty is “How can I help?” I encourage you to look at your syllabi, and wherever possible, revise them to include more opportunities to engage around conversations of equity and diversity. There are some funds set aside by the Dean of Faculty to help faculty develop courses that add to the breadth of diversity related courses offered at the College. I also encourage you to partner with the Days-Massolo Center in bringing speakers to campus so that we can bridge the gap between classroom learning and the lived experiences of our students. My thanks to the many faculty who are already doing this. I also encourage you to come to the many events sponsored by the Center.”

Obviously this is a big weekend, with Family weekend and trustee meetings happening. The center of our focus, however, should be the opening of the Kennedy Theatre and Studio Arts building, which is simply spectacular.

The amount of planning and work, and anxiety and fret and disruption that has gone into this project has just been huge. This week and weekend is a celebration, when we should honor the arts and all the people in Theatre, Studio Art, Sam Pellman, Karen Leach, Steve Bellona, and his team for their accomplishment and express our gratitude for what they have brought to Hamilton. Important for the arts, but important for the college.

Finally, something you may not know is that this year's senior class has decided that the Senior Gift will be made in memory of Jon Vaughan. I've been asked to extend to the faculty, on behalf of the Senior Gift Committee, an invitation to the entire faculty to attend the Senior Gift Kick-off on Thursday, October 9th at 6 PM in the Kirner-Johnson Commons.”

9. Remarks by President Joan Stewart

The text of her remarks appears below:

“Since I didn’t speak at our last meeting, I’ll begin today with a couple of comments that I was intending to make regarding the start of the academic year. The first has to do with registration. I know that others can speak to the effects of summer registration, but I can say that the conversations I had with the 483 students whose hands I shook at matriculation in the Kirkland Cottage were different from those I’ve had in the past. Students no longer led off with their anxieties about course selection. I’d like to express my thanks to Registrar Kristin Friedel, as well as to Steve Orvis, Penny Yee, summer faculty advisors, and everyone else who helped put it in place.

As you heard from Meredith, we’re very concerned about any and all incidents of sexual misconduct and determined to do all we can to keep our students safe. I created a task force last spring to review the compliance, clarity and effectiveness of our Harassment and Sexual Misconduct Policy in the context of new federal guidelines. The members of the Title IX task force met throughout the summer. I appreciate the seriousness with which they undertook their charge, and I’m grateful to them for arranging a community forum so the campus had an opportunity to discuss their draft report. I’ve accepted their recommendations and revisions specific to our sexual misconduct policy, which has been posted to the

HSMB website. The task force further recommended that its suggested revision of the harassment policy be reviewed by senior staff and human resources, since it intersects with our employee policies. That process is underway.

Speaking of compliance, we've embarked on an effort to make sure the College is in legal and regulatory compliance in all areas – everything from labor law, to environmental health and safety, to document retention and financial aid. As part of this effort, announcements or requests for information may cross your desks (or your computer screens) in the coming months. Thank you for your cooperation.

In a related effort, Hamilton, along with other members of the NY 6, has contracted with GreyCastle Security to help us implement a program to protect sensitive information. They will help develop and deliver a security awareness program, assist with policy development and provide risk assessment of our information security environment.

All of our first-year students are at last in first-year residence halls, including dedicated spaces in South, North, Dunham, Wallace Johnson, Wertimer, Major and Keehn. The residential clustering provides, among other things, opportunities for structured discussions of diversity, the honor code, sexual misconduct, time management and wellness. This arrangement has been a long time in the planning and I'm grateful to all those who have worked hard in so many ways to make it a reality.

Last Saturday I spent several hours in this room with members of our community who came together to discuss the implications of the shooting of Michael Brown in Ferguson, Missouri. The presentations were instructive and the conversation was gripping – not only as regards the world's problems but also as regards what we are doing here at Hamilton. I am grateful to those who organized the event, those who took part in the panels, and all those who attended.

Hamilton was reaccredited in 2011 by the Middle States Commission on Higher Education. In 2016 we will have to submit a "periodic review report." In its Self-Study Report, the Mission subcommittee and Steering Committee suggested we update our formal mission statement. This was echoed by the Middle States visiting team, who particularly advised us to make clear the connection between mission and the learning goals adopted by the faculty around that time. We're expected to report on progress in the upcoming periodic review report.

As you know, each year I put a topic before the Campus Planning Committee. In recent years the Committee has addressed topics including student culture, outcomes and retention. This fall I am charging the committee with undertaking the review and revisions of our mission statement. Pat Reynolds and Gordon Hewitt will co-chair. The committee will sound the campus about elements that should be included in the revised formulation of mission in order to be sure that our new statement reflects all that the college is today. The first meeting will be next Monday.

I'll be away for a couple of weeks this month. I'll be first in London, where we have not only a large and enthusiastic alumni and parent group, but also, of course, the 33 students (out of a total of 39 January admits) who are spending the fall there and will matriculate at Hamilton in the spring semester.

From London, I'll go with a Hamilton group to China. I am sorry to say that Hong Gang Jin and De Bao Xu will be retiring from Hamilton in December and moving to the University of Macau. But I'm grateful that Hong Gang will accompany us on the upcoming trip and give us the benefit of her experience and relationships, especially as we plan for the future administration of our China program. Along with academics, our goals for the trip have to do with fund- and friend-raising. We'll be meeting with some of Hamilton's most generous donors as well as some of the increasing number of Hamilton alumni and parents who seem ready for closer engagement. We also expect to get a better understanding of China's growing interest in liberal arts education.

We're heading into a very busy weekend and expecting some 2,500 visitors to campus for our quarterly board meeting, homecoming, and family weekend. Monica also expects a large turnout for admissions: this is typically one of the year's busiest weekends for the admission team, with several hundred visitors.

The main event is the dedication at 5:30 p.m. on Friday afternoon of the Kennedy Center for Theatre and the Studio Arts. It will take place on the lawn amphitheater. Planning for the weekend celebration of the arts has been going on for over a year and has seen a lot of hard work on the part of our theater and studio arts faculty, led by Carole Bellini-Sharp and Rebecca Murtaugh. The schedule of events includes acting workshops, open studios, and alumni panel discussions of careers in the arts. There will be a talk on Thursday evening by Robert Storr, dean of the Yale School of Art, and one on Friday afternoon by Mary Schmidt Campbell, dean emerita of the Tisch School of the Arts. Across the street in the Wellin Museum, meanwhile, the sculptures of artist Alyson Shotz are on exhibit and a talk by the artist is scheduled for Saturday afternoon followed by the opening reception.

I assume that most of you have already had a chance to visit the new Center, which is 86,500 square feet and includes spaces for the studio arts as well as two splendid theatres. The views from the windows and the breezeways are terrific, framing portions of the campus in lovely and (for me) unexpected ways. The building was made possible by visionary individuals, generous donors and a huge amount of plain hard work over a good many years. There are a lot of people to thank for bringing the arts project to fruition. I can't thank them all this afternoon, but three people surely deserve mention: Sam Pellman, who chaired the committee that planned the arts facilities; Steve Bellona, who kept the project on time and on budget and never complained about any of the inevitable difficulties; and Karen Leach, who oversaw the complex coordination of finances and plans.

I'm sorry to say that Keith Wellin, Hamilton Class of 1950 and the grandfather of two young Hamilton alumnae, did not live to see the new building. His immense generosity to Hamilton – think of Wellin Hall, the Wellin Museum, and the Wellin Atrium in the Taylor Science Center – was crucially important over the years, as was his strong belief in the importance of the arts to a liberal arts education.

With the opening of the Kennedy Center, we are, as you know, renovating and expanding Minor Theatre into apartments for 52 students for fall 2015 occupancy.

I'll also mention how sad we were about the recent death of Virginia Taylor. Ginnie and her husband Ted, for whom our Taylor Science Center was named in 2011, gave Hamilton sixteen million dollars in honor of the two years that Ted spent here as a chemistry student in the 40s.

I hope to see you on Saturday morning, when there will be a "tea with the faculty," an annual event very popular with our students and their families. It will start at 11 a.m. in KJ Commons. As you know from Pat's email on Saturday, we will have signs indicating departments, programs, divisions, or disciplines.

Thank you."

Respectfully submitted,
Katherine Terrell

Appendix B

Moved, that the Faculty go into a Committee of the Whole for up to 30 minutes to discuss incidence, policies, and preventative measures regarding concussions.

Rationale

This term faculty has expressed concern over the number of student concussions. The Academic Council seeks to provide faculty with an overview of the various College policies that exist related to concussions. In addition to hearing from representatives from the Dean of Students Office, Athletics, and Health Services, the Dean of Faculty's Office will share information related to discussions underway within NESCAC. Following a brief overview, faculty are invited to ask questions and make recommendations about how the institution might better serve students.

Appendix C

Report to the President and the Faculty Regarding Possible Departmental Realignments and Mergers Recently Under Discussion

The Committee on Academic Policy October 25, 2014

The *Faculty Handbook* states that one of the responsibilities of the Committee on Academic Policy is to “advise the President and make recommendations to the Faculty regarding the establishment, modification, or abolition of programs and departments.” [11] This report addresses that responsibility and is an initial response to the following motion passed by the Faculty at its September 2014 meeting:

Moved, that the faculty charges the CAP to consider the academic merit and curricular implications of departmental realignments and combinations recently or currently under discussion by the dean and some departments. The faculty further charges the CAP, as prescribed by chapter IV, section 3c of the Faculty Handbook, to advise the president and make recommendations to the Faculty regarding the contemplated abolition or modifications of these departments.

Preliminary Observations

Members of CAP have devoted considerable time and thought to the various and complicated issues surrounding potential department realignments as they might relate to Comparative Literature, Dance and Movement Studies, and Classics. We have spent an entire meeting discussing these issues with the Dean, and CAP Chair Steve Wu has continued those discussions in private meetings with the Dean. Further, the CAP has met with members of the above-named departments, as well as with members from the English and Creative Writing Department, which is carrying on discussions with members of the Comparative Literature Department about a possible merger.

We believe it would be helpful for the Faculty to understand some of the difficulties of addressing these cases. The chief difficulty is that the Dean’s reasons for requesting that Comparative Literature, Dance and Movement Studies, and Classics each merge with another department have to do almost entirely with personnel and not curriculum. Since personnel issues are not the domain of the CAP, the committee has found it impossible to prepare a comprehensive report for the Faculty. We have reached out to the COA in an effort to work toward a more holistic approach to issues of department realignments that the Faculty asked us to address. As a result of that effort there will be a joint subcommittee (comprised of members from the CAP, COA, and DOF office) to study how we might create an allocation process in which the CAP will continue to make recommendations based on curricular merit, but in which the Dean would consult with the COA in cases where personnel concerns might lead him not to follow CAP recommendations. The COA could help deliberate about possible actions that could address his personnel concerns in the light of curricular needs that are supported by the CAP. Moreover, the Dean and the CAP believe we need a long-term strategy and process with respect to allocations affecting departments and interdisciplinary programs that will allow us to meet the challenges and opportunities the College faces with the expected wave of retirements in the next five-to-ten years. We expect the joint subcommittee study to help uncover various options and administrative structures that are not limited merely to the *status quo* or to the merger of all or most small departments. The CAP is encouraged by the Dean’s interest, as stated in our meeting with him, in developing other options.

The fact that the Dean’s concerns focus largely on personnel has other important ramifications. The Faculty will surely understand that details of the Dean’s concerns about personnel are not appropriate to share with the Faculty at large, or even with the CAP. The CAP has urged the Dean to share the details of his concerns with the COA and to seek the advice of the COA about the various ways in which his

concerns can be addressed. Without giving specific details, the Dean has convinced the CAP that his concerns are significant.

The CAP is concerned about a rift developing between the administration and the Faculty regarding department realignments, in part because the Faculty does not—and will never—have *complete* information about the Dean’s rationale for action if it involves concerns about personnel. Also, the process that the Dean has followed in requesting department mergers has caused many concerns, which we will address later in this report. The CAP believes that faculty reservations about the process make it more difficult to garner faculty support even in those cases in which a department merger or some other department realignment would be in the best interests of the College. Moreover, the CAP has expressed concern to the Dean about the administration’s potentially moving ahead with department realignments without faculty support. Whereas it is true that the President has the authority to appoint personnel to specific departments, it is also true that the *Faculty Handbook* lists the College’s departments and further stipulates that each department must have a chair that the Dean appoints *from among the members of that department*. Consequently, we do not believe that the President can appoint *all* the faculty members from one department to another department without a change in the *Faculty Handbook* listing of departments, which requires Faculty approval. The CAP firmly believes that it is in the College’s best interest for the Faculty and the administration to *work together* to address the issues with an understanding that all of us are committed to making Hamilton the best it can be. The Dean has assured the CAP that he is interested in working with appropriate faculty committees and departments to seek a range of options that might address issues that have been raised.

The Faculty, then, needs to be sensitive to the Dean’s concerns about personnel issues while the Dean needs to be sensitive to the Faculty’s interest in having substantial control over the way in which the curriculum is structured.

In discussions with the Dean this fall, the CAP came to realize that the Dean’s concerns were largely related to the magnified negative impact that one or more faculty members may have in the functioning of a small department. Even if a small department is functioning well now, the Dean believes that there is a significant risk going forward for such departments. Though we appreciate that there is a risk, the CAP has had a hard time evaluating to what extent substantial changes to department structures should be contemplated based on the Dean’s concern about *possible* dysfunction in the future.

Differing definitions of mentorship have also created some confusion. The Dean has been talking for some time about the problem of mentorship in small departments. Last year both the CAP and the Committee on Appointments carefully considered the issue and concluded that mentoring is a problem for all departments, regardless of size. The February 2014 COA report to the Faculty states: “Available evidence does not indicate a relationship between department size and effective mentorship at Hamilton.” [4] We understand that the COA understood mentoring to mean “giving advice,” and their study was limited by the nature of “small departments” at the time—in this case all were dominated by senior people (78% in those departments were age 55 or over)—and by the fact that they did not survey any people who had left the College. In contrast, the Dean reported to the Faculty in February 2014 that he could identify ten cases of mentorship issues out of approximately 45 reappointment, tenure, and promotion cases with which he had dealt. More significantly: “Of these 10 cases, all occurred in departments with 4 or fewer voting members.” [5] It is clear that the Dean was viewing mentorship as not only giving advice but also managing junior faculty in the sense of giving formal evaluations, assigning workload, etc. One of the ways that the Dean proposed to address the issue of mentorship in small departments was to “Join departments together to provide adequate departmental personnel management resources (i. e., voting members).” [6]

Many impending retirements are another complicating factor. Whereas the allocation process in the past has resulted in relatively few occasions in which an open faculty position in a particular department was not returned to that department, the wave of retirements in the next several years are an opportunity for the College to restructure the curriculum, if that is desirable, for decades to come. Many believe, for

instance, that an increase in interdisciplinary offerings would be helpful in that students would benefit from the ability, as defined in a 2006 Teagle Foundation White Paper, to “identify, evaluate, and integrate information, data, techniques, tools, perspectives, concepts, and or theories from two or more disciplines or bodies of knowledge to advance [their] capacity to understand issues, address problems, appraise explanations, and create new approaches and solutions that extend beyond the scope of a single discipline or area of instruction.” [“Interdisciplinary Education at Liberal Arts Institutions,” page 3; info.ncsu.edu/strategic-planning/files/2010/10/2006ssrcwhitepaper.pdf] Should a restructuring be advisable, it makes sense to make changes in the context of some agreed-upon, long-term plan rather than in an *ad hoc* fashion. Of course, there is no such plan at this time.

It may be that some department realignments, such as merging two departments, would provide benefits in terms of interdisciplinary approaches. It is difficult, however, to evaluate the extent to which that potential benefit may be realized and to what extent any such interdisciplinarity would be a result of the new departmental structure. It does seem to the CAP that some potential department realignments are far more likely to encourage interdisciplinarity than others. It also seems clear that for many of our departments the courses required to field a concentration make it difficult to allocate scarce faculty teaching resources to interdisciplinary coursework. In many cases, then, it can be said that the current departmental structure inhibits a growth in interdisciplinarity. It is also clear that departmental structures have a lot of implications for our current interdisciplinary programs. Again, the CAP is hopeful that the joint subcommittee mentioned above will be able to begin a process that will eventually yield a long-term curricular plan that takes all of these (and other) matters into account.

The impending retirements in small departments raise another issue: the extent to which in certain circumstances the College should be prepared to make a senior hire. There are obvious advantages and disadvantages to such an action, and it would be helpful to have the views of the COA on this matter. It seems clear to the CAP that a senior hire can provide leadership and management skills to a department which otherwise lacks it. On the other hand, the very compressed time schedule for making a personnel decision about a senior hire adds risk to the process. Hiring someone at the advanced assistant level (three years of teaching experience) is substantially less problematic in that regard. Hiring at the advanced level also reduces the probability of increasing diversity in the Faculty.

Furthermore, there are difficulties with respect to the proposed nature of any department that results from a merger. The Dean has attempted to protect the rights and privileges of any two merged entities by proposing that each entity have control over its own budget and curriculum, and that only in matters of hiring, reappointment, tenure, promotion, and mentorship would the merged department act as a whole. Such a structure was proposed when the Faculty considered the combination of the Department of Music and the Department of Dance and Movement Studies into the Departments of Music and Dance. It is not entirely clear whether this intra-departmental “silo system” would work as it is intended, and how any agreement reached in a given year with regard to a merged department would, in fact, be binding on future Deans and Presidents. On the other hand, if two departments of *unequal* size were truly merged into a single entity that exercised all the rights and privileges of any other department, the smooth functioning of the new merged department would presumably depend in part on the sensitivity of the larger merging partner to the needs of the smaller merging partner. A smooth-functioning merged department is more likely to occur in those situations in which both partners agree to merge.

Comparative Literature

We want to make the following points: (1) the curricular connections between English and Comparative Literature are strong; (2) any merger of the Comparative Literature Department with the English and Creative Writing Department should come as an outgrowth of conversations about curricular issues; and (3) the CAP has serious concerns about not reallocating a tenure-track position back to a department in the specific case in which a member of that department is denied tenure.

The existence of a Comparative Literature Department at Hamilton is unique among our peer institutions. While six of our peer schools have fully developed programs and concentrations in Comparative Literature, none has an independently functioning department. The Hamilton department has had a thriving curriculum since its inception. In the three-year period from 2011-2013, the annual enrollment per FTE in Comparative Literature was above the mean and the median for the College.

The idea of strengthening the relations between Comparative Literature and English and Creative Writing is not entirely new. In its allocation recommendations of 2008, 2012, 2013, and 2014, the CAP encouraged greater cooperation between the Departments of English and Creative Writing and Comparative Literature. Indeed, the existing and potential curricular connections between the two departments are strong. Faculty in both departments have stated that the discipline of English literature has been moving towards being more comparative in nature, and that this is likely to continue into the future. Several faculty members in the English and Creative Writing Department teach comparative studies, and many faculty members in these fields are part of the same national associations and attend the same conferences and meetings. Finally, faculty members in both departments have stated that they would be comfortable and equipped to evaluate faculty candidates in hiring and in tenure and promotion decisions across the two departments.

Currently the two departments are meeting to discuss further collaboration and a possible merger. The CAP is encouraged that the departments are continuing their discussions. We believe that any proposal for the merger of the two departments should come from the departments rather than from the CAP or the DOF. Making a reallocation decision dependent upon the outcome of these discussions could negatively affect the discussions themselves.

Later in this report we address the CAP's concerns about not reallocating a tenure-track position back to a department in the specific case in which a member of that department is denied tenure.

Recommendation #1: The CAP advises and recommends that the President ask the Dean to reallocate to the Comparative Literature Department the tenure-track position that was left vacant when a Comparative Literature faculty member was denied tenure, and ask the Dean to authorize the Comparative Literature Department to begin a tenure-track search.

Dance and Movement Studies

The CAP wants to make the following points: (1) a tenure-track position in ballet is important to sustain the curriculum in Dance and Movement Studies for the long term; (2) although a number of peer institutions combine Theatre and Dance into one department, the Dean and the CAP agree that this is not currently a viable option at Hamilton; (3) the proposed merger between Music and Dance failed to gain the necessary two-thirds majority in a 2013 faculty vote, and the combination is not found at other peer institutions; (4) there is no compelling *curricular* reason for merging the Dance and Movement Studies Department with another department at this time; and (5) we have concerns about the process that was followed in this case.

The current CAP believes that a tenure-track position in ballet is important to sustain the curriculum in Dance and Movement Studies. Covering courses in ballet and dance history with two part-time instructors is not a good long-term solution. The stability and the continuity of the program may suffer when term and/or part-time instructors are used to cover a core part of the curriculum. Indeed, as the Faculty Handbook notes, "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 [Chapter VI, section A.1]. The *Handbook* further explains: "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 appoint replacements for continuing members of the faculty on

leave” [Chapter VI, section A3]. Given that the long-term curricular need for ballet has been demonstrated, the position should be filled with a tenure-track, and not a visiting, hire.

Twenty-one of the twenty-five peer institutions to which we compare ourselves have a concentration in Dance. Eleven of those institutions have an independent Dance Department, nine have a combined Theater and Dance Department, and one has an independent Dance Program.

Theater and Dance is a common combination of disciplines housed in one department and there are a number of ways that these two fields could potentially collaborate across the curriculum. The extent of this collaboration, however, was limited during the time that Theater and Dance functioned as one combined department at Hamilton. Moreover, although a number of peer institutions combine Theater and Dance into one department, the Dean believes that the likelihood of viability of such a merger at Hamilton is currently low. The CAP believes that such a merger is not a viable option given the split of the two departments in 2005.

Following the death of Professor Leslie Norton, in 2012 the Dance and Movement Studies Department requested the reallocation of the position that she had held. The 2012 CAP recommended that the position be reallocated to the department:

The Department requests the reallocation of a tenure track line in Ballet and Dance History vacated by the death of Leslie Norton last summer. Established in 1987, the Ballet position was the first tenure-track position in Dance. The Department's goal is to maintain its strengths, improve collaboration with the Music Department, and to build on the talents of a new hire. The request makes a strong argument for the position in terms of Dance history, choreography and the service courses in ballet. Courses in ballet provide the syntax of Dance and its traditions: movement language, and nonverbal expression and thus are of paramount importance to the College as well as the Department. Dance is an art of making something out of nothing; an irreducible form that is central to human development across time and culture. Because the position in Ballet is the bedrock of the Department, particularly in terms of choreography and the history and theory of dance, the CAP believes that these courses cannot be taught by a nontenure-track or adjunct instructor and thus recommends the allocation of this position as a tenure track FTE.” [2]

The Dean told the Department that he would only make a tenure-track appointment in Dance and Movement Studies if the Department merged with Music. He then initiated conversations between the Music and Dance and Movement Studies Departments and brought the matter to the CAP. Music and Dance are two fields that are not commonly housed together as one department, though there are some overlapping areas of the curriculum and some potential for collaborations between the two programs. The original impetus for proposing this potential merger was not curricular, however. When the CAP brought a motion to the Faculty to merge the two departments, the rationale stated that “in anticipation of a tenure-track allocation in the field of ballet and dance history, these two departments will combine administratively in order to provide a greater number of tenured faculty members for the mentorship of the new tenure-track faculty member.” The motion required a two-thirds majority to pass because it involved a change to the *Faculty Handbook*. The Faculty did not approve the motion by the requisite two-thirds majority. The Dean of Faculty decided to withhold the tenure-track position in ballet/dance history, and that slot has been filled by a Visiting Instructor and an Adjunct. The CAP’s concerns about the process are addressed in detail below.

Recommendation #2: The CAP advises and recommends that the President convert the current term position in Dance into a tenure-track line and ask the Dean to authorize the Dance and Movement Studies Department to begin a tenure-track search at the Assistant Professor rank.

Classics

We want to make the following points: (1) a strong Classics Department is important to the Hamilton curriculum; (2) a merger of Classics with another department has no curricular advantages and may well be detrimental to the departmental curriculum; (3) lack of approval for the Department to begin a tenure-track search undermines its strength and impedes its ability to move forward with vigor; and (4) the CAP has serious reservations about the process that has been followed.

The study of Classics is integral to a liberal arts education. Twenty-four of the twenty-five peer institutions to which we compare ourselves have an independent Classics Department, with the exception of Bates College, which has a Department of Classics and Medieval Studies. That fact alone makes a significant statement about the importance of having an independent Classics department for maintaining our stature in the academic landscape. It is therefore an argument for *not* merging Classics with another department.

Moreover, the CAP does not see any curricular reason for merging the Classics Department with another department, and neither does the Dean. Indeed the CAP believes that any such action may diminish the Classics Department. The CAP shares the department's concerns about the potential ability of a merged department to hire the best faculty, continue to attract as many students to the study of classics, and support our best classics students who wish to pursue graduate study at top universities.

In the current curriculum, with no distribution requirements, the Classics Department is more than holding its own. It is almost exactly at the median in terms of concentrators per FTE, and it has roughly twice as many concentrators as do our peer institutions. The Department responded quickly and effectively to declines in Greek enrollments, and took the advice of the outside review team. Student enrollment went from 4 to 17.

We also have serious questions about the ability of the Classicists to control their own curriculum in a merged department. One might argue that there should not be concerns about that if Classics faculty members are able to keep control of the Classics curriculum and budget in any merged department, as the Dean has in mind. The CAP is doubtful that a "silo" system within a department is ultimately a practical structure, but beyond that we are very concerned about the future of any such arrangement absent specific language in the *Faculty Handbook* that would stop a future Dean from changing the arrangement. Without appropriate *Faculty Handbook* language, there would be nothing to protect Classics faculty in a merged department from being outvoted on matters of curriculum, budget, and personnel.

Furthermore, there is no other department with which Classics might logically merge. The CAP does not believe it is appropriate to consider a merger of Classics with German and Russian Studies, or with Philosophy. There simply isn't enough in common for either merger to make sense from a curricular standpoint.

Given the arguments against a merger cited above, we believe it is likely that any motion to change the name of a merged department involving Classics will not be passed by the Faculty. If so, then we will be left with the situation that we are trying to avoid: a number of junior faculty, without senior mentors, who are trying to run a department.

Nonetheless, the CAP agrees with the Dean that there might have been reason to be concerned about mentorship of junior faculty in the Classics Department over the next seven years, during which all three senior faculty members intend to retire. It is unclear how any merger would improve the mentorship of junior faculty. In fact, the senior members of the Department created what we see as a workable plan for hiring, including one hire at the Advanced Assistant Professor rank and one hire at the Associate Professor rank, such that junior faculty in the Department would continue to have seasoned Classics mentors.

Given the Dean's primary concern in this case is continuing mentorship of junior faculty, authorizing a tenure-track search now rather than later would enable the current senior faculty to provide an additional year of mentorship for any new tenure-track hire. Moreover, we believe it is clear that hiring someone into a tenure-track position now would serve our students and the Department far better than hiring someone for a term position. The *Faculty Handbook* describes a term position as follows: "A term position is created to meet a particular short-term need of the College." [28] Replacing Carl Rubino is not a "particular short-term need." Indeed, given legitimate concerns about mentoring junior faculty, it would appear that any delay in filling a tenure-track position to replace Carl would only exacerbate the problem.

Recommendation #3: The CAP advises and recommends that the President reallocate Carl Rubino's tenure-track position to the Classics Department and ask the Dean to authorize the Classics Department to begin a tenure-track search at the Advanced Assistant rank.

Concerns about the Process

Finally, we want to address our concerns about the process that was followed in the cases of Comparative Literature, Dance and Movement Studies, and Classics.

The CAP understands that in all three cases the Dean denied the request for a tenure-track search primarily owing to his concerns about the future of small departments, as reported above, in which a faculty member can have a magnified negative impact. Furthermore, in all three cases the department members report that they had no prior knowledge that the Dean would make their reallocation requests of a tenure-track position contingent upon merging with another department. Given the CAP's responsibility to "advise the President and make recommendations to the Faculty regarding the establishment, modification, or abolition of programs and departments," the Committee is disappointed that the possibility of a merger between any of the three departments and another department was not formally presented to the CAP for study and recommendation in a timely fashion. Moreover, it would seem prudent to involve the Faculty in discussions about possible mergers given that the Faculty must approve any changes to the *Faculty Handbook*, which lists the departments of instruction (on page 23).

In the cases of Comparative Literature and of Dance and Movement Studies, the Dean could have made a curricular case for having the departments merge with other departments (even though that was not his primary motivation), so it is not clear why the CAP was not asked, prior to a decision being communicated to the departments in question, to evaluate the curricular impact of any merger.

We have a specific concern about the process in the case of Comparative Literature. In January 2014 a junior member of the Comparative Literature faculty was denied tenure. According to the CAP allocation guidelines and the Dean's guidelines for Faculty chairs, the tenure-track slot should have automatically gone back to Comparative Literature without formal application to the CAP or to the DOF. The curricular reason for this policy is to encourage departments to express their thoughts honestly on every tenure case, even in difficult or marginal instances, without the threat of losing the FTE position. The CAP understands that in this instance we are talking about a guideline rather than a requirement, but we believe that the principle behind the guideline is particularly important, and on that basis alone the Dean should have approved the request of the Comparative Literature Department for a tenure-track search.

We have specific concerns, too, with respect to Classics. First we need to provide some background information. Last year the CAP made the following recommendation to the Dean:

The Classics Department requests the reallocation of a tenure-track position due to the expected retirement of Carl Rubino (June 2016). The CAP recommends reallocating this position to the Classics Department. Their request is for a specialist in Greek language and culture. The Department wishes to maintain and build on the Greek curriculum by hiring someone who has shown success in recruiting and retaining students in elementary Greek courses and beyond. The CAP notes that the definition of this position is in agreement with the recommendation of the external review conducted

last year. The Chair also discussed the desire to maintain stability in the Department in anticipation of additional upcoming retirements. In light of this, the Department has expressed an interest in hiring someone with at least a few years of teaching experience, which again is in accordance with one of the recommendations from the external review. The CAP recognizes the importance of Classics in the liberal arts and the central role that a Hellenist plays in the Department and supports this request. [2]

On June 2 the Dean informed the Department that, owing to the need for more mentors for any junior faculty who are hired, he only would approve a tenure-track position for the Department if it would merge with another department. The Dean communicated his intention to approve only a term position if the Department did not merge. The Dean originally proposed that the Department merge with the Department of German and Russian Studies, and thereafter suggested that the Classics Department merge with Philosophy. Discussions between Classics and Philosophy were suspended in late August.

Although the CAP only makes recommendations to the Dean and the President concerning allocations, it would seem appropriate to have had the CAP consider the curricular impact of a departmental merger when the CAP was deliberating about allocations. In addition, one might reasonably expect that the Dean would raise the issue of a potential merger at the time of the Classics Department review in the spring of 2013 or, at the very latest, in discussion with the Chair of Classics and Carl Rubino prior to Carl's decision to set a retirement date of June 2016. It is particularly troublesome that some faculty members view the Dean as attempting to coerce the Classics Department to merge by withholding permission for a tenure-track hire.

Overview of Recommendations (*Recommendations 1-3 are restated from earlier in the report.*)

Recommendation #1: The CAP advises and recommends that the President ask the Dean to reallocate to the Comparative Literature Department the tenure-track position that was left vacant when a Comparative Literature faculty member was denied tenure, and ask the Dean to authorize the Comparative Literature Department to begin a tenure-track search.

Recommendation #2: The CAP advises and recommends that the President convert the current term position in Dance into a tenure-track line and ask the Dean to authorize the Dance and Movement Studies Department to begin a tenure-track search at the Assistant Professor rank.

Recommendation #3: The CAP advises and recommends that the President reallocate Carl Rubino's tenure-track position to the Classics Department and ask the Dean to authorize the Classics Department to begin a tenure-track search at the Advanced Assistant rank.

Recommendation #4: While departmental mergers may at times resolve some administrative issues, the CAP advises and recommends that the President ask the Dean to explore a range of possible solutions, such as

- approving senior hires in certain circumstances
- augmenting the size of a small department by making joint appointments of current faculty members whose expertise makes them suitable additions to a department
- appointing an external faculty member as part of a tenure committee; if so, the Dean should consult with the department about appropriate faculty members to serve in this capacity
- inviting retired faculty to assist with mentorship of junior faculty.

HAMILTON'S FINANCES :

A DISCUSSION ABOUT POSITION AND STRATEGY

Prepared by Karen L. Leach
Vice President, Administration and Finance

*Data courtesy of the Hamilton College
Office of Institutional Research & Assessment*

October 2014

Budget and Strategy Development:

Core Questions We Ask Ourselves

- Student Fees
 - Estimates of Financial Aid Needs
 - Wages and FTE's
 - New Strategic Initiatives?
-
- Annual Fund Goal
 - Endowment Growth, Performance Estimates, Draw
 - Debt Burden

We Look at Peers

Amherst

Bates

Bowdoin

Carleton

Colby

Colgate

Colorado

Connecticut

Davidson

Grinnell

Haverford

NESCAC

(without Tufts)

schools in blue

Lafayette

Middlebury

Mt. Holyoke

Oberlin

Pomona

Skidmore

Smith

Swarthmore

Trinity

Vassar

Washington & Lee

Wellesley

Wesleyan

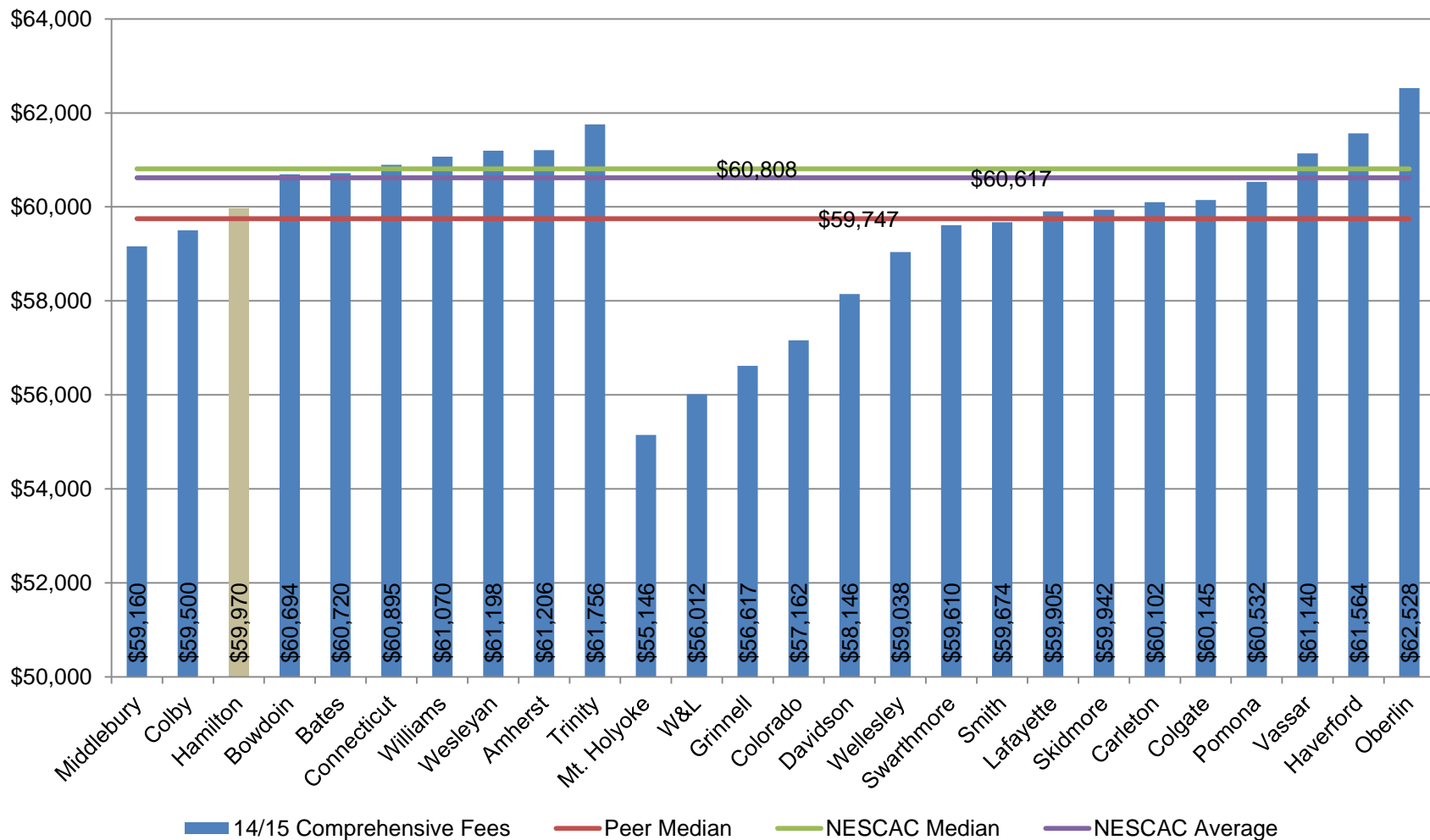
Williams

Comparative Data used in Financial Planning

- Tuition, Room & Board (Comprehensive Fee)
 - Discount Rate (Financial Aid)
 - Net Tuition Revenue
 - Endowment Growth and Spending
 - Annual Fund
-
- FTE Counts, Growth in Wage Pool, Wage Market Data
 - Faculty-Student Ratio
 - Average Class Size
 - Square Feet of Plant
 - Effective “Age” of Plant
 - Operating Expenses (Facilities & Other)
 - Debt Burden

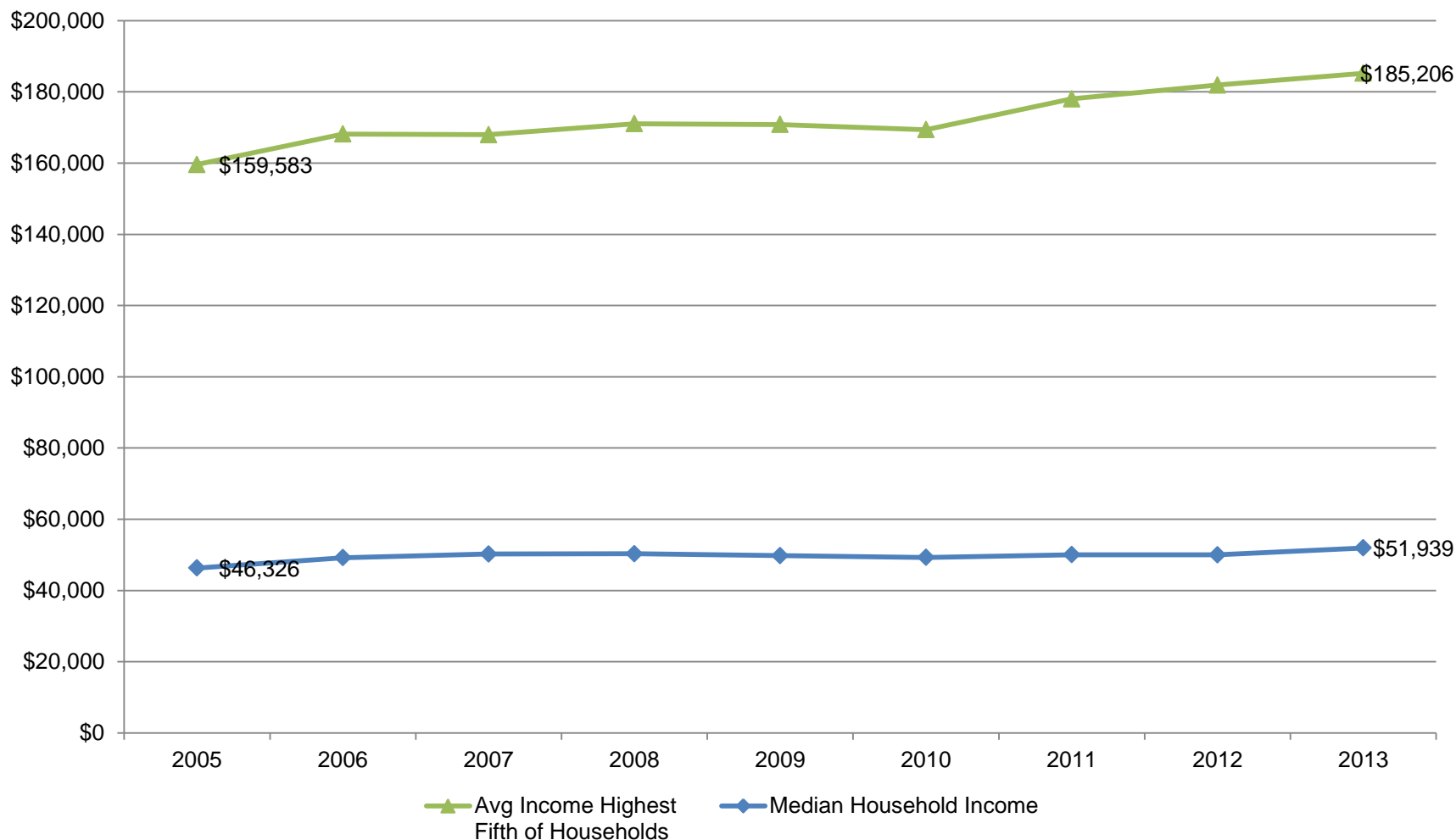
Pricing Pressures - Comprehensive Fee vs Peers:

Hamilton's FY15 comprehensive fee of \$59,970 is \$223 above the peer mean. It is \$647 below the NESCAC mean and \$838 below the NESCAC median.



Pricing Out of the Market?- Family Income:

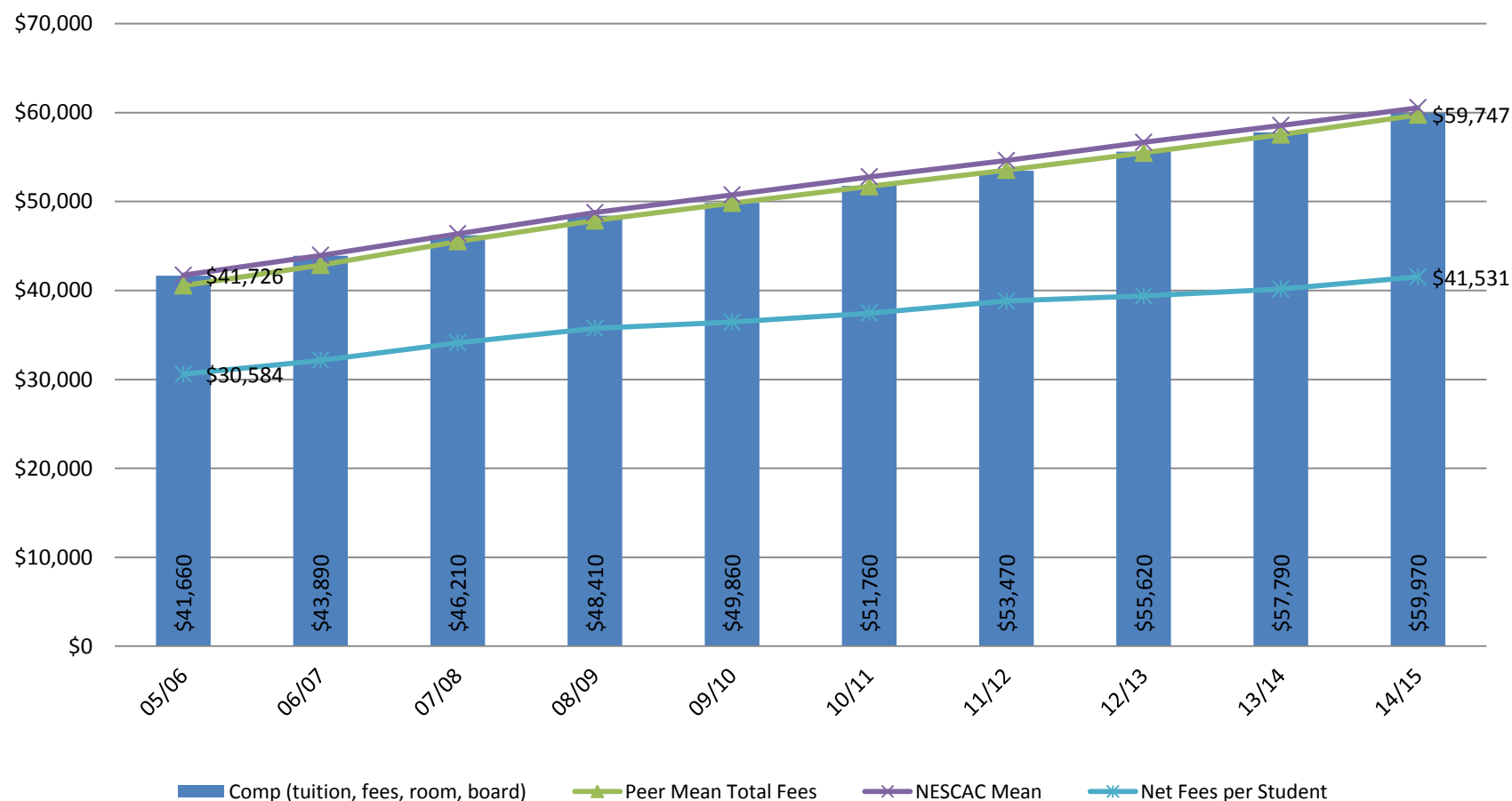
From '05 to '13 median family income increased only 12%. The increase in average family income for the highest earning fifth of families was 16%.



Pricing Pressures - Growth in Comprehensive Fees:

From 05/06 to 14/15 the NESCAC mean increased by 45%, Hamilton by 44%. During that time budgeted financial aid per student rose by 66% so average fees net of financial aid grew by 36%.

Trend in Hamilton's Fees, 1996-97 through 2014/15



Pricing Pressures - Financial Aid: *Hamilton's discount rate is rising but is below the Peer mean and median. Most Peer discount rates are rising. Middlebury's discount rate held steady. Small fee increases help keep the discount rate from rising.*

Table 5: Comprehensive Fee Discount Rates at Selected Peer Institutions

COLLEGE	FY08 DISCOUNT RATE	FY09 DISCOUNT RATE	FY10 DISCOUNT RATE	FY11 DISCOUNT RATE	FY12 DISCOUNT RATE	FY13 DISCOUNT RATE	Change
Amherst	35.0%	39.3%	41.5%	42.4%	43.0%	43.8%	8.8%
Bates	23.0%	24.1%	25.4%	26.9%	28.4%	27.9%	4.9%
→ Bowdoin	22.8%	26.9%	27.3%	28.7%	29.1%	29.6%	6.8%
Carleton	28.0%	29.1%	29.2%	29.7%	29.8%	29.7%	1.7%
Colby	22.0%	24.0%	24.2%	24.7%	25.3%	25.1%	3.1%
Hamilton	24.7%	24.5%	25.3%	26.6%	26.5%	28.1%	3.4%
Haverford	22.7%	25.1%	27.7%	30.5%	31.6%	32.3%	9.6%
→ Middlebury	26.1%	27.8%	28.0%	26.6%	25.7%	25.8%	-0.3%
Mt. Holyoke	34.8%	36.6%	40.1%	42.7%	43.7%	42.0%	7.2%
Oberlin	33.5%	34.6%	35.3%	35.2%	34.3%	33.1%	-0.4%
Pomona	31.9%	34.8%	34.4%	34.3%	35.2%	36.2%	4.3%
Smith	35.0%	35.1%	36.2%	36.7%	37.5%	38.6%	3.6%
Swarthmore	28.8%	31.4%	33.2%	34.0%	35.1%	34.0%	5.2%
Trinity			27.7%	28.8%	28.6%	27.2%	
Vassar	26.7%	30.6%	34.5%	38.4%	40.5%	41.4%	14.7%
Wesleyan	26.9%	27.5%	27.1%	27.0%	29.1%	29.3%	2.4%
Williams	32.6%	38.4%	39.5%	40.6%	40.0%	40.0%	7.4%
Mean	28.4%	30.6%	31.6%	32.6%	33.1%	33.2%	4.8%
Median	27.5%	29.9%	29.2%	30.5%	31.6%	32.3%	4.8%

Overall Budget: Areas of Growth

Summary of Income and Expense by Category

Income	FY 2005	FY 2014	
Tuition, Room & Board	\$ 73,339,000	\$ 109,942,900	50%
Endowment Draw for Operations	\$ 22,710,000	\$ 30,756,000	35%
Gifts & Grants	\$ 9,062,000	\$ 11,310,000	25%
Other	\$ 1,761,600	\$ 2,024,300	15%
<i>Net T,R&B</i>	<i>\$ 55,253,500</i>	<i>\$ 77,691,900</i>	<i>41%</i>
Expense	FY 2005	FY 2014	
People	\$ 43,251,600	\$ 62,668,300	45%
Program	\$ 27,934,500	\$ 36,123,600	29%
Plant	\$ 17,601,000	\$ 22,990,300	31%
Financial Aid	\$ 18,085,500	\$ 32,251,000	78%

Expense Detail –

Growth in Wages and Benefits by Area

	FY 2005	FY 2014	
Faculty	\$ 13,761,600	\$ 19,354,800	41%
Faculty - Off Campus Programs	\$ 494,600	\$ 599,100	21%
Dean of Faculty & Academic Support*	\$ 2,215,800	\$ 3,572,100	61%
Diversity & Posse	\$ 15,000	\$ 173,800	1059%
LITS	\$ 2,702,500	\$ 3,631,500	34%
Physical Education	\$ 1,338,300	\$ 2,367,400	77%
Benefits - All employees	\$ 10,817,700	\$ 16,738,400	55%
C&D	\$ 2,961,400	\$ 3,772,000	27%
Career Services	\$ 356,700	\$ 599,000	68%
Administration and Services	\$ 1,855,600	\$ 2,512,500	35%
Dean of Students & Programs**	\$ 1,795,100	\$ 2,672,600	49%
Admissions & Fin'l Aid	\$ 962,600	\$ 1,239,000	29%
Physical Plant	\$ 3,974,700	\$ 5,436,100	37%
Total	\$ 43,251,600	\$ 62,668,300	45%

* Includes Levitt Center, Emerson Gallery, Performing Arts, etc.

**Includes Residential Life, RA Room Credit, Chaplains, Outdoor Adventure, Health Center, Student Activities, etc.

Expense Detail – FTE's: *The College continues to account for and control growth in the number of employees.*

Benefited Employees FTE Count

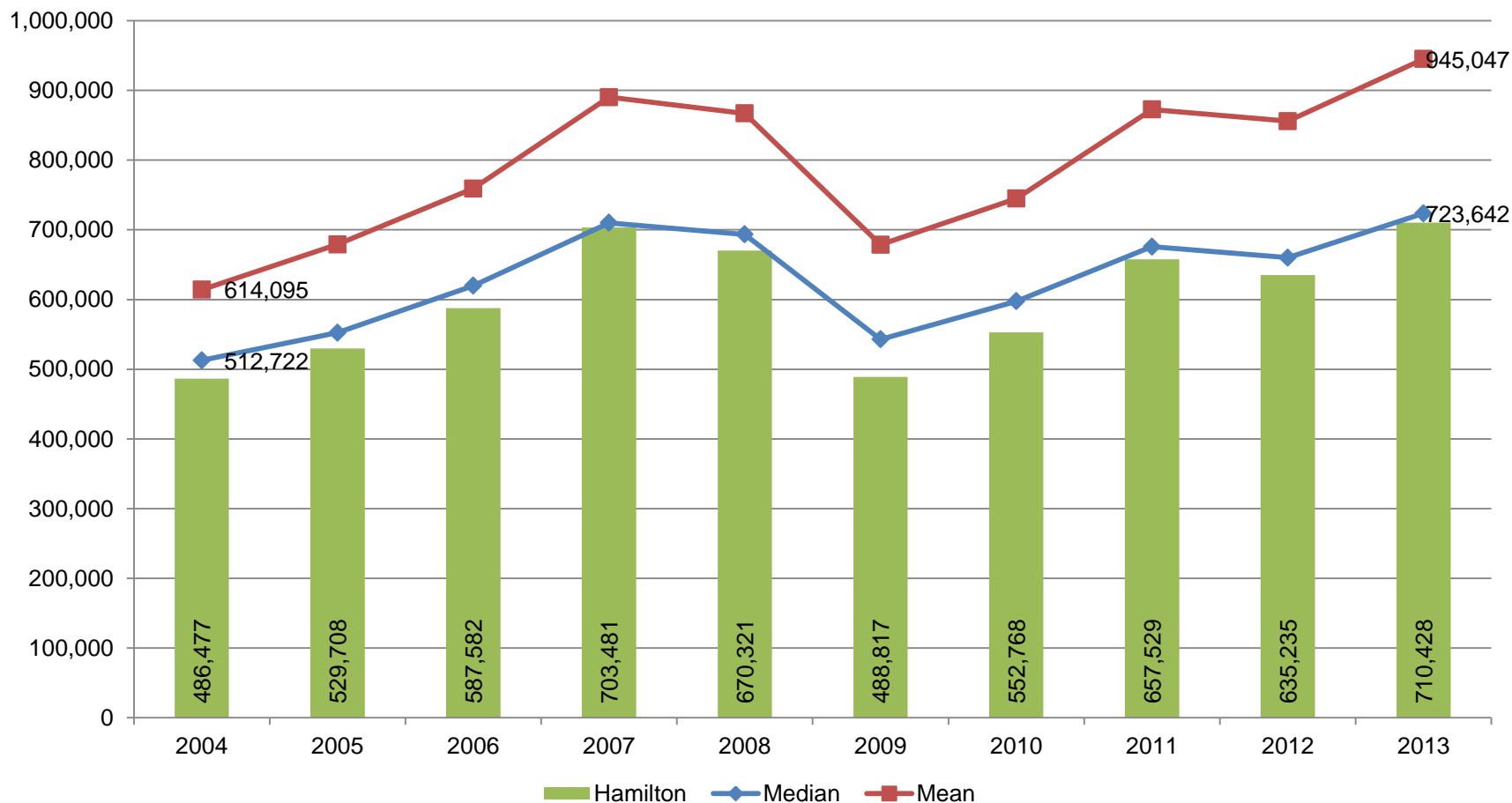
As of 10/01/14

	2010-11	2011-12	2012-13	2013-14	Projection 2014-15	Projection 2015-16	
Academic Affairs	286.75	289.25	291.75	315.05	315.20	316.20	Asst Coach(21), TitleIX(1)
Admission & Financial Aid	21.60	21.60	21.85	22.85	22.85	22.85	Recruitment(1)
Admin & Finance (not including Phys Plant)	34.65	34.15	33.00	34.00	34.00	34.00	
Diversity	1.95	2.00	2.00	2.00	2.00	2.00	
Communications & Devlpment (incl Career Svcs)	60.30	60.10	61.10	61.10	60.10	60.10	
Library / Information Technology	66.75	66.75	65.75	64.40	66.20	66.20	TSA(1)
Physical Plant	117.00	117.00	119.00	119.00	122.00	122.00	Wellin&TSA (5)
President's Office	5.50	5.55	5.55	6.55	6.55	6.55	NY6 (1)
Student Life	44.60	45.70	45.75	44.45	46.15	45.15	
Totals	639.10	642.10	645.75	669.40	675.05	675.05	
Subtotals							
<u>Non-Grant, Non-Gift-Funded</u>							
Faculty-Authorized Tenure & Tenure Track	171.20	171.80	171.80	171.80	171.80	171.80	
Faculty-Terminal and Non-Replacement Visitors	17.00	19.00	19.20	19.20	19.20	19.20	
Faculty-Physical Education	18.00	18.00	18.00	18.00	18.00	18.00	
Administrators	204.20	208.35	215.30	241.65	242.65	242.65	
Support Staff including Union	221.30	219.15	215.35	211.95	216.10	216.10	
Subtotal	631.70	636.30	639.65	662.60	667.75	667.75	
<u>Grant, Gift, Short-Term, and/or Pilot</u>							
Faculty-Non-Replacement Visitors	1.80	1.20	0.00	0.00	0.00	0.00	
Administrators	5.60	4.60	5.60	6.30	6.00	6.00	
Support Staff	0.00	0.00	0.50	0.50	1.30	1.30	
Subtotal	7.40	5.80	6.10	6.80	7.30	7.30	
All Employees FTE	639.10	642.10	645.75	669.40	675.05	675.05	

Legacy Support - Endowment Size Against Peers:

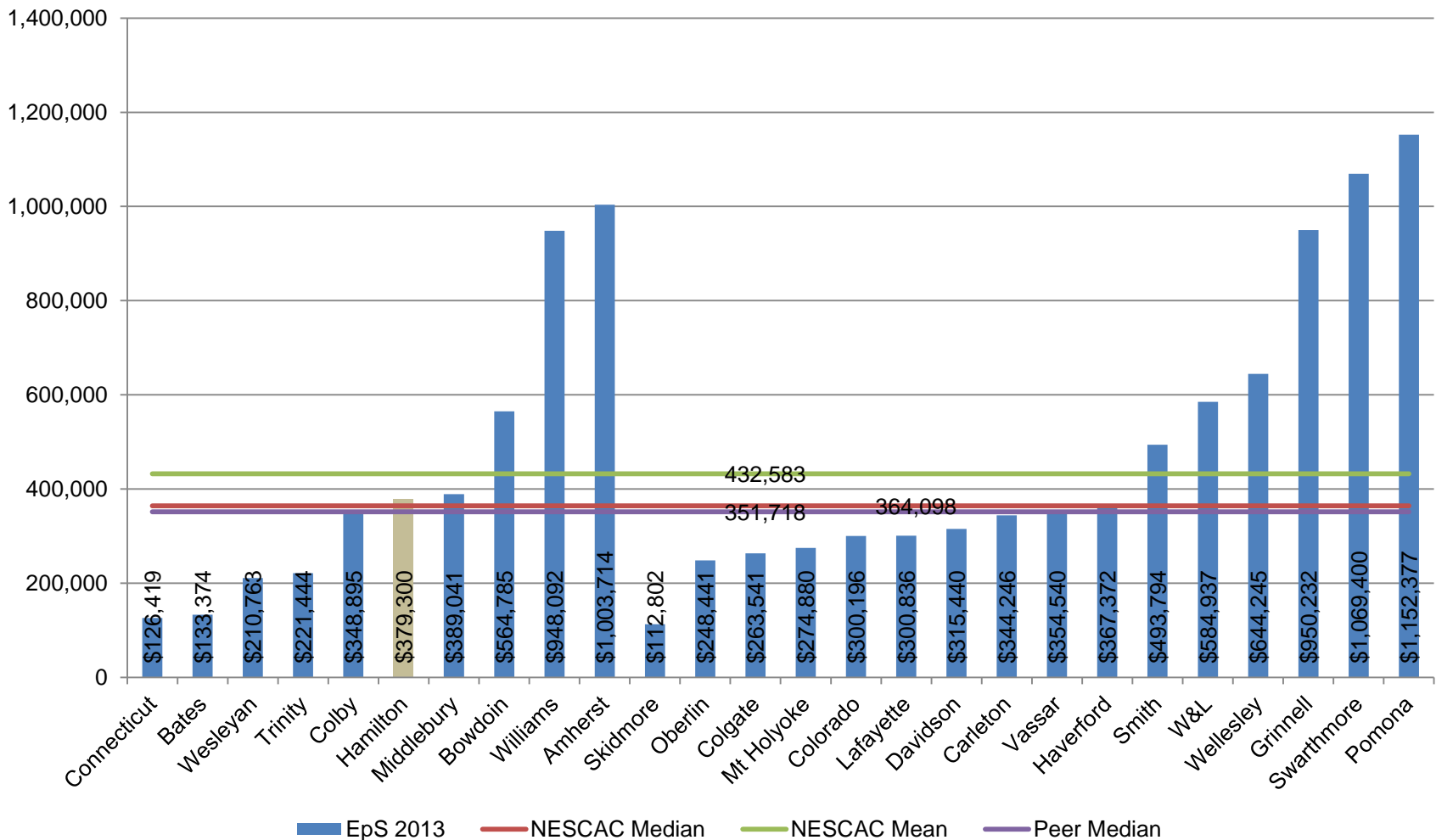
Hamilton's endowment value is just below the median and well below the mean of our Peers. But, endowment strength is best examined on a per student basis.

Hamilton Endowment Value vs Peers



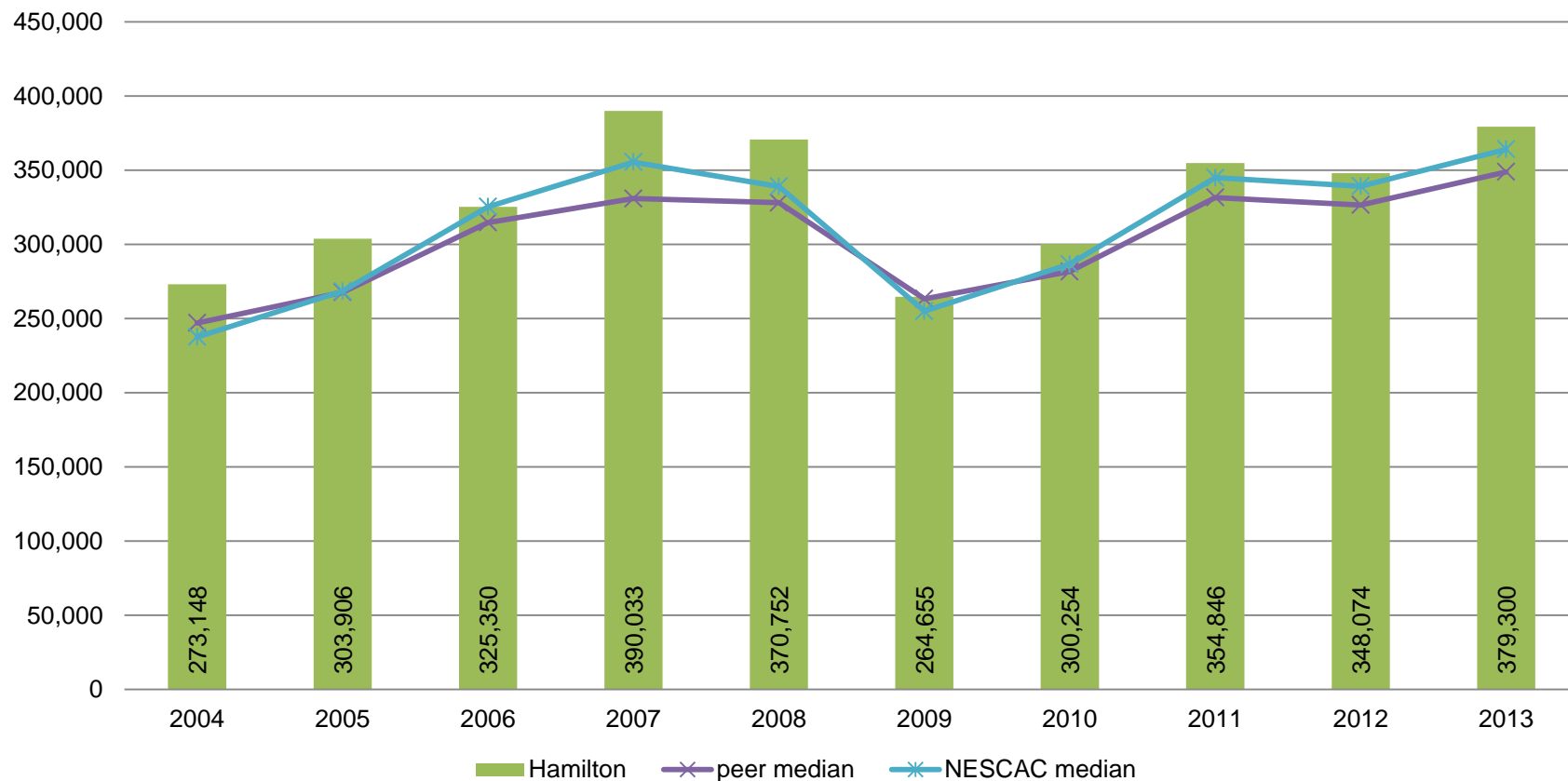
Legacy Support - Endowment per Student (EpS)FY13:

Hamilton is 7% above the Peer median and 21% below the Peer mean, 4% above the NESCAC median and 14% below the NESCAC mean.

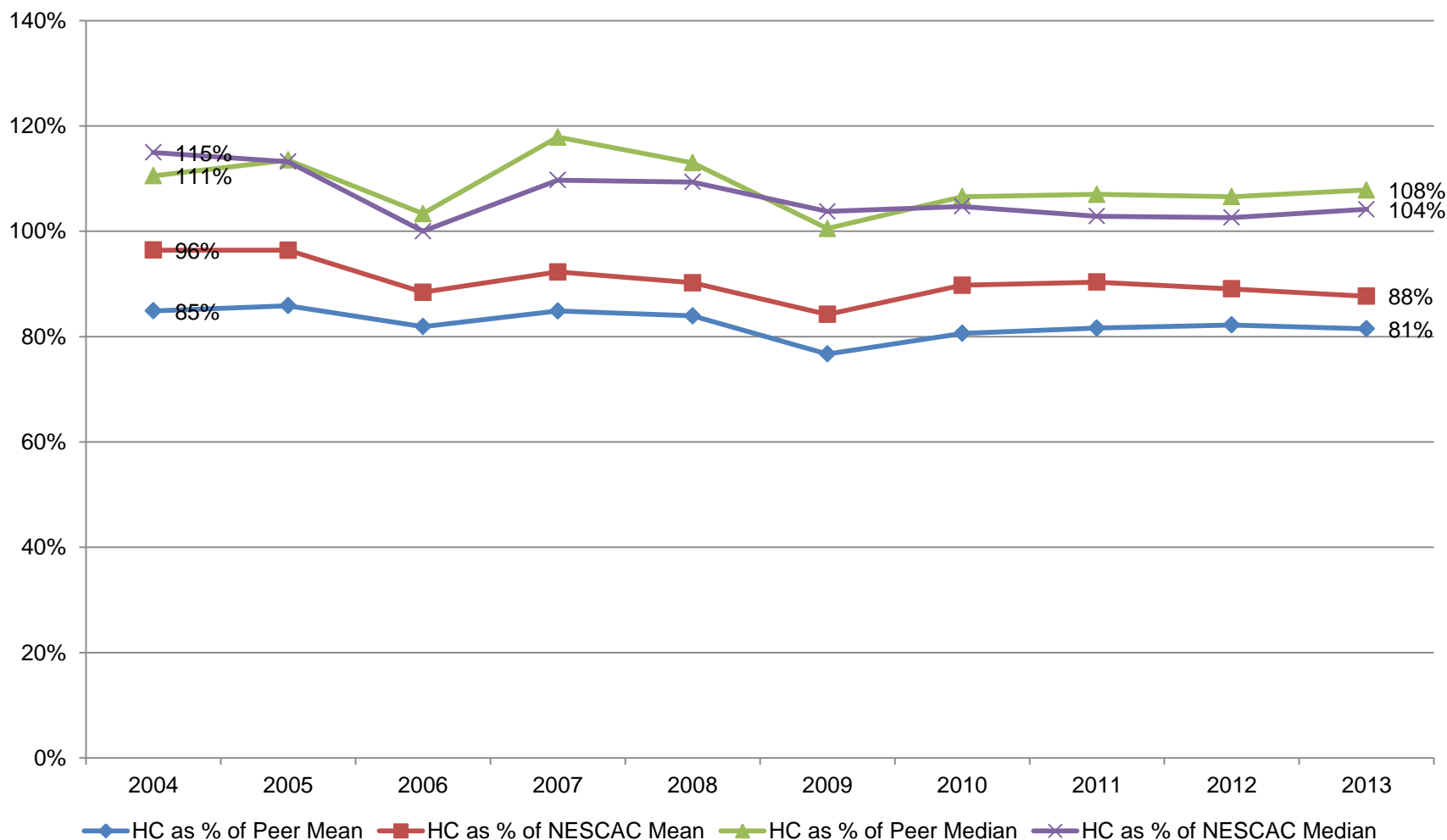


One Worry: Hamilton's EpS is not rising as quickly as Peers.
On the surface, Hamilton appears comparable to Peer and NESCAC medians.

Endowment per Student vs. Medians



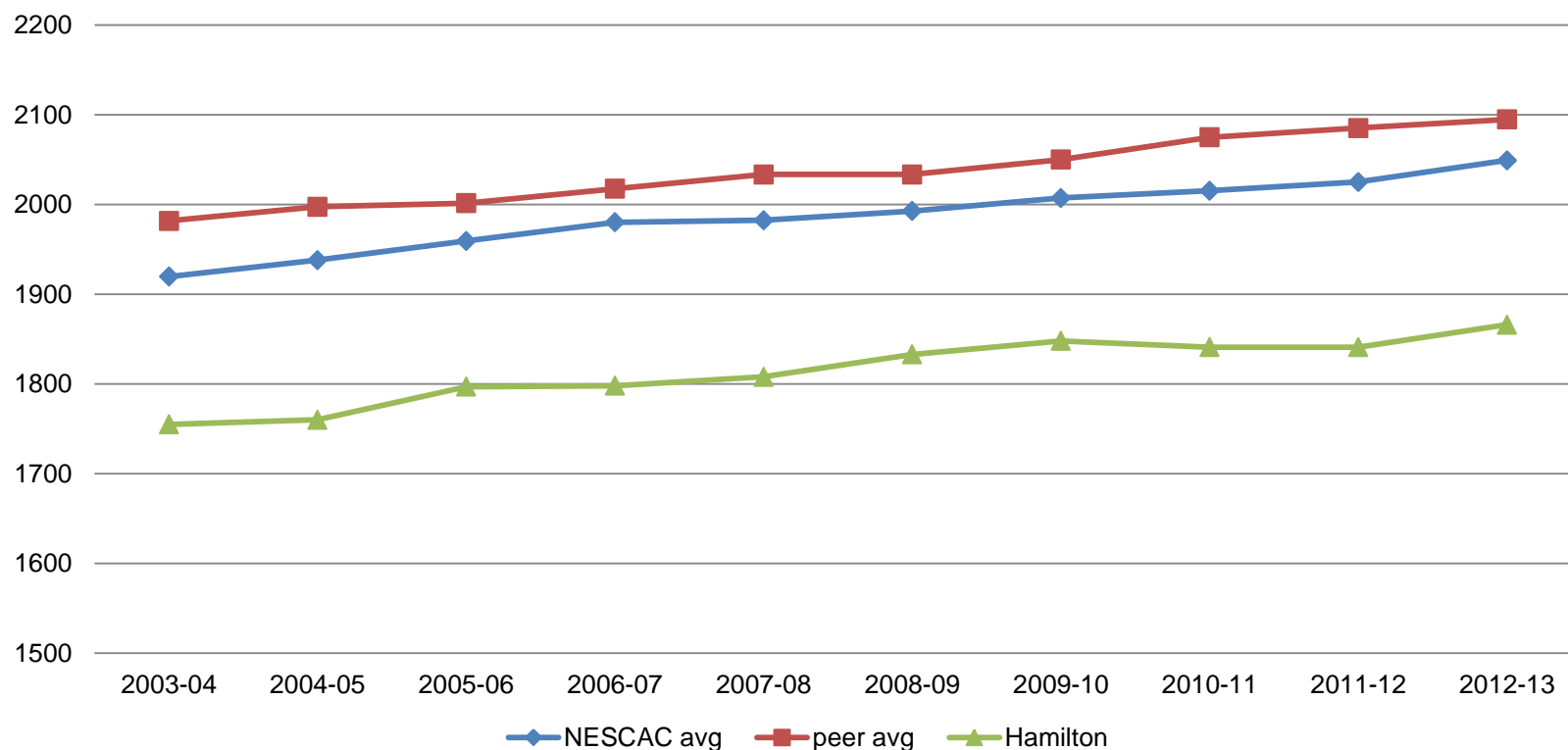
But, for Hamilton, the Endowment per Student eroded when measured against the median and the mean for NESCAC and Peers. On average, Peers and NESCAC saw an increase of \$9400-9900 per year and Hamilton increased by \$6300 per year.



Is Growth in EpS slower because Hamilton is growing enrollment faster than others? (No)

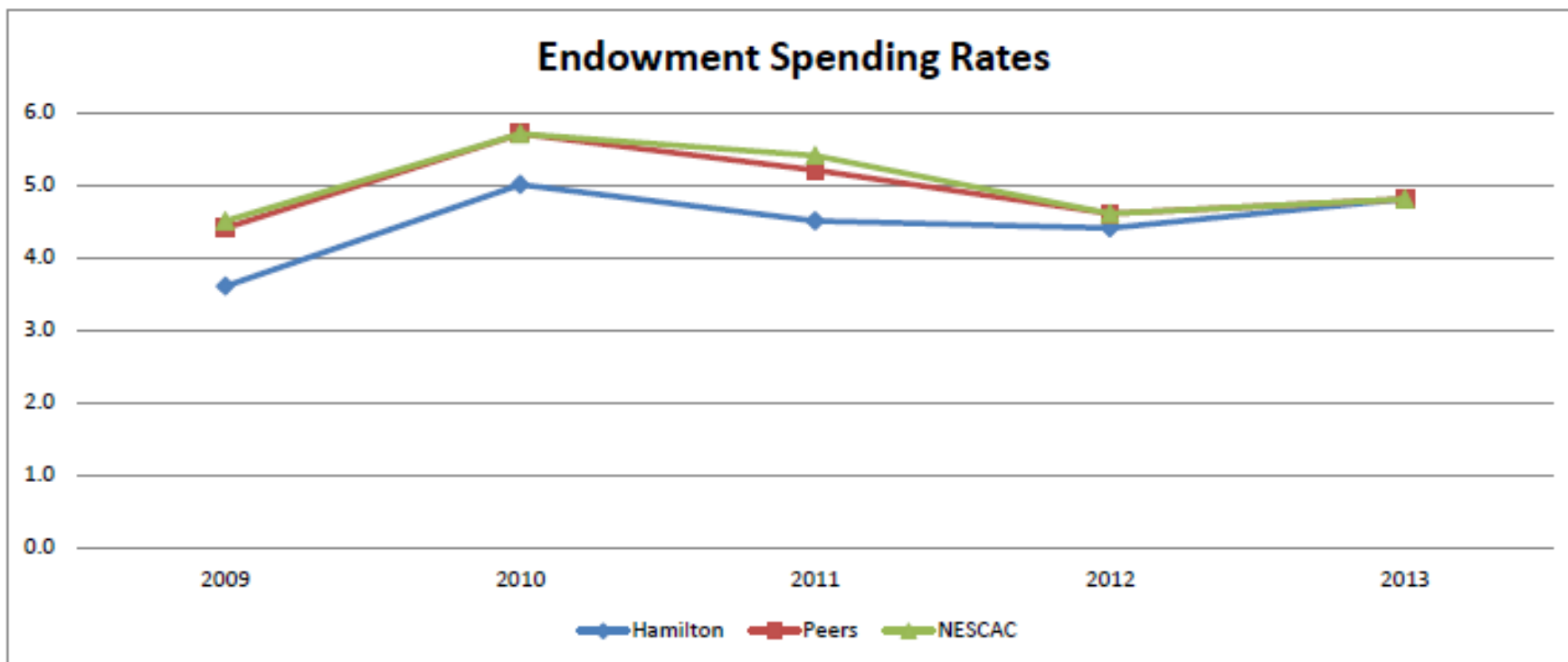
Growth in enrollment dilutes endowment-per-student. Hamilton's enrollment grew more slowly than the average for the Peers and NESCAC at approximately 12 students per year compared to an average of 13 per year. Hamilton's slower growth in enrollment would have strengthened endowment per student.

Enrollment Trends



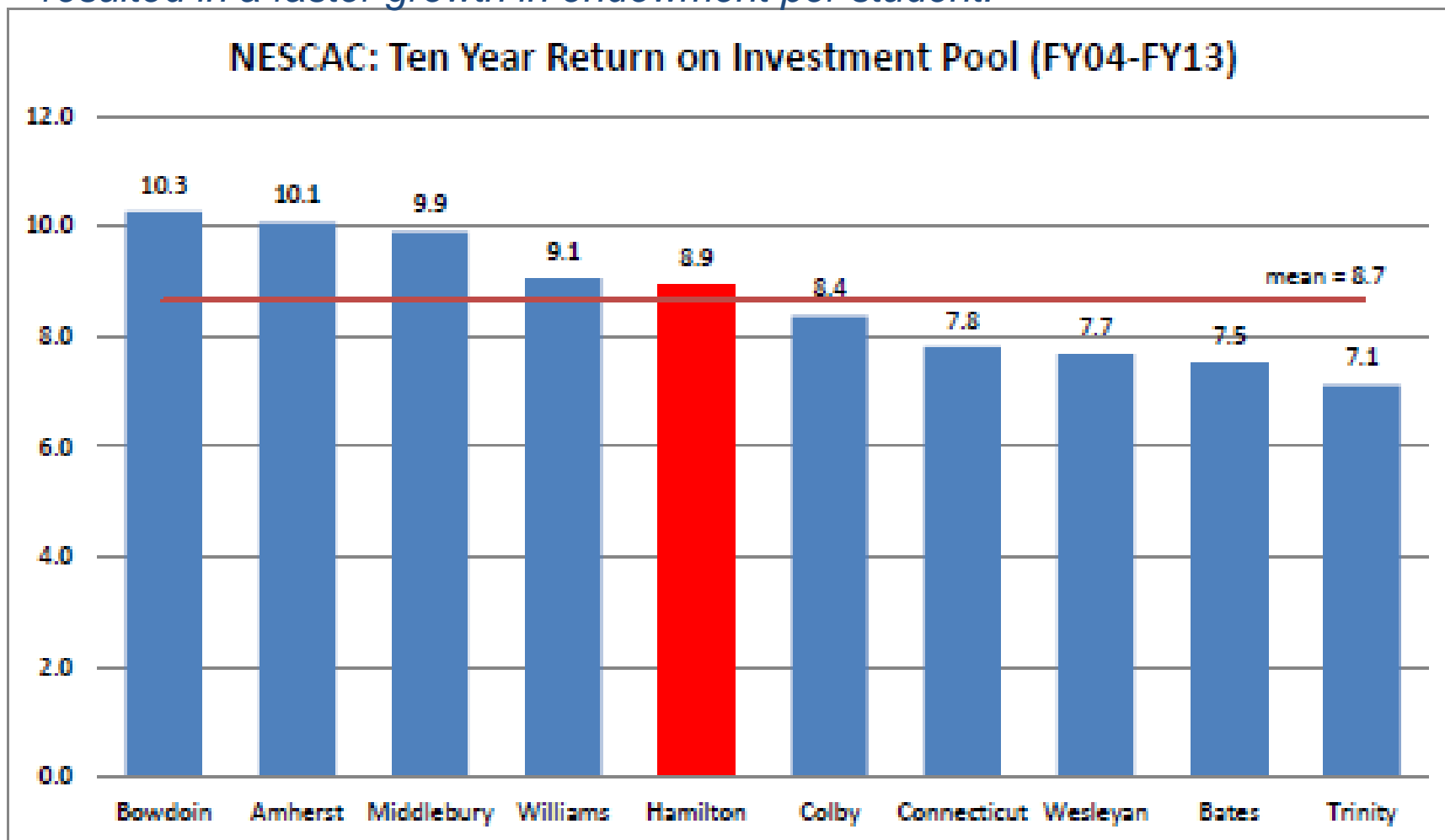
Is EpS growing more slowly because we are spending the endowment at a higher rate than others? (No)

A portion of the endowment is harvested each year to support financial aid and academic programs. A higher spending rate could explain slower growth in endowment-per-student. However, Hamilton's spending rate has been below the average for the Peers and NESCAC schools. Hamilton's lower spending rate would have strengthened endowment per student.



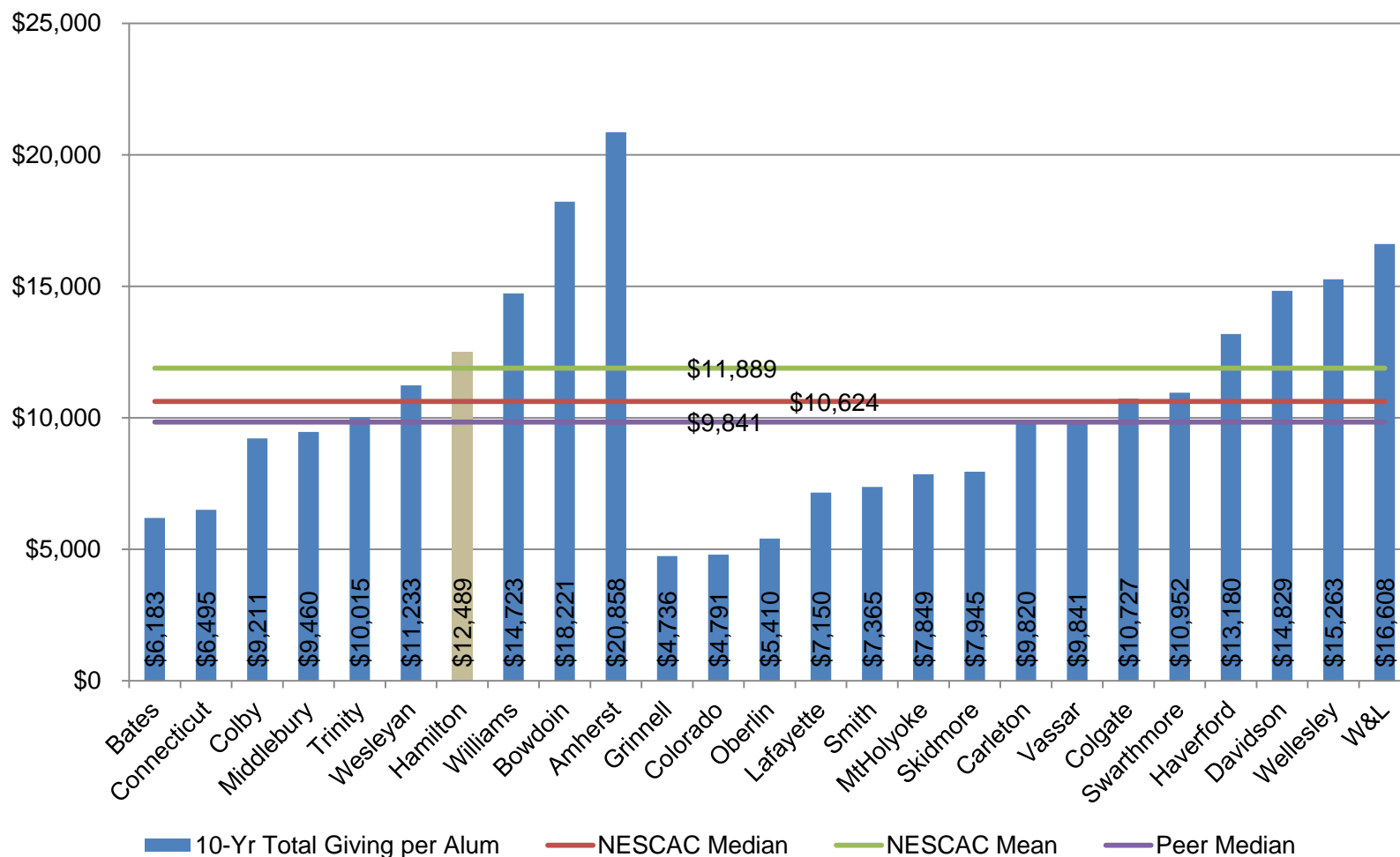
Is EpS growing more slowly because of lower investment returns?

(No) *Hamilton's returns were above the mean of the Peers and also above the NESCAC mean. So, slower enrollment growth, lower spending rates, and higher investment returns at Hamilton should have resulted in a faster growth in endowment per student.*



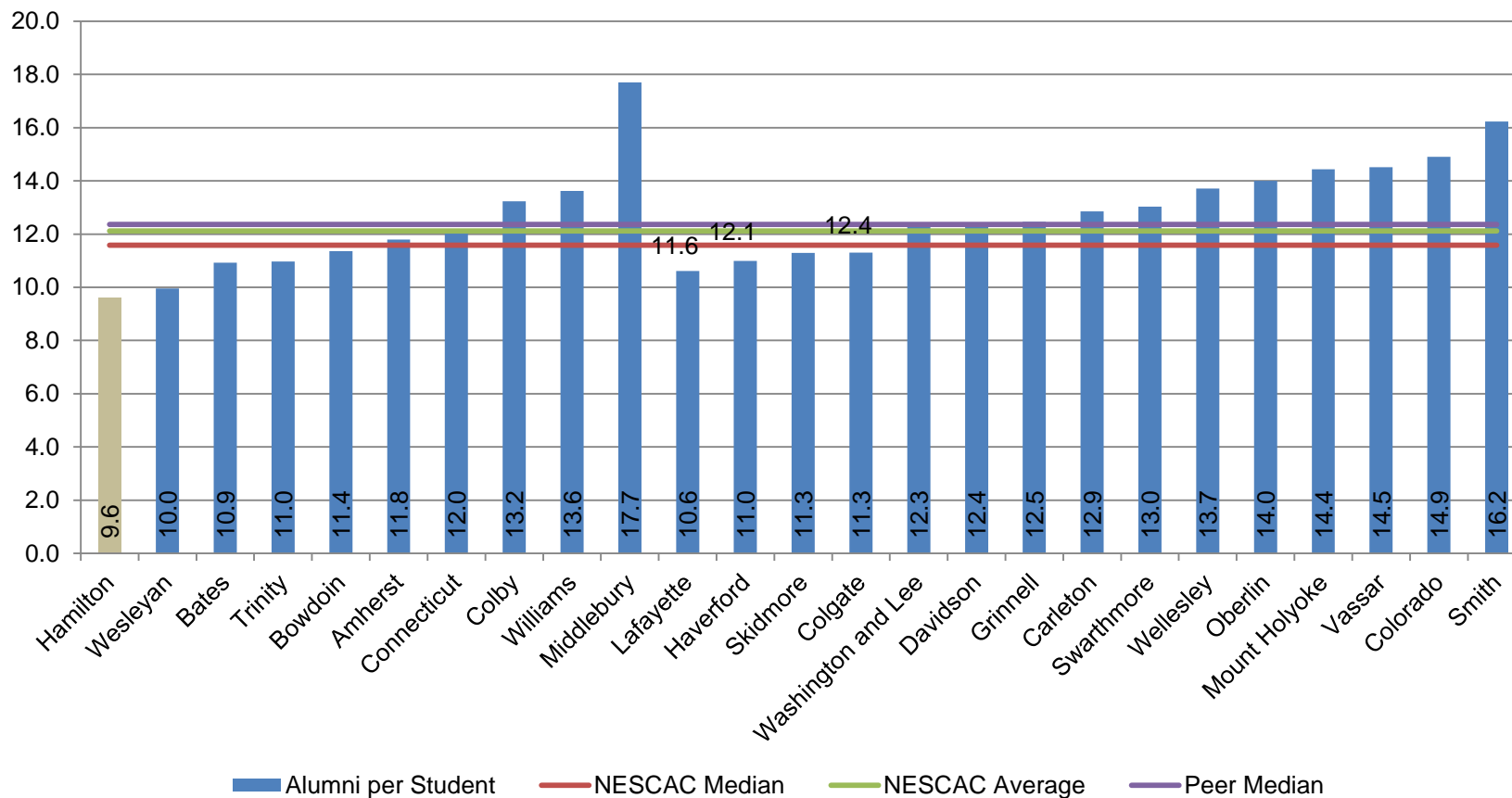
Legacy Support: Are Hamilton Alums Generous? (Yes!)

*Alumni giving includes annual operating dollars and restricted dollars that go toward buildings or into the endowment. Hamilton alums are generous. Total giving **per alum** was above the Peer and NESCAC medians and means, but.....*

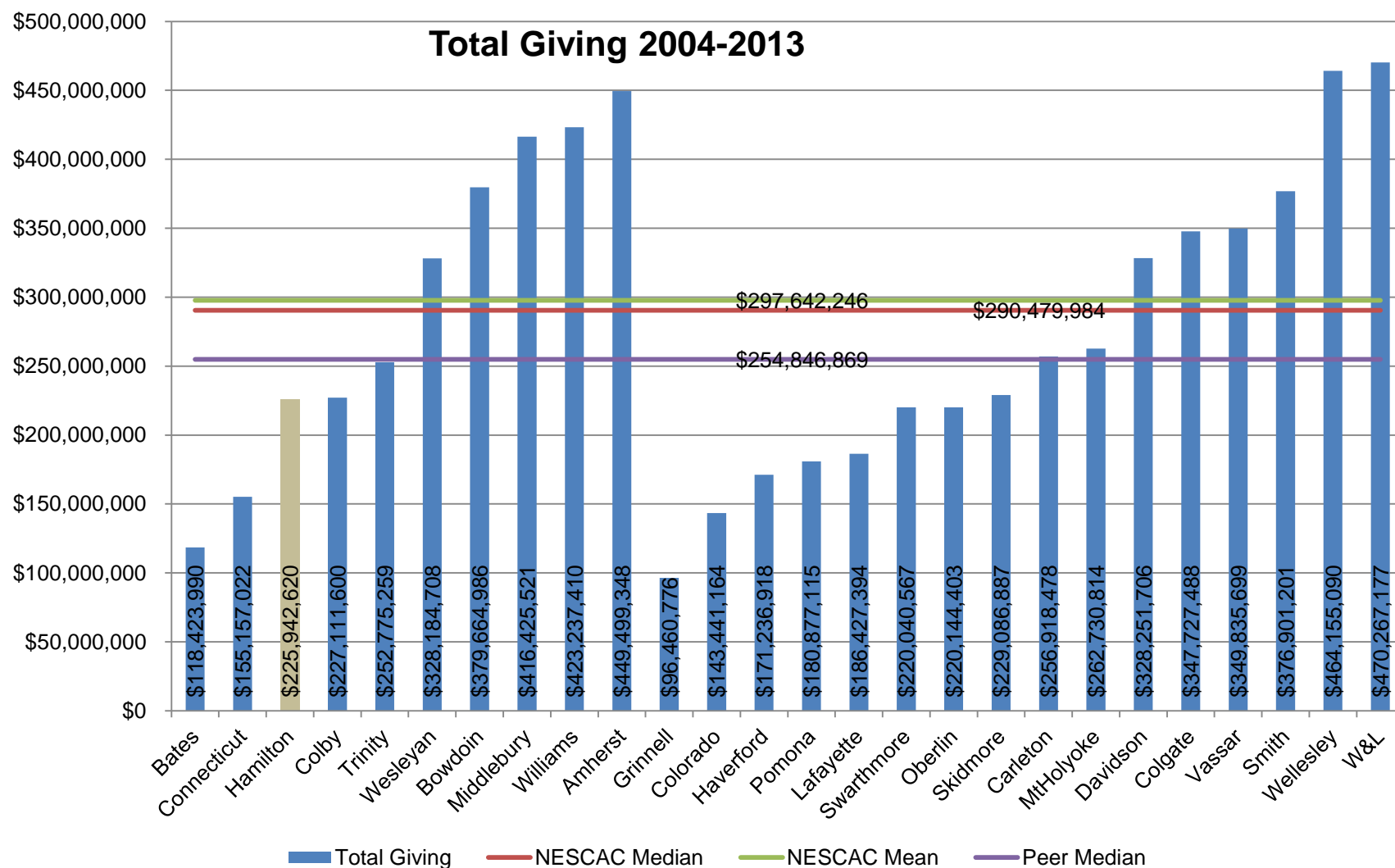


How many Alums Support each Student? Fewer.....

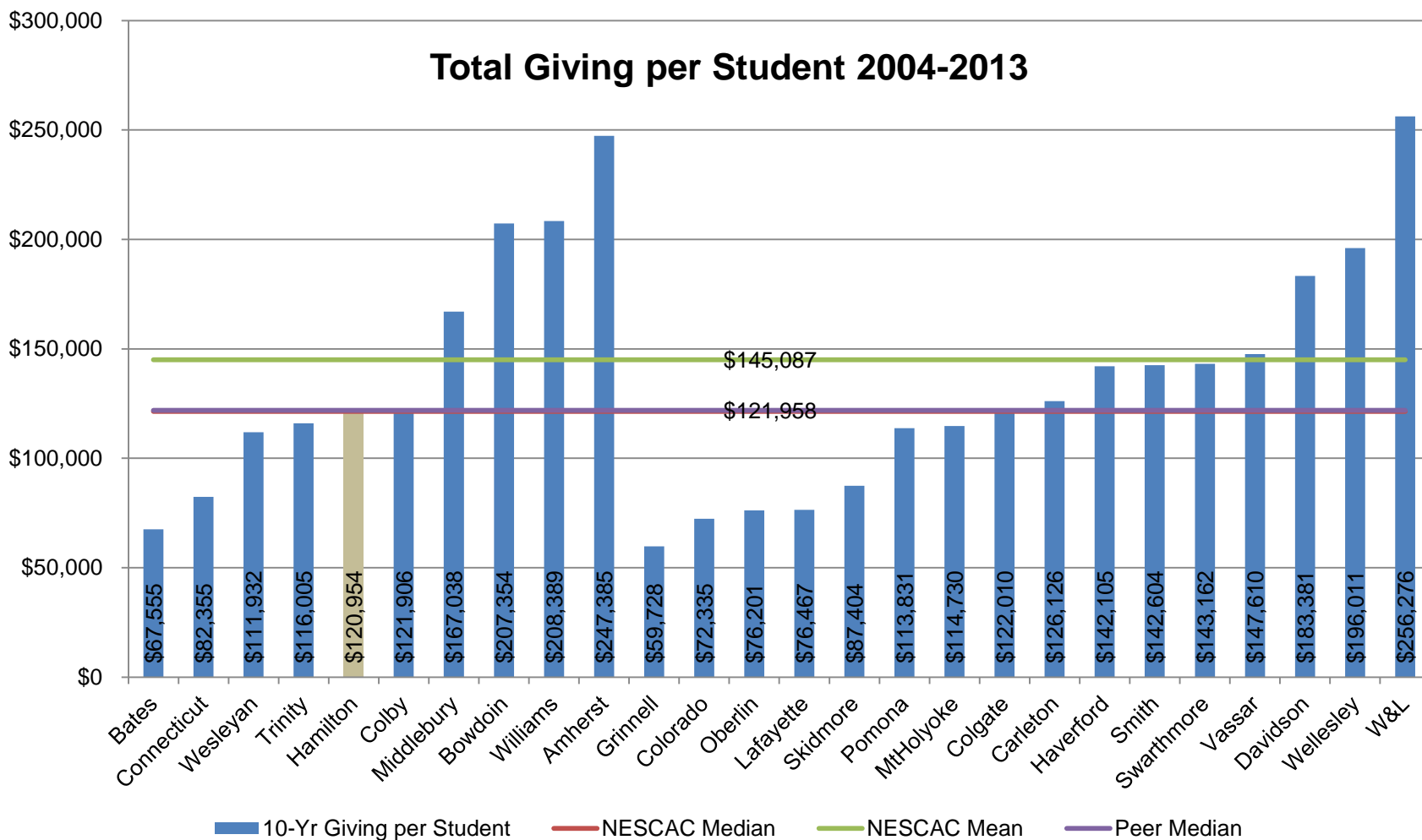
Hamilton has a smaller-than-the-average alumni body . We have grown enrollment somewhat but closing the gap is probably impossible because it would take a very long time and others are growing enrollment too.



Coming from Behind: Generous Support x Fewer Alums = Lower Giving Overall

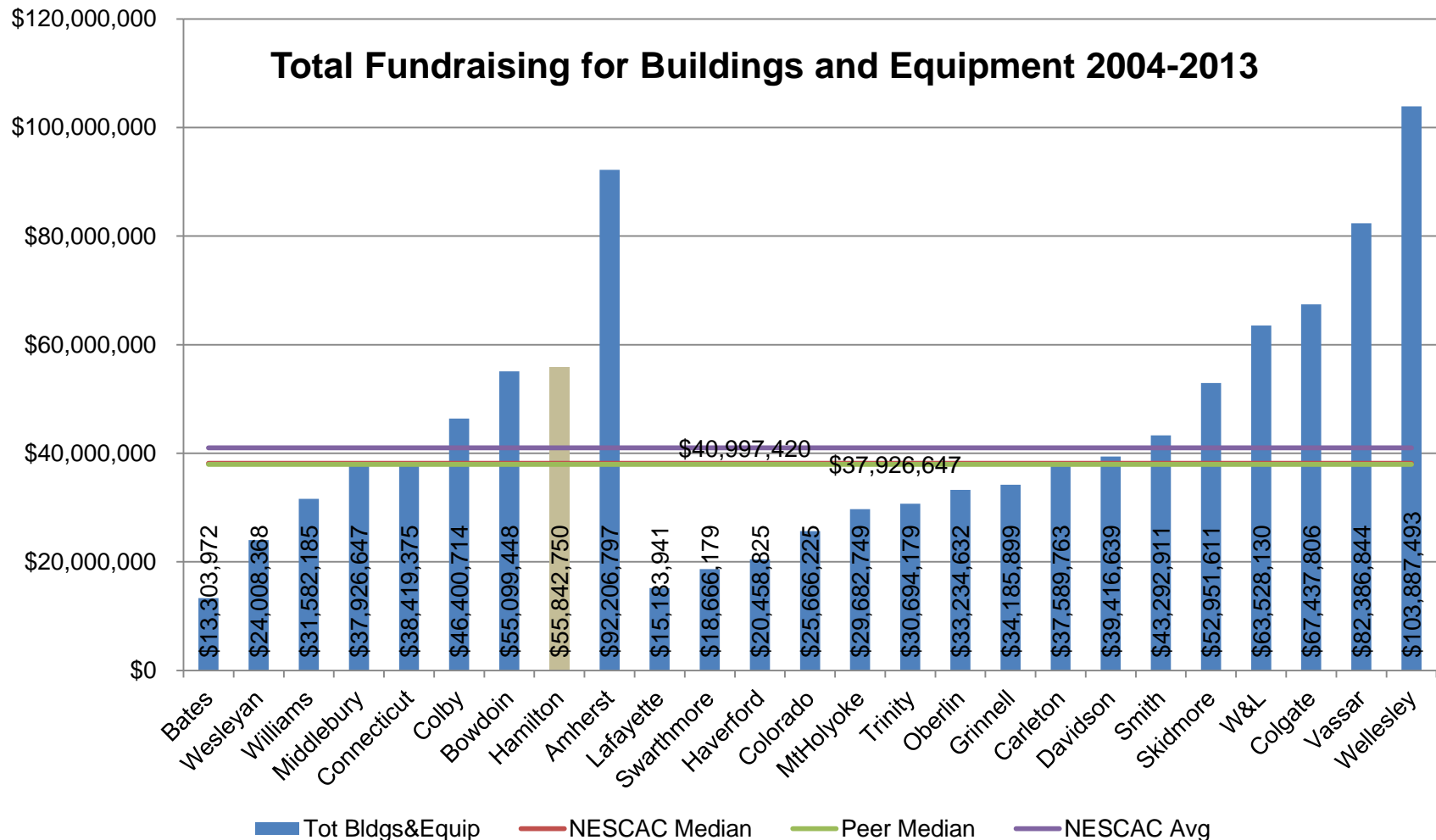


And Giving-per-Student is at the median...



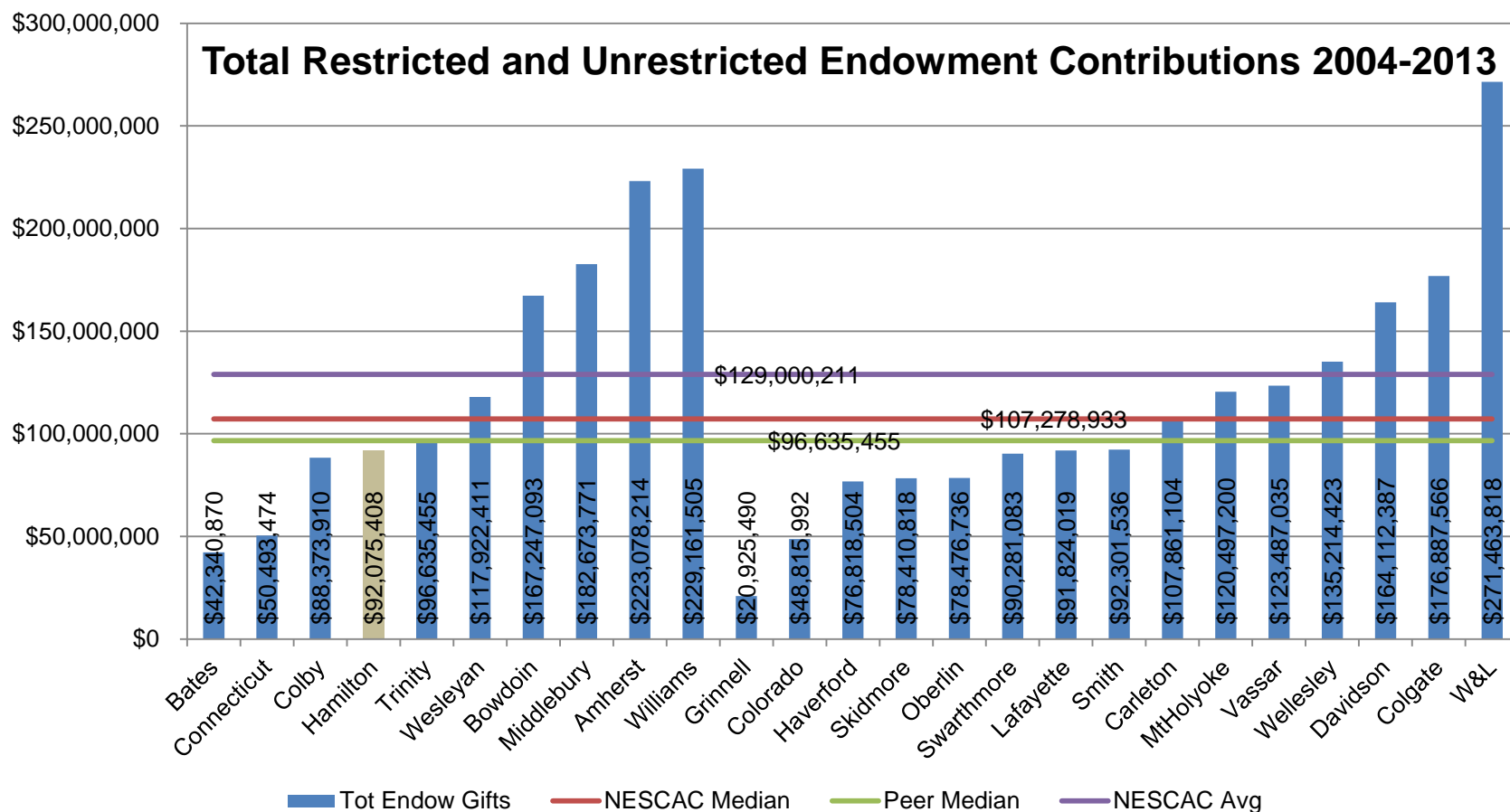
How did the money come in? *Hamilton put more money into facilities.*

*They said it could not be done, but Hamilton **has** been successful in engaging alumni around facilities.*



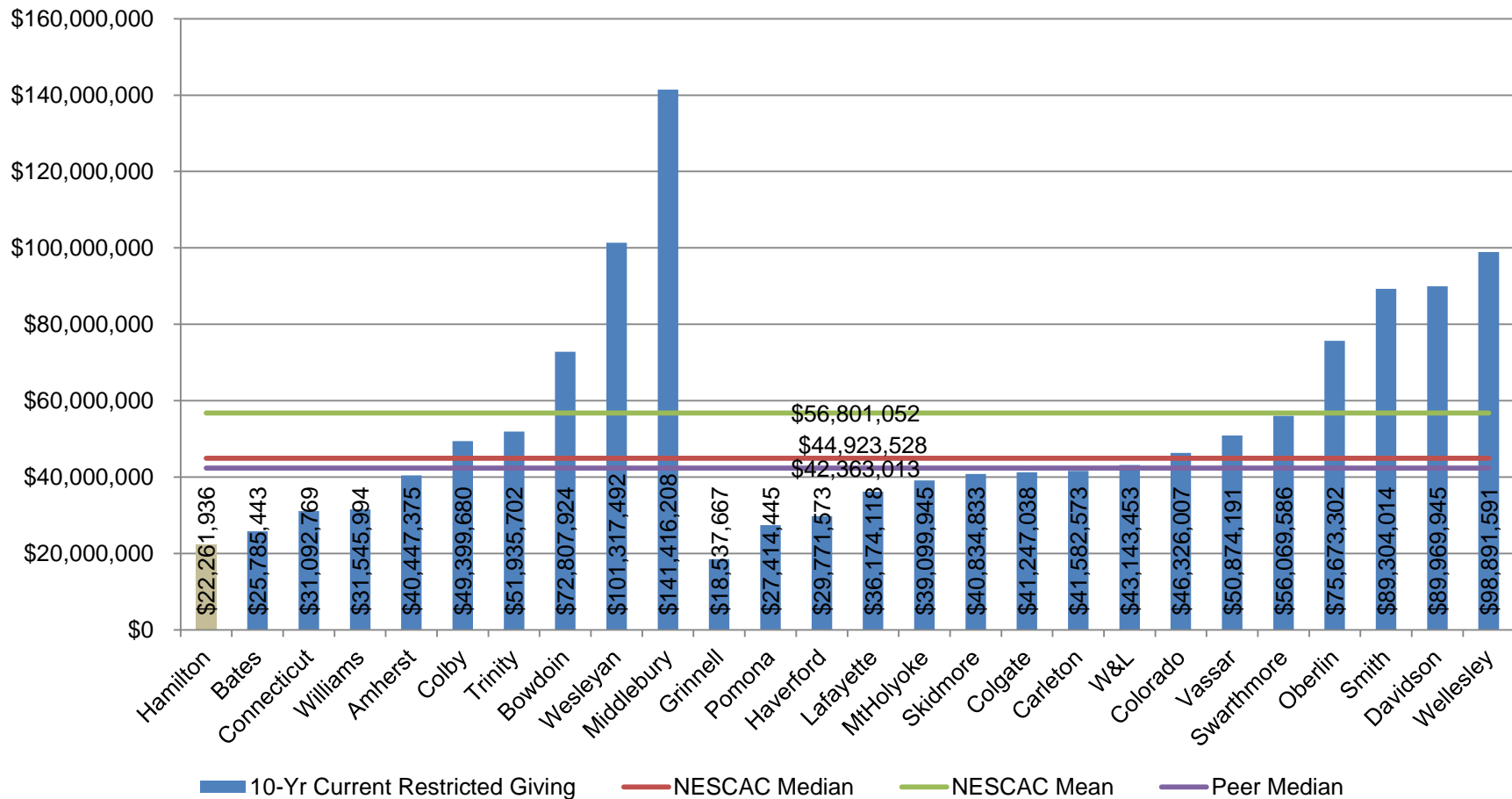
And...Fewer gifts went to the endowment

	Hamilton	Peer Group Avg	NESCAC Avg
Total Capital Giving for Endowment and Facilities	\$147,927,656	\$160,138,197	\$201,239,015
Percent Into Endowment	62%	73%	80%



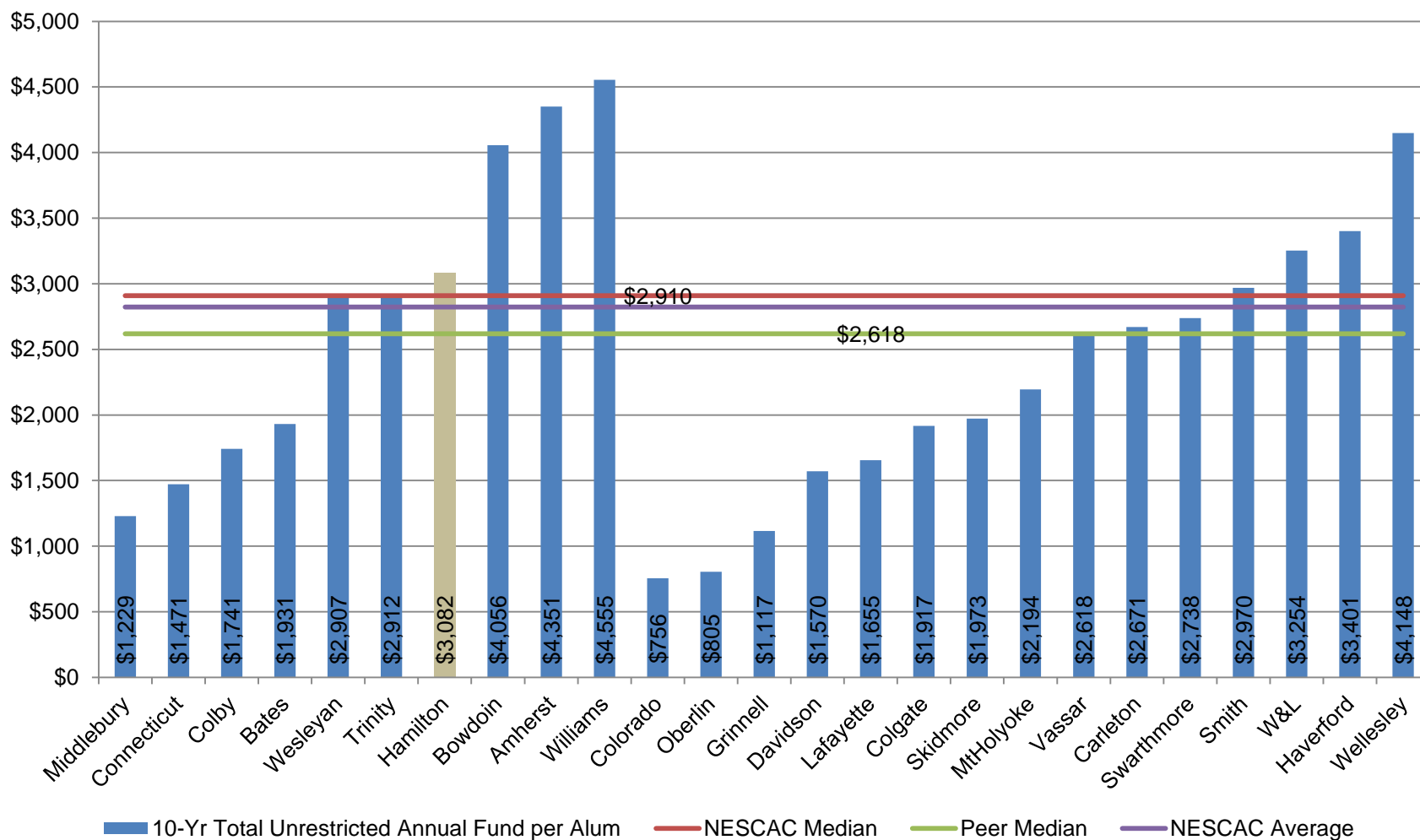
What about Current Expendable Gifts?

Hamilton did not collect as many restricted operating gifts and grants over the 20-year period



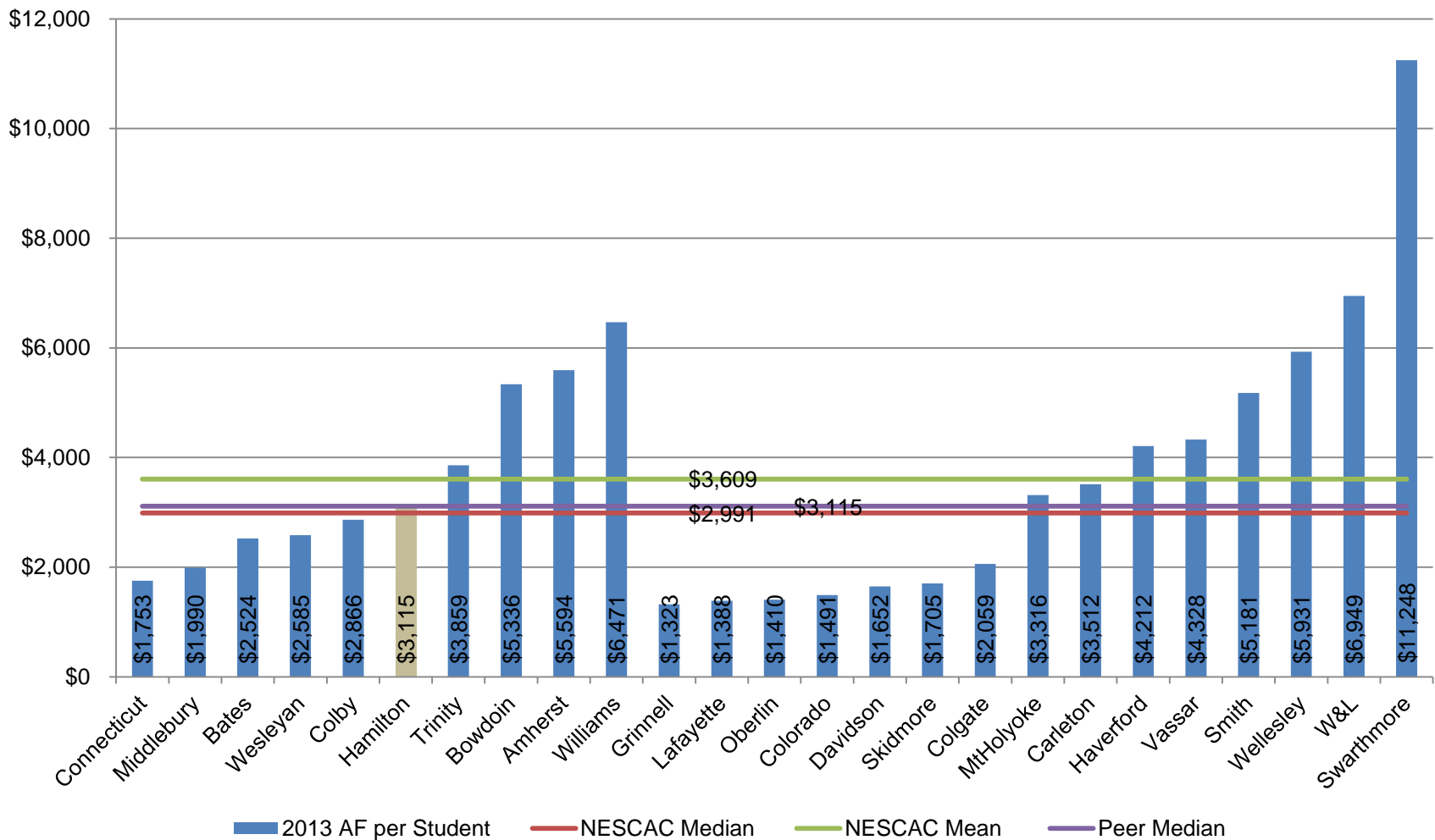
10-Yr Total *Unrestricted* Annual Fund per Alum:

Hamilton does better than many at soliciting unrestricted dollars



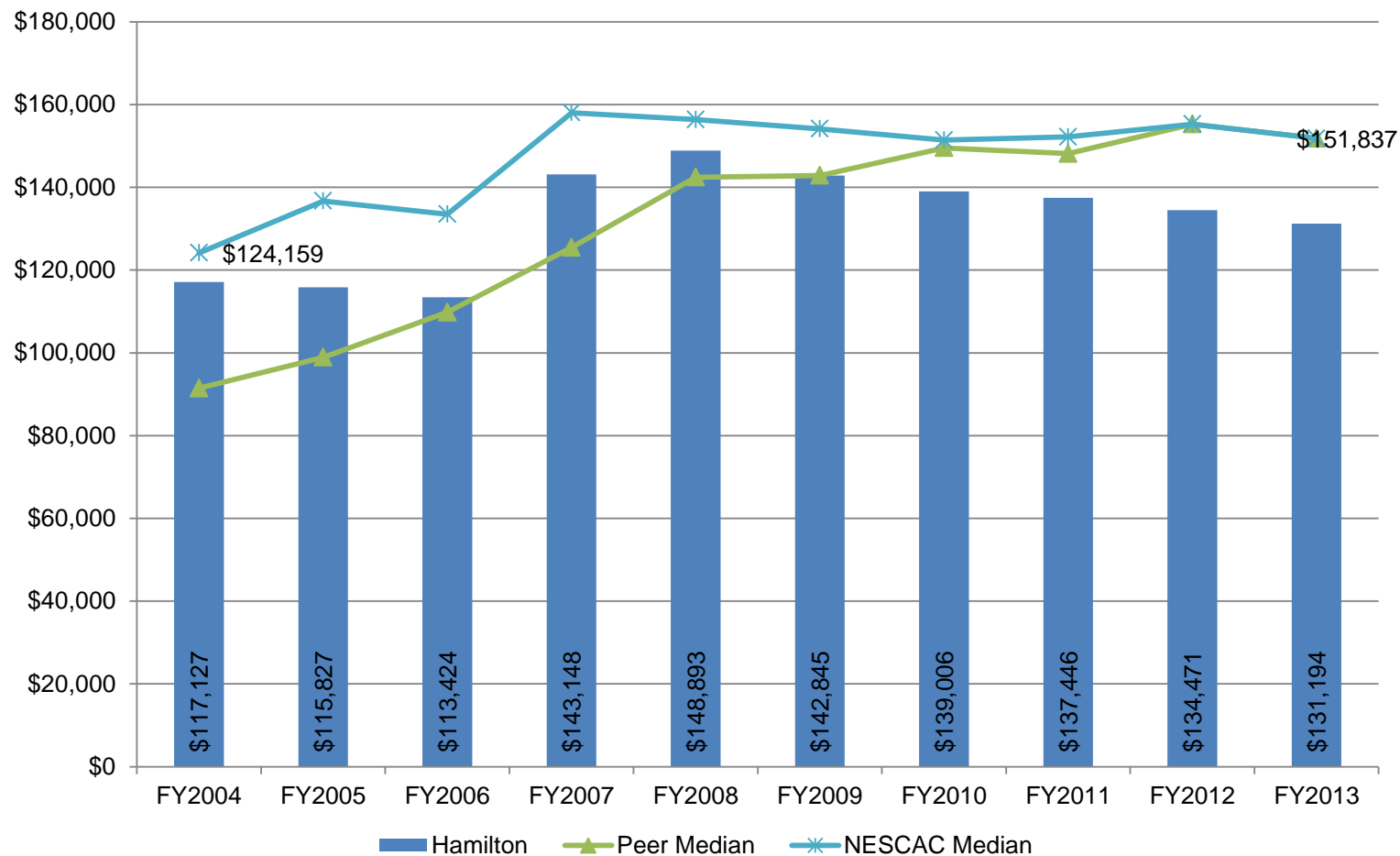
Annual Fund Support per Student 2013

Hamilton is at the NESCAC and Peer Median



What about Debt Burden?

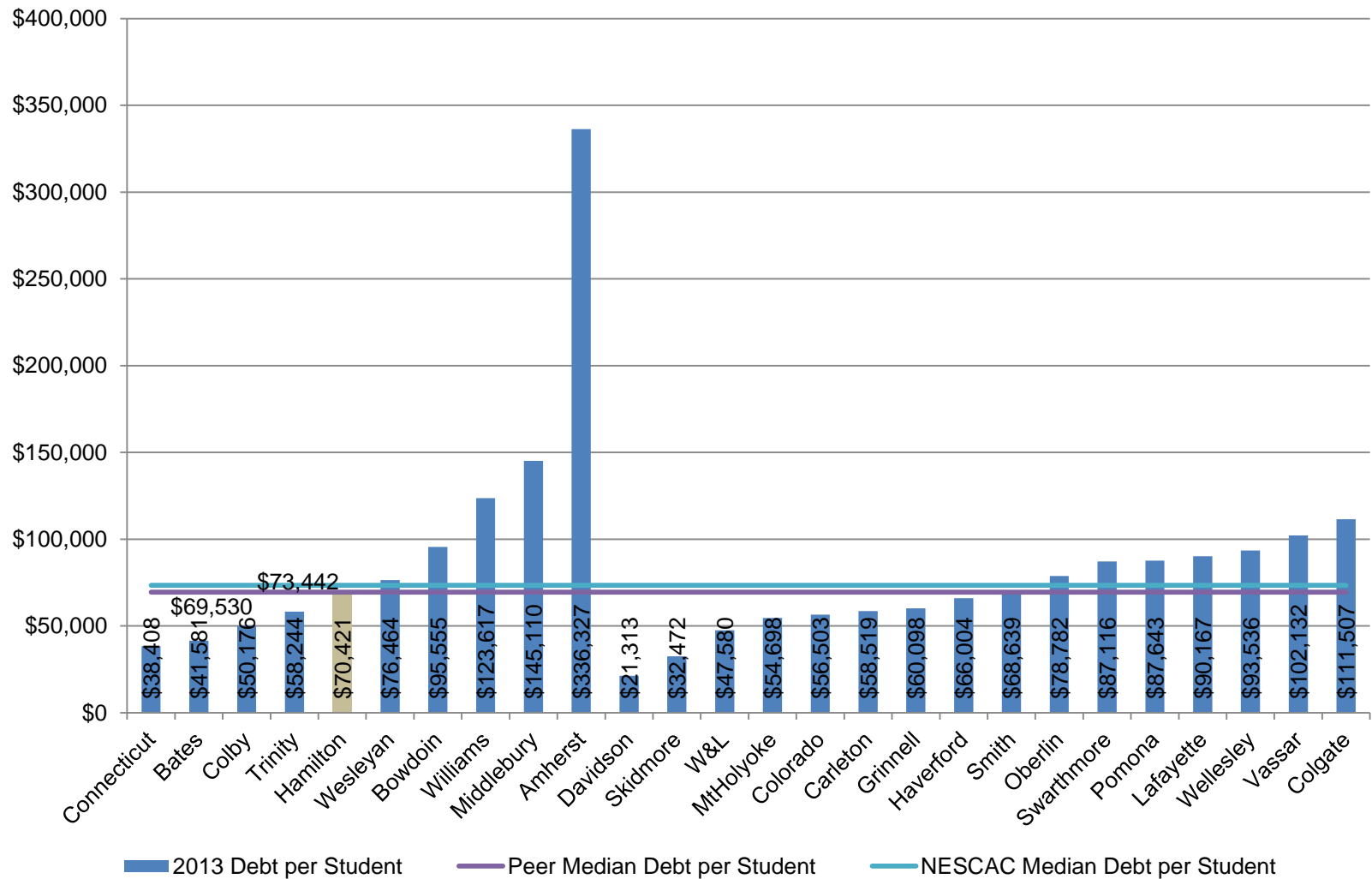
Hamilton's debt load is also the Peer and NESCAC medians.



-Century bonds removed for Bowdoin and Hamilton

But what about debt burden on a per student basis?

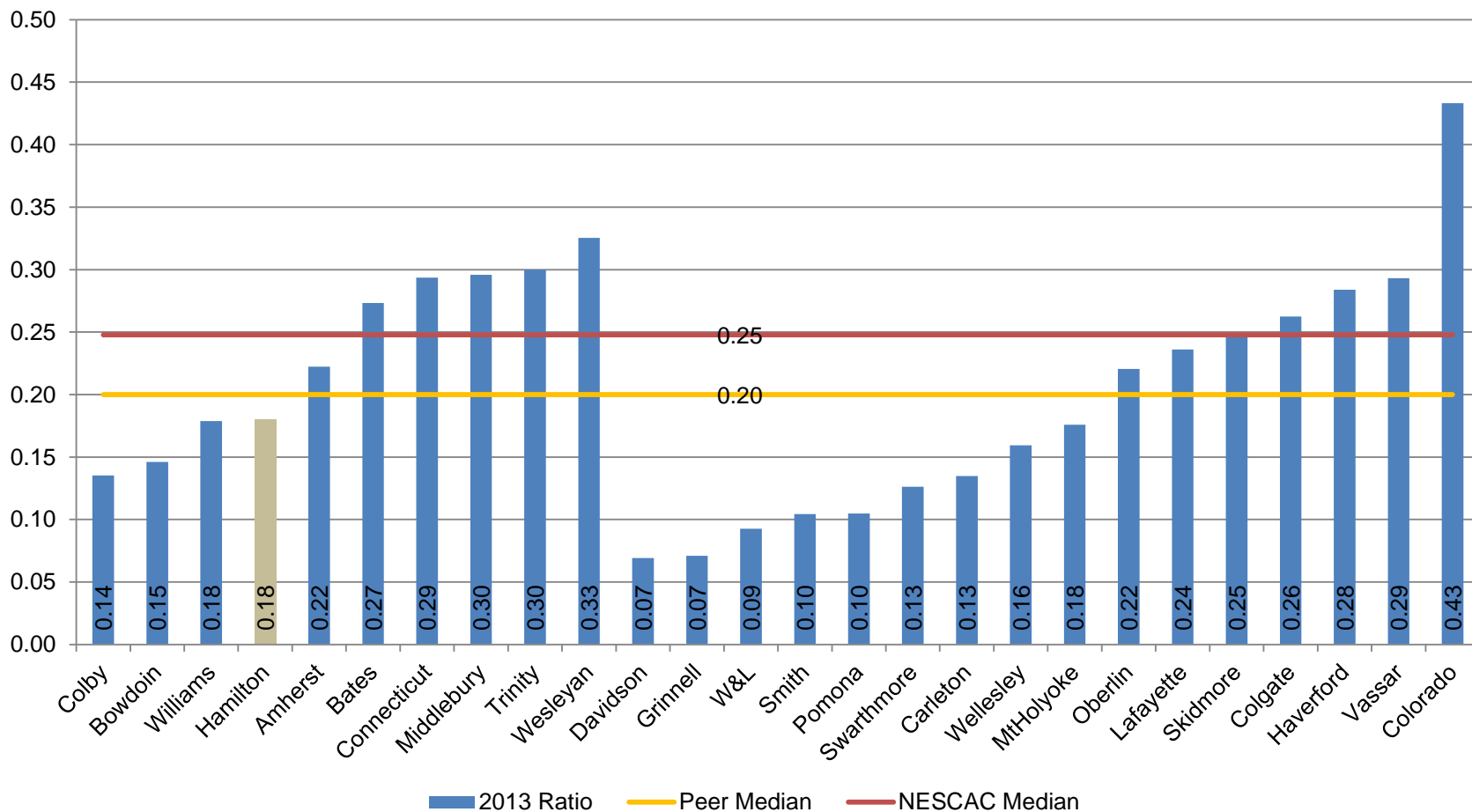
Hamilton's debt per student is \$891 above the Peer median and \$3,021 below the NESCAC median, equivalent to \$4.5 million in total debt.



Excludes century bonds for Bowdoin and Hamilton

Debt Burden - Ratio of Debt to Endowment (as of 6/30/13)

Hamilton's ratio is just below the median. NESCAC schools as a group are more aggressive than the overall Peer group. In NESCAC, Colby and Bowdoin have the lowest debt burden and Middlebury, Trinity and Wesleyan the highest. Moving to the Peer median would be \$15 million in additional debt. NESAC median would be \$50 million. Additional debt adds debt service to the operating budget.



Excludes century bonds for Bowdoin and Hamilton

Summary

- Hamilton faces pricing pressure and rising discount rates
- Hamilton's endowment per student grew more slowly than peers in the last decade
- Hamilton has a smaller number of alumni per student and therefore must “come from behind” in fundraising
- Hamilton's focus on fundraising for buildings may have shifted contributions away from the annual fund and the endowment
- Slower endowment and annual fund growth has the potential to weaken Hamilton's competitive position in the future

Reminder: Goal = Financial Equilibrium



- Keep a Hamilton education within financial reach of our customers
- Maintain the quality of Hamilton program, people, and plant now and for the future
- Improve the quality of program, people, and plant, if possible, based on strategic priorities
- Reallocate resources whenever possible in order to achieve goals
- Transparent, fair, inclusive process

Recommendation for Consideration

- Continue to contain FTE's, wages, and operating expenses
- Carefully plan for strategic initiatives and mandate budget process review
- Focus fundraising efforts on endowment growth
- Engage in a discussion about debt and debt service load to determine strategic position for debt as facility renewal is needed in the future
- Achieve annual improvement in Endowment per Student ranking
- Consider opportunities to increase current expendable dollars



Hamilton

Vice President for Academic Affairs
and Dean of Faculty

November 25, 2014

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, December 2, 2014 beginning at 4:10 p.m. in the Fillius Events Barn.

AGENDA

1. Approval of minutes from the Faculty Meeting of Tuesday, November 4, 2014 (Appendix A).
2. Election for 2014-15 Committee membership (Appendix B).
3. Motion from the Academic Council on revision of the *Faculty Handbook* regarding an update to the section pertaining to the Harassment and Sexual Misconduct Board. (Appendix C).
4. Faculty Resolution regarding acceptance of the Committee on Academic Policy report on issues of department realignments (Appendix D).
5. Update from Rob Hopkins regarding process for the *Ad hoc* Long-term Planning Committee.
6. Update on Universal Orientation by Coordinator of Orientation and First-Year Programs Tessa Chefalo.
7. Update on the Academic Program in the Adirondacks by Professor Janelle Schwartz.
8. Remarks by Dean Patrick 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

Appendix A

Minutes of the Third Regular Meeting of the Hamilton College Faculty
Academic Year 2014-15
Tuesday, November 4, 2014
Fillius Events Barn

Tom Jones, Chair of the Faculty, called the meeting to order at 4:10 p.m.

1. Approval of minutes from the Faculty Meeting of Tuesday, Sept. 2, 2014.

The minutes were approved without discussion.

2. Professor Sam Pellman presented a memorial minute for Bobby Fong, former Dean of Faculty of Hamilton College and Professor of English. The text of his comments appear below:

“BOBBY FONG was born Bok Le Fong, the son of Chinese immigrants, in Oakland, California in 1950.

As a young boy he discovered baseball as a means to understand American culture, and over subsequent years he acquired an impressive collection of baseball trading cards.

He attended Harvard University on a scholarship and graduated with a major in English in 1973. He then received in 1978 a Ph. D. in English Literature from UCLA, where he wrote as his dissertation a critical edition of the poetry of Oscar Wilde. He continued to be a scholar of Oscar Wilde’s writings throughout his career, including work as the co-editor of volume one of *The Complete Works of Oscar Wilde*, published by the Oxford University Press.

Bobby’s first teaching position was at Berea College, a small private college in central Kentucky that provides education free to its students, most of whom are from southern Appalachia. After eleven years at Berea, including service as chair of the department of English, he became Dean of Arts and Humanities at Hope College, an evangelical Christian college in Michigan. Within a few years, however, he resigned from that position because he disagreed with that college’s decision not to hire a gay person as a member of the faculty.

People from Hamilton College first met Bobby on a cold, late autumn day in Philadelphia in 1994. For those of us on the search committee it seemed that the hour we spent with Bobby ended too soon. We were impressed by his calm and thoughtful responses to our questions and by the instinctive sense of fairness and compassion that seemed to frame his approach to the work of being a dean. He got the job. From 1995 through 2000 he was the Dean of the Faculty and a professor of English literature here at Hamilton College.

During his years as dean he was a passionate advocate for the improvement of science facilities at Hamilton, and this advocacy came to fruition just a few years after he left Hamilton. Bobby also oversaw an extensive review by the faculty of the college’s curriculum. He was careful not to impose his curricular vision on us, and the outcome, of course, was something that none of us could have anticipated.

Bobby struggled with depression, and during his time at Hamilton he suffered a particularly acute episode. He requested a personal leave and received treatment, which was successful in restoring him to good health. By this example but also by active counsel, he encouraged us to take care of ourselves and to do what we needed to do to maintain a healthful balance among the activities of our lives.

In 2001 Bobby became the president of Butler University, in Indianapolis. His ten years there were highly successful as that institution achieved a higher national profile. While leading fund-raising campaigns, a strategic planning process, and efforts to improve student life, he also found time, during an outbreak of the flu, to star in a video about the proper way to wash one's hands (<http://youtu.be/uto212IOa8Y>).

In 2011 Bobby was inaugurated as the 15th president of Ursinus College, in Collegeville, Pennsylvania. His work at Ursinus followed the same trajectory of success. While president at Ursinus he also served as the chair of the board of the Association of American Colleges and Universities and on the boards of several other national college organizations.

On the morning of September 8, 2014, Bobby experienced an acute cardio-vascular event and succumbed. He is deeply missed by his beloved wife, Suzanne, and his two sons, Jonathan and Nicholas (Colin). Those of us who knew Bobby miss his sense of humor and his robust laugh. We will always remember, too, his sense of fairness and compassion, his patient leadership, and his dedication to the principles of liberal education."

3. Motion from the Academic Council to go into a Committee of the Whole for up to 30 minutes to discuss incidence, policies, and preventative measures regarding concussion.

The motion to go into a Committee of the Whole passed unanimously on a voice vote. Dean of Students Steve Orvis introduced a panel to answer faculty questions about student concussions. The Committee of the Whole began at 4:25 and concluded at 4:50.

4. Report from the Committee on Academic Policy on possible departmental realignments and mergers recently under discussion.

The chair of CAP highlighted main points of the report that CAP circulated to the Faculty. He quoted the motion that was passed in September asking the CAP to consider the question of departmental realignments. CAP decided to take a two-step approach to this charge: to start with specific cases, the basis of this report, and then move towards a broader consideration of the issues. He then read selectively from CAP's report.

The Chair of the Classics department spoke; the text of her remarks appears below:

"I would like to thank the CAP for all the work they have done on the department realignment and mergers issue. Their report is now before the faculty and the president and I hope to hear from both faculty and the president about their reactions, solutions to this on-going problem, advice, and recommendations.

The problems that have beset 3 departments (Classics, Comp Lit and Dance) since the dean decided to hold back their t-t hires until we agree to merge will not stop at these 3 departments. I note that in the list of departments that Patrick sent to chairs this morning that have positions up for allocation, there are at least 2 that qualify as small departments. I assume that their positions will be withheld as well unless they agree to merge.

The continual delaying of decision-making about the allocation of these t-t positions is causing departments like mine to wither away and will spell nothing but trouble for us in the future (see p. 7 of the CAP report: 'the lack of approval for the Department to begin a t-t search undermines its strength and impedes its ability to move forward with vigor'). Right now we have 2 wonderful young faculty. Next year, because Patrick has granted us only a 1 yr visiting position once again and not the t-t positions that 2 successive CAP's and our external review committee strongly recommended we receive, we will again be faced with having not someone who has been with us for several years but another rank newcomer. The mentoring that Patrick so desires will start all over again, from the beginning. We will lose our momentum.

Another delay has now been set in place. This afternoon we all received an email detailing Patrick's plan to appoint a joint committee of 2 members each from COA, CAP and the DOF office (all appointed by him) who will spend the rest of this year looking into the allocations issues. This committee will 'begin with discussions between the Dean and the COA about a range of solutions that would facilitate good departmental management, particularly when there will not be sufficient support and oversight of junior faculty from the time of hire through the tenure and promotion process.' In other words, we are back to the mentoring issue again, something that various departments including mine have addressed repeatedly with Patrick, that the CAP report addresses, and that we have given many suggestions about, each of which has been rejected by the dean.

The dean seems committed to forcing small departments to merge, with little thought as to any curricular basis for these mergers. Soon there will be no small departments left. Is this what Hamilton really wants? Do they want us to be the only one of the top 25 Liberal Arts colleges in our comparison group with a merged Classics Dept. (1, Bates, has Classics and Medieval Studies; all the others have autonomous Classics Departments). Is this how we want to set ourselves apart? Small departments have been a vital part of the identity of liberal arts colleges. Will Hamilton be the first to get rid of them all, for no good reason?

My department has done everything right: mentored junior faculty well for 25 years, taught well, been active and recognized scholars, been active campus leaders, and created an interdisciplinary environment. We will have more majors next year than Duke University has this year. A colleague (not a personal friend) sent me out of the blue an email recently saying that he has one of our majors as a student, who speaks always about how much she loves being a Classics major. My colleague said: 'I can't imagine a better spokesperson for your department and the need to allow it to retain its unique identity.' If we are forced to merge, with no thought as to why or with whom, we will lose our identity, our ability to hire the best people, our ability to send students to the top grad schools. The CAP report has made a very clear recommendation about 3 departments: each department should get their t-t position back and NOW. Recommendation #3 reads: 'The CAP advises and recommends that the President reallocate Carl Rubino's tenure-track position to the Classics Department and ask the Dean to authorize the Classics Department to begin a tenure-track search at the Advanced Assistant rank.' Is the Dean not willing to follow the recommendations of the CAP? I ask the dean to authorize now our t-t hire so that we may begin the search. If he does not, it will be too late to start that search this year.

I am worried – about the integrity of our curriculum, of our college, of our departments. The constant delays set in motion by the dean are causing rifts among departments and colleagues, are causing us to lose good faculty, and creating extremely low morale, and are not moving the college forward.

I would like to ask President Stewart to speak to the recommendations given in the CAP's report to the faculty and the President.

Thank you."

A faculty member asked whether the Chair of Classics was expecting President Stewart to respond now. She replied affirmatively.

President Stewart replied that the essential role of the Dean is to make the kind of difficult decisions that Pat has made, and to take an institutional view. She indicated that she has not yet had a chance to read the report in full or to discuss it with Pat, but is grateful to Pat for the comments that he sent out today; he's clearly looking for ways to find a way for our institution to move forward in the best possible manner at a time when things are evolving very rapidly.

A faculty member asked what's evolving regarding Classics.

President Stewart responded that she's concerned about the number of retirements that are coming up. There are 14 decided retirements, and if we use average age at retirement as a predictor, we're looking at a possible 49. COA and CAP will have to look at all of this and work out a plan for how to address this.

A member of the faculty suggested that the Dean wants to ignore the three specific recommendations of CAP and appoint yet another committee appointed by himself. No one closely concerned with the issues at stake will be allowed to participate on the committee, and the committee's deliberations will be confidential. It seems that if the Dean doesn't like the recommendations of one committee, he simply appoints another that may tell him what he wants to hear. This seems like a means of ensuring instability for small departments. He called for a response from CAP.

A faculty member from CAP replied that CAP came up with the idea to think about curricular planning in a broader sense; the idea for a joint COA/CAP committee came out of the CAP—this wasn't the Dean's initiative.

A faculty member who will be part of the new committee indicated that the recommendations of the CAP are curricular.

President Stewart objected to the suggestion that the Dean is trying to get what he wants, and that this new committee is a charade. She indicated that she and the Dean have no motivation other than trying to serve the institution by looking at things differently; right or wrong, this is their sense of what's reasonable.

The faculty member from Classics replied that this means the end of faculty governance at Hamilton. We have a faculty committee who's made three specific recommendations, and it seems clear that the Dean intends to ignore them. The faculty member recalled that at last September's Faculty Meeting he read a letter from a member of Classics' external review committee, attesting to the fact that specific assurances were made to the Classics department, and the Dean denied that he made these assurances. He questioned the Dean's integrity.

Dean Reynolds strongly objected to this characterization, and the Chair of the Faculty ruled the faculty member out of order.

Another faculty member questioned why these two issues are linked: why not let these departments move forward and strengthen their curriculum now, and still continue longer-term discussions going forwards. Surely we could accomplish both objectives.

A member of CAP responded that CAP held a unanimous position that these positions should be returned to the departments in question, but had different senses of the urgency of the timetable.

Another member of the Classics department commented that Classics put forward a plan for mentoring a junior faculty member while the three senior faculty were here. That plan was rejected. We are wasting time while the three senior members are here and could mentor someone. Why? What's the personnel issue? The faculty member has mentored six junior faculty through reappointment and tenure in Africana Studies, and wants to ask the Dean if he distrusts her to mentor a junior faculty member in Classics.

5. Update from the Faculty Committee on Budget and Finance by Professor Sam Pellman and presentation by Vice President, Administration & Finance Karen Leach.

The slides of Karen Leach's presentation are available under "Faculty Meeting Notes," linked to the agenda for today's meeting. A summary follows.

Income from tuition has grown substantially, but we've also spent considerably more on financial aid. The other major area of growth in spending is in wages. Compared with other NESCAC schools, our comprehensive fee is just a tiny bit above the peer mean and a little below the NESCAC median: there's some room to raise fees, but then we'd have to give more financial aid. Our fees are rising at a much faster rate than median family income, so we have to keep giving more financial aid. Faculty wages and benefits are the biggest proportion of the budget; the cost of benefits have gone up primarily because of health care. Endowment per student is around the median for NESCAC. Our worry is that Hamilton's endowment for student hasn't been growing in the same rate as that of our peers. Why? Not due to enrollment growth at other schools; our investment returns were above average; our spending rate was below the median; Hamilton alums give at a higher rate. But Hamilton has a smaller-than-average student body, so we have fewer alums per student, which results in smaller revenues. We've done very well at raising money for facilities, but we're putting less money into the endowment than other NESCAC schools. Hamilton does better than many at soliciting unrestricted annual fund support. Hamilton's ratio of debt to endowment is just below the median.

Summary:

- Hamilton faces pricing pressure and rising discount rates
- Hamilton's endowment per student grew more slowly than peers in the last decade
- Hamilton has a smaller number of alumni per student and therefore must "come from behind" in fundraising
- Hamilton's focus on fundraising for buildings may have shifted contributions away from the annual fund and the endowment
- Slower endowment and annual fund growth has the potential to weaken Hamilton's competitive position in the future

Goals:

- Keep a Hamilton education within financial reach of our customers
- Maintain the quality of Hamilton program, people, and plant now and for the future
- Improve the quality of program, people, and plant, if possible, based on strategic priorities
- Reallocate resources whenever possible in order to achieve goals
- Transparent, fair, inclusive process

Recommendations:

- Continue to contain FTE's, wages, and operating expenses
- Carefully plan for strategic initiatives and mandate budget process review
- Focus fundraising efforts on endowment growth
- Engage in a discussion about debt and debt service load to determine strategic position for debt as facility renewal is needed in the future
- Achieve annual improvement in Endowment per Student ranking
- Consider opportunities to increase current expendable dollars

A faculty member asked for clarification on number of FTEs: were these assistant coaches? Yes. We were told that there was no FTE growth, but there seem to have been some added; is that no longer true?

VP Leach replied that there were some positions added to support the new arts programs, and there are some in pilot (i.e., for the Adirondack program) that haven't been permanently approved. We've moved some positions around without adding.

A faculty member asked whether it's realistic to fundraise to grow the endowment.

VP Leach replied that we package this as fundraising for financial aid, etc. Raising money for facilities is actually more difficult than raising for financial aid or general endowment. This last fundraising campaign is the first time we've asked donors to focus specifically on facilities, and they really responded. This has been a wonderful strategic investment, but we have to be careful.

A faculty member commented that these budget recommendations are good on the business side of things, but asked VP Leach to talk about what academic priorities are emerging? Are there academic priorities built into the plan?

VP Leach asked whether the faculty member was referring to plans to renovate Root Hall. She indicated that there are program priorities, and facility priorities; for example, we're discussing facilities with the Board of Trustees (Root Hall is under discussion for renovation at some point; Bristol is under discussion; Wally J needs renovation; there are some needs coming out of athletics: basketball, a new hockey rink, etc.) We're looking at what we can afford when, and how that fits into everything else we want to maintain, such as competitive wages and financial aid. She can't yet say how the next wave of spending is going to shape up.

A faculty member suggested that another looming problem is a coming wave of retirements. One of the things that is going to be necessary is a program of phased hiring so we don't have entire departments where everyone is new. Who is talking to the trustees about the need for shifting the FTE cap to allow for phased hiring? This question is really for the Dean and President.

VP Leach said that they have been talking about the student faculty-ratio as well.

Sam Pellman named the other members of the Budget Committee and invited the Faculty to share thoughts.

A faculty member asked what is the process for changing the order of the agenda: it's a simple majority. A motion to move up the Dean's remarks was made and seconded, and passed unanimously by voice vote.

6. Dean Patrick Reynolds' remarks.

The text of Dean Reynolds' remarks appears below.

"My thanks to Sam Pellman for his memorial minute for Bobby Fong.

CAP report

My thanks also to CAP for their report; I know they discussed these issues vigorously and thoughtfully. I'm especially pleased for their recognition of the issues I have brought to them. I do have some points to make about the allocation process in general and the process I followed in the summer with regard to the most recent cases under discussion, but rather than trying to make them here I will study the report further, consider what we heard in their report today and write a response, especially where I think I need to clarify my perspective. As I wrote to the faculty earlier this afternoon, work is beginning with COA on how to handle personnel and departmental function issues as they arise in the allocation process, and with a joint CAP/COA/DOF committee on long-term planning that will look at these issues additionally with respect to the anticipated wave of retirements and support for interdisciplinary programs. I am grateful to COA and CAP for their engagement on these difficult but important questions.

Background checks for Faculty

I also sent out a summary of our procedures for background checks this afternoon. I know this wasn't adequate time for folks to study it, but Academic Council suggested there was no point in waiting if it was ready, and we can discuss it on email or at a special informational meeting if necessary. Steve Stemkoski is here for any questions at this time.

In summary, I raised this issues last year and discussed it in detail at that time with chairs. We have has conducted background checks for all non-student and non-faculty employees for several years. We currently ask new faculty members to complete an "attestation form" that asks whether they have been truthful in their application and to inform us if they have been convicted of a felony. We now think that we must extend background checks to new faculty employees also.

The background check for faculty hires consists of reviewing publicly available records for credential verification and the criminal record, and we would do this to make better-informed hiring decisions; protect employees, students and the institution; and reduce the risk of (and provide defense against) negligent hiring claims, which apparently are on the rise.

The process we envision is outlined in my memo, but follows Equal Employment Opportunity Commission (EEOC) guidelines. A critical part of that process is that, rather than a blanket threshold for excluding candidates based on a background check, the employer must engage in individualized assessment of the persons with reference to their background check records.

Specifically for faculty searches, we currently send a welcome letter with the attestation form after a verbal offer has been made and accepted (i.e., after salary, moving expenses, and start-up are settled); we await the return of the attestation form before sending the final offer letter, which the candidate then has a standard 10 days to sign and return.

We will now discontinue the attestation form, and send a background-check release form with the final offer letter; the offer will be contingent upon completion of the background check (in effect, the verbal offer has been contingent on the attestation form responses).

We expect that the process of conducting the background check and its individualized assessment will occur within the 10 days we typically provide for the candidate to sign the appointment letter. As such, and with time savings from discontinuing the attestation form, we don't expect to lose time in the hiring process.

A couple of surveys have been held recently on whether peer institutions conduct faculty background checks; in 2012, results (excluding Hamilton) were 16 no and 5 yes; in September of 2013, results were 11 yes and 8 no, with 4 of the latter considering instituting background checks and one institution on the verge of starting them. Clearly our peers are coming to the conclusion that background checks are now necessary. Some peers, at least, have conducted background checks on current faculty, which we are not considering."

A faculty member asked whether there's any plan or desire to extend background checks to students as well. If we're trying to minimize risk across the whole campus, it's odd that we're disregarding the students, who outnumber us: if we're at risk from each other, we're at equal risk from our students.

Dean of Admission Monica Inzer replied that we do ask about students' backgrounds in the admissions process, and follow up; we take this very seriously.

Dean Reynolds continued, "I now want to make two presentations to retiring faculty members.

De Bao Xu

- De Bao Xu, Leonard C. Ferguson Endowed Chair Professor of East Asian Languages and Literatures, formally retires from Hamilton College in June 30th. (As I always say, one retires rather than resigns when one has accumulated 75 points, calculated as a sum of years of service and age. I qualified on October 16th.)
- De Bao came to Hamilton as an assistant professor in 1991, after completing his Ph.D. in Theoretical Linguistics, at the University of Illinois at Champaign-Urbana.
- He has published numerous books and articles on Chinese language pedagogy and related technology, and developed numerous software programs in the field as well. He has also received numerous grants, governmental and foundation, in support of his work.
- He has served as Editor-in-Chief of numerous journals, including U.S. Technology and Chinese Language Teaching, Journal of Technology and Chinese Language Teaching, and for series within the Contemporary Linguistic Theory Series.
- He has also served in several officer roles in the Chinese Language Teachers Association, the Association of Modern Chinese Language Education, and as organizer of several International Conferences on Technology and Chinese Language Teaching.

- A colleague writes: ‘Professor Xu helped me with many needs [as a new faculty member at Hamilton]. I always knew he would be there to help [and offer] constructive suggestions... I also feel obligated to say that he cooks awesome meat, even though it's not very relevant.’
- Xu De Bao leaves Hamilton to take up a faculty role at the University in Macau.
- Please join me in wishing him the very best for the future.

Hong Gang Jin

- Hong Gang, the **William R. Kenan Professor of Chinese**, also formally retires from Hamilton College on December 1st. She began life at Hamilton College as an assistant professor in 1989, having completed a
- **Ph.D.** in Second Language Acquisition and Teacher Education, at the Department of Educational Psychology, College of Education, University of Illinois, at Urbana-Champaign, IL.
- Most notably she founded and has served as **Executive Director of our Beijing program, the Associated Colleges in China**, since 1996.
- I had the pleasure of visiting the program just recently and can attest to its organization, the commitment of the teachers who serve in the program, and the transformational impact it has on the students from many institutions in the US who attend. On our recent trip to China I was also pleased, proud, and humbled by the testimony of numerous alumni, graduates of the Beijing program, who are now making their careers and lives in China, and the high esteem in which they hold Hong Gang and the program.
- She has won numerous grants, particularly from the Fulbright and Startalk foundations, in support of the Beijing program.
- And she has won numerous awards for her work, such as
 - **Walton Lifetime Achievement Award**, National Council of Less Commonly Taught Languages in 2013
 - **National Outstanding Professor of the Year**, Carnegie Foundation for the Advancement and Support of Education, in 1998
 - And our own **Class of 1963 Award for Excellence in Teaching**, in 1995.
- A colleague writes, ‘I came to the US because of Professor Jin. The first year, she instructed me on how to deliver good classes. The second year, she taught me how to design curriculum. The third year, she trained my leadership. She works extremely hard and has very high expectations. Meeting her expectations may sometimes be challenging, but I really appreciate how much she pushed me to become a better instructor. I simply couldn't have grown so quickly without her.’
- Jin Hong Gang leaves Hamilton to take up the position of Dean of Arts and Humanities at the University in Macau.
- The colleague continues: ‘In China, we have a saying “A drop of water shall be returned with a burst of spring.” Both professors helped me tremendously, but actually I don't have much to offer in return. I can just wish them both all the best.’

Please join me in doing so.”

Tom Jones, Chair of the Faculty, adjourned the meeting at 6 p.m.

Respectfully submitted,

Katherine Terrell
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 Committee on Admission and Financial Aid

Term: 2015 S. Cockburn M. Janack _____ _____

Continuing members:

Term: 2015 M. McCormick
2015 M. Cryer (Chair)
2016 J. Pliskin (S)
2017 F. Sciacca
2018 P. Kloidt
2018 C. Morgan
ex officio M. Inzer
ex officio P. Reynolds

Judicial Board

Term: 2015 B. Collett N. Goodale _____ _____

Continuing members:

Term: 2015 M. Cryer
2016 T. Kelly
2017 G. Johnson (DC-S)
(9 students, 2 staff, and a non-voting student chair)

Appendix C

Moved, that the following changes be adopted to revise the *Faculty Handbook* to bring it into alignment with the College's new policies and procedures on sexual harassment and sexual misconduct.

Section IV. Faculty Service on Committees and Boards, C. Appointed Committees and Boards, 7. Harassment and Sexual Misconduct Board, pp. 19-20.

7. Harassment and Sexual Misconduct Board

- a. **Membership.** ~~The Harassment and Sexual Misconduct Board shall be composed of at least eight and no more than ten members appointed by the President for two-year overlapping terms in the case of student members and three-year overlapping terms for non-student members. Each year the current Board shall solicit applications and nominations and shall recommend members to serve in the following year. All members of the community may nominate individuals for Board membership provided the nominees are willing to serve if appointed. Every effort shall be made to maintain a gender balance on the Board, which shall include students and members of the faculty, administration, staff, and maintenance and operations. At least one member of the Board shall be a tenured member of the Faculty and at least one shall be a student. The President shall appoint new members to the Board and designate the Chair before the final week of classes of the spring term. Normally, the Chair shall be a tenured member of the faculty. The Chair shall arrange for the Board members to receive training prior to assuming their responsibilities. The term of appointment for new members shall begin with the first meeting of the Board in the fall semester.~~

The Harassment and Sexual Misconduct Board (HSMB or the Board) shall be composed of eight members, one of whom shall be the Chair, appointed by the Title IX Coordinator to staggered terms of four years beginning in the Fall semester. Each year, the current Board will solicit applications and nominations for any open seat(s), and will recommend individuals to serve for the following year. Members of the Hamilton community may also nominate individuals for Board membership, provided the nominees are willing to serve if appointed. The Title IX Coordinator, in consultation with the Chair, will ultimately be responsible for appointing new members and designating a new Chair. Normally, the Chair will be a tenured member of the faculty and serve for two years as Chair. Every effort will be made to maintain a gender balance on the Board, and membership normally will be limited to members of the faculty who have attained the rank of associate or full professor, and full-time staff members. The Title IX Coordinator shall arrange for the Board members to receive annual training.

Members of the Harassment and Sexual Misconduct Board may serve on an Investigation Team and/or the Harassment and Sexual Misconduct Review Panel, as indicated in the Harassment and Sexual Misconduct Policies.

- b. **Meetings.** The Board shall meet at the call of the Title IX Coordinator or Chair.

- c. **Functions.** Members of the Board shall provide information concerning harassment and sexual misconduct; refer to a trained campus mediator members of the College community seeking mediation in a harassment situation; and respond to formal complaints of harassment or sexual misconduct. ~~At the beginning of each term, the Board shall submit a report~~

~~summarizing its activities of the previous semester to the President, who shall make the report public. The report shall not mention the name of any individual or identifying details of any case. At the end of each academic year, the Title IX Coordinator shall prepare a report that will include the number of notices of alleged misconduct, the kinds of behaviors that gave rise to complaints during that academic year, and the final resolution of those complaints. The Title IX Coordinator will make the annual report public at the beginning of the next academic year. The report shall not mention the name of any individual or contain identifying details of any case. For a description of Board policies and procedures, see the Hamilton College Student Handbook, and the separate brochure available in the Office of the Dean of Students, the Counseling Center, or from a member of the Harassment Grievance and Sexual Misconduct Board. The complete policy is also available on the college website: <http://www.hamilton.edu/hymb/sexual-misconduct-policy>".~~

Section X. REVIEW AND APPEALS PROCEDURES, Professional Misconduct: Procedure and Sanctions, pp. 82-85.

D. Professional Misconduct: Procedures and Sanctions

1. Procedure

- a. Allegations of professional misconduct (excluding those of harassment and 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 and sexual misconduct (as defined by the [Harassment and Sexual Misconduct Policies](#)) 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 Policies 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 or the Director of Human Resources. In the event the individual elects not to proceed with a formal complaint, it is still incumbent upon the Dean to pursue 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. If the HSMRP determines that the Harassment and Sexual Misconduct policies have been violated, the HSMRP will recommend a sanction to the Dean of the Faculty based on the nature of the violation and available precedent. 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 of the Board, 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~~ When a violation of policy has been determined by the HSMRP, the Dean of the Faculty will take appropriate action choosing 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).

Rationale: This is the first of two expected changes to the *Faculty Handbook* as a result of extensive review and updating of the college's policies on harassment and sexual misconduct. While review of the harassment policy is not yet complete, the Academic Council recommends that changes to the *Handbook* language regarding sexual misconduct policies and procedures be adopted now. The new policy requires adjustment in two sections of the *Faculty Handbook*, Section IV. Faculty Service on Committees and Boards and Section X. Review and Appeals Procedures. There are three kinds of changes that the Academic Council seeks to make at this time. The first updates language that makes clear the reporting responsibilities of the institution, particularly the role of the Title IX officer. The second removes language that references student members of the Harassment and Sexual Misconduct Board (HSMB). As Meredith Bonham, Title IX Coordinator and Senior Associate Dean of Students, explained at the October 7 meeting of the faculty, guidelines from the Federal Government now discourage student participation from this process on college campuses. The third brings the language in the *Faculty Handbook* in line with the new structures created within the HSMB for investigating, reviewing, and recommending sanctions for violations of College policy.

Appendix D

Sense of the Faculty Resolution

Moved, that the Faculty accept with appreciation the Report by the Committee on Academic Policy in response to the Faculty's charge to consider issues of department realignments.

Carole Bellini-Sharp
Debra Boutin
Heather Buchman
Katheryn Doran
Jinnie Garrett
Barbara Gold
Kevin Grant
Shelley Haley
Tina Hall
Lydia Hamessley
Steve Humphries-Brooks
Marianne Janack
Alfred Kelly
G. Roberts Kolb
Katharine Kuharic
Anne Lacsamana
Craig Latrell
Rebecca Murtaugh
Peter Rabinowitz
Carl Rubino
Shoshana Keller
Sam Pellman
Franklin Sciacca
Ann Silversmith
Jane Springer
Katherine Terrell
Lisa Trivedi



Hamilton

Vice President for Academic Affairs
and Dean of Faculty

January 27, 2015

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, February 3, 2015 beginning at 4:10 p.m. in the Fillius Events Barn.

AGENDA

1. Approval of minutes from the Faculty Meeting of Tuesday, December 2, 2014 (Appendix A).
2. Memorial minute for Donald Brandreth Potter, Professor of Geology Emeritus, presented by Professor Barbara Tewksbury.
3. Motion from the Committee on Appointments to revise the *Faculty Handbook* regarding Reappointment, Tenure, and Promotion Committees (Appendix B).
4. Pentagon presentation on welcoming new majors into their respective departments and proposed snow day (Appendix C).
5. Update on Presidential search from Academic Council.
6. Remarks by Dean Patrick Reynolds.
7. Remarks by President Joan Hinde Stewart.
8. 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 2014-15
Tuesday, Dec. 3
Fillius Events Barn

Tom Jones, Chair of the Faculty, called the meeting to order at 4:10 p.m.

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

Three clarifications were suggested to the minutes, and were approved by voice vote.

2. Election for 2014-15 Committee membership.

3. Motion from Academic Council on revision of the Faculty Handbook regarding an update to the section pertaining to the Harassment and Sexual Misconduct Board.

A member of Academic Council spoke to the motion; the text of her remarks appears below:

“Earlier this fall, the President accepted a new policy on sexual harassment and sexual misconduct. As you will all recall, Meredith Bonham reported in October on the impetus for the College’s review of its policies, as well as provided an overview of the committee’s processes and its recommendations. As a result of these changes to college policy, the Academic Council reviewed the Handbook and has identified inconsistencies that we hope to resolve with the changes we recommended to you today.

There are three broad areas we sought to address in order to bring the Faculty Handbook in-line with the new, revised College policy on sexual harassment and sexual misconduct: Reporting and Responsibility, Composition of the HSMB, and Functions of the HSMB. I am going to walk us through these changes.

1. **Reporting and Responsibility.** Please look at the bottom of page 1 of the Appendix where Membership of the HSMB are detailed in Section 4, Part C, Number 7 a. Membership. Previously, the Chair of the HSMB was responsible for providing training for those appointed to the Board. See the bottom of Page 1 and top of Page 2 c. Functions. And in the past, the HSMB was responsible for an annual report, which the President made public. Under our current policy, both of these duties (report and training) are now the responsibility of the Title IX Officer and we have adjusted the language to reflect this change in policy.
2. **Composition of the HSMB.** The Federal Government now discourages student participation in these processes on college campuses. The revised policy no longer includes students as members of the HSMB, necessitating the elimination of related language. We have omitted references to students as well in Section X. Part D. Sub-Section b.
3. **Functions of the HSMB.** Under our new policy, the Harassment and Sexual Misconduct Board’s processes have changed so that investigation is conducted as a separate step apart from the review of evidence related to the case. Following the work of the Investigation Team, a new entity outlined in the policy, the Harassment and Sexual Misconduct Review Panel, determines whether there is evidence that College policy has been violated, recommending sanction to the Dean. The recommended changes to Section X, Part D. bring this portion of the handbook in line with the new policies.

We have also omitted outdated language that seemed targeted at students in Section IV, replacing it with reference to the current policy available online. This is a common practice among our peer institutions.”

A faculty member asked whether the definition of the HSMB and a description of its role is in the Handbook. The member of AC replied that that’s something that the faculty isn’t in charge of: policy is located elsewhere.

A faculty member asked about the provision that the government discourages students from participating in sexual harassment cases, and whether this will now apply to all harassment cases. The faculty member asked whether this board is now about harassment of any sort, along with sexual misconduct; the member of AC said yes. The policy on harassment of any sort (as opposed to specifically sexual harassment) is still under revision.

The Title IX Coordinator said that until the new harassment policy is adopted, the current policy will apply to harassment complaints of a non-sexual nature. The board is still the same, but the harassment policy specifically, because of its interaction with various employee handbooks, needs to be vetted very carefully. Full-time staff still serve on the HSMB. Student involvement on boards that investigate and/or adjudicate sexual misconduct has been strongly discouraged by the Office of Civil Rights; our legal advisors have advised us to remove students from the board. We don’t want to do anything that’s being actively discouraged.

The faculty member asked whether she’s now obliged to report on allegations of sexual misconduct that she hears; the Title IX Coordinator said yes; the faculty member strongly objected, but acknowledged that this wasn’t the matter under discussion.

Another faculty member commented that currently, if you go to the policy for non-sexual harassment, you’re directed towards a board and towards procedures that no longer exist. If you’re a student and you’ve been harassed for non-sexual reasons, you look at the policy and it tells you about a board that also includes students. When the government told us what to do about sexual harassment, non-sexual harassment got lost in the shuffle. Are we going to let the government’s guidelines about sexual harassment govern our policies about other kinds of harassment as well? Or are we going to have a different board for non-sexual harassment, that includes students? The faculty member said that he tried asking a group of students to figure out what they should do in a case of harassment, and they couldn’t figure it out—all they could agree on was that they should call the Title IX Coordinator.

The Title IX Coordinator responded that we plan to have this sorted out by the beginning of the year. The faculty member replied that given everything that’s happening in the world and in the campus about race, it’s unforgivable that our policies are this confusing.

The motion passed by voice vote.

4. Faculty resolution regarding acceptance of the Committee on Academic Policy report on issues of department realignments.

The chair of the faculty said that he would try to confine discussion to the motion at hand. There were no immediate comments, so he called for a vote. A faculty member asked the Chair to give people some time to think before calling the vote, and a faculty member spoke in favor of the motion.

The motion passed by voice vote.

5. Update by Rob Hopkins regarding the process for the Ad hoc Long-term Planning Committee.

Prof. Hopkins spoke to the motion. Regarding the formation of the Committee, he said that the two members from COA were chosen by COA, the two members from CAP were chosen by CAP, and two members from the Dean's office were chosen by the Dean. The Committee members are interested in keeping deliberations as transparent as possible, plan to be making occasional reports to the faculty, and plan to ask the faculty to respond to questions. They want to follow a process that's as open as possible, that involves as many people as possible, and to use the wisdom of the faculty to arrive at decisions. One of the difficulties is that they're charged with deciding what to do about upcoming retirements, and they can only work with the information they have about who is actually planning to retire; beyond that, can only make educated guesses.

A faculty member asked who is on the committee, and Prof. Hopkins answered.

A faculty member expressed surprise that on a committee charged with looking at retirements across the college, no one from a small department is represented on the committee; it seems important to have such representation since this committee's charge originated in problems with small departments. Prof. Hopkins replies that it doesn't seem important to have constituents from every interest group on the committee, as they plan to speak regularly to people across campus. The faculty member replied that she doesn't think of small departments as a casual constituency; small departments are where this whole problem seems to have started. She urged the committee to seek their representation.

Another faculty member asked about the time table for the committee, and to whom recommendations will be made. Prof. Hopkins replied that they don't yet have a time table, as they've just started. Recommendations will be made in various places, as appropriate. Recommendations on procedures would go to CAP and COA; recommendations for the Handbook, to the faculty; some would be made to the Dean. As far as we envision now, all of these groups will probably receive recommendations. The faculty member asked again whether there is really no time table, and Prof. Hopkins reiterated that they really can't anticipate one, but would be making regular reports.

The Chair of COA commented that right now COA is dealing with short-term issues: talking with the Dean about the departments mentioned in CAP's report, and talking about the allocations to be made this spring. COA is trying to fill the gap before the long-term committee is ready to report.

Another faculty member commented that the changes we're looking at over the next 5-10 years will not only affect departments, so would like to see discussions take place across divisions, and hopes that the committee will arrange for smaller-group forums so we can talk to each other across departments and across divisions. Prof. Hopkins responded that the committee is certainly looking at interdisciplinary programs, and that interdisciplinarity itself will be an important issue for the committee.

Another faculty member asked if Prof. Hopkins could specify the charge of the committee. Prof. Hopkins answered that he didn't have it in front of him, but that the Dean had sent it out.

A faculty member commented that the CAP recently made specific recommendations for how to proceed with three different departments; those recommendations are not moving forward as the CAP had requested. Who is now making the recommendations for these three departments: the COA or this new committee? Prof. Hopkins answered that the committee he's chairing is looking long-term, and the COA is looking short-term to see what can be done to address the issues raised in the CAP report. One consideration is whether we continue to handle the allocation process on a year to year basis without thinking long-term, and the obvious answer is no, we need to be thinking more long-term.

A faculty member asked whether the new committee anticipates bringing new handbook language to the faculty. Prof. Hopkins responded yes; for example, one idea under consideration is the idea of joint appointments. Details of what's meant by that would involve a Faculty Handbook change. The faculty member asked whether this means that the procedures we now have in the Handbook are just being tabled. Prof. Hopkins responded no, the committee has talked about a range of options, including the current procedures.

A faculty member expressed concern that this seems like a longer-term issue than just a single year, and asked whether the committee anticipated going beyond this academic year. Prof. Hopkins said that while he can't say for certain, they anticipate meeting weekly, and will try to get things done as quickly as possible.

A faculty member asked whether the three departments currently under discussion are now in the hands of COA? Prof. Hopkins responded that they are the concern of the Dean, the President, and COA. The faculty member asked whether that's in line with the Handbook. The Chair of COA answered that they are taking the curricular recommendations of CAP as a given, and trying to find a way to structure the management of the new hires that the CAP is recommending so that the new hires have consistent mentoring through the tenure and review process. The COA is charged with giving the Dean and President advice about faculty development, so that's what they're doing. We think it's a good idea when we hire someone that we be able to tell them who's going to vote on their tenure, etc.—we think that's the best way to make sure that new hires succeed. The faculty member asked whether decisions will be made about the three departments in question before the new committee comes up with long-term recommendations. The chair of COA answered that COA is working as fast and hard as we can to get this done. COA is dedicated to figuring out an appropriate structure so that these departments can hire next year. We're trying to be thoughtful about it, so that when we hire someone we're putting them into a situation where they can do the best job that they can. We can't tell when we'll have it sorted out, but we're working very hard on it.

A faculty member commented that we have procedures in the Handbook for taking care of this situation, and we could remedy it now if we wanted to.

Another faculty member commented that CAP made recommendations about particular positions. The Dean didn't exactly turn down those, but has postponed them on the grounds that the people who come in wouldn't be appropriately mentored. COA is now involved in creating new procedures for mentoring in those situations. The Handbook already *has* procedures, so those are now on hold, and the COA is involved in creating ad-hoc procedures for circumventing what the Handbook says should be done in those cases. This is a delusion of faulty governance by multiplication of committees. If COA comes up with new solutions to the so-called problem, this would involve a change in the Faculty Handbook—so the possibility that these faculty positions would actually get hired next year seems very unlikely. When you're in a small dept. with 2 or 3 people, when a position gets postponed for 1 or 2 or 3 years, it has an enormous impact on the department. Small departments are being pushed into short-term hires, which doesn't serve our students well. Nowhere has the impact on our students been taken into account. The faculty member supports long-term planning, but holding up the three positions in Dance, Classics, and Comparative Literature presents a problem.

Another faculty member asked what the current procedures are in the faculty handbook? The Chair of COA answered that there is a procedure for establishing a tenure committee when there are less than 2 voting members of the dept when someone comes up for tenure or promotion. The handbook is silent on what to do at reappointment, what to do about annual reports, or any other management. COA believe we can have a better faculty if we manage and mentor people from the time of hire. We'll probably have to come to the faculty with handbook changes, perhaps even for the three departments under consideration. She expressed optimism that the faculty will vote for sensible changes that will improve our procedures.

The Chair of Classics objected to the use of the term “management” as inappropriate to the relationship between a chair and the faculty of a department.

A faculty member in Classics commented that as far as he knows he’s the only person in the relevant three departments who has actually made the decision to retire, and it seems like too big a deal is being made out of supposedly upcoming retirements. It’s good to look long-term, but there’s no current crisis.

Another faculty member spoke in favor of the way the College is handling the situation. It is an example of good faculty governance that the COA is now advising the Dean on these positions. The COA has access to information that the CAP doesn’t. Formation of this long-term committee is long overdue. We need to establish some kind of faculty body to look at long-term planning in advance of the upcoming wave of retirements. We see faculty involved in important ways in both short-term and long-term planning, which is a positive development.

5. Update on Universal Orientation and First-Year Programs by Tessa Chefalo.

All first-years will now participate in a trip. 4-5 day trips, topic-based. There are a few opportunities for faculty to be involved in these trips in the future. She is looking for leaders to run 30 new trips, and especially looking for ideas for trips; these could be related to your discipline, but don’t have to be. Participating in some of these activities with students.

A faculty member asked whether these trips would entail taking students off campus for a long time overnight, or day trips? There would be a mix of approaches: students might be off campus, for example sleeping on the floor of a church in Utica, but we wouldn’t expect faculty to do so. Students will probably have more options to stay locally.

A faculty member asked whether there is a connection between these trips and the first-year program; there is not an explicit connection right now.

A faculty member asked what the range of time commitments would be for faculty? At the high end, faculty would spend all five days with the students: Aug. 19-23 are the dates for students. 6-8 hours each day would be an option. Spending three of those days would be the short end. Faculty wouldn’t be expected to spend time with the students in the evenings; there will be student leaders as well.

6. Update on the Academic Program in the Adirondacks by Professor Janelle Schwartz.

A site has been secured—a 35-acre site in Adirondacks. Planning is going very well and very quickly. The program will launch in the fall of ’15, and Prof. Schwartz has secured faculty in residence for next 4 fall semesters. There is a robust and growing list of affiliated faculty members, and a generous and growing list of local partners—about 35 now, which should grow to about 65. There is also a growing list of guest speakers. Computer science students are creating an app mapping trails and giving trail reviews. The opening deadline for students to apply is Feb. 1. Departments decide whether students receive credit towards their major or minor.

A faculty member asked where this is located; it’s at Mountain House in Keene NY, in the heart of the high peaks.

8. Remarks by Dean Patrick Reynolds.

The text of the Dean’s opening statement appears below:

“My thanks to Rob Hopkins and the rest of the ad hoc Planning Committee for their work (they’ve already met a couple of times I understand) and to COA who have also begun their work. My thanks also to Janelle and Tessa for their reports.

I regret that my framing of departmental issues this semester has caused consternation and anxiety. I appreciate that these are difficult issues and conversations. Nevertheless, I think they are important and we need, as a Faculty, to confront them these issues and work for improvement in all we do. But let me assure you that I am in full agreement that in doing so we must support the curriculum developed by the Faculty and remain committed to the tenure model in developing a strong and excellent. In doing so we must also be committed to individual faculty member success and strong department functioning, which I think in turn supports a strong and effective faculty role in shared governance of the institution.”

Dean Reynolds then addressed the following points:

China

Visited the Beijing program for the first time, and as a result I have much greater appreciation for our operation in Beijing from many perspectives.

- Facilities
 - Our relationship with Minzhu University, and our reliance upon the partnership,
 - The residential space for our students,
 - The classrooms and administrative offices.
- Pedagogy
 - We observed several classes, and appreciated the intensive language learning and research project presentations skills of the students.
 - Learned that five levels of Chinese are offered, and within each level the four pedagogical approaches / intensity levels of classes that students experience each semester.
 - I met and spoke to, expressing my appreciation and Hamilton’s commitment, the 23 language teachers currently on staff.
 - We had lunch with the “head” teachers, a group of about eight teachers who have administrative responsibilities or who are the longest serving teachers with several years of experience.
 - I met with the leadership group of the program, which consisted of Yin Zhang, the Field Director, along with individuals responsible for pedagogy, teacher training, administration and residential life.
 - We signed a new agreement with Minzhu University, and cemented our collaboration with the institution.

Athletics Task Force

- The Trustee Athletics Task Force is progressing. Two faculty representatives, Todd Rayne and Heather Buchman, have contributed strongly. We framed the deliberations of this task force around excellence in the athletics program, clearly defined as academic success of student-athletes, their community contribution, and the competitiveness of our teams in NESCAC.
- It is also based on our commitment to the excellence of all our students’ experience, including student athletes.
- Coming to conclusion; their recommendations and any actions stemming from them will be examined within our on-campus priority-setting process through the faculty budget committee and other venues.

9. Remarks by President Joan Stewart.

The text of the President’s remarks appears below:

“Many of you received an email from one of our seniors regarding last week’s decision by the Saint Louis County Grand Jury about the shooting of Michael Brown on August 9. Nancy Thompson has also written thoughtfully to our campus. The events in Ferguson raise profound

questions. As President Obama said last week, “We need to recognize that this is not just an issue for Ferguson, this is an issue for America.”

How to understand all that is involved? How to make these things better and how to heal? These questions have been continually on my mind since last week and I know that they have also been on yours. Many of us gathered for a well-attended discussion here in this room early in the semester, and for a second one that took place here yesterday with a very large group. I’m grateful to Amit Taneja, Kimberly Williams and the Days-Massolo Center for facilitating these conversations and grateful as well to all who participated. I’m certain there will be more and that our College will continue to deliberate about race relations and justice across America and right here. I can add that it was clear from comments last evening that many students would welcome discussion of these matters with their teachers.

We received a thoughtful proposal from the Rainbow Alliance about campus restrooms and I can report that a committee is studying how to increase the number of all-gender restrooms. In fact, that committee met again today.

Last month, as Pat has just reported, a small Hamilton group went to London and then to China. In London, we met with students who will matriculate at Hamilton in January (33 of those 39 students are studying in London this semester on the Arcadia program). From there we flew to Hong Kong. We held events in five cities – well attended by alumni, parents, school administrators and college counseling professionals – and we also visited major donors, alumni volunteers, university campuses and representatives of organizations serving secondary and higher education in China. One thing that became clear is the growing interest in liberal arts education.

We also spent time with the students and faculty of our Associated Colleges in China program and came away impressed: students are learning the Chinese language and learning about Chinese history and culture at an astonishing pace. And they are navigating a bustling city. We were very glad to have Hong Gang Jin with us on this trip before her retirement this month.

The Council for Advancement and Support of Education – or CASE, as the organization is called – gave a 2014 Circle of Excellence award to Hamilton for our Viewbook series on the Hamilton “promise.” Congratulations to our colleagues in Admission and Financial Aid and to Cathy Brown and her team. That our “promise” series is being recognized by CASE is gratifying. More importantly, the promise of a Hamilton education obviously resonates with prospective students, as our news on the admission front testifies.

Our first application deadline (for Early Decision Round 1) was November 15. We received 410 ED1 applications (including 46 Miami and Boston Posse candidates). This is just two shy of our all-time high three years ago, and compares to 401 last year and 373 the year before. Overall applications are running slightly ahead as well. As of this morning, we have received 1,019 applications, which compares to 907 on this date last year. On any given day we seem to be running about 10% ahead, but we’re unlikely to sustain that. Most of the increase is probably due to improvements in the Common Application (after last year’s flawed rollout of a new application portal), resulting in more students having earlier and uninterrupted access to the application this year.

Of course, a great deal will change between now and the due date. Last year at this point we had received about 20% of the total number of applications that were eventually submitted. And, in fact, Monica reports that about a third of our applications usually arrive in the last 48 hours before the January 1 deadline. So, needless to say, this is a busy month for our admission and financial aid teams: they are reading Early Decision applications (those decisions go live December 12 at 8 p.m.); they’re communicating with potential ED2 and Regular decision candidates; and, while making decisions on ED, they’re trying to anticipate how many applications we will receive in total for the Class of 2019. In fact, Monica is in committee this afternoon. I’ll be happy to try to

address any questions you might have or to refer them to her and she'll get in touch with you directly and promptly, as always. In any event, I look forward to giving you another update in the New Year.

Since the last faculty meeting Dick Tantillo has informed the campus that he appointed Patrick Mullane as the interim executive director of the Career Center. Dick will undertake a national search to replace Mary Evans. Over the last few years, the Center has significantly increased the engagement of alumni, parents and members of the campus community in providing our students with career exploration opportunities and helping with their plans for graduate and professional education.

We're heading into our December board meeting – it will take place on Friday in NYC in conjunction with our 17th annual 1812 Leadership Circle Weekend. Nearly 300 of our most dedicated alumni, parents and friends have registered. I'm grateful for the efforts of several faculty who will join the program in New York City this year: Tina Hall, Brent Plate, John Eldevik, and Rob Kolb (with the College Hill Singers), as well as Tracy Adler.

A week from tomorrow, Wednesday, December 10, as part of the Sacerdote Great Names Series, we'll welcome a capacity audience in the Margaret Bundy Scott Field House for a question-and-answer session with recently retired New York Yankees captain Derek Jeter.

In one of the College's nice traditions, early January will see alumni, parents and students in over 30 cities around the world gather in homes, bars, restaurants and workspaces to celebrate Alexander Hamilton's birthday. The schedule is on line and I'm certain that if your travel takes you to one of the cities in question, you'd be very welcome at the parties. I know that some of you are already planning to attend. If others decide to do so, you might want to contact Dick Tantillo or Lori Dennison.

This being the last meeting before the end of the semester, I wish you happy holidays and hope that you will stay safe in your travels on the roads or in the air."

A faculty member thanked the President for her appreciation of faculty comments, and noted that some of those who have been thorns in the side do so out of deep roots and affection for Hamilton. The faculty member said that at a recent meeting about the events in Ferguson, MO, she was distressed by the number of students who said they were losing faith in the ability of education to do anything for them. The faculty member suggested that we try to talk about this more widely, even in classes where it wouldn't normally come up. President Stewart responded that she also found certain student comments very concerning, but found other comments hopeful, as well.

There were announcements about performances by the Masterworks Chorale and by the Music department in conjunction with Utica Dance: the only production of the Nutcracker in CNY with a live orchestra.

Dean Reynolds exhorts faculty to fill out upcoming survey on faculty life.

Tom Jones, Chair of the Faculty, adjourned the meeting at 5:52 p.m.

Respectfully submitted,

Katherine Terrell
Faculty Secretary

Appendix B

Motion from the Committee on Appointments to revise the *Faculty Handbook* regarding Reappointment, Tenure, and Promotion Committees.

Moved, that Section V and VI of the Faculty Handbook be revised as follows:

(This is an addition to the part of the *Handbook* that describes voting procedures.)

V.D.1.h. *Ad hoc* reappointment, tenure, and promotion committees may be appointed to supplement existing voting members in a department as described in Section VI.G.1.

(This paragraph is inserted at the beginning of VI.G. It requires a renumbering of the entire section.)

VI. G. 1. ***Ad hoc* Reappointment, Tenure, and Promotion Committees.** Working in consultation with the Committee on Appointments and the department, the Dean may appoint faculty to supplement existing voting members in a department when it is expected that a department will have fewer than two voting members at the time of reappointment, tenure, or promotion of a faculty member in a tenurable position. The resulting committee shall consist of any existing eligible members of the department and up to two tenured faculty from departments outside of the designated faculty member's home department. The committee shall continue at least through the tenure decision and no later than the time at which the designated faculty member is promoted to Professor. Whenever possible, the appointed faculty members on the committee shall be chosen from cognate fields. The committee members shall select one of their number to serve as Chair.

The committee shall participate in personnel decisions for the designated faculty member. Specifically, the committee shall consult in the writing of annual reviews, perform class visitations, and participate in any other review and evaluation of a faculty member's teaching, scholarship, or service normally undertaken by voting members of the department. The committee shall vote on reappointment, tenure, and/or promotion decisions. When appointed prior to the campus visits of the finalists in the search for a new tenure-track hire, all committee members shall be given the opportunity to meet with the candidates and provide feedback to the hiring committee. If an *ad hoc* committee member resigns, the Dean may replace that member after consultation with the Committee on Appointments, the designated faculty member, and any tenured members of the Department. If an *ad hoc* committee member does not hold the rank of Professor at the time the designated faculty member is nominated for promotion to Professor, that member shall be removed from the committee.

When an *ad hoc* committee is appointed according to these procedures, the voting members of the department shall be considered to include all members of the committee for all duties described in Section VI.G.

Rationale

Our current *Faculty Handbook* contains two important deficiencies in procedures for voting on reappointment, tenure, and promotion when there is an insufficient number of faculty to vote. First, it does not make any provisions for a vote on reappointment when there are no voting members in a department. Second, the provisions for a vote on tenure and promotion do not require that the people on the *ad hoc* committee who are voting on tenure and promotion communicate expectations to the faculty who are standing for tenure/promotion or evaluate the faculty relative to those expectations prior to the vote. The communication of expectations and systematic evaluation relative to those expectations are important feedback for faculty development.

This proposal introduces Reappointment, Tenure, and Promotion Committees to address these deficiencies in our current procedures. It modifies our existing procedures for voting on reappointment, tenure, and promotion by appointing committees as early as possible and requiring these committees to participate in providing formal feedback to faculty prior to votes on reappointment, tenure, and promotion.

Appendix C

November 2014

To Dean Reynolds,

We are writing on behalf of Pentagon Society. In advance, we would like to thank you for your time and consideration. Our role is to improve campus life and community relations through anonymous acts done for the overall benefit of the Hamilton society. Declaring one's major is an exciting time in a student's college education. We believe that following the declaration of one's major, each sophomore student should receive contact from their department. General department information and introductions would give a student a greater understanding of what their following years at Hamilton College will look like.

Upon the declaration of academic majors, we propose welcoming the new majors into their respective departments through subsequent actions. First, a welcome note/letter from the head of the departments addressed to their respective new students would serve as a formal acknowledgement of the declaration process. Moreover, each department should send an email to the newly declared majors to further welcome the students and to notify them of an upcoming "new majors" introductory meeting. The purpose of these actions would be to uphold the tight-knit Hamilton College community and to orient the new students into their department of choice.

Furthermore, we believe that each department should host some form of a welcome meeting. This will allow newly declared majors to meet the department head and the other professors within the department. It is important to form these personal connections and be able to put faces to names. Additionally, faculty can distribute a detailed informational packet regarding the major's requirements, all faculty, related studies off-campus, and any other essential information. Our vision is that professors will talk about their specialties, and students will gain excitement and comfortably with this knowledge.

In conclusion, the Pentagon proposes for a more inclusive and interactive process following the declarations of academic majors. These suggestions will benefit the students as they assume the responsibility of pursuing their specific academic tracks. Furthermore, both the faculty and the newly declared majors will be acquainted with each other, which will lead to better informed decisions when enrolling into classes and during thesis advisor selections. As Pentagon Society, we strongly believe that the welcome letter, introductory meeting, and information packet will provide important information that will enhance every student's Hamilton experience.

We would like to create a template for use by the departments to follow when creating the information packet. We are requesting that this process be mandatory for each department. Please let us know if this will be possible for the upcoming declaration period.

Sincerely,
The Pentagon Society

November 10, 2014

To Dean of Faculty Patrick Reynolds,

We are the Pentagon Society class of 2015. As an organization, our goals are to improve the atmosphere of Hamilton's campus through anonymous acts of charity and goodwill. One of our objectives for this academic year is to create a tradition that will last for years after we are gone: a Hamilton Snow Day. This event is modelled after similar events at Williams College and Smith College and would allow for a mid-semester event to promote campus unity.

Our Goal

We propose a mid-February Snow Day celebration open to the Hamilton community in its entirety. In order to retain the wonder of childhood snow days, our Hamilton Snow Day will remain a surprise for the student body until the day before or the day of. Professors will cancel their classes and coaches their practices, so that the planned activities can benefit all. The administration will announce this event and will take full credit for it.

Our Purpose

Our Hamilton Snow Day will combat seasonally-induced stress and anxiety while bringing the class years together in various activities. In addition to joining the classes together, these activities will break down the clique-like social sphere at Hamilton by bringing together social groups such as Greek organizations, sports teams, and diversity organizations. Through relinquishing all credit to the administration, we will facilitate a greater sense of respect among the students for the administration, a sentiment that is often lacking. By bridging the gaps between the administration and the students, and between different groups of students, this event will strengthen Hamilton's sense of community.

Event Specifics

In order to prevent students from using this day as an unproductive extension of the weekend, and to promote participation in the community-oriented tone, there will be activities across campus throughout the snow day. These will include a movie screening on the Dunham Green with hot chocolate and cider, a snow castle building contest, a snowball fight, an outdoor ice rink, and a campus wide bonfire on Love Field at the conclusion of the snow day. While these activities will require funding, Pentagon has an endowment that would be dedicated to these events this year, as well as donations on the way from Pentagon alumni and funding that is available from student activities.

Requested Roles of Key Players:

That Dean of Faculty Patrick Reynolds propose the cancellation of classes on a certain day in mid-February to the Hamilton College faculty. An early proposal will allow the faculty to adjust their syllabi to accommodate class cancellation, or to plan a make-up class.

Once the faculty has cleared the idea, we will approach sports coaches with the same request. Then we will reach out to other administrators, such as Dean Nancy Thompson and President Joan Stewart, for their support. We plan on contacting Bon Appetit for catering and Physical Plant for an outdoor ice rink, a bonfire, and set-up/take-down.

This endeavor begins with the college faculty, but it certainly does not end there. Thank you in advance for your consideration. We are excited to begin this project with you.

Sincerely,
Pentagon 2015



Hamilton

*Vice President for Academic Affairs
and Dean of Faculty*

February 24, 2015

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 3, 2015 beginning at 4:10 p.m. in the Fillius Events Barn.

AGENDA

1. Approval of minutes from the Faculty Meeting of Tuesday, February 3, 2014 (Appendix A).
2. Motion from the Committee on Academic Policy regarding the merger of the Comparative Literature and English & Creative Writing departments (Appendix B).
3. Motion from the Committee on Academic Policy on the closing of Comparative Literature and English concentrations and minors, and the creation of a new concentration and minor in Literature (Appendix C).
4. Update on the College's sexual misconduct policy and harassment and discrimination policy by Senior Associate Dean of Students for Strategic Initiatives Meredith Bonham.
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 2014-15
Tuesday, February 3, 2015
Fillius Events Barn

Tom Jones, Chair of the Faculty, called the meeting to order at 4:10 p.m.

1. Approval of minutes from the Faculty Meeting of Tuesday, Dec. 3, 2014.

The minutes were approved without discussion.

2. Memorial minute for Donald Brandreth Potter, Professor Emeritus of Geology, presented by Professor Barbara Tewksbury.

The text of the memorial follows:

Donald Brandreth Potter, Professor Emeritus of Geology, passed away at the age of 91 on January 20, 2015. Don was a remarkable man, a talented and enthusiastic geologist, a wonderful colleague, and a beloved teacher and mentor. The day after he passed, I asked Sharon Rippey in C&D if she could send out an email for me to all former geo alums requesting thoughts and memories about Don. Almost instantly, I had literally scores of replies. This inch-thick stack of wonderful words from students, colleagues, and friends is a testament to the impact that Don had on the people around him.

Because Don retired from Hamilton College in 1988, many of you did not know him. On behalf of my colleagues in the Department of Geosciences and his many friends. I hope I can paint a picture of him so that you can know who he was and what made him so special.

Don's roots in the liberal arts tradition go back to the very beginning. He went to Williams College and studied geology as an undergraduate in the early 1940s. When the US Army came to Williams to recruit members from New England ski teams, Don joined the elite ski troops of the 10th Mountain Division. He fought with the ski troops in northern Italy, including the night-time assault on Riva Ridge. He was awarded a battlefield commission and the Bronze Star.

After the war, Don returned to Williams to finish his undergraduate degree in geology and went on to earn a Masters from Brown and a PhD from Cal Tech. Phil Rogers, who was in the Biology Department at Hamilton at the time, recruited Don to come to Hamilton, and Don joined the faculty in 1954. He was one of two geology faculty for 25 years, and it was during that time that Don was instrumental in laying the foundation for what has grown to be one of the best small college geology departments in the country.

Former students speak passionately about Don as a teacher. They loved his contagious enthusiasm and the way he inspired them to be inquisitive, to ask good questions, to be keen observers, and to love the Earth. Don's approach to teaching was rigorously scientific yet supportive – he believed strongly that faculty and students were on the same “team” in the academic enterprise. His was always interested in his students, and he believed in them. He effortlessly shared the value of a life spent pursuing interesting questions and sharing knowledge. He was also gender- and color-blind – he simply saw students and colleagues as people first. He mentored everyone equally, whether they were white or minority, male or female. My own career was profoundly shaped by his inclusiveness – I arrived at Hamilton in 1978, the year of the Hamilton-Kirkland merger amid many gender-related issues, and Don simply folded me into the Department as the new geologist, and we carried on from there.

Don was a talented and creative teacher who was always open to new ideas and new approaches. I often think back to the mid-1980s when the Geology Department was considering a radical shift in our introductory geology course offerings. Don thought the new approach was a great idea, and he enthusiastically embraced the change despite the fact that it meant he would have to design an entirely new introductory geology course and teach it only once in his last year before retirement. He was an amazing role model.

Doing research was also a huge part of who Don was as a person. For much of Don's career, Hamilton didn't expect faculty to be active researchers, but Don loved the science of geology, figuring out geologic puzzles, and sharing what he'd discovered. Geologists can't talk about anything without maps, I think, and I brought two examples with me to show the quality of Don's work. This is a geologic map of the Hellas Quadrangle on Mars. Don is sole author on this map - he mapped the area in the early 1970s using NASA Viking imagery. At that time, Mars was divided into only 30 large quadrangles, and Don's is one of them - it covers about 4 million km² of Mars, an area about the size of the US west of the Mississippi. He also worked with the US Geological Survey in Massachusetts to map the Williamstown Quadrangle, which was published in the early 1990s. Publishing a USGS geologic map is a major achievement because the USGS has exceptionally high standards for geologic work that is published in their map series. One of Don's co-authors on the map wrote to tell me what an amazing field geologist Don was when they did the original mapping.

And long before it became common to involve undergraduates in research, Don had students working in the field with him in New England and various places out west. Many of the letters I received from former students describe those experiences, many of them carried out on a shoestring budget, as pivotal and life-changing. Former students are deeply grateful to Don for his ability to excite them about geology and to teach them by enthusiastic example what it means to do geology well in the field.

One of the things that everyone remembers about Don was his incredible energy and love for the outdoors. Students who worked with him in the 1960s commented that they couldn't keep up with him in the field. Students from the 1970s said the same thing. And so did students from the 1980s - even in his 50s and 60s, Don could out-hike 20-year-old students. How did he do it? No gym and fitness equipment for Don. He cut a trail from his house on Reservoir Road, across the fields, and down into Kirkland Glen. He built a bridge across the stream and then continued the trail up to campus. Every day, regardless of the weather, Don hiked or skied from his house to the College, towed off behind the door in his office, put on his bow tie, taught his classes and labs, and then headed home again along what we all called Potter's Trail. There used to actually be a sign in the Glen for Potter's Trail, and I gather from Andrew Jillings that the sign is now in the Outing Club and will be put back up as a memorial to Don. And he was still on the cross country ski racing circuit well into his 80s.

Don was a genuinely nice and truly caring human being. He was warm and open and honest. One of the striking things about the emails that I received from Don's former students is that Don still kept in touch with so many students who graduated 25, 30, even 50 years ago. Many commented on the fact that they had just received Christmas cards from Don in December. He cared deeply about them as people, and he kept track of what they were doing regardless of whether their careers were in geology or not.

The last thing I will say is that he cared passionately about the Adirondacks. Together with his brother, Lan, Don wrote a book called Brandreth, a beautifully researched and illustrated piece on the history of Brandreth Park in the Adirondacks. The book was published in 2011.

Don Potter was a remarkable teacher, an extraordinary colleague, and wonderful human being. We will miss him.

3. Motion from the Committee on Appointments to revise the Faculty Handbook regarding Reappointment, Tenure, and Promotion Committees.

The chair of COA spoke to the motion. COA is trying to improve our current procedures for what happens in reappointment, tenure, and promotion when there are not enough voting members in a department. They want to ensure that this situation is anticipated early, so that the committee members can give the candidate feedback early in the process.

A faculty member proposed a substitute motion, which separates the procedure for reappointment and tenure from the procedure for promotion. This change accounts for putting senior people on the tenure committee and newer people on the promotion committee, and accounts for turnover among faculty.

The motion to substitute this revised motion for the original motion passed unanimously by voice vote.

Dean Patrick Reynolds spoke in favor of the motion. All parties agree that these new procedures will be used to address the current situation in Classics if the motion passes.

The chair of the long-term planning committee spoke about the results of a recent survey asking about faculty members' retirement plans. 35 faculty members will probably retire in the next 5-6 years; an additional 19 are considering retirement within the next 5-10 years.

A faculty member moved to divide the motion, in order to vote on tenure and reappointment and promotion separately. The motion to divide was seconded, and failed to pass by voice vote.

A faculty member asked what the implications are of all of these upcoming retirements. The chair of COA replied that regardless, we still have to find people to vote on tenure and promotion. The chair of the long-term planning committee replied that we need this process, and that he was not arguing implicitly or explicitly against it.

A faculty member asked for clarification of "tenureable": does it include "tenured"? The chair of COA replied yes, that's how the faculty handbook refers to both tenured and tenure-track faculty.

The motion passed unanimously by voice vote.

4. Pentagon presentation on welcoming new majors into their respective departments and proposed snow day.

Students from Pentagon are dedicated to improving the campus atmosphere by anonymous acts. They propose two ideas. The first is that department chairs should distribute a letter to new concentrators welcoming them to the concentration, and provide a guide to the department and concentration, including concentration guidelines, the specialties of faculty in the department, etc. Pentagon will distribute a template for such a guide, and will handle the printing. They also suggest that departments should organize a meeting for new concentrators in order to introduce faculty, let new concentrators meet one another, and inform them about the concentration. This will enhance the tight-knit community that is a hallmark of Hamilton.

The second proposal is a secret snow day, on which the administration would cancel classes as a surprise to the students; Pentagon would organize a day of outdoor events that would bring the entire community together. This would create a unique experience at Hamilton, allow students to destress, and would improve the relationship of Hamilton and the administration. Pentagon's actions are meant to be anonymous, so the administration could take full credit. They would like faculty to be involved as much as possible. It could perhaps be scheduled so that faculty would know the date in advance and could plan accordingly. Faculty are asked to address comments and questions to pentagon@hamilton.edu.

5. Review of Presidential Search process.

Tom Jones, Chair of the Faculty, reminded the faculty that nominations for the presidential search committee are open until 4:30 on Friday, Feb. 6. Voting will end on 4:30 Friday Feb. 13. This will be an approval voting election, which means that you will be given a slate of candidates and vote for all those that you approve of. The five candidates who receive the most votes will be passed on to the Board of Trustees, who will choose three faculty members to serve on the committee.

6. Remarks by Dean Patrick Reynolds.

“My thanks to Anne, COA, and all who contributed to the Faculty Handbook motion.

Mission

- ☐ As you know, the Planning Committee is looking at a revision of the college’s mission statement, and my thanks to all who responded to our survey last semester.
- ☐ The committee meets for the first time this semester next week, when we will be looking at a few straw man drafts to get a sense of the general characteristics we’d like to see in the statement.
- ☐ In due course we’ll have a draft to which the campus can react, and eventually hand off to the trustees who will have to adopt it.
- ☐ The faculty members on the Planning Committee are Deborah Pokinski, Rob Martin, and Emily Conover, if you’d like to discuss our progress with them.

Health Professions Advising

- ☐ You may recall that our Health Professions Advisor, Leslie North, retired last fall and Leslie Bell from the Career Center and who has served on our Health Professions Advisory Committee for decades has been serving in an interim capacity.
- ☐ We took the fall to bring in an outside consultant to review our organization of health professions advising and we received a useful report that the committee, and ourselves in the dean’s office have been reviewing.
- ☐ We are in the planning stages of a search for a new Health Professions Advisor, and I think I will be presenting the case for continuing this position to Joan’s staff in the near future. Assuming that is approved we will undertake a search this semester.
- ☐ If we proceed, and after discussions with the advisory committee and consistent with the external reviewers’ recommendations, we plan for the Health Professions Advisor to report to the Career Center, in large part to take advantage of the resources there to help our students, and increasingly the many alumni, applying to medical school.
- ☐ We’ll be continuing to consider and implement various recommendations that emerged in the report, but
- ☐ we do want to support all faculty advisors to be able to advise students with health professions interests, especially in the first year to get them off to a good start in course selection. It is particularly challenging given the tightly constrained set of requirements many of these students must complete.

Email accounts

Margie Thickstun would like to make an announcement on behalf of the LITS committee.”

Prof. Thickstun reminded the faculty that all accounts that are at Hamilton.edu belong to the college; in the case of unexpected death, the College will freeze all accounts to protect your privacy, and no one will have access. You should have a parallel digital life; the easiest way is to put things in Dropbox. The LITS committee is working on a form you could fill out to give others access to your Hamilton accounts.

“COACHE

- ☐ You will have at this stage received a link to complete, what I was assured was, a 25-min survey on how satisfied you are in your positions at Hamilton.
- ☐ I want to urge you to be frank and not hold back due to any misguided sense of bashfulness or introversion as you give your opinions on working at Hamilton.
- ☐ More seriously, as I wrote, these COACHE surveys for pre-tenure faculty were useful, and we responded to them in such a directed way that later pre-tenure surveys showed remarkable positive progress
- ☐ So much so, that we've become a type of poster child for the project, they touting Hamilton's very high scored among pre-tenure faculty compared to practically all other institutions who participated.
- ☐ In short, I think it is worth your time and urge you to complete them.

Annual reports / merit / salary averages

- ☐ Spring is a busy time in part due to the annual review and salary setting process, and I get to meet every chair during the course of the term.
- ☐ While a large investment it is a tremendous opportunity for me to learn and be reminded of the extraordinary work that is done by the faculty.
- ☐ I know that we all take the merit salary system very seriously and of course we want it to be as fair and responsive as is possible, and so I appreciate the time everyone has spent in writing their annual reports and especially to the chairs who will be responding to those reports and meeting with their colleagues over the coming weeks.
- ☐ Around this time of year we begin to get feedback on the salary averages of the three professional ranks at our peer institutions.
- ☐ You will recall that we have a group of 25 schools to which we compare ourselves, and a few years ago with the budget committee we decided on a target rank among the 25 of 11th to 15th.
- ☐ Those of you who have been here a few years know that we have struggled mightily to make this goal—I don't think we've ever made it, or our previous goal of top 5% or AAUP-reporting schools, in my 23 years here.
- ☐ Along the way we had to do a major investment in starting and assistant professor salaries, and in recent years the full professor rank has fallen outside our 11th-15th target.
- ☐ The official results are not published yet, I will probably have them for you next month, but Gordon's peers start sharing those average salaries and thus he can infer where we will rise or fall in the ranks.
- ☐ I am really delighted to say that it looks like we will reach our 11th-15th target range for all three ranks this year: Assistants: 14th or 15th; Associates, 9th; and Professor, 14th.
- ☐ Gordon urges caution, until the official results are published, but we're feeling very good right now.

First Friday

Continues this coming Friday; being February it is dedicated to chocolate, in the tradition developed by Margie Thickstun."

7. Remarks by President Joan Hinde Stewart.

The text of President Stewart's remarks appears below:

"60 CHR

With a campus as large as ours and as costly to maintain, we are continually assessing the condition of our buildings. There was discussion last fall about tearing down the house at 60 College Hill Road, since it would require a very large investment in order to be safe and habitable. Our history department colleagues, along with Nathan Goodale and his students, made a strong case for preserving rather than demolishing, in view of the building's venerable age. You'll be interested to know that the present plan is to hold onto the building and give more thought to possible uses down the road.

Health Center

Speaking of buildings in poor condition, I recently toured the health center. It's in pretty bad shape. While we had already been planning better health and counseling facilities, I've asked Karen to look for a way to expedite them.

Budget

Which brings me to budget. With recent strong endowment performance, the budget on which Karen and her team have been working is balanced. Thanks to the faculty budget committee for their help on this. The budget will be presented to the board at its March meeting on campus. It takes compromise, nimbleness and creativity to shape a thoughtful and balanced budget, especially with so many good ideas being put forward. Thank you for continuing to generate those ideas, even if we are unable to adopt them immediately.

Solar panels

Just before winter break, the College was approached by a company that proposed to install solar panels on the campus to generate green energy at an attractive price. The deal needed to be done quickly because it was to be grant funded. Karen and Steve Bellona went to work to evaluate the proposal and identify sites, the most promising of them being along Campus Road. Karen and Steve consulted with the trustees and also with people living along Campus and Griffin Roads who might have the solar panels partially in view. In the end, the consensus was not to go forward with this particular company at this particular time. But we'll continue to look at this sort of possibility for the future and also at other ways to reduce our carbon footprint.

Admission

Our application deadline for the Class of 2019 was January 1. We had 5,433 applicants. This is up 7% over last year's total and the highest on record for Hamilton. Of course none of us is surprised that Hamilton is attractive to so many students. Our academic program is the cornerstone, to be sure, but the investments in our facilities and our financial aid program have not been lost on prospective families.

We experienced this increase in applications without eliminating requirements such as fees or supplemental essays. Monica is watching the trends and, of course, thinking about our own options. She and I have had a good many conversations about this. We aren't interested in flooding our applicant pool with more students to reject, but we want to make sure that our application is as accessible to as many qualified students as possible and that we are in a strong position to compete with our peers for the best students.

Of course, whom we admit and enroll is arguably more important than the number of applications received. At this point, 178 students have enrolled under our Early Decision Round 1 Plan, including 20 Posse Scholars. The admission team is considering our Early Decision Round 2 candidates this week, and will post those decisions on February 12. Simultaneously, of course, they're reviewing Regular Decision candidates; those decisions will post on March 27. I'm grateful for all that the admission and financial aid teams are doing this time of year and I'm also appreciative of all that our faculty do to support them and to help us attract so many fine students from all over the world.

EdX

Our first two edX offerings launch next month – Brent Plate on spirituality and sensuality and Doran Larson on American prison writing. They will run for six to seven weeks. We are still a month out but enrollments are already strong with about a hundred different countries represented among the participants in each course. This has been no small task for Doran and Brent and colleagues in Library and Information Technology Services who are supporting the effort.

CGI

Four Hamilton students have been invited to attend the Clinton Global Initiative University in Florida next month. Selection is competitive and based on submission of a “commitment to action” – that is to say, a proposal for addressing a major global challenge in the area of education, the environment, peace, poverty alleviation or public health. Congratulations to Ryan Ong '16, Sharif Shrestha '17, Jose Vazquez '15 and Tsion Tsefaye '16. You can read about their projects on the Hamilton website. This is a nice example of why Hamilton was designated a “Changemaker campus.”

Other nice examples were January's Levitt Leadership Institute and Social Innovation Fellows program. At the closing reception, where I spoke with the students who participated, their excitement about their projects was palpable – palpable too was what they'd learned about engaging an audience and working a room.

MLK Day

Congratulations to Amit Taneja and Kimberly Williams and everyone who worked on the programming around Martin Luther King Day. There was a rich array of events marking the legacy of Martin Luther King through service, performance, discussion and planning. On the afternoon of the 19th, the Working Group on Diversity and Inclusion that I created last spring held the first of two “listening” sessions and I can report that the conversation was thoughtful and often moving. It was followed by an appearance that evening by performance poet Arthur Flowers of Syracuse University. I was unfortunately not able to attend the performance of Mark Cryer's *The Mountaintop*, but I hear it was wonderful. Finally, there were two separate discussions of a new book about Martin Luther King's final year. I was at the second of the two, on Monday night: it was standing room only in the Days-Massolo Center and the conversation never flagged.

Putting it all together was no mean accomplishment – and I'll add, on a personal note, that I'm grateful to the DMC for providing dinners that were largely Whole Life Challenge-compliant.

WLC

Many of you are familiar with the vocabulary of compliance that describes the diet and lifestyle program in which 60 people affiliated with Hamilton and another 10 on the Central New York Team are currently engaged. It's an effort, in short, to live a healthier and more mindful life. Participants were challenged last week to think, every day, of three things for which they are grateful. As I did this exercise, it was the College I thought of: Hamilton students, teachers and employees, not to mention beautiful College Hill. I'm mentioning it today so that even those of you who are not doing the WLC will know how grateful I am. Thank you for all you do to educate our students and to make Hamilton such a fine and successful institution.

Thank you, more specifically, for all you have done to support me over the past dozen years. Arriving at last month's decision to retire at the end of the coming academic year was not easy. Philip and I love this college and our years here will surely count among the best of our lives. Still, the timing feels right. He's been immersed in his research for the last few years and I look forward to getting back to mine. But there will be plenty of opportunity later on to talk about all of that – we've a lot to do in the next 17 months and I look forward to working hard at it.

Who's Your Hamilton?

Speaking of gratitude. Yesterday, the Annual Fund Office launched a campaign titled “Who's Your Hamilton?” It invites donors and friends of the College to submit brief tributes to people whom they admire or who helped shape their experience at Hamilton. The submissions reference more than a half century of relationships and describe how people such as you have influenced lives. They call attention to individuals, departments and, in some cases, the entire faculty. You might like to visit the website at <http://www.Hamilton.edu/who/front> to see what some of your former students had to say. There are already about 300 tributes online and we expect that number to grow.”

A faculty member appealed for a greater emphasis on getting a harassment policy in place. We were told that we would have a policy in place by December. Karen Leach was asked to provide an update at this meeting, and declined. It's important that we have open communication and a sustained conversation so that the culture of this institution changes significantly. We are failing in our duty to the institution if we don't make this a priority. President Stewart replied that we are working on it, and we will get back to you on it.

Another faculty member followed up by expressing disappointment in the President's answer. This is the year of Ferguson. We've had no policy in place for six months now. To say that we're working on it but we don't want to update you on what we're doing and don't want to have a conversation about it, is an unsatisfactory answer. As a member of the Harassment of Sexual Misconduct board, he has been asking to have a meeting for several months, and it hasn't happened. This is a big hole in the middle of our institutional culture.

Karen Leach responded that she had received no invitation to speak at the faculty meeting, and didn't decline to do so. It's difficult to line up the harassment policy with the sexual harassment policy with the faculty handbook; they have been going around and around about it, and are getting close.

Another faculty member asked about the changes to Health Center facilities. Are there any plans to increase the number of counselors available? Students have trouble getting in to see someone, and there's a pressing need. President Stewart replied that yes, we're looking at that, but haven't yet decided where the new facilities would be. Karen Leach added that we have added some staff on a temporary basis; we have adequate people on a temporary basis, and can much better meet the student demand as a result.

Another faculty member asked whether anyone knows if there's an increase in students who are leaving as a result of mental health issues. President Stewart replied that she doesn't know about any such increase.

8. Announcements:

The Commencement planning committee announced that this year's Class and Charter Day will be held in Wellin Hall rather than the Chapel, because we've outgrown the chapel.

A faculty member announced the Great American Heart Run and Walk at Utica College on March 7th.

Tom Jones, Chair of the Faculty, adjourned the meeting at 5:27 p.m.

Respectfully submitted,

Katherine Terrell
Faculty Secretary

Appendix B

Motion from the Committee on Academic Policy regarding the merger of the Comparative Literature and English & Creative Writing Departments.

Moved, that Section V of the Faculty Handbook be revised to combine the current Department of Comparative Literature and the current Department of English and Creative Writing into the Department of Literature and Creative Writing as follows:

V. Departments and Programs of the Faculty

The departments of instruction are Africana Studies, Anthropology, Art, Art History, Biology, Chemistry, Classics, Communication, ~~Comparative Literature~~, Computer Science, Dance and Movement Studies, East Asian Languages and Literature, Economics, ~~English and Creative Writing~~, French, Geosciences, German and Russian Studies, Government, Hispanic Studies, History, *Literature and Creative Writing*, Mathematics, Music, Philosophy, Physical Education, Physics, Psychology, Religious Studies, Sociology, Theatre, and Women's Studies.

Rationale

The evolution in the field of literary study has meant that the distinction between the two current departments and concentrations has become increasingly artificial. The disciplinary and pedagogical practices of the existing faculty in the two departments have overlapped and merged, to the point where a course like literary theory can be staffed by members of either department. Critical approaches can be considered along a continuum: at one end, some courses offered by English faculty focus solely on material written originally in English; other courses offered in the English Department already contextualize English language literature by incorporating material written originally in other languages; at the other end, courses explore literary questions, practices, and traditions across languages. These latter courses are taught not only by faculty in Comparative Literature, but also by individuals currently housed under English and Creative Writing. Reading medieval literature, for example, is and has always been a multi-lingual enterprise.

Like the faculty in Comparative Literature, several individuals in the English department study literature written in languages other than English and participate in multi-lingual professional organizations. Faculty in both departments participate in the Modern Language Association; faculty in English are members of professional organizations focused on English-language authors, but also comparative groups such as the Association for Asian Studies, the American Comparative Literature Association, the African Literature Association, the African Studies Association, the Association for the Study of the Worldwide African Diaspora, the International Conference on Afro-Hispanic, Luso-Brazilian, and Latin American Studies, the Medieval Academy, and the Scottish Medievalists.

The Departments have been cross-listing courses for many years. In addition, students majoring in Comparative Literature have been using courses taught in the English department to fulfill their second-national literature concentration requirements. Students majoring in English or Creative Writing have been allowed to count a course in Comparative Literature that is not already cross-listed with English toward fulfilling their concentration requirements, along with any courses cross-listed.

The Dean and CAP have been encouraging our cooperation. In 2013, the departments of Comparative Literature and English and Creative Writing submitted a joint allocation request for a term position in transnational literature which, though unsuccessful, was well-received by CAP.

Creating a department of "Literature and Creative Writing" signals accurately the variety of literary material and approaches, and the variety of literary traditions, with which students at Hamilton can engage.

Appendix C

Moved, that the College replace the concentrations in English and Comparative Literature with a concentration in Literature.

Rationale

N.B.: The department of Literature and Creative Writing would continue to offer a concentration in creative writing, as outlined in the catalogue copy included below.

Given the reasons presented in the rationale above, the members of the current departments of Comparative Literature and English and Creative Writing have developed a concentration that offers students a broader range of options in approaching the study of literature than either current concentration and that makes those options more explicit. The proposed re-presentation of the curriculum encourages students to think about the variety of critical and theoretical approaches to literary study by foregrounding possible approaches in the “exploratory” courses which we would offer at the 100 and 200 levels; it does not artificially segregate literature written in English from the literary traditions in other languages, an engagement in which writers and readers of literature have naturally and fruitfully participated for centuries. Additionally, the expectation that students of literature develop their own plan for a coherent group of advanced courses both encourages individuals to pursue their particular interests and pushes them to make those interests explicit through self-conscious choices.

The faculty will staff this new major using existing resources directed at the existing student population. Although some courses will be adapted, that adaptation is part of the natural and regular rethinking of individual courses by instructors current in their specialties. Our combined faculty currently teach over 1,000 students per year, many of them in writing-intensive courses. In the courses taught by faculty in both current departments, these students are drawn from across the disciplines. As the enrollments in our current programs are robust, and we expect the newly developed concentration will attract more students, we expect to retain our current faculty positions in the long term. Most of our peer institutions have significantly larger departments of English alone: the average department size is about 22; even tiny Swarthmore has 16.

Both departments are committed to contributing substantially to the program in Writing Across the Curriculum and to accommodating the interests and needs of non-concentrators. Continuing faculty from both current departments participate actively in interdisciplinary programs, offering courses in American Studies, Asian Studies, Cinema and New Media Studies, Environmental Studies, Jurisprudence, Law, and Justice Studies, and Medieval and Renaissance Studies.

Catalogue copy for the new department and concentration:

Department of Literature and Creative Writing

The Department of Literature and Creative Writing offers 2 concentrations, one in the study of literature, and one in the art of creative writing. Each concentration consists of 10 courses: 4 exploratory courses, chosen from among 7 categories; 1 course in creative writing; 4 focus courses specific to the concentration; and 1 senior seminar specific to the concentration. Both concentrations also have a language requirement (see below).

Only one 100-level course may be counted towards either concentration; a 100-level course is not required for the concentration. A 100-level course may be counted as either an exploratory course or a focus course.

All concentrators must take four exploratory courses: 1 each from any 4 of the categories listed below. A list of the courses in each category can be found on the department web-page.

History

Theory

Genre

Theme

Intermedia

Identity and Difference

Single-Author

These categories reflect, but do not exhaust, various ways of conceiving the relationships between texts and thus approaches to literary study. Many departmental courses could appear under several of these categories; in practice, each course's professor has specified one or two categories as predominant in the class's design and execution. A course with two category designations may satisfy either category, but not both, in any individual student's program of study.

All concentrators must take a course focusing on Identity and Difference. It may be taken within the department from the list of courses in this exploratory category, and thus count towards the concentration. With advisor approval, concentrators may also fulfill this requirement with a course taken outside the department, in which case it will not count as one of the 10 courses for the concentration.

All concentrators in Creative Writing must also take Creative Writing 215 (Intro to Creative Writing, which has a pre-requisite of a course in literature). Concentrators in Literature must take a Creative Writing course (usually 215).

The department encourages students thinking of pursuing honors or graduate studies in literature to take a course in literary theory.

Courses taken for the concentration should reflect historical and geographical breadth.

CREATIVE WRITING

Concentrators in Creative Writing must also take the following 5 courses: 2 workshops (304, 305), 2 literature courses (204, 205), and the senior seminar in Creative Writing (419).

Candidates for honors will have the opportunity to produce a senior project in their senior year.

A minor in creative writing consists of five courses: two courses in literature written in English (which may include a 100-level literature course), 215, and either 204 and 304 or 205 and 305. Students concentrating in Literature may not minor in creative writing.

LITERATURE

Concentrators in Literature must also:

(a) take 4 courses together constituting an individually focused area of literary study, developed in consultation with, and approved by, the student's departmental advisor. A plan for this program must be submitted to the department by the end of the sophomore year. It may be revised. Up to 2 of these 4 courses may focus on a related art such as music, dance, visual arts, or film and media studies as long as the 4 courses together make a coherent program of study.

(b) take at least one 400-level seminar in literature in the department in the senior year.

Candidates for honors must attain a GPA of at least 3.5 in the courses counting towards the concentration, produce a paper of at least 25 pages in a senior seminar, and attain a grade of at least A- in the seminar. One of the spring seminars will be a course in research methods that will allow those enrolled (including those pursuing honors) to write independent research papers on topics of their choice.

With advisor approval, concentrators in literature may count courses from other departments towards the concentration.

A minor in Literature consists of 5 courses, at least one of which must be at the 300-level or above, chosen from at least four different exploratory categories. Students concentrating in Creative Writing may not minor in Literature.

Language Requirement

All concentrators must fulfill a language requirement:

1) completion of two courses at the college level in a single language other than the student's native language (courses taught in a foreign-language department in which class readings and discussions are in English do not count);

— or —

2) completion of 221 and 293 (or equivalent courses in Old English and the history of the English language taken elsewhere and approved for transfer credit);

— or —

3) completion of either 221 or 293 (or equivalent) and a language course in Latin or Greek.

— or —

4) with advisor approval, completion of two appropriate courses.



Hamilton

*Vice President for Academic Affairs
and Dean of Faculty*

March 31, 2015

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 7, 2015 beginning at 4:10 p.m. in the Fillius Events Barn.

AGENDA

1. Approval of minutes from the Faculty Meeting of Tuesday, March 3, 2014 (Appendix A).
2. Motion from the Academic Council regarding filling vacancies on certain committees (Appendix B).
3. Motion from Academic Council to enter Committee of the Whole regarding committee-of-the-whole discussion for 20-30 minutes regarding the interim report from the Long-term Planning Committee (Appendix C).
4. Presentation on information security and the upcoming implementation of strong passwords by Vice President for Libraries and Information Technology Dave Smallen.
5. Other announcements and reports.

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

An open meeting for the Faculty with representatives from Isaacson, Miller, the firm engaged for the search for Hamilton's next president, will take place immediately following the Faculty meeting. Remarks by the Dean of Faculty and President have been set aside this month in the interest of providing adequate time for that discussion.

FACULTY MEETING

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

Appendix A

Minutes of the Fifth Regular Meeting of the Hamilton College Faculty
Academic Year 2014-15
Tuesday, March 3, 2015
Fillius Events Barn

Tom Jones, Chair of the Faculty, called the meeting to order at 4:10 p.m.

1. Approval of minutes from the Faculty Meeting of Tuesday, Dec. 3, 2014.

It was suggested that the text of the amended motion be added to the minutes; they were then approved by voice vote.

2. Motion from the Committee on Academic Policy regarding the merger of the Comparative Literature and English and Creative Writing departments.

A member of CAP spoke to the motion, and thanked the members of the two departments. This motion was brought forward by the two departments; they and CAP all support the motion, which stems from the overlap and synergy of the two fields.

Steve Yao, Chair of the English and Creative Writing Department, added that creating this new curriculum has energized our thinking, and we're excited about the possibilities that it represents for the future as well as its ability to satisfy the goals of our current students. We hope the faculty will approve the change.

Peter Rabinowitz, Chair of Comparative Literature Department, urged the faculty to vote for the motion, for two reasons. First, for our students. This is an innovative new curriculum, unlike what we've done in the past and unlike any other department we've looked at (and we've looked at hundreds). Second, it's good for all of us: if you vote this down, the problem will keep coming back. This is the best possible outcome given the constraints we're operating under.

However, as we vote yes, it's worthwhile thinking about what we might be losing by moving in this direction: it's not an entirely unambiguously positive move. We're losing another small department. Small departments give students a very different kind of experience than they get in a larger department, and for some of our students those are better experiences. For example, in our current group of concentrators, all of the students know one another and are familiar with one another; from early on, they can start working to create an intellectual community. As an institution, we really ought to be thinking about the value of small departments.

A faculty member asked about the implications for the language requirements that the Comp Lit and English depts. have had, and expressed concern that the foreign language departments will lose that connection to those students. Prof. Rabinowitz replied that we are losing some language intensity. However, we have built the program in such a way that it's possible for students to do what students are doing now. We'll be encouraging students with language interests to do language study at a higher level, especially those who are interested in graduate work. But it's true that the new concentration is less language-oriented. As long as the current Comp Lit faculty are around, they'll be pushing for students to engage in language study. Prof. Yao added that many of the current English faculty are comparativists and will also be pushing for language study.

The Chair of Classics commented, "I support the motion because I do not think that Comp. Lit. will survive otherwise given the constraints that they have been put under, but I do so with a heavy heart because we'll be losing much of our history. We've been one of only two NESCAC

colleges with an independent Comparative Literature Department (the other one is Williams), and now Williams will be the only one. We'll be losing that distinctiveness, something that has set us apart from other good liberal arts colleges and has made us very attractive to many students.

For those younger faculty who might not know the background of this department, I would like to say a few words about their history and what makes them so special. They started the department in 1978 when few undergrad colleges had Comp. Lit. departments; all four faculty were untenured and none had taught in a comp lit program before. They built the program from scratch. The department is a model department in every way:

Teaching: Comp. Lit. attracts some of Hamilton's best students. They have the fifth highest number of concentrators/FTE in the college, above any other humanities; their course evaluations are consistently above the college average; their students have higher GPA's than college average. They have produced three James Soper Merrill prize winners in the last 13 years, and the 2 new Student Fellows who have been chosen for the NY6 Program are both Comp. Lit. majors. Peter was the inaugural winner of the Lang (teaching) prize and is the inaugural holder of the Carolyn C. and David M. Ellis Distinguished Teaching Professorship of Comparative Literature. The Comp. Lit. Dept. has been committed to all the college's "general education" initiatives, doing far more than their share of WI courses, FYCs, first year seminars such as Coming of Age and sophomore seminars such as Hiroshima.

Research: They are the only department to have two winners of the Career Achievement Award. They are both amazingly productive scholars.

Service: Nancy and Peter have served on every major committee and have served Hamilton College long, wisely and well over these many years. They have poured their lives and souls into Hamilton.

In general, Comparative Literature has been and is one of Hamilton's special strengths and one of its points of superiority over competing institutions. Hamilton is one of a few comparable undergraduate institutions with an independent department of Comparative Literature, and they graduate many more majors than our comparable institutions do. As we seek to attract students in an increasingly competitive time, Comparative Literature has given Hamilton an edge. By removing the department of Comparative Literature, Hamilton has settled for being less than it could be.

Therefore, I suggest that we should all honor and applaud our colleagues Nancy and Peter Rabinowitz, who represent the best that is Hamilton and that we should do everything we can to help them in their new situation."

A round of applause followed.

A faculty member in Comp Lit commented that the loss of the connection to foreign languages is serious. This is inevitable, but it didn't have to become inevitable. It has become so because of a historic lack of support. At Kirkland, she couldn't teach either English or foreign language courses. She came to Hamilton, was briefly in Classics, but would never have received tenure there due to the prejudices of a colleague, so moved to Comp Lit. She is no stranger to change, but doesn't want people to dance on our graves. This is a grave, but there will be a rebirth. There is actually a good reason to vote for this: it's a good program and a good change, but that doesn't mean that there are no costs and no losses.

Another faculty member spoke: she has had the privilege of teaching in both the English and Comp Lit depts., and is a graduate of the Comp Lit dept. She agreed with everything that's been said, and feels privileged to witness how well the two departments have worked together to form this new department. She is proud of all her colleagues.

Another faculty member commented that of course the English dept. is also disappearing, but there really is a high degree of comparative literature in this new department. He acknowledged the hard work that's gone into crafting a new and exciting program.

The motion passed by voice vote.

3. Motion from the Committee on Academic Policy on the closing of Comparative Literature and English concentrations and minors, and the creation of a new concentration and minor in Literature.

The motion passed by voice vote.

4. Update on the College's sexual misconduct policy and harassment policy by Senior Associate Dean of Students for Strategic Initiatives, Meredith Bonham.

On April 4, 2011, the Office of Civil Rights (OCR), which is an arm of the US Department of Education, issued a 19-page document (now commonly referred to as the "Dear Colleague" letter) instructing all colleges and universities that receive federal funding to revisit their policies and procedures on handling sexual misconduct complaints. The message was clear: colleges and universities have not done enough to address sexual assault on campus, thereby violating student rights under Title IX. This action was a wake-up call for educational institutions. And while it's true that (as some have asserted) this guidance is not law, per se, nevertheless any direct guidance we receive from the Department of Education is effectively a mandate we must follow. Not doing so places us at risk of losing our federal funding.

As a result of the 2011 "Dear Colleague" letter, Hamilton (along with most other institutions) took steps to modify its policies, appoint and advertise a designated Title IX Coordinator, and introduce college wide training initiatives to insure that our entire community is aware of its obligations under Title IX. While no institution welcomes stern directives from the US Department of Education, nevertheless we regarded the federal guidance as an opportunity to make our policies even more effective, transparent, and responsive to the needs of our community.

Three years later, in spring 2014, OCR and the White House issued further de facto mandates to help clarify some of the questions that lingered from the 2011 guidance. As a result, in late spring 2014 President Stewart appointed a Title IX Task Force, charged with assessing our current policy and determining what modifications were necessary – reflecting our commitment to address this serious issue. We also worked closely with legal counsel to insure that our policies were proper, fair to both parties, and of course compliant with Title IX.

In early September, once the new sexual misconduct policy was drafted, we shared it with the entire community and held a community forum to gather additional feedback and suggestions. As I reported to the faculty at your October 7 meeting, the major policy changes were:

- Only full-time employees and faculty at associate rank or above may serve on the Harassment and Sexual Misconduct Board (HSMB), i.e. no students
 - Students are allowed an advisor of their choosing, including attorneys
 - The new policy would introduce a more thorough and robust investigative process: an external investigator (typically an attorney) partners with an HSMB member to form the Investigation Team
 - And, instead of live hearings, a new process would allow for both parties to review the investigation report, including all witness statements and responses of the other party, and then to respond in writing. The final report would then be reviewed by a Harassment and Sexual Misconduct Review Panel (HSMRP), which would determine responsibility and recommend a sanction

The Title IX Task Force also recommended that the Harassment and Sexual Misconduct Policy be split into two: one focusing on sexual misconduct, and the other on harassment. The OCR requirements, coupled with our desire to shape a clear, transparent process for resolving sexual misconduct complaints, created a more complex policy. It therefore made more sense to separate out the harassment policy, which would also include discrimination. Following the opportunities for community input, the task force submitted the new sexual misconduct policy to President Stewart, who approved it.

The College then turned its attention to the harassment policy. We realized quickly that the process of revising the harassment policy was more complicated than originally thought, given the intersections with both the faculty handbook and the staff handbook (not to mention the M&O union contract). We contracted with the College's attorneys to line up the various handbooks and recommend a harassment policy that would serve all members of the Hamilton community. We also took the opportunity to look again at our revised sexual misconduct policy, and to make additional modifications after having had the benefit of actually putting it into practice.

Once we developed a draft harassment policy, and a slightly altered sexual misconduct policy, we scheduled a meeting with the full HSMB, and included representatives from Academic Council along with the College's attorney. That meeting took place on February 18. Based on feedback at that meeting, further revisions are being made now, and we will meet one more time before holding an open forum (as we did in September) so community members may offer additional input before the two policies are presented to President Stewart for approval. It is important to note that these are evolving documents and will continue to be adjusted as issues are debated at the national level.

I have heard from faculty about at least two of these national issues, and thought I would take the opportunity to address them here. Specifically, 1) whether it is appropriate that we no longer hold live hearings¹ and 2) what is the obligation of faculty to report all instances of sexual misconduct to the Title IX Coordinator². There are legitimate arguments on many sides of these national and campus debates. And I am well aware that Harvard and UPenn law school faculty have decided to push back at the Department of Education to address what they view as an overcorrection to a long-standing problem of sexual assault on college campuses. It may well be that these debates will result in further guidance from the DoE.

Meanwhile, I assert that at Hamilton we have enacted policies that have not "over corrected." In fact, our policies reflect our absolute determination to recognize and respect the rights of both parties to a complaint. When a formal complaint is made under our sexual misconduct policy, we provide ample opportunity for both parties to read, respond to, and refute if desired the other party's statements, the testimony of witnesses, and the completed investigation report, including any conclusions drawn by the investigation team. Previously, this type of information was presented in a highly charged and emotional environment that was, in different ways, devastating for both parties (and often for their faculty advisors as well). Such live, in-person settings did not serve either party well, nor were they especially effective in painting an accurate picture of the incident for the hearing board.

¹ "OCR strongly discourages a school from allowing the parties to personally question or cross-examine each other during a hearing on alleged sexual violence. Allowing an alleged perpetrator to question a complainant directly may be traumatic or intimidating, and may perpetuate a hostile environment." [April 29, 2014 FAQs; F-6]

² "According to OCR's 2001 Guidance, a responsible employee includes any employee who has the authority to take action to redress sexual violence, who has been given the duty of reporting incidents of sexual violence or any other misconduct by students to the Title IX coordinator or other appropriate school designee; or whom a student could reasonably believe has this authority or duty." [April 29, 2014 FAQs; D-2]

Unlike other institutions, where the Title IX responsibilities lie solely with those in the Title IX Coordinator's office, we have taken care at Hamilton to involve a dedicated and diverse group of highly trained HSMB members, who are charged with investigating (in partnership with an external investigator) and then resolving complaints. The Title IX Coordinator's sole function is to oversee the complaint process – the Coordinator is neither investigator, adjudicator, nor advisor. We also have paid close attention to the 2014 guidance, which allows for accommodating a victim's wishes as to whether a report is investigated and/or resolved. This, I hope, is reassuring to faculty who worry that Hamilton's reporting requirement will violate a student again by limiting that individual's ability to choose a course of action.

The sexual misconduct policy (and, soon to follow, the harassment policy) was adopted following community conversations, consultation with attorneys, and research and discussion with our peers, thus reflecting thoughtful due diligence and great care. Most important, we have interpreted the federal guidance in a way that we believe serves our community – and especially our students – in the most fair, humane, ethical and responsive manner possible. We will continue to be attentive to these principles.

I would be happy to take questions.”

A faculty member commented, “First of all, I'd like to thank the HSMB and the members of the task force for reconsidering the current sexual misconduct policy. In contrast to Meredith, however, I find the current policy deeply troubling.

Having gone through a number of hearings, I find the right to confront and cross-examine accusers and witnesses absolutely essential to fairness. However, the new procedure eliminates the actual hearing and in doing so deprives all parties and adjudicators the ability to thoroughly pursue lines of questioning that in some cases clarify or call into doubt crucial elements of a case. Such rights are enshrined in the 6th amendment of the constitution and given the gravity and nature of such cases (often no physical evidence or witnesses of the actual event), I consider it unconscionable to eliminate the ability of all parties to orally confront and cross-examine all witnesses and evidence and declare our procedures in line with due process. Not only does the current policy eliminate the opportunity to question parties, witnesses, and evidence in the presence of all, it even goes so far as to empower the Title IX officer to review, redact, and remove statements and information at his or her discretion.

In sum, under the current policy parties are no longer afforded the opportunity to collectively ensure that matters are fully explored, no longer are those accused afforded the most basic and important rights of a defendant, no longer are the parties allowed to have knowledge of all statements and submissions relative to a case, and no longer are those responsible for adjudicating cases trusted to have privy to all information or even ask questions beyond the scope of the investigative report.

There must be direct interaction between the hearing panel and all parties. Anything less is antithetical to the American principle of due process. Nothing precludes such interaction; for contrary to Meredith's assertion, there is no mandate, either explicit or implicit, that calls for such a radical divergence from previous hearing procedures.”

A faculty member offered additional perspective. He has attended a number of hearings as a faculty advisor, and finds that this policy all parties of the ability to pursue lines of questioning that can clarify a case. These rights are enshrined in the 6th amendment. He considers it unconscionable to eliminate the hearing and then declare our procedures in line with due process. The letter from the DOE contains no mandate that calls for a radical divergence from the previous hearing process. We've done that all on our own. The previous hearing process, which allows all parties to be present and examine evidence in the presence of all clearly meets the standards set out by the DOE.

Another faculty member asked why the lawyer is the designated expert on investigation. Meredith replied that there are lawyers with particular expertise in conducting investigations. They are not the College's attorneys: we contract with a different firm, and in particular with two individuals who have done quite a few of these investigations for other institutions.

A member of Academic Council commented that it has been our view on the AC, and mine, that in order to have a good policy, we need to have as much open discussion as possible. And this goes beyond some of the shortcuts we're used to when rolling out major changes. She has received a lot of concerns from the faculty over the past months. These peaked after a visit from Janey Haley of Harvard law school. In order to give the faculty at large a sense of the scope: first, there's concern over the fact that there's no cross-examination of the complainant or the parties to a case, when the DOE requires just that we have parity. Another concern is the lowering of the standard in adjudication to the preponderance of evidence. This is required by the mandate: we have no choice over it. Another question regards the boundaries of the DOE's authority over the policies under review. For example, issues of age discrimination (to give an example) are being impinged upon. The issue of redaction is a serious one, and is in contradiction with AAUP guidelines: there is supposed to be a full transcript of any hearings applicable to a faculty member. It's a concern to a lot of faculty that the harassment policy is in limbo, and has been since September. There's also concern over the role of lawyers; could there be a middle ground?

Meredith replied that there is so much that is still being debated and discussed and that we will continue to be attentive to moving forward. There's an inherent conflict between the fact that the law isn't settled and that we don't currently have a policy. At the end of the day we need a policy. She hopes that we will have something implemented, not necessarily carved in stone, but that we'll continue to discuss and debate it to ensure that it's the best possible policy for our community. In response to concerns over the lack of live hearings: In fact there are plenty of opportunities for all parties to view and respond to all of the documentation; they have the opportunity to address the review panel and for the review panel to address them; they just don't do it in the same room.

A member of HSMB shared the concerns of previous speakers. Title IX applies only to issues of sex and gender: not to issues of age, race, and ethnic discrimination. In our revising of the policy, to a large extent the rules that the DOE has put out that apply to sexual misconduct have also been applied to our policies regarding other types of discrimination. This is a very serious mistake. There is nothing that says that faculty members have to be labeled by an institution as designated reporters. As it stands now, students' options for talking about sexual assault without having it reported are the health center, counseling center, or chaplain—this either medicalizes the issue or places it in a religious context. Students say they are far less likely to report sexual assault now than they were under the old rules.

Another former member and chair of HSMB expressed very mixed feelings personally about the DOE's guidelines. His own experience with hearings suggests that it's not a good idea, and it's not a good idea because we're not competent to do it. When chair of the board he made a mistake that didn't have huge consequences, but enough that he was very troubled by it. Due process involves using trained people to put it in place. He very much wishes it were true that we as faculty didn't have to be reporters, but we don't seem to have a choice. He has been in this position three times, and wants to assure the faculty that there is no pressure on the student to take the case forward.

The current chair of the HSMB pointed out that we've really considered these arguments; the board has done a good deal of research and has held a very inclusive conversation in creating this policy. This is a work in progress; it's a very complex debate, and we've encouraged and engaged with a broad spectrum of perspectives and tried to take them into consideration.

Another faculty member found it ironic that the former chair of the board admits that they are lacking in training and incompetent in adjudicating cases that bear on the future of our students.

He finds it deeply troubling that this is the perspective that is determining how we proceed as an institution. We must take into account that as we are going through this process, students are turning to these procedures for help. We owe our students more. We need to be trained properly, we need to take the charge seriously, and we need to be diligent and devoted in striving to be as fair as possible in rendering our judgments. The standard of evidence is a “preponderance.” It is the lowest bar possible. I’m fine with that, but we have to take it seriously, be provided with all the training necessary, and do it ourselves. We can’t simply hand this off to a new cottage industry being paid by the institution to craft reports.

Meredith replied that since 2011, we have dedicated ourselves to training efforts that have ensured a much more well-trained and informed group of individuals who make sound determinations based on the information presented to them. It is not true that we are abdicating our responsibility as a community to handle these issues. A member of the HSMB works hand-in-hand with a trained investigator; a subset of the HSMB then makes a determination and a recommendation. It is not true that the Hamilton community is not trained, committed, or involved in these issues.

A faculty member asked whether faculty are indeed obliged to report? Is that our lawyer’s interpretation, and have other schools’ lawyers have determined differently? Meredith relied that she knows of only one institution that doesn’t require all of their faculty and staff to report; they have a list of those who are obliged to report. She finds this approach problematic. Every other opinion she knows of says that OCR believes that every faculty member and most employees should be considered “responsible employees” and thus are obliged to report.

The former chair of HSMB commented that during his time on the board, training was ramped up significantly. But can there ever be enough? He feels more confident with evaluating written evidence than dealing with people in the room.

Another faculty member reads DOE’s definition of a “responsible employee.” He doesn’t think faculty meet these definitions, and would be much happier if we said to our lawyers that we’re very unhappy with this policy and asked them to find some way of getting us out of this.

5. Remarks by Dean of Faculty Patrick Reynolds.

The text of his remarks appears below:

“My thanks to the Comparative Literature and English & Creative Writing faculty members for their work on these motions. With all due recognition to college history, the development of the discipline, and to Peter and Nancy for their long and distinguished contributions to the college, I am once again impressed beyond words by our faculty’s work, and the innovation, collaboration, and above all commitment to our students this development represents. It does not surprise me that the study of literature at Hamilton will continue to be unique and progressive amongst our peers.

Mission

- Thanks for your comments on the mission statement. The Planning Committee meets again next week and we will continue our work.

AAUP salary averages

- I reported last month that we were looking good for this to be the first year we can report on meeting our targets at least for the 23 years I’ve been at the college.
- You will recall that we have a group of 25 schools to which we compare ourselves, and a few years ago with the budget committee we decided on a target rank among the 25 of 11th to 15th.
- All the peer AAUP data for 14-15 is now in. As I indicated last month, we ended up 14th for full professors, 8th for associates, and 14th for assistants.

- It has been work to move budget funds to faculty salaries to meet these targets. No doubt it will continue to be hard, but we can at least celebrate this moment. My thanks to Karen Leach, her team, and successive budget committees both on-campus and trustee for their support in this effort.

Senior evenings replaced by “gala”

- An idea came from the senior class leadership to replace senior evenings in the President’s House with a gala dinner for entire senior class and all faculty.
- The idea was vetted by Lisa Magnarelli for logistics and then brought to the President's Office.
- The President's Office met with student leadership; reviewed with student leadership the history/tradition of the senior evenings and noted that students and faculty members attending enjoyed the evenings.
- Seniors noted that the evenings occur at a time difficult for seniors as they work to finish papers, projects and theses.
- They also noted that for many seniors, it is not just their department faculty, but also faculty from other departments who gave advice and made them feel at home at Hamilton.
- The proposal was to hold one major event for seniors and faculty members once finals were over and there were no academic conflicts. One major event would allow students and faculty members to see each other without department restrictions.
- Students are working on a program that not only allows a small-environment feel but also invites several members of the faculty to speak at the event.
- It is important to note that this is only a pilot; it does not mean we will repeat it next year. The students asked that we try something different and, listening to their concerns, we agreed to the pilot. We will evaluate it following the event.

Presidential search update

My understanding from our faculty representatives and Lori Dennison, Secretary to the Board, is that the first meeting of the search committee will take place this coming weekend, when the Board is meeting on campus. In due course we will hear more from the committee, the search firm, and our own faculty representatives on the committee about plans for collecting input from the faculty and other constituencies as they prepare the prospectus for the position. It is possible that the search firm will be on campus in early April, and it may be that we could use a portion of the faculty meeting to hear from them. In these administrative searches there is usually plenty of opportunity for input and we don’t anticipate anything different this time. I’ll remind everyone that Katheryn Doran, Shoshana Keller, and Steve Wu are our representatives, and invite you to contact them directly with questions about the search.

First Friday

There is another first Friday in March. We’re changing up the food and I hope it will be a little more enticing, although I have to say I am really pleased with the monthly turnout.”

A faculty member asked for the senior event to be held after final grades are submitted.

Another faculty member: has been reading Student Assembly minutes, and is horrified by the concern with Class and Charter day and whether the hospitals will have enough beds for them.

Another faculty member asked whether the senior evenings are definitely cancelled: President Stewart replied, not quite cancelled.

6. Remarks by President Joan Hinde Stewart.

The text of her remarks appears below:

“The Board of Trustees will meet this weekend on campus. We try to include a faculty presentation at the Saturday meeting each March. This time Sharon Rivera and Stu Hirshfield will talk about the Oral Communication Center – about their own work and that of the director and

others on the advisory committee. Thank you, Sharon and Stu, and thanks too to those of you who will host or attend dinners with trustees. The trustees look forward to these – they love hearing about your research and creative work and, of course, your work with students.

Some trustees will attend the finals of the annual public speaking contest in the Chapel on Saturday at 1 p.m. fourteen finalists will compete for cash prizes.

The annual pitch competition was held last weekend – a demonstration of the creativity, communication skills and entrepreneurship of current students and recent graduates. For two days participants received coaching and mentoring and then on Sunday morning three finalists made their pitches before a mostly student audience and a panel of judges composed of Hamilton alumni and a member of the junior class who was the winner of last year's competition. The winner gets a year of advising services, \$5,000 in legal services and \$2,500 in cash. Finalists pitched an online shopping app and a chemical absorbent. The winner, senior Peter Kazickas, pitched an events marketplace app that capitalizes on FOMO (fear of missing out).

While I'm on the subject of student competitions and successes, an update on the Clinton Global Initiative that I mentioned last month: sophomore Sharif Shrestha recently learned that a project he developed with his partner from the College of the Atlantic has been chosen as a semifinalist for the Resolution Social Venture Challenge at this weekend's Clinton Global Initiative University in Miami. Their project is a cooperative herb farm in a rural village in Nepal.

You may have seen an article in last week's *Chronicle of Higher Education* titled "The Ever-Growing World of College Rankings." I quote the article:

With the August 2014 debut of Money magazine's Best Colleges, the ranks of rankers now include Kiplinger's Personal Finance, Forbes, and The Washington Monthly, along with employment-focused companies like LinkedIn . . . and PayScale, which will release its sixth annual return-on-investment ranking in March, just before U.S. News publishes the latest edition of its Best Graduate Schools. And all the activity doesn't even count the ratings proposed by the Obama administration. (February 27, 2015)

For the last four years, by the way, we've been tracking rankings and ratings in which we appear and the number now stands at 42. A number of such rankings take into account the self-reported salaries of graduates on the assumption, I suppose, that the value of a college or university education is reflected in a graduate's paycheck. Other rankings try to measure how colleges encourage social mobility and promote societal good.

The ranking that remains, as the Chronicle article says "far and away the most influential" is the one that appears each August in U.S. News, and that's what I want to comment on briefly this afternoon. U.S. News collects data and also surveys, as you probably know, four groups of education professionals: presidents, deans of faculty, deans of admission and, starting a couple of years ago, high school guidance counselors. The survey questions are generally mailed in March – and correspond to an increase in the mail that reaches my office: brochures, magazines, letters and reports, presumably intended to encourage U.S. News voters to think well of the sending institution.

When the U.S. News results appear in late summer, I'm sometimes asked why I don't publicize Hamilton's showing. First of all, I'm skeptical about rankings. We watch them, to be sure, but we don't put a lot of credence in them for reasons having to do, among others, with the idiosyncratic methodologies used and the unhealthy pressures that rankings can create. Which is why eight years ago a group of twenty presidents, representing most of the NESCACs plus others of similar ilk, pledged not to mention U.S. News or similar rankings on our websites or in publications. At a recent NESCAC meeting I invited the presidents to revisit the question and the clear consensus was that we would continue to honor that 2007 pledge. I should add that I do keep the trustees informed about U. S. News and when, on the road, I'm asked about some ranking scheme or

another, I comment, but in general I don't bring the matter up. Let me mention, finally, that our IR webpage contains a good deal of information that is potentially of interest to the families of students thinking about applying.

We mark an important anniversary this month. On March 26, 1965, during the presidency of Robert Ward McEwen, the New York State Board of Regents granted a charter for the establishment of Kirkland College, as "a residential college for the instruction and education of women in the liberal arts and sciences." Kirkland fostered independence, creativity and self-reliance. Today we remember the institution's pioneering alumnae and faculty, its focus on the arts and the interdisciplinary perspectives it helped foster. That 1965 charter, by the way, was signed, according to Maurice Isserman's history of Hamilton College, by the man who was then chancellor of the Board of Regents: "Edgar W. Couper, Class of 1920, father of Dick Couper" (p. 280) – the same Dick Couper, I might add, who had the good sense to suggest to me, not long after my arrival at Hamilton, that it was not too soon to start planning for Hamilton's bicentennial.

Indeed, I feel privileged that my tenure on College Hill has coincided with two grand dates in our history: the bicentennial of Hamilton's charter in 2012 and Kirkland's golden jubilee this year. Not to mention the 200th anniversary of the death of our namesake and the sesquicentennial of his birth.

Admission decisions for the Class of 2019 go live on March 27. The admission and financial aid team is working hard to make sure they're good ones. That involves some hard choices, since we received, you'll recall, a record 5,434 applications."

A faculty member expressed curiosity about the issue of the increasing corporatization and hiring of consultants: is this something that presidents talk about when they get together? Is this a concern? President Stewart replied no, I don't think that there's a concern about that.

Another faculty member asked whether the President or her staff are at all concerned about the increasing outsourcing of all kinds of things that we're involved in: Ashoka, Edx, etc. He's concerned that we've adopted this philosophy of "everyone's a changemanker" that comes from outside our institution. It seems to make us more generic, and dilutes our mission. President Stewart replied that she doesn't regard this as outsourcing. Another faculty member responded that these are not initiatives that come from the faculty, and again expressed concern about the role of outside granting agencies and consultants. President Stewart replied that she feels good about us not outsourcing, but also feels good about us joining Edx and Ashoka; we have had a great response.

Tom Jones, Chair of the Faculty, adjourned the meeting at 5:55 p.m.

Respectfully submitted,

Katherine Terrell
Faculty Secretary

Appendix B

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, 2015 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 C

The *ad hoc* Long-term Planning Committee (Margaret Gentry, Rob Hopkins [Chair], Seth Major, Tara McKee, Onno Oerlemans, Penny Yee) writes to share some ideas with the Faculty and to invite comments on facdisc. We have not completed our work, but we want to take this opportunity to share initial thoughts, some of which are proposals and others of which are questions for your consideration.

The committee invites you to read our interim report below and respond with any comments you might have as well as any answers you may wish to share to the following questions:

1. We believe that a faculty committee should be charged to evaluate the College's curriculum and trends in higher education, and propose to the Faculty and administration how the curriculum should change in the short term and long term. Should this committee be the CAP or a new standing committee?
2. Should we create new categories of non-tenured renewable term positions (e.g., part-time, full-time) that can extend beyond six years in order to have the flexibility to respond to changes in student interest and changes in the field of a department and/or program?
3. Should the possibility of joint appointments of tenured faculty members be added to the *Faculty Handbook* as another means of addressing mentorship in departments where that is a concern or a potential concern (because of retirements)?
4. Should we allow an allocation to a program (that is not a department) that would enable the person hired to serve as director and provide the essential courses required for the minor (or major, as appropriate)?
5. Are there circumstances in which it would be appropriate for the Dean to appoint a chair from outside a department? If so, should the *Faculty Handbook* be changed to allow for this possibility?

The committee's charge is in bold print below.

The committee was charged ***to study and make recommendations on long-term planning for allocations and management of departmental issues, specifically encompassing:***

1) the expected wave of retirements

Background:

Of the 121 tenured members of the Faculty, 95 responded to our survey asking for their best estimate of when they might retire. Some respondents gave a range of years for retirement, so it is not easy to summarize all the results. Having said that, there are 17 current tenured faculty members who have signed agreements to retire in the next five years, and an additional 18 faculty members who, according to their responses, are likely to retire in the next five or six years, for a grand total of 35 faculty members who are probably retiring in the next five or six years. Keep in mind that 26 tenured faculty members did not respond to our survey, and some of them also may be retiring in the next five or six years.

An additional 19 faculty respondents indicated that they are likely to retire in the period of five-to-ten years from now. Five of those 19 listed a range of retirement years that began with the year 2020.

Based on the survey results, then, it would not be surprising if at least 54 current tenured members of the faculty retired in the next ten years.

The Long-term Planning Committee identified seven departments that, based on anticipated retirements, may face challenges for continuing mentorship of junior faculty in the next five years and

an additional five departments that may face challenges in six-to-ten years from now because they may have fewer than three senior faculty.

Some ways in which we might address this issue:

- Change procedures to encourage departments to plan ahead more consistently
 - The department annual report should ask for the department's curricular and personnel plans for the upcoming two-to-five years, which will then be shared with both the CAP and the COA.
 - In advance of a department making an allocation request, any department that has not had a review in the last five years should have a mid-cycle curricular review whereby the Dean and department agree on three outside experts to evaluate the department's curriculum. The department provides a one- or two-page report and sends it along to the reviewers with a copy of the course descriptions, the course requirements for the major (and minor, if applicable), and average enrollments per course for the last three years. The reviewers respond with comments but do not visit. There could be a video-conference wrap-up. The results of the mid-cycle curricular review would be shared with the CAP at the time of an allocation request.
 - Departments should be encouraged to make allocation requests for the next two-to-three years rather than just the next year. Clearly any allocation requests that are not for the immediate future will need to address anticipated curricular needs and may need to address upcoming or anticipated retirements. The CAP could then prioritize the requests in groupings (such as: urgent, high priority, medium priority, low priority) when it makes its recommendations to the Dean. Departments would have more impetus to make mid-range plans, and the CAP would have the benefit of comparing allocation requests for a longer period than just one year, thereby allowing it to recommend the very strongest allocation proposals, not just the strongest ones in a single year. Moreover, the process could save some time for department chairs. The CAP could respond to a request by saying: (1) we support this request; (2) resubmit with consideration of these issues; or (3) we do not support so do not resubmit for a specified period. Departments, programs, Deans, and the CAP would be able to plan better if they knew where positions were likely to be allocated over the next two to three years.
- Ask the CAP or a new standing elected committee to evaluate the College's curriculum and trends in higher education, and propose to the Faculty and administration how the curriculum should change in the short term and long term
 - The wave of retirements creates various problems but also creates an opportunity for change. Still, absent any long-term curricular goals, we will likely continue to make year-to-year decisions that often affirm the status quo. Perhaps that is what the Faculty wants, but it is impossible to know because we have not formally addressed the future of the College's curriculum. Either the CAP or a new standing committee could engage the Faculty in conversations about the future of the curriculum and workload issues. Some of the issues that should be considered include the conditions under which interdisciplinary programs would be created or ended, how a program can move toward being a department, whether we want to place explicit or implicit limitations on how many students can major in a particular area, how we can insure that we have the flexibility to respond to curricular trends as well as changes in student interests, working towards a four-course load, etc.
- Provide a range of options for departments that are "retiring out" or whose senior members will have retired before new hires are tenured.
 - In February the Faculty approved new Faculty Handbook language about Reappointment and Tenure Committees and Promotion Committees that can be appointed in those instances in

which a department will have fewer than two voting members at the time of reappointment, tenure, or promotion.

- In addition to the aforementioned special committees (that are not mandated by the Faculty Handbook language), it may be possible to consider joint appointments, administratively joined departments, merged departments, or other forms of shared administrative structures for multiple departments. The Long-term Planning Committee is continuing to study these possibilities. In particular, it may be that a joint appointment of an appropriate tenured faculty member to a particular department with a lack of senior faculty, or an imminent departure of most senior faculty, would be a way to address the mentoring issues in that department. If we were to pursue this option, the Faculty Handbook would need to be revised to allow a faculty member to vote in both of the departments to which the faculty member was jointly appointed.
- Create a process that makes it less likely for a department to be surprised by a Dean's recommendation to withhold an allocation recommended by the CAP
 - Establish a process whereby the Dean's response to a department's annual report (that includes personnel and curricular plans for the next two-to-five years) identifies any concerns, with copies to the CAP or COA chair, as appropriate. Should a concern arise in between annual reports, the Dean would be encouraged to write a letter to the department specifying the concern(s). Further, where concerns about mentoring are raised by the Dean, or when the COA—based on department annual reports—foresees a possible concern, the COA would want to meet with the appropriate department to discuss how the mentoring issues might be addressed. Finally, the Dean should consult with the COA in any instance in which the Dean is planning on not accepting a CAP allocation recommendation owing to personnel issues.
- Should we create a process by which departments and/or programs can have non-tenured renewable term positions that can extend beyond six years in order to have the flexibility to respond to changes in student interest and changes in the field of the department and/or program? Moreover, should we allow interdisciplinary programs to hire experts to teach one or two courses as continuing adjuncts?

2) *the support of interdisciplinary programs*

Background:

Interdisciplinary programs include both those entities that we normally think of as programs (as opposed to departments) as well as former programs that are now departments (Africana Studies and Women's Studies). These interdisciplinary programs often have trouble planning ahead because they may not be sure of contributions from various departments until relatively late in any planning process. It's also true that there are substantial differences between programs, a few of which offer concentrations, but most of which do not. Some programs rely upon only a few departments for resources, whereas others rely on many different departments. Moreover, there are occasions in which a department's potential hire might be able to contribute to a program or area studies but that information is not shared with the appropriate program or area studies in a timely manner.

Some ways in which we might address the issue of support for interdisciplinary programs:

- Ask departments as part of their annual report to discuss the department's contributions (if any) to interdisciplinary programs
- Ask departments to consider whether or not they are willing to make a commitment to a particular program or area studies for the long term, and, if so, what the nature of that commitment is. Is the department as a whole willing to commit to contributing to the program or area studies, or is the department willing to commit one or more courses from a particular faculty member? In the latter case, is the commitment limited to the time that the particular faculty member is at Hamilton, or

will the department commit to continuing that contribution even after that faculty member leaves or retires?

- Allow interdisciplinary programs to request an allocation in certain circumstances. Right now allocations are made to departments and not to programs. Does it make sense to consider an allocation to a program (that is not a department) that would allow the person hired to serve as director and provide the essential courses required for the minor (or major, as appropriate)? Are there other circumstances in which we should consider allocating to a program that is not a department?
- Establish a process whereby the appropriate Associate Dean involved with hires notifies programs when a department is considering a hire who may be able to provide resources for the program
- Ask program directors to share curricular plans for the next two-to-five years in an annual report to the Dean
- Should we have joint appointments to programs from departments?

3) the provision of strong departmental function

Except to the extent that issues addressed above under the wave of retirements apply to strong departmental function, the Long-term Planning Committee has not yet had the opportunity to discuss this issue at length. One possible proposal would be to draft language for a change in the *Faculty Handbook* that expressly allows for the Dean to appoint a chair from outside a department in very limited and specified circumstances where that seems appropriate. An example of such a circumstance would be one in which a department has no tenured faculty or no willing tenured faculty to serve as chair.



Hamilton

Vice President for Academic Affairs
and Dean of Faculty

April 28, 2015

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 5, 2015 beginning at 4:10 p.m. in the Fillius Events Barn.

AGENDA

1. Approval of minutes from the Faculty Meeting of Tuesday, April 7, 2015 (Appendix A).
2. Election for 2015-16 Committee Membership (Appendix B).
3. Motion from the Academic Council regarding relationships between faculty and students (Appendix C).
4. Motion from the Long-term Planning Committee regarding issues of spousal/partner hires in faculty positions (Appendix D).
5. Motion from the Long-term Planning Committee regarding forming an *ad hoc* CAP Subcommittee on the Curriculum (Appendix E).
6. Report from the Long-term Planning Committee (Appendix F).
7. Report from the Committee on Academic Policy Diversity Curriculum Subcommittee (Steve Orvis, Karen Brewer, Nancy Rabinowitz).
8. Affirmative Action Report by Associate Dean of Faculty Margaret Gentry (Appendix G).
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 Fifth Regular Meeting of the Hamilton College Faculty
Academic Year 2014-15
Tuesday, April 7, 2015
Fillius Events Barn

Tom Jones, Chair of the Faculty, called the meeting to order at 4:10 p.m.

1. Approval of minutes from the Faculty Meeting of Tuesday, March 3, 2015.

A correction was suggested to the minutes, which were then approved by voice vote.

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

Tom Jones, Chair of the Faculty, spoke to the motion. Academic Council desires to fill vacancies for the Committee on Academic Standing, Committee on Student Activities, and Committee on Athletics for the 2015-16 academic year by appointment. The motion passed by voice vote.

3. Motion from Academic Council to enter Committee of the Whole for 30 minutes in order to discuss the interim report from the Long-term Planning Committee.

The motion was approved. The Committee of the Whole began at 4:20 and concluded at 4:50.

4. Presentation on information security and the upcoming implementation of strong passwords by Vice President for Libraries and Information Technology Dave Smullen.

The problem we're trying to address is that Hamilton both collects and creates sensitive information—things we wouldn't want to be made public, including social security numbers and credit card numbers. We're particularly concerned about sensitive information relating to our students. We have an obligation to limit the risk of disclosure of that information. It's a difficult problem to address. Risks of disclosure fall into three areas: financial, reputational, and personal. Our goals are to reduce the risk as much as possible, though we know that we can't reduce the risk to zero. There are three ways to reduce risk: policy, technology, and awareness. In terms of policy development, the starting point is the Committee on the Library and Information Technology. That group discusses policy; this year they reviewed and updated current policies. They make recommendations to the Information Security Board of Review, which in turn makes policy recommendations to senior staff. Awareness is probably the most important component: the biggest risk is the behavior of people. In 2014 we licensed a series of short videos, and did some piloting with some of the offices on campus and with the class of 2018. In March we did a phishing experiment; about 20% of our employees fell prey to the phishing experiment. We've apparently not been doing a good job with education. The Information Security Board felt that it was important to provide an opportunity for face-to-face training; we did the first awareness training sessions over break, and had a good turnout. Phishing is one of the biggest risks that currently exists in terms of compromising information. Employees at one of our peer institutions recently fell prey to a phishing scam that resulted in an attempt to make a half-million dollar bank transfer. Look at the e-mail address that a message is coming from. If there's a link, hover your mouse over the link and it will show where it's going to go. When in doubt, look there. The simplest way of protecting yourself is to have strong passwords: ones that are not easily guessed. We want everyone to participate in this: your responsibility will be to create a strong password once a year, and change it once a year. To create a strong password, employees will have the choice of a short, complex password or a longer one that's less complex. We'll be sending instructions on how to do this; we're putting it off until May 26, after grades are due. We're going to use an automated system to remind users of forgotten passwords.

5. *Other announcements.*

A faculty member announced a Medieval and Renaissance Studies screening of *Shakespeare in Love* and a marathon reading of *Paradise Lost*.

Tom Jones, Chair of the Faculty, adjourned the meeting at 5:10 p.m.

Respectfully submitted,

Katherine Terrell
Faculty Secretary

Appendix B

BALLOT

2015-16 Committee Membership

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

Nominations from the Floor

Faculty Chair

Term: 2016 T. Jones _____ _____ _____ _____

Faculty Secretary

Term: 2016 R. Knight C. Kuruwita _____ _____

Committee on Academic Policy

Term:	2015	<u>L. Hamessley</u>	<u>C. LaDousa</u>	<u></u>	<u></u>
	2018	<u>M. Kamiya</u>	<u>C. Morgan</u>	<u></u>	<u></u>
	2018	<u>J. Eldevik</u>	<u>T. Hall</u>	<u></u>	<u></u>

Continuing members:

Term: 2016 K. Brewer
2016 S. Wu
2017 T. McKee
2017 R. Hopkins (F)
ex officio P. Reynolds
ex officio S. Orvis

Committee on Appointments

Term:	2016	<u>R. Kolb</u>	<u>C. Latrell</u>	<u> </u>	<u> </u>
	2016	<u>A. Owen</u>	<u>B. Tewksbury</u>	<u> </u>	<u> </u>
	2016	<u>R. Krueger</u>	<u>H. Ravven</u>	<u> </u>	<u> </u>
	2018	<u>M. Bailey</u>	<u>G. Jones</u>	<u> </u>	<u> </u>
	2018	<u>D. Boutin</u>	<u>S. Yao</u>	<u> </u>	<u> </u>

Continuing members:

Term: 2016 S. Major (FS)
2016 O. Oerlemans (S)
2017 T. Franklin
2017 F. Anechiarico (F)

Appendix C

Motion from the Academic Council regarding relationships between college employees and students.

MOVED, that the faculty endorses the establishment of a college policy that prohibits romantic and/or sexual relationships between college employees and students.

Rationale

A new policy is currently under consideration by Human Resources and the President's staff that would prohibit romantic and/or sexual relationships between college employees and students. Maintaining appropriate professional relationships between employees and students is central to preserving an environment conducive to student learning. Romantic and/or sexual relationships between college employees and students necessarily involve an imbalance of power, which may compromise the educational mission of the college, as well as our obligations to provide a learning environment free of bias. Relationships between college employees and students may also create the appearance of bias or preferential treatment, thus endangering the college's sense of community, openness of communication, and presumption of fairness. Professionalism among college employees requires that those with authority over our students neither abuse, nor seem to abuse, the power with which they are entrusted. Should the new policy under discussion be adopted, Hamilton College will prohibit romantic and/or sexual relationships between college employees and students.

Appendix D

Motion from the Long-term Planning Committee regarding issues of spousal/partner hires in faculty positions.

MOVED, that the Committee on Appointments be charged to study the issues regarding spousal/partner hires in faculty positions and report to the Faculty its findings on policy options by February 2016. The Faculty authorizes the COA to select members for a COA subcommittee to assist in this task should the COA wish to do so, as long as the final recommendations come from the COA.

Rationale

Given the large number of faculty members who expect to retire in the next ten years, we can expect many more occurrences of situations in which a hire may be contingent on the possibility of providing strong job assistance to a partner or spouse of a top-ranked candidate. Pre-tenure faculty members in the last COACHE survey indicated that their biggest complaint about Hamilton was the lack of a policy that would be more likely to allow the College to hire a faculty member whose partner or spouse was also looking for a faculty position. The COA is the appropriate Faculty committee to consider our current policy and make recommendations regarding such a policy.

Appendix E

Motion from the Long-term Planning Committee regarding forming an *ad hoc* CAP Subcommittee on the Curriculum.

MOVED, to charge the Committee on Academic Policy (CAP), with the assistance of an *ad hoc* CAP Subcommittee on the Curriculum as explained below, to undertake an examination, and facilitate discussions by faculty members, of substantial issues regarding the Hamilton curriculum over the next 10–12 years.

Further, we charge the CAP to provide interim reports and recommendations, as appropriate, to the Faculty at least once a semester beginning with the fall 2015 semester, and to provide a final report to the Faculty by October 2017.

The CAP Subcommittee on the Curriculum is to be created as follows:

1. The CAP shall select two of its members to serve on the subcommittee, and select one of those two members as chair prior to the September 2015 Faculty meeting
2. At the September 2015 Faculty meeting, the Faculty shall vote for additional members of the subcommittee chosen from among opposing candidates proposed by the Academic Council with the condition that, including the already named members from CAP, all divisions will be represented and at least one subcommittee member shall be able to represent the interests of interdisciplinary programs.

Rationale

Last fall, in its “Report to the President and the Faculty Regarding Possible Departmental Realignment and Mergers Recently Under Discussion,” the CAP addressed some of the limits of our current method of allocating positions:

Whereas the allocation process in the past has resulted in relatively few occasions in which an open faculty position in a particular department was not returned to that department, the wave of retirements in the next several years are an opportunity for the College to restructure the curriculum, if that is desirable, for decades to come.... Should a restructuring be advisable, it makes sense to make changes in the context of some agreed-upon, long-term plan rather than in an *ad hoc* fashion. Of course, there is no such plan at this time. [3]

In the same report, the CAP indicated that it “is hopeful that the joint subcommittee mentioned above [i.e., the Long-term Planning Committee] will be able to begin a process that will eventually yield a long-term curricular plan that takes all of these (and other) matters into account.” [3–4]

The Long-term Planning Committee (LPC) believes it is past time for the Faculty to engage in conversations about, and develop a vision for, the future of the curriculum at Hamilton. The LPC strongly believes that the CAP is the proper Faculty committee to oversee an examination of curricular issues and to facilitate discussions among faculty members about how the curriculum might change over the next 10–12 years, during which time we can expect as many as—or perhaps significantly more than—54 current faculty members to retire.

The examination of curricular issues is not meant to focus on particular courses, but rather to consider curricula at the level of departments, programs, groups of departments and/or programs, and divisions in the context of the College as a whole. Discussions will need to identify priorities given the College’s financial realities.

Because of the extensive responsibilities of the CAP, an *ad hoc* CAP Subcommittee on the Curriculum should be created to assist the CAP in this endeavor. It makes sense that the faculty members who serve on the *ad hoc* subcommittee should represent all divisions as well as programs. It also makes sense that the subcommittee has strong representation from younger Faculty given that the purpose is to consider long-term issues. The LPC strongly believes that the *ad hoc* Subcommittee on the Curriculum should report only to the CAP and not to the Faculty directly because the CAP, not the Subcommittee, should be the body that makes the final determination of what to present to the Faculty.

We expect the CAP to make its own determinations about the breadth of issues to consider. The LPC has identified some issues and posed some questions for possible consideration:

1. Changes in the curriculum in light of current and anticipated changes in student interests, technology, and curricular developments within and between disciplines.
 - How might our curriculum adapt to future students' interests in disciplinary areas?
 - In what ways might the curriculum change to be more relevant to a more ethnically and racially diverse student population?
 - How can we make more effective use of technology in teaching?
 - How can we become more aware of and responsive to curricular developments within and between disciplines?
2. The future of interdisciplinary programs, as well as goals for student learning in interdisciplinary programs.
 - What principles and processes should guide the support of existing interdisciplinary programs or the creation of new interdisciplinary programs? Is there a practical limit to how many programs we can support?
 - Under what conditions and with what processes would we consider converting a program into a department or discontinuing a program?
 - What models for personnel in interdisciplinary programs might we support (e.g., tenurable lines in a program, joint appointments, renewable term appointments extending beyond six years)?
3. Goals for student learning in each of the divisions.
 - How might we create opportunities for curricular collaboration to help achieve the goals?
 - How might a division's curriculum need to change to achieve the goals?
 - How might we encourage and support new curricular inter- and intra-disciplinary developments within the College?
4. Structural and policy changes related to curricular issues.
 - Should we argue for a period of growth in FTEs?
 - Should the College consider moving toward a four-course load?
 - Should the College re-examine senior projects or seek to have a more uniform student experience in senior projects?
 - Should we be actively trying to distribute student demand by limiting the number of concentrators in a particular department or program (through an application process, GPA requirement, limited seats in required introductory courses, etc.)?
 - Should we encourage or discourage students from pursuing double concentrations?
 - How does student interest and demand contribute to issues of workload equity among faculty members?

Appendix F

Report of the Long-term Planning Committee (April 27, 2015)

The *ad hoc* Long-term Planning Committee (Margaret Gentry, Rob Hopkins [Chair], Seth Major, Tara McKee, Onno Oerlemans, Penny Yee) is grateful for the many faculty responses to our March 2015 interim report. This report addresses three of the issues that we raised in that report, and indeed repeats some of the language from that report.

The context for all of these issues is the need for departments and programs to plan ahead more consistently. This is particularly important in an environment where we expect a wave of retirements, but it is also important for the ongoing, effective management of departmental and program personnel and curricula. To encourage more mid- and long-term planning, and to improve communication between the Dean of Faculty's Office, the COA, the CAP, and departments and programs, we have made the following recommendations, one to CAP and two to the Dean of Faculty:

1. We recommended that the CAP develop and adopt procedures for allocation requests such that, beginning with requests made in the 2015-16 academic year, departments make allocation requests for up to three years rather than just the next year.

Clearly any allocation requests that are not for the immediate future will need to address anticipated curricular needs and may need to address upcoming or anticipated retirements. The CAP could then prioritize the requests in groupings (such as: urgent, high priority, medium priority, low priority) when it makes its recommendations to the Dean. Departments would have more impetus to make mid-range plans, and the CAP would have the benefit of comparing allocation requests for a longer period than just one year, thereby allowing it to recommend the very strongest allocation proposals, not just the strongest ones in a single year. Moreover, the process could save some time for department chairs. The CAP could respond to a request by saying: (1) we support this request; (2) resubmit with consideration of these issues; or (3) we do not support so do not resubmit for a specified period. Departments, programs, Deans, and the CAP would be able to plan better if they knew where positions were likely to be allocated over the next two to three years.

2. We recommended that the Dean of Faculty revise the department annual report to ask for the department's curricular and personnel plans for the upcoming two-to-five years, which will then be shared, as appropriate, with the CAP and the COA. Further, we propose that the form be revised to discuss the department's contributions (if any) to interdisciplinary programs, including a question of whether or not the department is willing to make (or has made) a commitment to a particular program for the long term, and, if so, to explain both the nature and the duration of the commitment. The Dean has accepted our recommendation.

3. We recommended that the Dean of Faculty charge departments and programs to discuss long-term curricular and personnel issues in their annual reports, which are shared with the CAP (curricular portion) and COA (personnel portion). If the DOF, CAP, or COA identify substantial issues of concern, then we recommend that they call a meeting of the department chair, Dean of Faculty, and relevant committee to discuss the concerns and produce a written summary of the meeting. Substantial issues of concern that arise outside of the annual report (e.g., allocations process) should be similarly communicated, discussed, and summarized among the three parties as appropriate. The Dean has accepted our recommendation.

APPENDIX G

Affirmative Action Report, Faculty May 2015

I. Hiring profile for 2014-15

- a) This profile for new hires excludes teaching fellows, adjuncts, post-docs, and physical education faculty hires following the IPEDS¹ survey procedures for race/ethnicity data.
- b) Hamilton made the following new faculty appointments for the 2014–15 academic year: 8 tenure-track hires and 20 full-time visiting appointments.
- c) The 8 tenure-track hires included 5 female faculty members and 3 male faculty members. Six tenure-track hires were white, 1 was a faculty member of color, and 1 was a non-resident visa holder. The 20 full-time, visiting hires included 10 female and 10 male faculty members; 4 visiting hires were faculty members of color, 13 were white, and 3 held visa status. (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 2014-15 is presented in Table 1. There are 38 faculty members of color (18.8% of the faculty), up from 37 individuals (18.3%) last year. The White, non-Hispanic category contains the most faculty members, followed in order by the Asian/Pacific Islander category, the Hispanic category, the Black non-Hispanic category, and the non-resident category. The graph of Hamilton IPEDS data over the last five years (Fig. 1) shows only a slight increase in the percentage of full-time faculty of color at Hamilton from 17% to 18.8%.
- b) Fig. 2 graphs the percentage of tenured and tenure-track faculty members of color across the past five hiring seasons. The percentage of faculty members of color within the tenured rank has increased slightly. The percentage of faculty members of color in tenure-track positions has decreased substantially over this time period, beginning in 2011-12. These percentages decrease due to resignations, non-reappointment, and promotion to associate professor and increase due to hires and changes in visa status. Since the drop in percentage of faculty of color in the assistant rank began in 2011-12, 4 faculty of color were tenured, 3 were not tenured, and 1 resigned to take a job elsewhere. These changes were off-set by the hires of only 3 faculty members of color.
- 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 the humanities and arts group and in the social science group 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 our standing among our NESCAC peers (excluding Tufts) can be examined using fall 2013 data, which is the most recent data set available from IPEDS. Based on 2013 data (Table 2), Hamilton's overall percentage of faculty members of color was fifth among this peer group of ten colleges. Table 2a reports that Hamilton is also fifth among the 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 2004 and 2013 (Table 3). Combining tenure-track faculty who left with and without tenure, a higher percentage of the faculty of color (47.8% / 11 individuals) left than did white, non-Hispanic faculty (20% / 6 individuals).

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).

Summary of race/ethnicity data

1. For 2014-15, there was little change in the number of full-time faculty members of color at Hamilton from the previous year (an increase of one person). Of the 24 faculty members who were on tenure-track in 2014-15, 66.7% (16 individuals) are white, 20.8% (5 individuals) are faculty of color, and 12.5% (3 individuals) are non-residents.
2. In comparison to current SED data, we have a substantially lower percentage of faculty members of color in the Sciences.
3. Hamilton is at the middle of our NESCAC peers (5th) in terms of percentage of faculty of color in both overall full-time faculty and faculty of color on the track toward tenure (2013 data).
4. Among the cohorts hired between 2004 and 2013 a substantially higher percentage of faculty members of color left, with and without tenure, than did white, non-Hispanic faculty members

Table 1. Full-time faculty count and percentage by race/ ethnicity/ resident status and sex at Hamilton, Fall 2014 (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	7	3.5	9	4.5	16	7.9
Black, Non-Hispanic	3	1.5	7	3.5	10	5.0
Hispanic	7	3.5	5	2.5	12	5.9
Multiracial	0	0.0	0	0.0	0	0.0
Sub-total	17	8.4	21	10.4	38	18.8
White, Non-Hispanic	67	33.2	87	43.1	154	76.2
Non- Resident	3	1.5	6	3.0	9	4.5
Unknown	0	0.0	1	0.5	1	0.5
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).

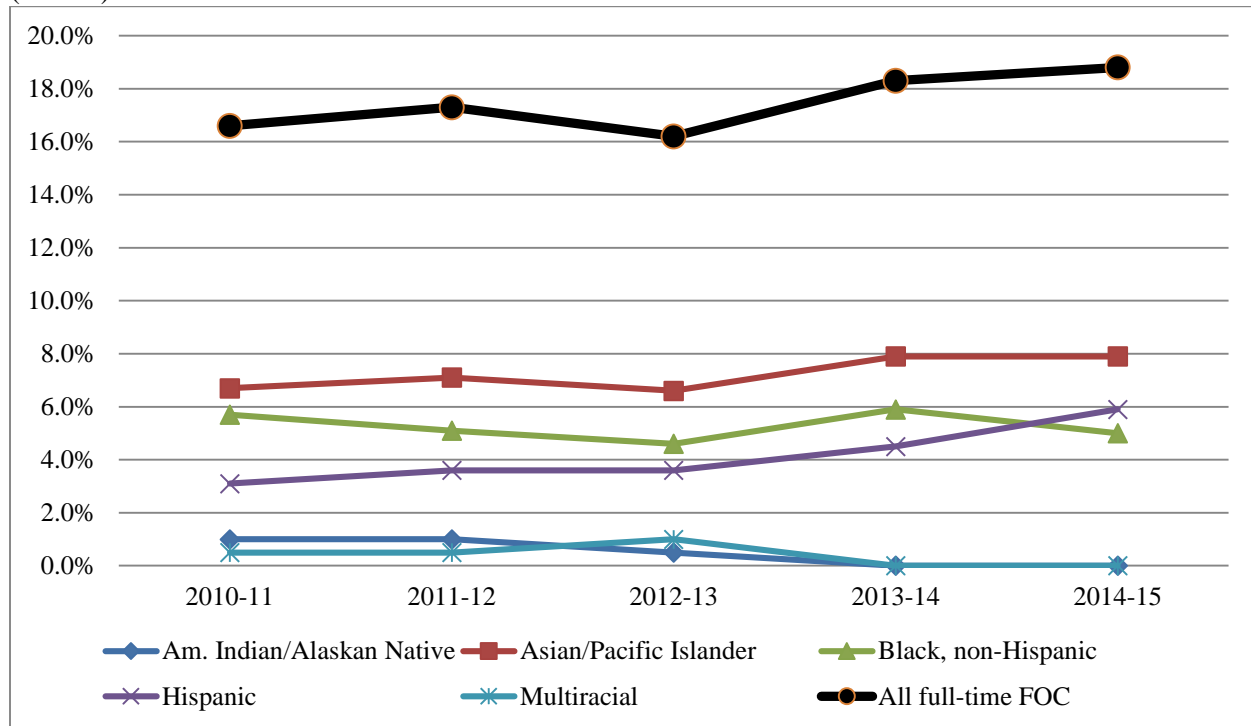


Fig. 2. Percentage of all full-time vs. tenured vs. tenure-track faculty of color at Hamilton (IPEDS).

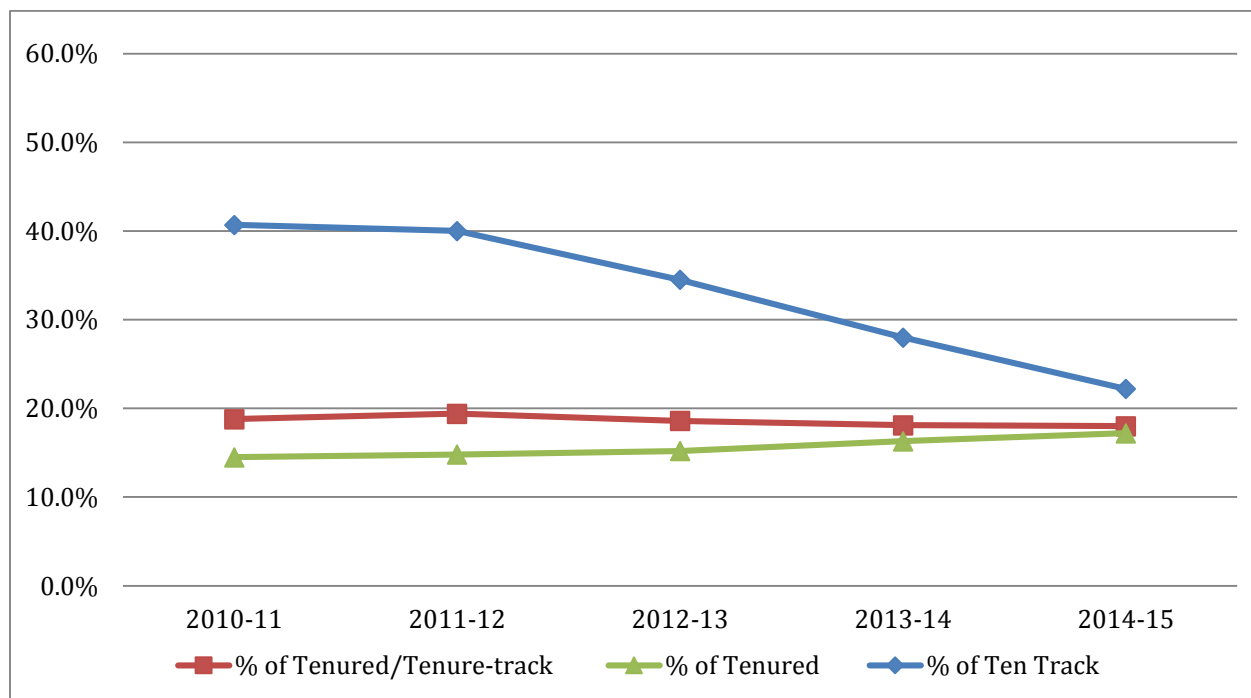


Fig. 3. Percentage of faculty of color among tenured and tenure-track Hamilton faculty (2014-15) and among US earned doctorates, by broad discipline as defined by Survey of Earned Doctorates (2012).

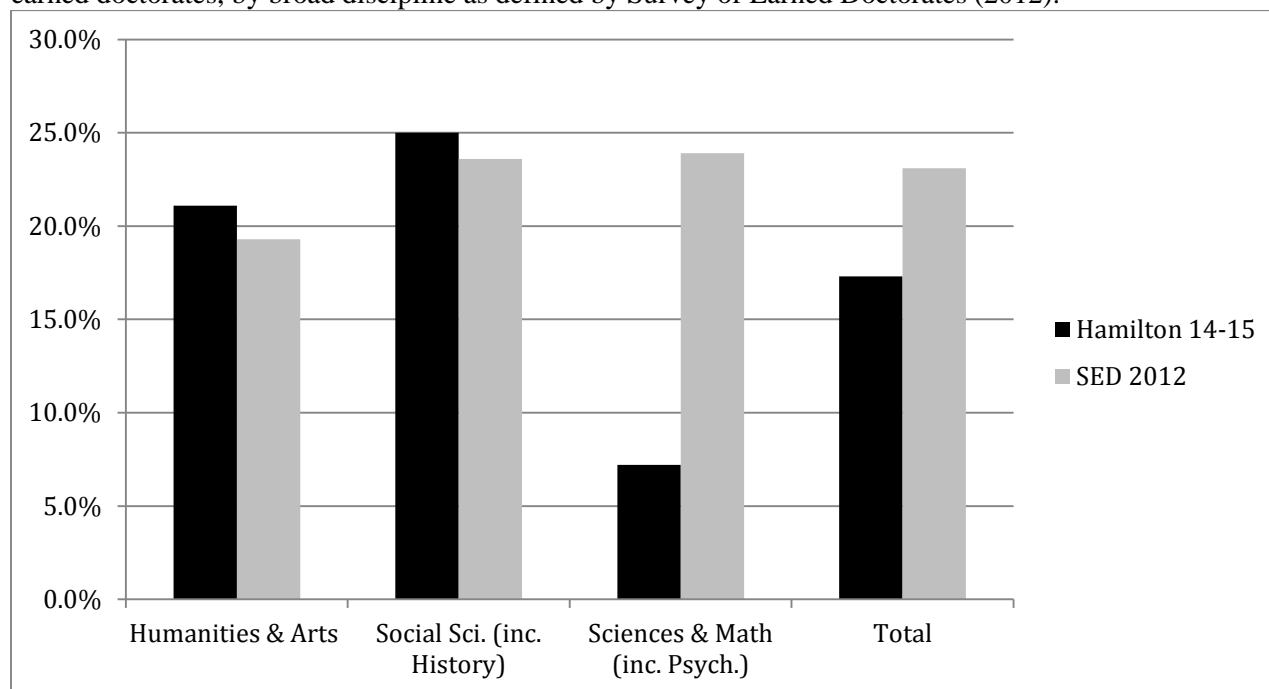


Table 2. Percentages of full-time faculty* by race/ethnicity at NESCAC institutions, Fall 2013 (IPEDS). Sorted by the *Faculty of Color* column.

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
Trinity	0.5%	10.2%	5.1%	6.5%	7.9%	30.2%	69.8%	0.0%	0.0%
Connecticut	0.5%	10.8%	5.9%	4.4%	0.0%	21.6%	77.5%	1.0%	0.0%
Williams	0.0%	9.5%	4.9%	5.6%	0.7%	20.7%	74.4%	0.0%	4.9%
Amherst	0.0%	10.0%	4.1%	2.7%	3.2%	20.1%	68.0%	7.8%	4.1%
Hamilton	0.0%	7.9%	5.9%	4.5%	0.0%	18.3%	76.7%	0.0%	5.0%
Bates	0.0%	5.6%	6.2%	3.7%	1.9%	17.4%	78.9%	1.9%	1.9%
Bowdoin	0.5%	5.6%	2.0%	6.1%	1.5%	15.7%	77.8%	3.0%	3.5%
Wesleyan	0.0%	6.2%	3.8%	4.1%	1.5%	15.7%	71.0%	5.6%	7.7%
Colby	0.0%	5.1%	2.8%	4.0%	1.1%	13.1%	76.7%	8.5%	1.7%
Middlebury	0.0%	5.1%	1.7%	3.7%	1.0%	11.4%	62.0%	12.5%	14.1%
Average	0.1%	7.6%	4.3%	4.5%	1.9%	18.4%	73.3%	4.0%	4.3%

*Includes tenured, tenure-track, and visitors

Table 2a. Percentages of tenured and tenure-track faculty by race/ethnicity at NESCAC institutions, Fall 2013 (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
Trinity	0.6%	7.8%	5.8%	7.1%	11.0%	32.5%	67.5%	0.0%	0.0%
Connecticut	0.6%	11.6%	7.1%	5.2%	0.0%	24.5%	74.8%	0.0%	0.6%
Williams	0.0%	9.5%	5.3%	5.8%	0.8%	21.4%	77.0%	1.6%	0.0%
Bates	0.0%	5.6%	7.9%	4.8%	1.6%	19.8%	77.0%	0.8%	2.4%
Hamilton	0.0%	8.1%	5.6%	4.4%	0.0%	18.1%	80.6%	1.3%	0.0%
Amherst	0.0%	8.6%	3.7%	3.1%	2.5%	17.8%	74.2%	1.8%	6.1%
Wesleyan	0.0%	6.0%	4.4%	3.6%	1.6%	15.5%	74.6%	7.5%	2.4%
Bowdoin	0.6%	4.4%	2.5%	6.3%	0.6%	14.6%	80.4%	1.9%	3.2%
Colby	0.0%	5.0%	3.1%	3.8%	1.3%	13.1%	76.9%	1.9%	8.1%
Middlebury	0.0%	4.5%	1.3%	4.5%	1.3%	11.7%	63.2%	13.5%	11.7%
Average	0.2%	7.1%	4.7%	4.8%	2.1%	18.9%	74.6%	3.0%	3.4%

Table 3. Hires and departures, 2004-2013 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%	0 0.0%	0 0.0%	2 3.6%
Left without tenure	3 42.9%	2 28.6%	2 28.6%	2 100.0%	9 39.1%	6 20.0%	0 0.0%	15 27.3%
Tenured	2 28.6%	2 28.6%	4 57.1%	0 0.0%	8 34.8%	11 36.7%	0 0.0%	19 34.5%
Still on tenure-track	2 28.6%	1 14.3%	1 14.3%	0 0.0%	4 17.4%	13 43.3%	2 100.0%	19 34.5%
Total	7 100.0%	7 100.0%	7 100.0%	2 100.0%	23 100.0%	30 100.0%	2 100.0%	55 100.0%

III. Sex

- a. Currently, 43.1% of full-time faculty members are female, and 38.8% of tenured/tenure-track faculty members are female. These figures are similar to last year's figures (43.1% and 38.1% respectively).
- b. AAUP data (Table 4) indicate little change in the percentage of faculty members at the associate and full professor levels since last year and a drop in the percentage of assistant professors from 48% to 44%. 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 below the national level of 2012 female doctoral recipients in all disciplinary areas (Fig. 5). The gap is smaller in the Humanities than in the Social Sciences and Sciences, with the largest gap found in the Social Sciences.
- d. Table 5 reports faculty hiring and retention by sex for cohorts of tenure-track hires made between 2004 and 2013. During this ten-year time period we hired slightly more women (29) than men (26); however, more women, with and without tenure, (11 or 37.9% of the women hired) left than did men (6 or 23% of the men hired). More men (12 or 46.2%) are still on the tenure-track than are women (7 or 24.1%).
- e. Comparisons of percentages of female faculty for NESCAC colleges (excl. Tufts) using 2014-15 AAUP/HEDS data suggests that Hamilton is in the middle of its NESCAC peers with the exception of assistant professors where we are last (Table 6). Of the ten NESCAC schools for which we have data, we are ranked 7th in the percentages of tenured female faculty, 7th in the percentages of female full professors, tied for 6th in percentage of associate professors, and 10th 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: no change in full professors, slight increase in associates, and a drop in assistants.
2. Hamilton is in the middle of its NESCAC peers in terms of percentage of female faculty who are tenured, except at the assistant professor level where we are 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 2004 and 2013, we have hired approximately equal numbers of female faculty members and male faculty members (52.7% vs. 47.3%). Female faculty members have left in larger numbers than did male faculty members.

Table 4. Percent women among faculty ranks, Hamilton College (AAUP).

Rank	2010/11	2011/12	2012/13	2013/14	2014/15
Assistant Professor	47%	51%	48%	48%	44%
Associate Professor	47%	45%	51%	50%	50%
Full Professor	33%	33%	32%	32%	33%

Fig. 4. Percentage of women among faculty ranks, Hamilton College (AAUP).

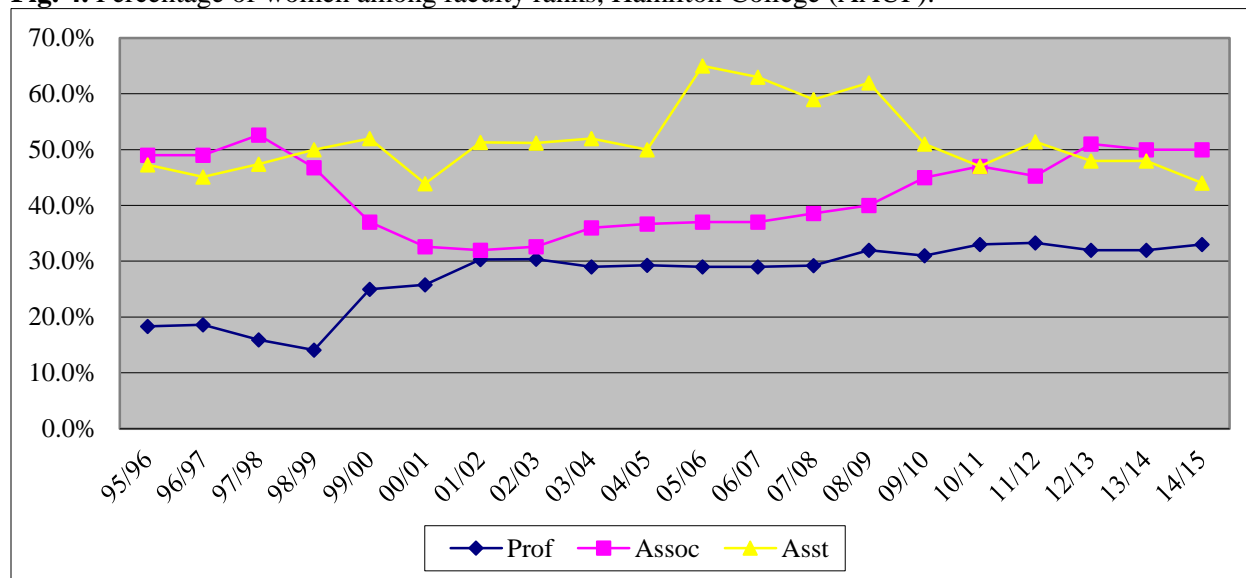


Fig. 5. Percent females among tenured /tenure-track at Hamilton (2014-15) and among US doctorates, by SED disciplines (2012).

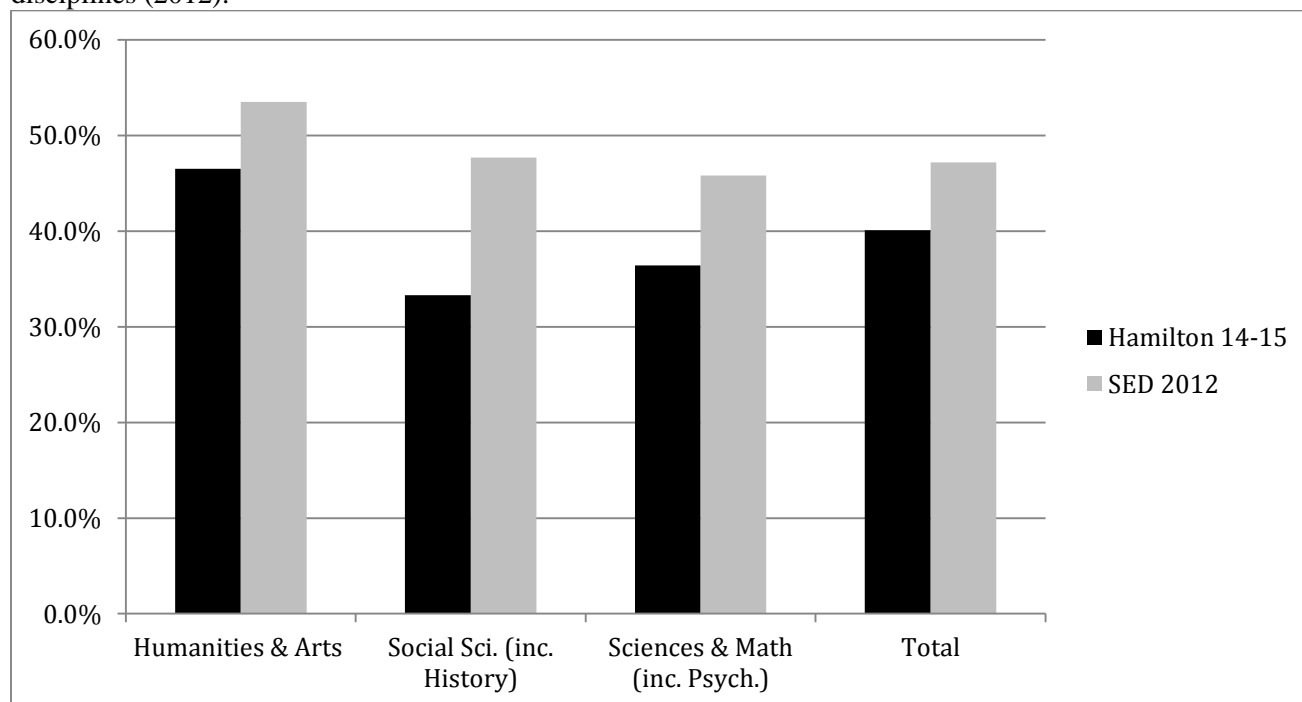


Table 5. Hires and departures, 2004-2013, by sex and tenure status.

	F	M	Total
Left with tenure	1 3.4%	1 3.8%	2 3.6%
Left without tenure	10 34.5%	5 19.2%	15 27.3%
Tenured	11 37.9%	8 30.8%	19 34.5%
Still on tenure-track	7 24.1%	12 46.2%	19 34.5%
Total	29 100.0%	26 100.0%	55 100.0%

Table 6. Percentages of full-time and tenured female faculty members among ranks at NESCAC colleges, 2014/15 (AAUP).

Institution	Tenured	Professors	Associate Professors	Assistant Professors
Amherst	39.3%	36.7%	50.0%	55.1%
Bates	47.8%	35.4%	61.9%	48.7%
Bowdoin	47.0%	43.1%	50.8%	55.6%
Colby	41.7%	38.2%	46.2%	46.0%
Connecticut	37.1%	37.3%	42.0%	69.8%
Hamilton	38.8%	33.0%	50.0%	44.4%
Middlebury	35.3%	30.7%	44.8%	59.0%
Trinity	40.0%	28.6%	52.6%	57.6%
Wesleyan	37.3%	28.2%	56.5%	57.7%
Williams	39.1%	34.2%	52.8%	52.0%
Average	40.3%	34.5%	50.8%	54.6%

III. 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. However, examination of hires and departures by race and sex over the same period (Tables 7a and 7b) indicates that it is female faculty members of color who are substantially more likely to leave without tenure (53.3%/8 individuals) than white female faculty members (14.3%/2 individuals). White male faculty members (26.7%/4 individuals) were more likely to leave than male faculty members of color (11.1%/1 individual).

Table 7a. Hires and departures, 2004-2013 cohorts, by women of color and tenure status.

	Asian	Black	Hispanic	Native American	<i>WFOC</i>	White	Non-Perm. Res.	Total
Left with tenure	0 0.0%	1 25.0%	0 0.0%	0 0.0%	1 6.7 %	0 0.0%	0 0.0%	1 3.4%
Left without tenure	3 100.0%	2 50.0%	2 28.6%	1 100.0%	8 53.3%	2 14.3%	0 0.0%	10 34.5%
Tenured	0 0.0%	0 0.0%	3 50.0%	0 0.0%	3 20.0%	8 57.1%	0 0.0%	11 37.9%
Still on tenure-track	0 0.0%	1 25.0%	2 28.6%	0 0.0%	3 20.0%	4 28.6%	0 0.0%	7 24.1%
Total	3 100.0%	4 100.0%	7 100.0%	1 100.0%	15 100.0%	14 100.0%	0 100.0%	29 100.0%

Table 7b. Hires and departures, 2004-2013 cohorts, by men of color and tenure status.

	Asian	Black	Hispanic	Native American	<i>MFOC</i>	White	Non-Perm. Res.	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%	4 26.7%	0 0.0%	5 19.2%
Tenured	2 50.0%	2 66.7%	1 100.0%	0 0.0%	5 55.6%	3 20.0%	0 0.0%	8 30.8%
Still on tenure-track	2 50.0%	0 0.0%	0 0.0%	0 0.0%	2 22.2%	8 53.3%	2 100.0%	12 46.2%
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 overall 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, and Hamilton ranks at the bottom of our NESCAC peers in the percentage of female 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 offered a number of recommendations and initiatives to help us with recruitment and retention, including the following:

- Hired Romney Associates to run a series of workshops on best practices of recruitment with an emphasis on recruiting and retaining diverse faculty members.
- 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 the 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 departments to write about the strengths and weaknesses of each tenure-track candidate and to include a discussion of diversity when making their recommendations 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 workshops/speakers 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) 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.
- m) Initiated Faculty Development Groups and provided funding to support these groups.
- n) COA distributed a document on Principles of Evaluation to department chairs.

In addition, we continue to:

- a) Maintain faculty development budgets for 2014-15, 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



Hamilton

Vice President for Academic Affairs
and Dean of Faculty

May 13, 2015

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 20, 2015 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 5, 2015 (Appendix A).
2. Election for 2015-16 Committee Membership (Appendix B).
3. Motion from the Long-term Planning Committee to revise the *Faculty Handbook* regarding Department Chairs and Program Directors (Appendix C).
4. Motion from the Long-term Planning Committee to revise the *Faculty Handbook* regarding joint appointments (Appendix D).
5. Final report of the Long-term Planning Committee (Appendix E).
6. Report from the Academic Council by Professor Paul Hagstrom on agenda items for 2015-16.
7. Report from Professor Sam Pellman for the Faculty Committee on Budget and Finance.
8. Report from Associate Dean of Students Steve Orvis regarding Honor Court ritual at Convocation.
9. Remarks by President Joan Hinde Stewart.
10. Remarks by Dean Patrick D. Reynolds.
11. 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 Jinnie Garrett and Peter Millet.

FACULTY MEETING

Appendix A

Minutes of the Fifth Regular Meeting of the Hamilton College Faculty
Academic Year 2014-15
Tuesday, May 5, 2015
Fillius Events Barn

Tom Jones, Chair of the Faculty, called the meeting to order at 4:10 p.m.

- 1. Approval of minutes from the Faculty Meeting of Tuesday, April 7, 2015.*
- 2. Election for 2015-16 Committee Membership.*
- 3. Motion from Academic Council regarding relationships between College employees and students.*

A member of Academic Council spoke to the motion. Her remarks appear below:
“Good afternoon. Thank you to those who have opened up discussion of this issue for us; I appreciate what a busy time of year that it is.

I want to begin by apologizing for an oversight. There is indeed a discrepancy between the title and language of the motion before you and the item for discussion as it is listed on our agenda. We are to consider a policy currently under discussion among the President’s Senior Staff and Human Resources that would prohibit romantic and/or sexual relationships between college employees and students.

Academic Council learned from the Dean of the Faculty that the College is considering and likely to implement such a policy. It was our view and the Dean’s that the issue should be brought to the attention of the Faculty. The purpose of the motion before you is to provide an opportunity for the College to share with the faculty its reasons for pursuing a new policy, for the AC to educate the faculty on the issue with regard to the current landscape in higher education, and for the faculty to have an opportunity to express its concerns and views to the Administration while the policy is under consideration. The language before you reflects to the best of our ability the terms under consideration by the Administration.

I should also mention that it is the view of the AC that the proposed policy falls beyond the Faculty’s formal authority. That is, the President does not require the Faculty’s approval in order to adopt a policy on this subject. Of course, once a policy is adopted the Faculty will have the authority to address the issue of procedures and processes as they pertain to Faculty Handbook. It is our view that the Faculty can use this occasion to inform College discussions. So, please don’t shoot the messengers.

One other caveat...the AC is in no position to summarize the specific context in which the issue of relationships between employees and students has arisen for the College, however, we hope that someone from Human Resources and someone representing the President will speak specifically to those issues for the faculty’s information.

The AC would like the faculty to have the benefit of what we have gathered on this subject thus far. I have six points:

1. The first concentration of policies that addressed this issue were adopted in the mid-1990s, although early policies were put into practice in the early 1980s. In the first phase of policies, emphasis was placed on cautioning employees about the dangers of engaging in romantic and/or sexual relationships with students. Early policies, like those at Harvard and Yale from the mid-90s, strongly discouraged or prohibited such relationships as potentially posing a threat to the

educational missions of the institutions and to professional reputations. The longevity of these policies at many institutions suggests that implementation has not been impossible as some might fear.

2. The reason for these policies is relatively simple: academic institutions, like corporations and other organizations, have an obligation to maintain a healthy learning/work environment (Title IX and Equal Employment Opportunity Commission). That is, policy that makes institutional expectations surrounding professional conduct clear demonstrates an effort on the part of an institution to create and maintain an environment free of sexual harassment and bias, as well as promote a sense of fairness.
3. At this stage most of our peer institutions have policies of one kind or another in place—all but one other of the NY-6—and many others in NY State and beyond: Colgate, Chicago, Cornell, Dartmouth, HWS, Harvard, Middlebury, Reed, Skidmore, Smith, Syracuse, Swarthmore, Union, Vassar, Williams, Yale, just to name a few.
4. With the renewed interest of the DOE on issues of harassment and misconduct, a new trend in policies on consensual relationships between employees and students has emerged: those institutions without policies are now drafting them (like Hamilton) and those institutions with older policies, which discouraged such relationships, are now moving to prohibit such relationships all together (Harvard, Yale, Vassar). Another change is the broadening the scope of those to whom policies pertain (it is no longer just faculty and instructors, but coaches and supervisors of student employees). When institutions aren't banning such relationships altogether, some have adopted a requirement that employees must disclose their consensual relationships with students to their supervisor (for example, Skidmore, Chicago) so that conflicts of interest may be avoided.
5. *For your information, the AC did a preliminary review of policies including those of NESCAC and among Deans in the Northeast to provide you with an idea of the landscape. Wei-Jen will show you a slide that may be of help in getting your head around the issue as it stands among peer institutions.*
6. The policy concepts under discussion by the College as we understand it and therefore used in the motion do not deny that the relationships in question are consensual. Non-consensual relationships are addressed in the College's proposed sexual misconduct and sexual harassment policies. Also, it is common across existing policies in higher education to find the phrases "romantic relationships", "sexual relationships", or "romantic and/or sexual relationships". These are the common terms used in most policies. A trend in more recent policies is to use the phrase "consensual relationships between employees and students".
7. At very least it seems prudent for Hamilton to adhere to best practices by adopting a policy that makes clear the College's position on consensual relationships between college employees and students. It is the Council's view that the faculty should wrestle with the ethical issues raised by romantic and sexual relationships with students. This motion provides the Faculty with an opportunity to have a long overdue discussion of an important issue and to advise an ongoing deliberation.

I would like to encourage faculty to address questions about the College's discussion to Steve Stemkoski or Meredith Bonham. I would be happy to field questions specific to the Academic Council's motion and the general landscape on these policies as the AC understands them."

A faculty member proposed a substitute motion, as an effort to disentangle two aspects of the current motion, which asks us to endorse something that we don't yet know the specifics of. There are many possible exceptions. Generally forbidding is better than absolutely forbidding. He hoped that the AC sees the wisdom of bringing this motion back to the faculty.

CURRENT WORDING: that the faculty endorses the establishment of a college policy that prohibits romantic and/or sexual relationships between college employees and students.

ALTERNATIVE WORDING: that the faculty urges the establishment of a college policy generally forbidding romantic and/or sexual relationships between college employees and

students. We ask that proposed wording for the policy be brought before the faculty for our advice and endorsement.

A faculty member objected to the word “generally,” on the grounds that these relationships ought to be forbidden outright. A member of academic council suggested two possible exceptions: a faculty spouse taking classes, and a recent graduate dating a current student who then becomes a College employee.

The motion passed by voice vote.

A faculty member moved that we strike the word “generally” from the substitute motion.

Another faculty member asked what’s at stake in the word “forbidding.” A member of AC answered that there’s a range of practice in other college’s policies.

Another faculty member pointed out that this is a motion that urges the creation of a policy, not a policy itself. Perhaps we should wait until there *is* a policy before parsing the language. Another faculty member made a similar point.

The motion to remove the word “generally” failed by voice vote.

A faculty member observed that there are several issues here: what kind of policy we want to have, what kind of procedures we want to have in place for violations of that policy, and how we create policy. This policy applies to all members of the community: wants to urge that this be brought back before all employees, as it affects everyone. The faculty member recommended that the HSMB be involved, as they have experience with these issues.

Motion to change the final line of the motion to replace “the faculty for our advice and endorsement” with “the faculty and other employees for their advice and endorsement.”

The motion passed by voice vote.

Another faculty member said that he has no problem with a policy that prohibits certain definable kinds of relationships: sexual relationships between faculty and students should be prohibited. The word “romantic” is much murkier, and difficult to define. Would not want to be in an institution that left it to supervisors to define what a “romantic” relationship entailed. This makes the policy mushy, and waters it down.

Motion to strike the word “romantic.” The motion passed by voice vote.

Another faculty member asked whether this should be brought before the Student Assembly, as it would impact student lives as well. Motion to insert “Student Assembly” into the amendment.

Another faculty member spoke against placing Student Assembly on the same level with the faculty and other employees. The power disparity in these relationships is such that even apparent consent should be suspect, and students don’t have the life experience to think in a clear and informed way about these issues.

Another faculty member commented that the idea is that it would do no harm to have student advice and endorsement and have then included in the process of a policy that would affect them.

Question called on the amendment. The amendment passed by voice vote.

Question called on the motion. The motion passed by voice vote.
The final text of the motion read as follows:

Moved, that the faculty urges the establishment of a college policy generally forbidding sexual relationships between college employees and students. We ask that proposed wording for the policy be brought before the faculty, other employees, and Student Assembly for their advice and endorsement.

4. Motion from the Long-Term Planning Committee regarding issues of spousal/partner hires in faculty positions.

There was no discussion. The motion passed by voice vote.

5. Motion from the Long-Term Planning Committee regarding the formation of an ad-hoc CAP Subcommittee on the Curriculum.

There was no discussion. The motion passed by voice vote.

6. Report from the Long-Term Planning Committee.

Very little to say here. The Dean has accepted the recommendation under 2 and 3; no final decision yet about #1.

7. Report from the Committee on Academic Policy Diversity Curriculum Subcommittee.

A member of the subcommittee spoke. They are a small subcommittee of 3 people, started in order to explore the curriculum in response to concerns from the student group the Movement. The Movement's last recommendation was a curricular requirement on diversity. The subcommittee has started the ball rolling, but is not finished yet. They started out meeting and brainstorming. They looked at a menu of curricular options, ranging from "do nothing" to maybe a designation like WI, to partial-credit courses linked to the first-year experience, to required courses (and asked how many?) They also talked about what kinds of support would be needed: stipends for faculty, etc., though this wasn't their focus. They also met with Amit at the Days-Massolo Center, who told them about an interesting program at Colgate. They gathered some data and tried to rough out a draft of a rough statement describing the goals of a possible diversity/inclusion course; it's a difficult thing to do. They looked at other colleges' requirements. They found that by doing a rough cut of Hamilton courses focusing on diversity (just courses focusing on the United States), roughly 60% of the class of 2014 had taken at least one of those courses. They looked at other colleges in our peer group: found a huge range, from an "aspiration" at Pomona to a 4-course requirement at Middlebury. They agreed that whatever we come up with it has to work for Hamilton. They met with several student groups and Student Assembly; there is less student resistance to a required course than we thought there would be, but huge diversity in their opinion as to how this would look. There's a great deal of interest in wanting to make changes to the climate at Hamilton; students want to have an open conversation, and look to the curriculum as a support in that conversation. Some see a course requirement as crucial to that; others don't. They also met with some faculty groups: Women's Studies and Africana Studies, and with a wider group of faculty who teach related courses. An organically grown working group emerged, and has already met: it will meet again soon, and will be inviting faculty. They are working towards *maybe* a required course that will show the students we support them in starting and sustaining these conversations. CAP's role is strictly curricular, so the subcommittee plans to keep that as their focus. The working group will be making a recommendation to the CAP. They expect to meet monthly, so that work will hopefully be finished by next spring. The subcommittee supports a comprehensive approach: a single course won't necessarily do the trick. Curricular and co-curricular components may be needed, but CAP is concerned with the curriculum.

A faculty member asked why the focus on America. Answer: we were just trying to get a rough count of how many students have already taken something and how many seats are available;

students in the Movement were primarily concerned with courses focusing on the U.S. The working group hasn't in any way endorsed this U.S.-only perspective.

A faculty member asked for a working definition of the term "diversity." Answer: we haven't gotten that far. There are many definitions out there, and this will be part of the charge of the working group.

Another faculty member commented that in conversations with the Movement, it came up that questions of this kind aren't reducible to academic knowledge. How seriously is the working group taking their work as a means of addressing the kinds of social and cultural concerns that the Movement was worried about in the first place? Answer: I'm sure that this is on their radar. Our conversations naturally went that way. We want to open up the conversation and sustain it, and one of the ways to do so is to provide leadership support with a curricular requirement.

The working group is not a fixed and exclusive organization; it's looking for all kinds of input and other volunteers. Whatever they come up with in terms of curriculum will come to CAP and the faculty.

8. *Affirmative Action Report by Associate Dean of Faculty Margaret Gentry.*

This was a report prepared in accordance with federal statutes. It only provides us with a partial picture of the diversity at Hamilton: only takes into account sex, race, and ethnic composition. Overall, all full-time faculty of color compose 18.8 percent of the faculty (up one faculty member from last year). Over a 5-year period this figure has been relatively stable, with a slight upward trend. Fig. 2, tenured and tenure-track faculty, shows a drop in tenure-track individuals decreased as people are promoted or leave. Four promoted, three denied tenure or reappointment, one resigned. Have hired 3 faculty of color and 3 non-residents who self-identify as faculty of color, but who aren't included in this. Fig. 3 shows the percentages of faculty of color at Hamilton vs. percentages of earned doctorates. Hamilton is above the national averages in the humanities and social sciences, and is below in mathematics and the natural sciences. Compared with our 10 NESCAC peers, we're 5th in overall percentages of faculty of color and 5th in percentages of faculty of color on the tenure track. Fig. 4 shows the percentage of women among faculty ranks: it's the same as last year. Over the last 10 years we've been fairly stable at the full professor level, between 30-33 percent. We're currently at 50% at the associate rank: this has gone up as the percentage of assistants has gone down, as people get promoted. We're below the percentages of earned doctorates in every division. Among NESCAC schools, we're at or near the bottom of percentages of women.

Retention for 10-year cohorts hired from 2004-5 through 2013-14

hired 55 tt, and 15 of these left pre-tenure

--8 (53%) were female (4 denied tenure, 4 resigned)

--4 (27%) were white males

--2 (13%) were white females

--1 (7%) was a male, faculty of color

We have a goal of increasing these numbers: we need to intensify our efforts to recruit and retain diverse faculty, women, and faculty of color. There were 15 searches this year and last year; we compare the pool of candidates to the survey of earned doctorates in that department. We're close. In 13 of the 15 searches we brought 2 or more women to campus; in 11 of 15, we brought 2 or more candidates of color. We've had mixed success hiring faculty of color: we hired 4, 2 turned us down. We've been more successful with international faculty of color than with domestic faculty. Once we get them here, the stats show that we clearly need to work on retention. We have been talking about best practices of mentoring faculty. The junior faculty caucus has been trying to build more of a peer network. We've had speakers and workshops on bias in evaluations. The Chairs' annual review is now more clearly linked to departmental guidelines on tenure and promotion. It will take continued commitment.

A faculty member asked a question about figure 3, which shows a great disparity between faculty of color at Hamilton and survey of earned doctorates; is this typical of other small liberal arts colleges? Dean Gentry answered yes; women of color, especially, seem to be making it into the pipeline but not making it through to tenure.

A faculty member asked why are people resigning? Dean Gentry answered that family is a primary issue, either spousal issues or to be closer to family; and taking jobs at different institutions.

9. Remarks by Dean of Faculty Patrick Reynolds.

The text of his remarks appears below:

“I have many people to thank.

My thanks to the Long-term Planning Committee for their work on their recommendations and on our discussions in their preparation, and especially to Rob Hopkins for leading the group. When we undertook the review of the DOF office operations almost four years ago, we surveyed the faculty on what their concerns were about Academic Affairs. The lack of long-term planning was the issue most frequently raised, and I am hopeful that we’ve taken an important step to adapt current procedures and introduce some new elements that systematize some important long-term planning considerations, and involving departments and programs, faculty committees, and the DOF office.

Thanks also to the CAP diversity subcommittee for their report and for leading those important conversations.

I also thank those who have contributed to our mission statement project. I think we can tell we are nearing the end of our attention span for this. A few minor suggestions have been made; we will try to incorporate them and pass it on to the trustees at their June meetings.

Thanks to Margaret for the Affirmative Action report. As she describes in her written report, we have many initiatives in place to help enhance our recruitment and retention of faculty of color, and we have had some success with them in recent searches. We do need the commitment of the faculty – search by search, department by department – to this project if we hope to substantively succeed in diversifying the faculty. From initially assessing more rigorously our standing faculty diversity longitudinally and through each search process some years ago, to enhancing our competitiveness in salary and start-up funds, to incorporating best applicant-pool building and evaluative practices into our searches, to all our attention recently on mentorship, and given the signs of success we have been having, I think we are well poised as we begin this great turnover in the faculty that we will see over the next several years through retirement.

I know everyone is busy in these final weeks of the semester. Good luck with the grading, wrapping up other a good deal of administrative work, and we look forward to the next faculty meeting where we will celebrate the retirements of two faculty members, Peter Millet in Physics and Jinnie Garrett in Biology.”

Tom Jones, Chair of the Faculty, adjourned the meeting at 5:40 p.m.

Respectfully submitted,

Katherine Terrell
Faculty Secretary

Appendix B

BALLOT

2015-16 Committee Membership

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

Nominations from the Floor

Parliamentarian

Term: 2017 N. Strout _____

Academic Council

Term: 2018 N. Guttman T. Hall _____

Continuing members:

Term: 2016 P. Hagstrom
2017 L. Trivedi
ex officio P. Reynolds
ex officio Faculty Chair
ex officio Faculty Secretary

Faculty Committee on Admission and Financial Aid

Term: 2019 A. Campbell M. McCormick _____
2019 S. Cockburn G. Wyckoff _____

Continuing members:

Term: 2016 J. Pliskin
2017 F. Sciacca (S)
2018 P. Kloidt
2018 C. Morgan
ex officio M. Inzer
ex officio P. Reynolds

Faculty Committee on Budget and Finance

Term: 2015 M. Bailey S.A. Miller _____
2016 E. Balkan P. Klinkner _____
2019 D. Bailey B. Collett _____

Continuing members:

Term: 2016 K. Grant
2017 R. Kantrowitz (F)
2018 C. Georges (NYP-F, S)
ex officio P. Reynolds
ex officio K. Leach

Planning Committee

Term: 2015 M. Kamiya
2018 A. Dykstra

T. Wilson
A. Van Wynsberghe

Continuing members:

Term: 2016 R. Martin (DC-F)
2017 E. Conover

Honor Court

Term: 2018 J. Burke

J. Springer

Continuing members:

Term: 2016 R. Marcus
2017 C. Gibbons

Judicial Board

Term: 2016 S. Haley
2018 C. Kuruwita

H. Ravven
S. Schermerhorn

J. Temesvary

Continuing members:

Term: 2016 T. Kelly
2017 G. Johnson (FS)

Appeals Board

Term: 2016 S. Goldberg
2018 C. LaDousa

S. Yao
C. Latrell

Continuing members:

Term: 2017 S. Cockburn (S)

Appendix C

Motion from the Long-term Planning Committee to revise the *Faculty Handbook* regarding Department Chairs and Program Directors.

MOVED, that the Faculty approve the following changes (in bold print) to the *Faculty Handbook*:

V. Departments and Programs of the Faculty

B. Chair and Program Director

1. Department Chair and Program Director. The Chair of a department or the director of a program shall be appointed by the Dean from among the members of the department or program, normally for a term of three years. He or she may be reappointed. The Dean shall solicit advice from all members before appointing or reappointing a Chair or director. **If an appropriate and willing member from within a department is not available, the Dean may appoint as chair a faculty member from outside the department.** At the time of appointment, the Dean and the appointee shall agree on a suitable means of compensation. Directors do not normally receive compensation.

Rationale

One charge to the Long-term Planning Committee was to address strong department function. That often depends on the effectiveness and leadership of the department chair. There are many kinds of circumstances in which it might make sense for the Dean to appoint a chair from outside the department. This would necessarily involve having no willing or appropriate chair available in the department owing to such circumstances as the following:

- a. the chair asks to be replaced
- b. the chair is failing to perform essential duties
- c. untenured faculty should not be burdened with the chair's responsibilities
- a. a department requests an external chair because of difficult interpersonal relations within the department
- d. personal misconduct of a chair dictates the chair's removal

Past practice tells us that a chair can be appointed from outside a department so long as the chair is designated as "acting chair." The Long-term Planning Committee believes it is more appropriate to include specific language in the *Faculty Handbook* to allow the Dean of Faculty to make such an appointment under specified conditions.

Appendix D

Motion from the Long-term Planning Committee to revise the *Faculty Handbook* regarding joint appointments.

MOVED, that the Faculty approve the following changes (in bold print) to the *Faculty Handbook*:

V. DEPARTMENTS AND PROGRAMS OF THE FACULTY

D. Appointments

1. Departments, excluding Physical Education (See Section VII). Responsibility for recommending department appointments, reappointments, tenure, and promotions lies with the regular department faculty in tenurable positions already holding appointments not less than half-time **or joint appointments not less than two-fifths time** according to the following procedure:

3. Joint appointments. Following consultation with the Dean of Faculty and all departments, program committees, and faculty involved, the President may appoint a tenured faculty member to a second department or to a program. A person teaching at least two-fifths time in such a position will be a voting member in the added department or program.

Rationale

We recommend a change in the *Faculty Handbook* to allow for the possibility for a tenured faculty member to be jointly appointed to two departments or to be jointly appointed to one department and one program. Such an appointment may be temporary or permanent. In February the Faculty approved new *Faculty Handbook* language about Reappointment and Tenure Committees and Promotion Committees that can be appointed in those instances in which a department will have fewer than two voting members at the time of reappointment, tenure, or promotion. Such committees are not required, however. A joint appointment is another way to help address mentoring issues owing to a lack of senior faculty or an imminent departure of most senior faculty. In addition, such appointments might increase stability for interdisciplinary programs, enhance curricular breadth or planning, or facilitate expansion of a faculty member's scholarly interests. A *Faculty Handbook* change is required to allow a faculty member to vote in both of the departments to which the faculty member is jointly appointed.

Appendix E

Final Report of the Long-term Planning Committee (May 7, 2015)

The *ad hoc* Long-term Planning Committee (Margaret Gentry, Rob Hopkins [Chair], Seth Major, Tara McKee, Onno Oerlemans, Penny Yee) has completed its work. We wish to express our gratitude again for the input we have received throughout this year from members of the Faculty. In addition to the motions before the Faculty at the second May meeting, we have made the following recommendations:

1. Recommendation to the Dean of Faculty regarding timely curricular reviews

We recommended that the Dean of Faculty create a process such that, when possible in advance of a department making an allocation request, any department that has not had a complete external review in the last five years should have a mid-cycle curricular review whereby the Dean and department agree on three outside experts to evaluate the department's curriculum. The department would provide a brief report and send it along to the reviewers with a brief description of personnel, a copy of the course descriptions, the course requirements for the major (and minor, if applicable), and average enrollments per course for the last three years. The reviewers would respond with written comments but would not visit. There could be a video-conference wrap-up. The results of the mid-cycle curricular review would be shared with the CAP at the time of an allocation request.

The purpose of this review would be twofold: to assist the department in long-term planning, and to assist the CAP in its deliberations about allocations. It is difficult for the CAP to make comparative judgments about the merits of specific allocation requests without timely information regarding a department's curriculum. The external review process, coupled with this mid-cycle curricular review, will provide the CAP with important information that it can use in making its recommendations.

2. Recommendation to the COA for a study of the terms for a renewable appointment

Currently the *Faculty Handbook* specifies that "A renewable position is a non-tenurable position to which reappointment for successive one- or two-year terms is possible.... No renewable position may be held for more than six years." Would it be wise to make changes to allow more flexibility? Should we consider that under special circumstances a department or program can have a non-tenured renewable term position that extends beyond six years in order to provide continuity of instruction in the department or program and to allow a longer period of time in which to evaluate student interest? A specific example would be the case of language pedagogues (typically with a master's degree) who teach foreign languages. Should our policy allow for a term of more than two years in order to provide more predictable job security to an individual who is serving the College well?

We recommended to the COA that it study issues relating to the terms of renewable appointments and recommend changes, if appropriate, to the *Faculty Handbook* for Faculty approval.

3. Recommendation to the Dean of Faculty and to the CAP concerning support of interdisciplinary programs at the time of hires

We are aware of instances where a particular department was involved in a hire that might well lead to the appointment of a candidate with expertise in a field that would allow the candidate to contribute to a standing program of the College, but the appropriate program was never notified or involved in discussions about the hire. We recommended that the Dean of Faculty establish a process whereby the appropriate Associate Dean involved with hires notifies programs when a department is considering a hire who may be able to provide resources for the program. We further recommended that the CAP insure that the CAP Allocation Guidelines include language that directs departments to discuss with the appropriate interdisciplinary program, prior to candidates visiting the College, any opportunities for a new hire to contribute to the interdisciplinary program.

4. Recommendation to the Dean of Faculty and to the CAP

In order to help departments in future planning and also to help the CAP when considering allocations and the future of the curriculum, we recommended that the Dean and the CAP bring the external review process up to date over the next three years so that every department has had an external review in the last ten years.