



Hamilton

*Vice President for Academic Affairs
and Dean of Faculty*

August 30, 2016

MEMORANDUM

TO: The Hamilton Faculty

FROM: Margaret Gentry, for the Academic Council

SUBJECT: Call to Meet

The Academic Council calls the Faculty to meet on Tuesday, September 6, 2016 beginning at 4:10 p.m. in the Fillius Events Barn.

AGENDA

1. Approval of minutes from the Faculty Meeting of Wednesday, May 18, 2016 (Appendix A).
2. Memorial minute for Duncan Chiquoine, Professor of Biology emeritus, presented by Sue Ann Miller, Professor of Biology emerita.
3. Memorial minute for Gillian Gane, Professor of English emerita, presented by Margie Thickstun, Professor of Literature & Creative Writing.
4. Election for 2016-17 Committee membership (Appendix B).
5. Motion from Academic Council regarding the Radiation Safety Committee (Appendix C).
6. Faculty, Staff, and M & O appointments for 2016-17 (Appendix D).
7. Admission and Financial Aid Update by Dean of Admission and Financial Aid Monica Inzer.
8. Remarks by Interim Dean Margaret Gentry.
9. Remarks by President David Wippman.
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 Eighth Regular Meeting of the Hamilton College Faculty
Academic Year 2015-16
Wednesday, May 18, 2016 Taylor Science Center Auditorium

Tom Jones, Chair of the Faculty, called the meeting to order at 2:30 p.m.

1. Approval of minutes from the Faculty Meeting of Tuesday, May 3, 2016 (Appendix A).

The minutes were approved without discussion.

2. Election for 2016-17 Committee membership (Appendix B).

Planning Committee

Rob Habermusch was elected to serve through 2019.

Honor Court

Russell Marcus was elected to serve through 2017. Alistair Campbell was elected to serve through 2019.

Judicial Board

Jamie King was elected to serve through 2018.

Adam Stockwell was elected to serve through 2019.

Appeals Board

Yvonne Zylan was elected to serve through 2019.

Tom Jones requested a motion to add a report from CAP as an additional agenda item. The motion was approved.

3. Report from Academic Council on grade distributions.

On behalf of Academic Council, Professor Paul Hagstrom presented a report on grade distributions.

Grades have been skewed toward A-level grades in recent years. Grade inflation and compression have been an issue at a lot of different institutions. Swarthmore and Wellesley have adopted policies to address this issue. COA has looked at grades in tenure and promotion cases in the context of reviewing course evaluations and in relationship to college-wide and departmental averages. Also, CAP has looked at grading practices and distributions in considering allocation requests and in relationship to enrollment pressures. [All the tables and data are available on the Office of Institutional Research website at <https://my.hamilton.edu/oir/grade-distribution-reports>]

Academic Council met with Department Chairs to discuss this issue in relationship to educational equity and a number of concerns were raised:

- There have been mixed messages to pre-tenure faculty about grading practices and expectations.
- There is a wide variation in grading practices and in the meaning of an A and A+, and a surprising lack of grades in the range of what we refer to as “satisfactory” in the Faculty Handbook.
- There is a desire for a common sense of the meaning of different grades across Departments.

Academic Council looked at a lot of data and presented the following observations:

- A- was the most common grade over the past 10 years, but in recent years A has become the most common grade given. This varies across departments (from 28% A grades to 52%) and across course levels (49% A grades in 100-level to 71% in 400-level). Academic Council noted that there is justification for higher grades in Writing Intensive and seminar courses, where participation and discussion can play an important role in grading.
- Assistant Professors grade slightly lower than other faculty (47.4% A grades vs 50% for Associate Professors and 48% for full Professors).
- What are some possible negative effects of grade compression / inflation?
 - o It does a disservice to our students in not differentiating between performance
 - o Little incentive for those at the top to improve their effort

Professor Hagstrom presented the following recommendations:

- Ask the Dean to mentor junior faculty / new faculty regarding best grading practices *before* they start teaching.
- Ask the Dean to ensure that Department Chairs comment on grading practices in annual reviews.
- Ask that the Dean include comments in the Department Chair Handbook to reflect the preceding recommendations.
- Ask that CAP make more explicit how grades are considered in allocation decisions including appropriate revisions to the CAP guidelines for allocation proposals, if necessary.
- Ask that COA make more explicit the role of grades in their deliberation and decision making process for tenure and promotion.
- Ask that CAP and Academic Council collaborate to discuss research that has been done by peer institutions, such as at Swarthmore and Wellesley.

A faculty member asked why junior faculty need to be mentored if they are not part of the problem? Professor Hagstrom indicated that expectations should be made clear to ensure that this does not become an issue going forward. Also, grade inflation is an issue with visiting faculty and adjuncts, and they would be included with the mentoring of all new faculty.

A faculty member asked what Swarthmore and Wellesley have done? Professor Hagstrom indicated that Wellesley has set an expectation of a median grade of B+ across departments. Swarthmore has a “shadow” grading system in place for their first semester. Those grades don’t actually count in your GPA.

A faculty member asked what “a correct distribution should be”? What should our goal be for each department? Professor Hagstrom indicated that different departments have different grade practices and that should be justified.

A faculty member asked whether part of our grade inflation is the result of having an open curriculum, as that results in students selecting the classes they want to take and working harder in them. Professor Hagstrom indicated that he did not know, but that one of the recommendations in the report is to look more closely as peer institutions, including others with open curriculums.

A faculty member stated that based on conversations with colleagues at other institutions our grades are pretty low. Professor Hagstrom indicated that our grades are comparable to other institutions overall, but the question remains whether we should be concerned about the vast differences in grading practices that exist across Departments.

A visiting faculty member stated that he believes that the only thing that he can take away from teaching at Hamilton are his course evaluations, and he is conscious of that when he is grading. Should we have a better system in place to properly incentivize junior faculty to conform to the College’s grading expectations?

A faculty member indicated that given the above concern, educating junior faculty may not make a difference.

4. Report from Associate Dean of Faculty Sam Pellman regarding affirmative action.

Associate Dean Sam Pellman presented the annual affirmative action report. He began by indicating that the handout provided has more detailed information and that the same is available online. He also extended thanks to Gordon Hewitt for his assistance in preparing the report, and to Margaret Gentry. He noted that his report does not include data from the most recent hiring season, but that this year the College has completed 12 tenure-track searches and that 11 of the hires are women, 4 of the 12 are faculty of color, including some who are non-resident. He thanked the search committees this year for their efforts.

Associate Dean Pellman indicated that the current report presents information drawn from a variety of sources and different years, so it is not always easy to manage direct comparisons. But he indicated that there are clear indications in the data, and summarized them as follows:

Table 1 presents a snapshot from fall 2015 of the composition of the full-time faculty by race, ethnicity, and resident status. There are 37 faculty members of color (17.8% of the faculty), down from 38 individuals (18.8%) last year. The White, non-Hispanic category remains the largest group, followed by Asian/Pacific Islander, Hispanic, Black non-Hispanic, then non-resident.

Figure 1 presents this information across the past 5 hiring seasons. Overall there has not been any significant change.

Figure 2 presents data regarding the percentages of tenured and tenure-track faculty of color at Hamilton. The total number of faculty of color has remained fairly constant. We have seen a slight increase in the number of faculty of color with tenure (from 20 to 22). However, we have seen a decrease in the number of faculty of color in successive cohorts of tenure-track faculty: 13, 10, 7, 6, 7 over the past five years. (A “tenure-track cohort” includes the number of people on the tenure-track in a particular year.)

Figure 3 presents divisional differences (including tenured and tenure-track faculty) relative to data from the 2014 the Survey of Earned Doctorates (from the NSF). These data do not include non-resident aliens. Science and Math remain challenging areas for us, but not due to lack of making job offers. Rather, we’re having a tough time getting diverse candidates in these fields to come to Hamilton.

A faculty member asked whether the Survey of Earned Doctorates percentages have been changing much over time. Dean Reynolds answered that yes, they have been shifting upwards dramatically over time, and it has been challenging to keep up with the pace of the changes.

Another faculty member indicated that the bar comparisons in the graph are not necessarily accurate due to the fact that the distribution of doctorates in the Survey are not comparable to the distribution of faculty at the College. Some disciplines with significantly higher percentages of people of color may be skewing the Survey results upward. Associate Dean Pellman indicated that he does break the data down on a discipline by discipline basis as much as possible when he works with search committees.

Table 3 shows departures from the faculty from 2005-14. A higher percentage of faculty of color (48% / 12 individuals) left than did white, non-Hispanic faculty (21.9% / 7 individuals).

Next, Associate Dean Pellman presented gender-based data:

Table 4. For 2015-16 we’ve seen an increase in the percentage of assistant professors who are female, as well as an increase in percentage of professors who are female, offset by a reduction in the number of associate professors.

Figure 5 presents divisional differences by gender through a comparison to the 2014 Survey of Earned Doctorates data. Note the smaller gap in Humanities and Arts, and Sciences and Math, relative to the Social Sciences. We expect these gaps to narrow when we revisit this data next year based on current year hires. We’ve done a much better job with regard to gender than we have with race and ethnicity.

Table 5 presents gender data related to departures from 2005-14. More women, with and without tenure, (12, or 37.7%, of the women hired) left than did men (7, or 25.9%, of the men hired). We're losing women at a faster rate than men, which is making it more difficult to get a gender balance at the full professor level over time.

Table 7a presents hiring and departure data for women of color from 2005-14. Female faculty members of color are substantially more likely to leave without tenure (64.2% (9 individuals)) than white female faculty members (17.6% (3 individuals)).

Associate Dean Pellman concluded by making the following points:

- We have been making progress toward becoming a more diverse faculty, but there is much more for us to do.
- Romney Associates will be back this August to conduct workshops on campus for the fourth time. Their workshops focus on how to initiate the hiring process, how to reduce bias in the review of applicants, how to conduct campus interviews, and retaining female faculty and faculty of color after the hiring process. Colleagues who will be hiring this year who have not participated previously will be required to attend. Handouts from past Romney workshops are available online at: <https://my.hamilton.edu/dof/recruiting>
- We will also be continuing to require language in all hiring applications that asks candidates to address how they can help further the College's goal of creating a diverse educational environment, and how they raise issues of diversity in their teaching, scholarship and/or service. Visiting searches will include this language as well, as visitors are an important pipeline to the tenure track.
- Search committees will be required to develop clear criteria at the beginning of the search process.
- Associate Dean Pellman will continue to work closely with the search committees in order to ensure that as many diverse candidates as possible get considered.
- Each search committee will be required to have "diversity advocates" to remind other members of the committee of best practices related to diversity hiring.
- Finally, regarding retention the most important thing that we can do to retain faculty of color is to build a diverse community, such as what Trinity has done. Mentoring is also important, both individually and through networks. We also need to ensure that faculty members do not become burdened with heightened expectations regarding service to students, faculty, administrators, and others. We need to be prepared to welcome differences and to understand that our strength increases as we seek out colleagues whose experiences and perspectives are different from our own. Finally, as citizens of the greater community of the Town of Kirkland and central New York, we need to encourage our neighbors and government officials to join us in making this a good place where all of us can live and work together.

5. Report from Committee on Appointments Subcommittee on the Curriculum.

Professor Tara McKee spoke on behalf of the Committee on Appointments Subcommittee on the Curriculum:

"Good afternoon everyone. I thought I would start with a brief review of the background for why I am speaking to you this afternoon. You may recall that last spring the faculty voted to create an ad hoc CAP Subcommittee on the Curriculum to facilitate discussions among faculty members regarding the future of Hamilton's curriculum over the next 10 or so years. John Eldevik and I serve on the subcommittee as members of CAP and the other members, who were elected at the October faculty meeting, are Jessica Burke from Hispanic Studies, Tina Hall from Literature and Creative Writing, and Sharon Rivera from Government. Both Jessica and Sharon will be rotating off of the subcommittee, which is why we had an election for this subcommittee at our previous faculty meeting. Anne Lacsamana from Women's and Gender Studies and Zhuoyi Wang from East Asian Languages and Literatures will be joining the subcommittee starting this summer. The motion from last spring also stipulated that the CAP provide interim reports to the faculty at least once a semester, so here I am!

As you all know, our CAP subcommittee has been quite busy this semester meeting with various groups on campus to facilitate conversations around long-term curricular planning. We have met with 26/28 Departments and have solicited input via email from the other two Departments. We also met with all 15 Interdisciplinary Programs that have program committees. We have begun to process our notes from these meetings and to identify themes that arose across multiple meetings. As part of this process we also identified other constituencies with which to meet to gather additional information. We have met with the junior faculty caucus, the Faculty Committee on Admission and Financial Aid, the Faculty Committee on Budget and Finance, directors of academic resource centers (WC, OCC, QSR, ESOL, Language Center, and HEOP), the Levitt Center, and we recently hosted a meeting for various faculty involved or invested in off-campus study. We have an upcoming meeting with administrators and staff involved in off-campus study, follow-up meetings with the Writing Center and Quantitative and Symbolic Reasoning Center, and are planning on setting up meetings with LITS, the Days Massolo Center, and the Wellin museum in the future. In addition to these meetings we added a series of questions about the College's educational goals to this year's senior survey and we plan to meet with Student Assembly in the fall to work with them on gathering input from students across campus. Lastly, we have been working on a set of questions for Deans at our peer schools to get a sense of what those institutions are doing around long-term curricular planning.

We will be sharing themes and observations that arise from all of these meetings with CAP. Next year's CAP met this morning and agreed to devote much of our time next year to these issues. The goal is to decide which topics warrant further discussion at town hall-style meetings for faculty and students next fall to help CAP formulate recommendations around these issues. So, as we predicted, this year was spent gathering a great deal of information that I believe will be quite useful for CAP moving forward. I also hope that our time this year has encouraged more Departments and constituencies on campus to make longer-term planning part of our regular conversations."

6. Remarks by President Joan Hinde Stewart.

President Stewart began by congratulating and thanking our retiring faculty and saying how much we will miss their accumulated wisdom and their deep understanding of the College and our students. She continued by thanking the entire faculty for the education that they deliver on College Hill; she is proud of the work of our faculty members.

Following up on a remark by Professor Pellman, the President thanked Gordon Hewitt for his responsiveness and thoroughness in providing us with necessary data – such as the data that figured in today's reports. She was thinking today of the work of Gordon, of the faculty, and of the dean of faculty, as she reviewed the draft of the Periodic Review Report that must be submitted by June 1 to the Middle States Commission on Higher Education. Enormous work on the part of Pat and Gordon have gone into its preparation – and of course the Report itself bears witness to the extensive activities and accomplishments that have characterized the last five years at Hamilton.

The President referenced the countless accomplishments of Pat Reynolds in the areas of advising, student academic resources, faculty support, co-curricular programming, grant and endowment development, and long-term planning, among others. He has led and supported initiatives that now provide increased opportunity for students, an expanded sense of the worth and relevance of public scholarship, and recognition for the college on the national and international stage. She emphasized Pat's advocacy on behalf of the faculty. Pat's remarks to trustees, formal and informal, have made possible a wider and deeper understanding of the dedication and the achievements of our faculty as teachers, scholars and artists. The President concluded with some verses about Pat.

Associate Dean Sam Pellman approached the microphone and shared President Stewart's observation that Pat has been a stalwart advocate for our faculty and called for a standing ovation.

7. Remarks by Dean Patrick D. Reynolds.

The Dean's office has been busy meeting with Department Chairs to discuss faculty annual reports. It is a great process to hear about all the work that faculty have done. It is a busy time of year, including graduation and reunions, but the Dean's Office hopes to have salary letters out by early June.

The Middle States Periodic Review Report has been a time consuming effort and the Dean hopes that they do not find any major problems. It is impressive what we have accomplished since our last reaccreditation 5 years ago. Also, the Dean's Office just received a message from Middle States that they are shortening the review period from every 10 years to every 8. The last full review required approximately 80 faculty on various different committees, so obviously this is a big consumer of resources and faculty time.

Retirement party for Sharon Williams on Monday at 4pm and an event for Jim Helmer later in June. Carol Kentile is retiring as well and there will be an event for her in July.

The Dean has been practicing how to pronounce all the student names for graduation which has been a fun but challenging task. This year Hamilton began using software called NameCoach, which allows students to provide their own spoken pronunciation of their name for the Dean to listen and learn from. Kristen Friedel has also been helpful in getting them right. The College hopes to eventually use this software for other events and class rosters. Ernest Williams has done empirical analysis of how long it takes each Dean to read out the names and Dean Reynolds is the current record holder. He hopes to break the record this year.

Dean Reynolds then spoke about the retiring faculty:

Dennis Gilbert, Professor of Sociology, arrived at Hamilton in 1977 after stints at the University of Oregon and in the Peace Corps. He has published several monographs, including Mexico's Middle Class in the Neoliberal Era, Sandinistas: The Party and the Revolution, and The American Class Structure in an Age of Growing Inequality, including over 40 publications in total.

Sue Ann Miller, Professor of Biology, arrived at Kirkland College in 1975. She was the first female member of the faculty to gain tenure in the sciences. Her field is developmental biology or embryology. She came to Hamilton after doing her undergraduate and graduate work at the University of Colorado at Boulder. She has been an honored member of Sigma Xi for 45 years, including almost 40 years at Hamilton. She served on Hamilton's Health Advisory Committee for 40 years. She has served as a research fellow at Harvard Medical School and a grant awardee from the National Science Foundation. Her numerous publications have been included in journals such as *Developmental Dynamics*, *The Journal of Experimental Zoology*, *The Journal of Embryology* and *Experimental Morphology*, and *Developmental Biology*.

John O'Neal, Professor of French, received his PhD from the University of California in Los Angeles, his Master Degree from Middlebury and his BA from Washington & Lee. He arrived at Hamilton in 1984. His expertise is in 17th and 18th century French literature and thought. John provided wide-ranging service to the College during his career including organizing an event celebrating the bicentennial of the French Revolution in 1989, chairing the event entitled "1775-1812 Life Stories, Correspondence, and Debate in Early America and the Mohawk Valley," and co-curator of an art exhibition entitled "Nature as Refuge: From Rousseau's Cascade to Central New York's Trenton Falls" in 2005. John was very active in the community as well, helping to organize the annual Utica Heart Run and Walk, and serving as an active participant in the Kiwanis. John published 4 monographs, a critical edition, 3 edited volumes and over 60 articles. The French government recently promoted John to the rank of Commodore in the French Order of Academic Palms, its highest rank.

Pat O'Neill, Leonard C. Ferguson Professor of Literature & Creative Writing, arrived at Hamilton in 1986. She completed her PhD and MA at Northwestern University, and her BA at California State University in Los Angeles. Her expertise is in Victorian and postcolonial literature, film studies and

digital humanities. She has published monographs on Robert Browning, an edited volume, and over two dozen articles. She was instrumental in developing Cinema & Media Studies at Hamilton, and an early supporter of the Digital Humanities initiative. Notably, she was an organizer in bringing Agha Shahid Ali's papers to Hamilton's Library and she served as project director for The Beloved Witness Project: a Digital Archive of Agha Shahid Ali.

Robert Redfield, Professor of Mathematics, completed his PhD at Simon Fraser University, his MA at University of Oregon, and his BA at Reed College. Bob arrived at Hamilton in 1986, after doing post-doctoral work at Simon Fraser, as well as an Australian Research Grants Fellow at Monash University in Victoria, Australia. His field of expertise is lattice-ordered fields, rings and groups, vector lattices and ordered topological spaces. Bob published over 30 articles during his career.

Ann Silversmith, Litchfield Professor of Physics, received her PhD from Australian National University, her MSc from University of Wisconsin, and her BA from Oberlin College. She arrived at Hamilton in 1989. Her field of expertise is laser spectroscopy of rare earths in insulating solids and developing new laser materials useful in the solid state laser industry. She has a long and rich list of service contributions to Hamilton. She has received grants from the National Science Foundation, the Petroleum Research Fund, and The Research Corporation. She has over three dozen publications, and a long list of student research collaborators.

Joan Stewart received her PhD at Yale University and her BA from St. Joseph's College in Brooklyn, NY. She arrived at Hamilton 13 years ago as President. She had a long list of academic appointments before that, having taught French at the University of South Carolina, the North Carolina State University, Wellesley College, and Yale University. Similarly, Joan has a long list of administrative positions in her background, as chair and associate chair positions at NC State, including in the Department of Foreign Languages, and the North Carolina Humanities Council. She was assistant dean for research and graduate programs for the College of Humanities and Social Sciences before coming to Hamilton in 2003. She has published numerous articles and a couple of books, most recently The Enlightenment of Age, which came out in 2010. We wish her the best in finding a satisfactory work / life balance in her retirement. She was recently named a resident associate at the National Humanities Center in Durham, NC for the 2016-17 fellowship year.

Doug Weldon, Stone Professor of Psychology, received his PhD from State University of New York at Buffalo, his AM from Towson State University, and his AB from The College of Wooster. Doug arrived at Hamilton in 1978. His area of expertise is behavioral neuroscience and psychopharmacology. Doug was elected a Fellow of the American Psychological Association, and in addition to being recognized for the Stone Professorship, he received the Helen Lang Prize for Teaching a few years ago. His service to the College is very wide, in particular to the development of the Neuroscience Program.

8. Other announcements and reports

College Marshall Margie Thickstun reminded the faculty that Baccalaureate is on Saturday at 3pm. Please arrive by 9:45am for graduation. Post commencement picnic at the Pub at 6pm Sunday.

Tom Jones handed off the "faculty bag of tricks" to Ann Owen, Faculty Chair for 2016-17.

Tom Jones, Chair of the Faculty, adjourned the meeting at 4:09 p.m.

Respectfully submitted,

Robert Knight
Faculty Secretary

Appendix B

BALLOT

2016-17 Committee Membership

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

Nominations from the Floor

Committee on Appointments (see page 11-12 of the *Faculty Handbook* for information).

Term: 2017 B. Jensen B. Urciuoli _____

Continuing members:

Term: 2017 T. Franklin (Chair)

2018 G. Jones

2018 D. Boutin

2019 O. Oerlemans

2019 H. Buchman

Appendix C

Motion from the Academic Council to remove the Radiation Safety Committee from the *Faculty Handbook*.

MOVED that, the Radiation Safety Committee be removed from the *Faculty Handbook*.

Rationale

The Radiation Safety Committee is no longer necessary as the process of terminating Hamilton College's license through the NYS Department of Health has been completed. Final confirmation from the state that the de-licensing process has been completed has been received. Since we still have some exempt radiation sources on campus (as well as X-ray units), Brian Hansen is working on a procedure through his office to manage such items moving forward.

Appendix D

Faculty Appointments for 2016-17

George Baker, Hamilton Class of '74 and former Hamilton Trustee, returns to Hamilton as Distinguished Linowitz Lecturer in American Public Policy and Practice in Government for the fall semester. He will be co-teaching a senior seminar on "Lobbying and Public Relations" with his law partner and fellow alumnus, Frank Vlossak, as they did in election years 2008 and 2012. George is a principal at Williams & Jensen, a leading public policy law firm in the Nation's Capital. With over thirty-five years of experience representing clients before the Congress and federal agencies, George's legislative and administrative practice focuses on energy, environment, agriculture, land use, wild life conservation/natural resource matters, and financial regulation. Prior to his work at Williams & Jensen, George served as an attorney with the U.S. Department of Energy. George was associate editor of the law review at Catholic University Law School from which he received his Juris Doctor degree in 1977.

Vikranth Bejjanki joins Hamilton as an Assistant Professor of Psychology. Vik received his B.S. in Computer Engineering and B.A. in Cognitive Science from the University at Buffalo, and his M.A. and Ph.D. in Brain and Cognitive Sciences from the University of Rochester. He comes to Hamilton from Princeton University where he was a postdoctoral researcher at the Princeton Neuroscience Institute. Vik's research is concerned with examining the neural and computational mechanisms that allow humans to learn from their experiences. He uses a range of methods, including psychophysics, computational modeling and functional neuroimaging, to study learning at multiple levels of analysis. His published work can be found in journals such as *Nature Neuroscience*, *Proceedings of the National Academy of Sciences*, *Neural Computation* and the *Journal of Vision*. In his spare time, Vik enjoys sports, particularly road cycling, tennis, golf and skiing, and traveling.

Angela Blum joins the faculty as an Assistant Professor of Chemistry. She holds degrees in chemistry from Lewis & Clark College (B.A.) and the California Institute of Technology (Ph.D.). At Caltech, she used techniques in physical organic chemistry to elucidate the molecular interactions responsible for activating essential neuroreceptors that bind important neurotransmitters, key pharmaceuticals and nicotine. As a postdoctoral scholar at the University of California, San Diego, she developed a general method to improve the efficacy of peptide-based therapeutics by packaging them as high-density brush polymers. Blum's research at Hamilton will focus on materials approaches to controlling bacterial behavior and pathogenicity. Her work will be highly interdisciplinary, borrowing tactics from synthetic organic chemistry, chemical biology and materials chemistry.

Ashley Bohrer comes to Hamilton as a Postdoctoral Fellow and Visiting Assistant Professor in Philosophy. She received her B.A. in Political Science and Philosophy from George Washington University and her M.A. and Ph.D. in Philosophy from DePaul University in Chicago. Her research focuses on the intersections of capitalism, colonialism, racism, and hetero/sexism in both the early modern period and in the contemporary world. She also works extensively on making philosophy transcend its disciplinary and institutional boundaries. In addition to her academic work, Ashley is a committed activist and organizes with a variety of feminist, anti-racist, and anti-capitalist grassroots collectives, something she is hoping to continue when she moves to New York.

Christopher Briggs joins us as Lecturer in Biology for the fall semester. Chris earned a B.S. in Biology and B.S. in Psychology from Virginia Tech, and his M.S. and Ph.D. Ecology, Evolution and Conservation Biology from University of Nevada, Reno. Before coming to Hamilton Chris worked for the Golden Gate Raptor Observatory, a small non-profit outside of San Francisco, managing research and training hundreds of citizen scientists to help monitor raptor populations of California. Chris' research uses behavioral and population tools to examine ecological and evolutionary questions in birds. Recently he has focused on how different plumages are maintained within a population.

Kristen Burson joins Hamilton as Assistant Professor of Physics. Kristen grew up in Nebraska and received her Bachelor's degree in physics from Gustavus Adolphus College in Minnesota. She earned her M.A. and Ph.D. from the University of Maryland-College Park where she studied the surface structure and properties of novel materials for nanoelectronics using scanning probe microscopy. Following her Ph.D., she taught physics for a year at Gettysburg College as a Visiting Assistant Professor. Most recently, Kristen pursued research on the atomic scale structure of glass at the Fritz-Haber Institute in Berlin, Germany through an Alexander von Humboldt postdoctoral fellowship. In addition to her scientific interests, she has published on students' perceptions of office hours and has been involved in physics education outreach, particularly focused on promoting women in physics.

Alexsia Chan joins Hamilton College as an Assistant Professor of Government. She holds a B.A. in Political Science and Economics from Rutgers University, and an M.A. and Ph.D. in Political Science from the University of California, Berkeley. Prior to moving to NY, she was a Mellon C3 Postdoctoral Fellow at Middlebury College in the Department of Political Science. Her research focuses on the political economy of development, authoritarian politics, and Chinese politics. She is currently working on a project examining public service provision for migrant workers and methods of social control in China. Her other research explores the relationship between international trade policy and protest.

Christa Christ comes to Hamilton as a Visiting Assistant Professor of Psychology. She received her B.S. in Chemistry and Sociology with a Criminal Justice Emphasis from Doane University, and her M.A. and Ph.D. in Psychology from the University of Nebraska-Lincoln. Christa's research employs candidate gene-by-environment methods to examine the association between genetic polymorphisms that affect the regulation of neurotransmitter systems and individual differences in behavior in the context of environmental modifiers. Her research also attempts to better elucidate the pathway between genetic variation and behavior by examining proximate episodic factors and processes. In her spare time she loves reading, traveling, hiking and cooking.

Chen-An Chou joins Hamilton College as a Visiting Instructor of East Asian Languages and Literatures. She received her B.A. in Chinese and her M.A. in Chinese as a Second Language from National Taiwan Normal University. Before coming to Hamilton, she has taught Chinese at Harvard Beijing Academy and Harvard University. Chen-An also holds a certification in teaching Chinese as a second language from Taiwan's Ministry of Education.

Tracy Cosgriff is a Visiting Assistant Professor of Art History. Tracy received her B.A. in Classics and Art History from the University of California at Davis and was named 2009 University Medalist in recognition of her academic and extra-curricular achievements. She earned her Ph.D. in the History of Art and Architecture from the University of Virginia in 2016. Tracy's doctoral dissertation, "Raphael's Stanza della Segnatura and the Rhetoric of Julian Justice," resituates the Vatican masterpieces in light of early modern literary culture. A lifelong student of Latin and Greek, she is interested in the relationship of word and image in Renaissance Italy, the reception of antiquity, and the history of the book. Tracy is the recipient of numerous fellowships, grants, and awards. She has been a Fulbright Scholar, a Visiting Research Fellow at the University of Rome "La Sapienza," and a member of the Society of Fellows at UVa. Forthcoming publications reconsider aspects of Raphael's pictorial practice and the legacy of his papal patron Julius II.

Penelope Dane is a Lecturer in Communication for the fall term. Penelope is the winner of the 2015 William Faulkner Essay contest. Her research focuses on mass mediated representations of queer-lesbian caregiving and representations of women's "madness." Her research has been published in *Gender & Society* and she is the winner of the Ann Veronica Simon Outstanding Gender Studies Dissertation Award (2015). Her writing about popular culture can be found on thestreet.com, Autostraddle.com, Bitch Magazine, and most recently in *Apogee's* "Queerfolio." Her poetry has been published in the award winning anthology *This Assignment is So Gay: LGBTIQ Poets on the Art of Teaching* and in *The Fem*. Dane earned her B.A. in Sociology from Rollins College, her M.A. in Sociology from the University of Massachusetts, Amherst, and her M.F.A. from Louisiana State University. She earned her doctorate in

Literature from Louisiana State University in 2015. At Hamilton College, she has facilitated multiple diversity workshops, and worked with Opportunities Programs and ESOL students. She has taught at the University of Massachusetts, Louisiana State University, as well as English to young adult refugees in Utica.

Tomasz Falkowski is a Lecturer in the Biology Department. Tomasz received a B.S. in Bioengineering from Binghamton University. He received his M.S. in Environmental Resources Engineering from SUNY College of Environmental Science and Forestry where he is currently working on his Ph.D. Tomasz is a Sage Apprentice Research Analyst at SUNY College Of Environmental Science and Forestry Adirondack Ecological Center in Newcomb, NY.

Jessica Fellmeth joins Hamilton as a Visiting Assistant Professor of Biology. She received her B.A. in Biology from The College of New Jersey and her Ph.D. in Molecular Genetics and Microbiology from Rutgers University. Jessica will be teaching Developmental Biology, Comparative Vertebrate Anatomy, as well as another upper level Developmental course. Jessica's research focuses on how to make a good egg specifically understanding the checkpoints involved in female meiosis and the signaling events involved in oogenesis. She has a passion for teaching as well as exposing students to the wonders of biological research and is thrilled to join the Hamilton community.

Morgane Guillou is a Teaching Fellow in French. Morgane studies English and American civilizations and politics at Sorbonne Nouvelle Paris 3. He previously studied English and American literature and civilizations at the University of Saint Quentin en Yvelines in Versailles, France, and at Nottingham Trent University in Nottingham, UK. His research for this year will be based on the US electoral presidential campaigns. Morgane also works as a camp leader for children and teenagers learning English and French abroad. He plans to study international journalism in Paris and Lille for after leaving Hamilton College.

Viva Horowitz joins Hamilton as an Assistant Professor of Physics. She built dynamic artificial cells as a postdoctoral fellow at Harvard and designed optomechanical gyroscopes as a postdoctoral research scholar at Caltech. Viva earned her Ph.D. in Physics at UC Santa Barbara, where she built a new tool for magnetic imaging using the quantum bits in optically levitated nanocrystals of luminescent diamond. She graduated with her B.A. in Physics from Swarthmore College and is excited to return to the community of a small liberal arts college.

Mike Hsu joins Hamilton as a Visiting Assistant Professor of Economics. Mike's research and teaching interests are on macroeconomics, international trade, productivity, and economic growth. He received his Ph.D. in Economics from the University of Houston in 2016, his M.A. in Economics from the California State University, Fullerton, and his B.S. in Business Administration from the University of Southern California. Mike has previously taught at the University of Houston.

Andrew Jones joins Hamilton as a Visiting Assistant Professor of Chemistry. He received his B.S.E. with specialization in Biomedical Engineering, his M.S.E. in Environmental Engineering from Mercer University, and his Ph.D. in Chemical and Biological Engineering from Rensselaer Polytechnic Institute. Andrew's research focuses on using synthetic biology and metabolic engineering practices to develop microbial strains for high-value chemical production. Specifically, he is interested in the development of new tools and techniques to simplify the strain optimization process in bacteria. At Hamilton, Andrew will be teaching Principles of Chemistry and Biophysical Chemistry. In his spare time, he enjoys vegetable gardening, Atlanta Braves baseball, and the occasional beer with friends.

Kira Jumet joins Hamilton as an Assistant Professor of Government. She received her A.B. in International Relations and Middle East Studies from Brown University, her M.A. in Middle East Studies from the American University in Cairo, and her Ph.D. in Political Science from Rutgers University. Kira's research focuses on protest mobilization leading up to and during the 2011 and 2013 Egyptian uprisings, including the relationship between emotions and protest participation. She was previously the

director of development at the American Iranian Council and has taught at the College of Staten Island, Rutgers University, and Marymount Manhattan College.

Meredith Madden joins Hamilton College as a Visiting Assistant Professor of Education Studies. She earned her B.A. in Sociology from William Smith College, her M.P.P. in Policy Analysis and Research from The George Washington University, her M.S. in Urban Education from Mercy College, and her Ph.D. in Cultural Foundations of Education from Syracuse University. Meredith's research focuses on decolonial studies in education, social inequalities in education at the intersections of race, gender, class, and nation, as well as critical pedagogy, teacher preparation, and curriculum development. Her research on social class dialogues and class consciousness-raising in higher education classrooms was recently published in *Equity & Excellence in Education*. As an act of community engagement, Meredith is organizing and will facilitate workshops for high school students across Central New York who will be first generation college students in the near future. She looks forward to working with the students, faculty, and staff of Hamilton College.

Lorena Molina is a Lecturer in Art for the fall semester. Lorena was born in El Salvador and moved to Long Beach, California at the age of 14. She received her B.F.A. from California State University, Fullerton in 2012 and received her M.F.A. from the University of Minnesota in 2015. Lorena has been a recipient of the Diversity of Views and Experiences fellowship. She has taught photography at University of Minnesota, Utica College, and PRATT Munson Williams. Through the use of photography, video, performance art and artist's books, Lorena explores intimacy, pain, and how we perceive the suffering of others. Her current project explores cultural identity in liminal spaces.

Michael O'Hara joins Hamilton as a Visiting Assistant Professor of Economics. Michael received his Ph.D. from Binghamton University and taught at Colgate before coming to Hamilton. His research areas are environmental and natural resource economics and applied econometrics. Recent work has focused on the benefits of voluntary sustainability efforts, focusing on climate neutrality commitments made by colleges and universities. Michael is committed to the cause of increasing transparency and reproducibility in empirical research through his teaching, research, and his work with the Teaching Integrity in Empirical Research (TIER) Project. Outside of the classroom, he enjoys trail running, mountaineering, fly fishing, and any other reason to be out in the woods and mountains.

David Perkins joins the Mathematics Department as a Visiting Professor. He is the author of *Calculus & Its Origins* (Mathematical Association of America, Spectrum Series, 2012) and an upcoming book, *phi, pi, e and i*, about the four most important mathematical constants. Among his favorite academic inventions are courses that link mathematics to other disciplines, such as Advanced Logic (co-taught with two different philosophy professors) and Math & Programming (co-taught with a professional programmer). He enjoys doing research with undergraduates, most recently looking into the structure of a game (available on mobile devices) called KAMI, which can be modeled with colored graphs.

Timothy Recuber joins Hamilton as a Visiting Assistant Professor of Communication. He received a B.A. and M.A. from the University of Maryland and a Ph.D. in Sociology from the Graduate Center of the City University of New York. His research explores the mass mediation of disasters, suffering, and death. His work traces the shifting norms about these topics as they play out on television news, reality TV, documentaries, and in online spaces as well. His book, *Consuming Catastrophe: Mass Culture in America's Decade of Disaster* (Temple University Press, 2016), examines the ways that media coverage of the September 11 attacks, Hurricane Katrina, the 2007 Virginia Tech shootings, and the 2008 financial crisis encouraged viewers to empathize with the suffering of others, but in individualistic and short-sighted ways. He spent the past five years teaching in the Writing Program at Princeton University.

Jacquelyn Rische joins Hamilton as a Visiting Assistant Professor of Mathematics. She received her B.A. in Mathematics from Whittier College, and her M.S. and Ph.D. in Mathematics from University of California, Irvine. Jacquie's research focuses on mathematical modeling of language learning. She is particularly interested in modeling studies that look at how adults and children learn a language from an

inconsistent source. In her spare time, she enjoys reading, listening to podcasts, and cross stitching while watching TV. Prior to coming to Hamilton, Jacquie taught at Hobart and William Smith Colleges in Geneva, NY.

Siobhan Robinson is an Assistant Professor of Psychology. Siobhan earned her B.A. in Psychology from the University of Rochester and her Ph.D. in Neuroscience from the University of Washington. After completing a NIH-funded Postdoctoral Fellowship and a Visiting Assistant Professor position at Dartmouth College, Siobhan was an Assistant Professor of Neuroscience at Oberlin College. Siobhan's animal-based research employs both classical and innovative techniques to investigate the neuroanatomy and the neurochemistry underlying goal-directed, but maladaptive learning and decision-making. Recent efforts focus on the neurobiology and also the pathology within the hippocampal memory system; a collection of brain regions that allows us to form and maintain rich, complex memories. The ultimate goal of the research is to better understand the neurobiology underlying behavioral and cognitive deficits such as those observed in persons with substance dependence, anxiety and Post Traumatic Stress Disorder.

Sam Rosenfeld returns to Hamilton as a Visiting Assistant Professor of Government, having first taught here during the 2014-15 academic year, followed by a year as a Visiting Assistant Professor of Government at Wesleyan University in 2015-16. He received a B.A. in history from Columbia University in 2004 and a Ph.D. in history from Harvard University in 2014. His book project, *A Choice, Not an Echo: The Creation of an Ideological Party System in America* (under contract, University of Chicago Press), provides an intellectual and institutional history of party polarization in the postwar United States. Sam's research and teaching interests include political parties, American Political Development, and the politics of social and economic policymaking. He previously worked as a writer and editor at *The American Prospect* magazine in Washington, DC, where he continues to contribute articles. He is thrilled to be back at Hamilton.

Sarah Spisak returns to Hamilton as a Visiting Assistant Professor of Chemistry for the fall semester. Sarah received her Ph.D. in Materials Chemistry at the University at Albany, focusing on the intercalation of alkali metals into non-planar aromatic systems. She has taught as an adjunct instructor at Hamilton College and SUNY-Poly. She looks forward to continue to contribute to the success of the students at Hamilton College.

Pavitra Sundar joins Hamilton as Assistant Professor of Literature and Creative Writing. A lifetime ago, she travelled from Bombay to Ithaca, NY, to study Psychology and English at Ithaca College. Her next stop was Ann Arbor, MI, where she received her Ph.D. in English and Women's Studies from the University of Michigan. Her work in postcolonial studies there led to a project on the construction of gender, sexuality, and nation in Bollywood soundtracks. She continued thinking, teaching, and writing about film and sound during a New England sojourn, when she held a Mellon postdoctoral fellowship at Dartmouth College. Pavitra then returned to Michigan for six years to teach the budding engineers of Kettering University to look at the world through humanist eyes. She is thrilled to be back in New York after her (mostly Midwestern) Odyssey. At Hamilton, Pavitra will teach courses in global film and literature.

Yu-Ping Tai joins Hamilton College as a Teaching Fellow of Chinese in the Eastern Asia Languages & Literature Department. She received her B.A. in History from National Cheng-Chi University, and her M.A. in Teaching as a Second Language at National Taiwan Normal University. Her thesis focused on discourses, pragmatics of adjectives. While an M.A. candidate, she taught Chinese to graduate students in the International Human Resources Department at National Taiwan Normal University. Additionally, she taught at the Mandarin Training Center summer camp for K-12 students. In her second-year internship aboard for graduate school, she taught Chinese at the College of the Holy Cross. Yu-Ping currently teaches at Princeton in their Beijing Summer Program.

Ming Tsang is a Visiting Assistant Professor of Economics. Ming received her B.S. in Psychology from the University of Georgia, and her M.A. and Ph.D. in Economics from Georgia State University. Ming's research interests include behavioral and experimental economics, decision making under risk and uncertainty, applied microeconomics, learning, transportation economics, and behavioral finance.

Frank Vlossak returns to the Hill as Distinguished Linowitz Lecturer in American Public Policy and Practice in Government for the fall semester. Frank graduated from Hamilton College in 1989 as a government major and received his J.D. from the George Mason University School of Law in 1999. He is a Principal with Williams & Jensen, where he specializes in government relations advocacy on energy and transportation issues. He previously worked as a legislative assistant for Congressman Merrill Cook, and interned for Congressman Sherwood Boehlert while participating in Hamilton's Semester-in-Washington Program. Frank is returning to co-teach the senior seminar on "Lobbying and Government Relations" with his law partner and fellow alumnus, George Baker, as they did in 2008 and 2012. Frank is a native of Clinton, and a graduate of Clinton Central School.

Sarah Walsh is a Visiting Assistant Professor of Theatre. Sarah is an artist, painter and teacher who lives in Brooklyn, NY when she is not on the Hill. She creates spaces for film, theatre, dance and opera both in traditional venues and for site-specific immersive installations. Her goal is to bring a unique set of qualities to the classroom to help a new generation of designers enter the world of Theatrical Design. Sarah received her B.A. in Theatre from Loyola University in Chicago, and her M.F.A. in Design for Stage and Film from New York University.

Earl Anthony Wayne, or Tony as he is known, was confirmed by the U.S. Senate as a Career Ambassador, the highest rank in the U.S. Foreign Service. He has held a variety of diplomatic and policy positions in Washington and at U.S. embassies. Ambassador Wayne is currently working as a Public Policy Fellow at the Woodrow Wilson International Center for Scholars and as a Non-Executive Director on the Financial System Vulnerabilities Committee of HSBC bank in Mexico. He also serves as a non-resident senior advisor at the Atlantic Council and at the Center for Strategic and International Studies in Washington. Wayne is a consultant and speaker on international and management issues, and has written frequently on international topics. This fall, he will teach at Hamilton College as the Sol M. Linowitz Visiting Professor of International Affairs.

From 2011 through July 2015, Wayne served as the U.S. Ambassador to Mexico. During his tenure, Mission Mexico helped establish the US-Mexico High Level Economic Dialogue, the Mexico-US Entrepreneurship and Innovation Council, and new energy and environmental dialogues, while trade, investment, and tourism grew. Through the Merida Initiative and bilateral coordination efforts, law enforcement, security, defense, border and consular cooperation improved; and military-to-military collaboration reached new heights. Before departing the country, Wayne was given Mexico's Order of the Aztec Eagle, the highest Mexican order awarded to foreigners. He also received the State Department's Cobb Award for Initiative and Success in Trade Development for his work in Mexico.

From 2009 to 2011, Wayne served in Kabul, Afghanistan, as Coordinating Director for Development and Economic Affairs and then as Deputy U.S. Ambassador. During this time, Wayne received a Presidential Meritorious Service Award, a Secretary of Defense Medal for Meritorious Civilian Service, and the State Department's Cordell Hull Award for Economic Achievement. From 2006 to 2009, Wayne served as the U.S. Ambassador to Argentina: he promoted U.S. commercial interests, improved the U.S. image despite strong anti-Americanism, and strengthened cooperation against terrorism and human and drug trafficking. He received the Paul Wellstone Anti-Slavery Ambassador of the Year Award.

From 2000-2006, Wayne worked for three Secretaries of State as Assistant Secretary of State for Economic and Business Affairs (EB). EB played a lead role in organizing major international donor and reconstruction conferences. Wayne and his team built international coalitions to block money flowing to terrorists, and collaborated to place terrorists and their financiers under UN and U.S. sanctions. His team

helped steer negotiations of debt relief and economic reform and supported U.S. companies in commercial disputes. He is the longest serving EB Assistant Secretary in State Department history. During this time, he received a State Department Distinguished Honor Award and a Presidential Meritorious Service Award. From 1996-2000, Wayne was Principal Deputy Assistant Secretary of State for European Affairs and Deputy Assistant Secretary for Europe and Canada. He promoted relations with the European Union and the OECD. He played a key role in building G8 consensus on the situation surrounding Kosovo and in organizing the 1999 Stability Pact Summit in Sarajevo, for which he received a Presidential Distinguished Service Award. Wayne served in a variety of positions earlier in his career.

Wayne has an M.P.A. from the JFK School of Government, Harvard University, an M.A. from Princeton University, an M.A. from Stanford University, and a B.A. is from the University of California, Berkeley.

Rachel White is an Assistant Professor of Psychology. Rachel received her B.A. from Wellesley College and her M.A. and Ph.D. from the Institute of Child Development at the University of Minnesota. She joins Hamilton after completing a postdoctoral fellowship and teaching at the University of Pennsylvania. As a child psychologist, Rachel examines the development of self-control from the preschool years through adolescence. She is particularly interested in how children use play and other imaginative strategies, like taking another person's perspective, to better regulate their thoughts, behaviors, and emotions. Rachel's recent work can be found in journals such as *Child Development*, *Developmental Science*, and the *Journal of Educational Psychology*. She has been an advisor to Sesame Workshop, PBS KIDS, the Minnesota Children's Museum, and schools across the country. In her spare time, Rachel enjoys singing, cooking, indoor cycling, and traveling.

Jeanne Willcoxon joins Hamilton as a Visiting Assistant Professor of Theatre. She received her B.A. in Liberal Arts from Sarah Lawrence College, and her M.A. and Ph.D. in Theatre Historiography from the University of Minnesota, Twin Cities. She also graduated from the acting program at the American Repertory Theatre Institute for Advanced Theatre Training at Harvard University. Her current research is focused on the role of the non-actor in contemporary or postdramatic performance; other areas of interest include feminist performance and the performance of race and gender in early modern masques. She has published reviews in *Theatre Journal*, *Theatre History Studies*, *Theatre Topics* and *Theatre Survey* and has worked professionally as an actor in New York City and regionally. Prior to coming to Hamilton, Jeanne taught at the University of Minnesota, Macalester College and St. Olaf College, where, in addition to teaching, she also directed productions.

New Staff Appointments

Office of Administration and Finance

Clayton Bryant – Painter
Gary Carrock – Assistant Controller
Korey Kopytowski – Custodian

Office of Admission & Financial Aid

Jack Fitch – Assistant Dean of Admission
Amy James – Admission Visit Coordinator

Office of the Dean of Students

Sarah Colwell – Post Doctoral Fellow, Counseling Center
Hidetoshi Hama – Psychologist, Counseling Center
Kristin Rutherford – Nurse Practitioner
George Welch – Safety Officer
Kaitlyn Werner – Assistant Director of Student Activities

Office of Library and Information Technology

Aaron Neslin – Discovery and Delivery Systems Analyst

Office of the President

Nora Klaphake – Chief of Staff and Secretary to the Board of Trustees
David Wippman – President and Professor of Government

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

Jennifer Ambrose – Director of the Writing Center
Raymond Bolton – Wellin Safety Officer
Amy Gaffney – Director of the Oral Communication Center
Gillian King – Director of Academic Finances and Resources
Jeffrey Larson – Resident Designer and Production Manager for Theatre
Richard Mason – Art Installer, Wellin Museum
Katie Pierce – Data Analyst
Laura Verminski - Wellin Museum Safety Officer
Joel Winkelman – Community-Based Learning Coordinator



Hamilton

Vice President for Academic Affairs
and Dean of Faculty

September 28, 2016

MEMORANDUM

TO: The Hamilton Faculty

FROM: Margaret Gentry, for the Academic Council

SUBJECT: Call to Meet

The Academic Council calls the Faculty to meet on Wednesday, October 5, 2016 beginning at 4:10 p.m. in the Fillius Events Barn. **Please note the date has changed for this meeting to a Wednesday.**

AGENDA

1. Approval of minutes from the Faculty Meeting of Tuesday, September 6, 2016 (Appendix A).
2. Motion from the Academic Council that the Faculty to go into a Committee of the Whole for up to 20 minutes to discuss ways in which the faculty can have productive conversations regarding the future of the academic program (Appendix B).
3. Remarks from Jennifer Phillips, Manager of the College Store, regarding textbook ordering.
4. Report from Committee on Appointments Chair Todd Franklin on the COA's agenda for the year as it relates to the topography of faculty appointments.
5. Report from Senior Associate Dean of Students Lisa Magnarelli on Title IX.
6. Remarks by Interim Dean of Faculty Margaret Gentry.
7. Remarks by President David Wippman.
8. Other announcements and reports.

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

FACULTY MEETING

Appendix A

Minutes of the First Regular Meeting of the Hamilton College Faculty
Academic Year 2016-17
Tuesday, September 6, 2016
Fillius Events Barn

Ann Owen, Chair of the Faculty, called the meeting to order at 4:14 p.m.

0. *Introductory Announcements.*

October's Faculty Meeting will take place on Wednesday, October 5, rather than Tuesday, October 4, to accommodate a religious holiday.

Student Assembly will make an effort to send a representative to every faculty meeting.

1. *Approval of minutes from the Faculty Meeting of Wednesday, May 18, 2016.*

The minutes were approved with one correction; Item 5 is emended as follows:

5. *Report from Committee on Academic Policy Subcommittee on the Curriculum.* Professor Tara McKee spoke on behalf of the Committee on Academic Policy Subcommittee on the Curriculum:

2. *Memorial minute for Duncan Chiquoine, Professor of Biology emeritus, presented by Sue Ann Miller, Professor of Biology emerita.*

Duncan Chiquoine

Professor of Biology (1966 -1984)

Professor A. Duncan Chiquoine was a private person who would consider this tribute unnecessary. When asked what the A in his name represented, he replied "Aloycius" with a wink and a grin. He was also a mentor who persuaded me to come to Hamilton when I was inclined to accept other offers, so I have the honor of presenting this memorial minute.

A. Duncan Chiquoine was born on 3 May 1926 in Chester, PA. His studies at Swarthmore College were interrupted by participation in the Navy WWII V-12 officer training program at the University of Chicago, but he returned to Swarthmore to complete his degree and graduate in 1947. He met his life partner, Isabell (Ibby) Kellers in college, and they married in 1950. Duncan earned his PhD at Cornell University in 1952.

Chiquoine taught biology and did research at Princeton University and Washington University before coming to Hamilton College in 1966 as Associate Professor. Professor of Biology from 1969 to 1984, he served as chair of the Biology Department from 1972 to 1980, Director of the Joint Program in Life Science with Kirkland College 1975-1978, and the Stephen Harper Kerner Professor of Biology from 1972 until his retirement.

A pioneer in biological electron microscopy, Duncan's research established the alkaline phosphatase marker for primordial germ cells in mice and the concept of a blood-testis barrier. He established a transmission electron microscopy facility at Hamilton at a time when the technique had much to contribute and few undergraduate colleges had such a facility.

A product of the Great Depression, Duncan was frugal, liked to tinker with and was adept at fixing mechanical things. He embraced computers and computer languages when they appeared on the horizon, and supported Assistant Professor Frank Price, '68 in bringing the College's first microcomputer, word processing and statistical software to the biology department before current brand names existed.

Duncan taught genetics, vertebrate zoology/vertebrate organization, cellular ultrastructure/electron microscopy, embryology, and experimental biology at Hamilton before taking a semester of the introductory course in his final years of teaching.

Professors prepared and taught their course laboratory meetings in addition to all lectures at colleges like Hamilton when Duncan arrived. He established the first laboratory instructor position to assist with the 5 labs per week in general biology, but he maintained his engagement with students as he enjoyed chatting with students during labs and in his office. He had a considerable following.

During the Kirkland years Duncan claimed to be among the Hamilton faculty who, when asked to write evaluations instead of submitting letter grades for Kirkland students, wrote "Amazingly astute", "Benignly believable", "Casually common", etc. as needed. He told that story with a wink and a grin.

Duncan believed "The most important purpose of a liberal arts education is to provide a student with a good crap-detector." Friends observed that he did not suffer fools gladly, but Duncan enjoyed being a Socratic devil's advocate. Students referred to his manner as Chiquoinery.

Teaching was more than transmission of information in Duncan's opinion. He helped students, colleagues and friends see beyond plug-n-chug in learning, choice of career and lifestyle. He guided students to learn about the *organization* of vertebrates beyond memorize-and-spit back-information. Alumni recalled an exam with a list of multiple-guess items. The last item read "Ok now you have shown me that you did not learn anything; tell me about what you did learn."

Professor Chiquoine was supportive of young colleagues, but not before asking "Why?" and "How much?" Colleagues who did not understand the style of a devil's advocate lost an opportunity for constructive interaction. Duncan genuinely understood the patriarchal limitations of a recently all-male college. He was ahead of his time in many ways.

Duncan lived in the village, and most days he rode up the Hill with a neighbor on the library staff and was in his office by 8:30 am. He departed most days at 4:30 pm to walk home with colleague Larry McManus.

Duncan strove to continue his personal growth. He would give good thought to a project, see it through for a few years, then consider or create other opportunities. He was fortunate to have his career at a time when the growth of higher education provided opportunities to relocate and shuffle courses and intellectual interests.

Duncan's intellectual curiosity included wide-ranging hobbies: beekeeping, chess, HAM radios, cryptography, computer languages and the latest, fastest computer. His pleasure reading tended to mysteries and mathematical theory. Colleagues recalled evenings playing bridge accompanied by Joan Baez folk songs. He volunteered in the Clinton public schools after he retired.

Duncan valued family time with his wife of 65 years, their 4 sons and daughter, 9 grandchildren and 1 great grandchild. Knowing that life was not always what it appeared, he opined that "the young think the old have it made", but he found a positive solution by doing what he wanted to do for the last third of his life. Alexander Duncan Chiquoine, III passed away on 5 May 2016 at his home in Devens, MA at the age of 90.

3. *Memorial minute for Gillian Gane, Professor of English emerita, presented by Margie Thickstun, Professor of Literature & Creative Writing.*

Gillian Hilary Gane was born in South Africa in 1943. She earned her first bachelor's degree, in English and French, at Rhodes University, in the Eastern Cape province, in 1964. She received another, in applied linguistics, from the University of Witwatersrand in Johannesburg in 1967. How she managed that is an interesting question. During her time at Rhodes, Gillian had joined the National Union of South African Students, an anti-apartheid group; she became a regional secretary in 1963. Some sources suggest she was connected to the activist African Resistance Movement (ARM). In early July 1964, when she attended a national meeting of NUSAS, security forces were already looking for her.

After a bomb detonated at a train station in Johannesburg on July 24th of that month, a number of members of NUSAS, including Gillian, fled to Swaziland. She was arrested upon her return to South Africa in February 1966 and imprisoned for a time in Grahamstown. Her file, available online, indicates that she was banned from July 13, 1966 to May 31, 1971. That banning order restricted her to Krugersdorp, a suburb of Johannesburg, and prohibited her from attending educational institutions. But the faculty at Witwatersrand had strongly protested the implementation of apartheid and subsequent restrictions on intellectual freedom. Apparently, Gillian and the University simply ignored the government injunction.

Before the ban ended, Gillian had moved to England, where in 1968 she earned a master's degree at the University of Essex, and then to Massachusetts, where, at MIT, she started a doctorate in applied linguistics. She set that work aside in 1970 to do activism, which included co-founding Bread and Roses, a feminist restaurant, in Cambridge. In 1976, Gillian took a position as a lecturer at UMass-Boston. She served for seven years as assistant editor for *College English* and as an editorial advisor for the journal, *Inkanyiso*, and for African Journals Online.

While managing the above and raising her three children, Gillian earned her doctoral degree in literature at UMass-Amherst (1999), with a dissertation entitled *Breaking English: Postcolonial Polyglossia in Nigerian Representations of Pidgin and in the Fiction of Salman Rushdie*. Gillian's work combined her interests in social justice, linguistics, and globalization as she addressed **emerging literatures of the English-speaking postcolonial world**. She published on writers as disparate as Dickens, Rushdie, Achebe, Soyinka, and Coetzee, and delivered conference papers on heteroglossia, polyglossia, pidgin, and the novels of Nadine Gordimer and Tsitsi Dangaremba.

Gillian was hired at Hamilton in 1999 to teach post-colonial literature and history of the English language—an unusual combination of responsibilities. She also collaborated with Lisa Trivedi in History to develop a sophomore seminar, "Cracking India," that explored the historical and literary consequences of the British decision to partition the sub-continent. Gillian was actively involved in addressing pedagogical issues related to race, class, and gender, in workshops or just in conversation. A colleague reports that Gillian "demanded precision or explicitness when talking about ideas. If I made a generalization about students or about an author or any topic she would immediately raise a question, pose a counter example, ask me to define my terms etc. In this way Gillian, whose politics were always progressive, made sure that no one got away with sloppy thinking."

After her retirement from Hamilton in 2007, Gillian returned to South Africa for the first time in 40 years to teach at the University of Zululand. Her article about that experience opens, delightfully, "Justice and Freedom were among the students in my Basic Reading class" and recounts the challenges of higher education in the context of language diversity and economic

inequality. For two years she taught two sections of fifty students each, every semester, a reduced load acknowledging her status as “visiting staff,” often in windowless auditoria (a serious liability in a land of rolling blackouts) and without, of course, any technology.

On her return to the United States Gillian continued to teach courses in literature at UMass-Boston. She died of cancer on July 7, 2016 in Cambridge, MA, and is survived by her three children, Darrell, Casey, and Robin Gane-McCalla (Hamilton class of 2007).

4. *Election for 2016-17 Committee membership*

Committee on Appointments

Betsy Jensen was elected for the academic year 2016-17

5. *Motion from Academic Council regarding the Radiation Safety Committee.*

The motion passed on a voice vote.

6. *Faculty, Staff, and M & O appointments for 2016-17.*

Dean Gentry introduced the new faculty.

7. *Admission and Financial Aid Update by Dean of Admission and Financial Aid Monica Inzer.*

Dean Inzer started by giving a quick update on the application process for recruiting the Class of 2020. Bullets from her power point included:

- 5,230 applications—third largest applicant pool on record
- Admitted 1,364 students, resulting in second lowest accept rate on record (26.1%)
- Welcomed 475 fall first-years (35% yield)
- Also enrolled 23 transfers and 2 visiting students
- Look forward to the arrival of 40 “Jan” first-years
- Overall enrollment on track for 1,862 budget target

While applications lagged last year’s record-high 5,434 by roughly 200, this year’s total was approximately 1,000 ahead of a decade ago, and nearly 40% up from 15 years ago. Similarly, she showed a slide that demonstrated how much more selective Hamilton has become over a similar period while at the same time increasing yield (percent of admits who chose Hamilton).

Other highlights regarding the profile of the Class of 2020 include:

- 24% identified as U.S. Students of Color
- 7% international citizens (plus 8% dual citizens)
- 14% from first generation in family to attend college
- Hail from 34 states and 22 countries
- Collectively speak 33 different languages
- Attended 407 different high schools
- Average SATs of 1383/692; average ACT of 32

Dean Inzer also talked about the academic interests of incoming students, as indicated on their applications to the college. She noted that the admission office pays little attention to this information in selecting each incoming class, given that we are a liberal arts college and because

more than half of students change their mind (which is regularly studied by IR and holds true across all concentrations). Nonetheless, as our faculty plan for allocations and serving future generations of students, and attempt to understand how students end up choosing majors after they arrive, she thought it might be helpful for them to see what the Class of 2020 indicated when applying. Note that this list includes those areas that had 20 or more, and each student can identify two academic interests on the application.

Biology (including Bio, Biochem/Molecular and PreMed): 126
Undecided: 122
English (including Creative Writing): 86
Economics: 83
Psychology (including Neuroscience): 83
Government (including World Politics): 45
Math: 36
Computer Science: 29
Env Studies: 29
Prelaw: 27
Chemistry: 25
History: 24
Engineering: 20
Education: 20

Another slide included a list of where admitted students who did not choose Hamilton are going. Noteworthy is that Colgate is no longer in the top 10, Williams and three Ivies are in the top 10, and Vassar and Wesleyan are in the top 5 (and as recently as 5 years ago were not in top 10). Dean Inzer believe we are overlapping more for students interested in the arts, but not always winning those battles. In general, given the increased quality of Hamilton's applicants and admits, the list made clear that these students have excellent options. That our yield has been increasing is notable and impressive, and a credit to Hamilton's academic reputation.

Next, Dean Inzer went through a series of slides regarding the changing demographics in the U.S.—with data and forecasts regarding the number of high school graduates as well as their composite (both geographically and ethnically). She made the point that we've had to change how we recruit students to remain attractive to a changing demographic and hoped this information would be helpful to faculty who are planning how to support current and future students, particularly as Hamilton continues to work on diversifying our community and as we consider the changing society our students will enter upon graduation.

The final part of the presentation was dedicated to financial aid. As family incomes have stagnated, Hamilton's investment in financial aid has been reassuring to families and important in attracting students. The percent of students receiving financial aid increased when the college went need-blind in 2010, but has remained constant at or near 50%. She made the point that it is reassuring that we're reaching students who would not be able to attend Hamilton without this resource, but also that we remain attractive to students who have the resources to pay Hamilton's comprehensive fees. Other important measures include the percent of Pell-eligible (lowest income) students, which has ranged from 15-18% in recent years, as well as the average indebtedness of our graduates (which has ranged from \$16,500-\$21,500 in recent years for the roughly 40-44% of our students who take out loans). Both feel responsible and appropriate, but are factors she and the director of financial aid spend a significant amount of time monitoring.

In closing, Dean Inzer reminded the faculty that in addition to the Common Application, starting this year Hamilton will begin receiving applications through The Coalition for Access, Affordability and Success. She updated the faculty on a new SAT that was launched this year, returning to the 1600 point scale, but not normalized and, therefore, national scores seem to be inflated by roughly 70-80 points. She gave a window into the changing landscape and timeline for applying for financial aid, which will impact our returning and new students starting this fall. And she pointed out that the admission team has 6 (out of 11) staff who have joined the team within the past year, and thanked the faculty in advance for their support and patience during this time of transition, while also assuring them that the admission office's goal remains constant, and that is to work hard to fill Hamilton's classrooms with students our faculty love teaching.

A faculty member noted that Art did not appear on the list of most popular academic interests of incoming students, and asked if Hamilton is losing students to rivals with particularly strong Art programs. Dean Inzer responded that Hamilton encourages applicants to submit portfolios of art, music, theater, and/or dance, and that we hope to win more of those students in time.

8. *Remarks by Interim Dean Margaret Gentry.*

Dean Gentry described herself as honored to take on her role, and as looking forward to working collaboratively in the months ahead. She indicated that they will be busy ones.

The college will undertake sixteen tenure-track searches, replacing one-tenth of our tenure-line faculty. The searches involve fourteen departments—half the college's total—and eight of the searches involve potential interdisciplinary connections with other departments and programs. Dean Gentry encouraged all faculty members to help when asked, and to be patient. She reminded the faculty that Romney workshops have started and will continue through the semester, and that those new faculty here this year will need support and help.

Dean Gentry also spoke to the new college-wide requirement for courses featuring the analysis and understanding of the world in which we live, with particular focus on social categories such as race, class, and gender. Minutes, syllabi, and other materials from the lunches Associate Dean of Faculty Penny Yee convened over the summer are available on Blackboard. Frank Sciacca's upcoming conference on Global Liberal Arts in the 21st Century is also relevant. The Dean of Faculty's office will collect and post materials pertaining to these matters, and can provide funding to support faculty initiatives. But it will rely on faculty to ask for appropriate support. Dean Gentry emphasized the need for all departments and programs to take responsibility for helping our students meet a complex and changing world—as an opportunity for all to think critically and creatively.

Dean Gentry announced that the results of the 2015 COACHE survey found that Hamilton faculty are substantially less satisfied than those at peer institutions with the institution's approach to interdisciplinarity. She plans to work with departments and programs to facilitate coordination in hiring, helping them identify overlapping needs early. She thanked the Committee on Academic Policy for its support in these arrangements. She also plans to work with program directors and department chairs in pursuit of articulating clear expectations regarding interdisciplinary connections, beginning this year with the eight aforementioned searches. She will be bringing possible models to program directors and department chairs.

Finally, she reminded the faculty that First Friday this month will be Second Friday.

9. *Remarks by President David Wippman.*

President Wippman thanked the faculty for the warm welcome since his arrival, and reported that not only is he so happy to be here but so are the students. He observed the stamina of faculty members who stood throughout the meeting, and pointed out the availability of seats in the front of the room. He described the weeks since he took office as a listening (and eating) tour, and shared the fruits of that tour:

Faculty. President Wippman mentioned again the sixteen tenure-line searches this year, and added that the new hires between 2015 and 2025 will add up to roughly half the faculty. He acknowledged the challenge, but also recognized the opportunity to improve diversity, increase interdisciplinarity, and to rethink our approach to the curriculum. He mentioned the thinking the Committee on Academic Policy and its subcommittee on Long-Term Planning have been doing on these issues over the past year, and indicated his plan to fold their work into a larger strategic-planning exercise beginning in January.

Facilities. President Wippman reported that Hamilton has spent \$285 million on facilities in the last fifteen years, sixty percent of that on academic space, which itself counts for thirty-seven percent of the space on campus. Significant work occurred on residence halls and athletic facilities as well. The 112 buildings on campus—more than at our peer institutions—constitute a strength but also a challenge. Continuing needs include a newer and larger Health Center and a renovation of Root Hall, but President Wippman encouraged faculty to think of these needs in the context of other priorities as well.

Fundraising. Fundraising supports both of the above endeavors. Last year Hamilton raised thirty-five million dollars; twenty-five the year before. Lori Dennison, the new head of Communications and Development, is currently assessing fundraising efforts and objectives. She will be consulting with an outside agency in the process. We are in a quiet phase of the campaign right now, but one element already clear is student scholarship support arising from need-blind admission. Other priorities remain to be decided.

Students. President Wippman reported that he routinely asks students, “What’s the one thing you would change about Hamilton?” and that their answers are mostly things worth thinking about, but not large ones. Diversity and inclusion, however, is a serious ongoing concern, and one the college continues to work on. Overall, though, the students he’s met report being enormously happy with the college.

Senior Staff. President Wippman described the college’s senior staff as one of Joan Stewart’s great gifts, but noted that not all senior staff members are staying on long-term. He will undertake searches for Nancy Thompson’s and Dave Smallen’s replacements this year, and will welcome faculty input. He will defer until next year searches for Dean of Faculty and Head of Communications and Development (five, maybe six, further positions are open in the latter department). Margaret Gentry and Lori Dennison have agreed to stay on in these positions through next year.

Strategic Plan. President Wippman said that we are near the end of the current Strategic Plan, which runs through 2017. He emphasized the difference between a budget and a plan, and the importance for the latter to drive the former. A plan is also required for accreditation and to refine fundraising priorities. The Campus Planning Committee will help plan the plan, which will launch in earnest next term. Input is welcome.

At the end of President Wippman's remarks, a faculty member observed appreciatively that he had spent the meeting sitting with the faculty.

10. Other announcements and reports.

Frank Sciacca announced the upcoming Global Liberal Arts Conference, September 23-25. He mentioned the Mellon funding for the conference, encouraged faculty to register, and noted that keynote speaker Sarah Richardson's book is available in the library.

He also encouraged faculty to sign up for Admissions Saturdays.

Tara McKee, on behalf of Committee on Academic Planning's Long-Term Planning Committee announced a series of upcoming town-hall meetings. The focus of the first will be communication and collaboration cross campus, as against departmental silos. Look for the email.

Faculty Chair Ann Owen adjourned the meeting at 5:29 p.m.

Respectfully submitted,

Benjamin Widiss
Faculty Secretary

Appendix B

Motion from the Academic Council that the Faculty go into a Committee of the Whole for up to 20 minutes.

Moved, that the Faculty go into a Committee of the Whole for up to 20 minutes to discuss ways in which the faculty can have productive conversations regarding the future of the academic program, including the buildings, the people, and the curriculum that deliver the academic program. A few examples would be committee-based investigation as part of the strategic planning process, a faculty survey, and/or junior faculty discussions.

Rationale

The purpose of this Committee of the Whole (COW) is to generate ideas for how we might conduct important conversations among the faculty. It has been some time since the faculty has been engaged in strategic planning or broad curricular reform conversation. Academic Council is interested in getting input on ways that we might elicit broad participation and open, productive conversation.



Hamilton

*Vice President for Academic Affairs
and Dean of Faculty*

October 25, 2016

MEMORANDUM

TO: The Hamilton Faculty

FROM: Margaret Gentry, for the Academic Council

SUBJECT: Call to Meet

The Academic Council calls the Faculty to meet on Tuesday, November 1, 2016 beginning at 4:10 p.m. in the Fillius Events Barn.

AGENDA

1. Approval of minutes from the Faculty Meeting of Wednesday, October 5, 2016 (Appendix A).
2. Motion from the Academic Council that the Faculty go into a Committee of the Whole for up to 30 minutes for a discussion led by the Committee on Academic Policy (Appendix B).
3. Report from the Budget Committee by Professor Chris Georges and Vice President, Administration & Finance Karen Leach.
4. Preliminary Report by Naomi Guttman on Academic Council's plans to reconfigure faculty service.
5. Remarks by Interim Dean of Faculty Margaret Gentry.
6. Remarks by President David Wippman.
7. 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 Second Regular Meeting of the Hamilton College Faculty
Academic Year 2016-17
Wednesday, October 5, 2016
Fillius Events Barn

Ann Owen, Chair of the Faculty, called the meeting to order at 4:11 p.m.

1. *Approval of minutes from the Faculty Meeting of Tuesday, September 6, 2016 (Appendix A).*

The minutes were approved without comment, but Professor Franklin Sciacca noted later that the funding source for the Global Liberal Arts conference was misidentified. It was corrected to the Endeavor Foundation.

2. *Motion from the Academic Council that the Faculty to go into a Committee of the Whole for up to 20 minutes to discuss ways in which the faculty can have productive conversations regarding the future of the academic program (Appendix B).*

The motion was approved. The discussion took place.

3. *Remarks from Jennifer Phillips, Manager of the College Store, regarding textbook ordering.*

Although Fall has just started, it is already time to start thinking about Winter 2017 Book Adoptions. The goal is to have all of the Book Adoptions turned into the Bookstore on or before October 31, 2016- as students start registering for classes November 1.

If you're thinking this is too early, I just would like you to consider the following:

In the Fall Semester Hamilton students rented over 9,000 textbooks from the Bookstore. When those books are returned to the Bookstore at the end of the rental term, they become Used book inventory that is up for grabs. We want to keep that inventory on our campus so our students can save money. Last year alone students saved over \$290,000 by having USED and Rental options at the bookstore.

With thousands of other schools sourcing from the same wholesalers, we want Hamilton College to be first to get their order in to ensure more used inventory and books on the shelves in time for classes.

Custom packages, Bundles, Foreign Books, and Print-On-Demand textbooks can take 4-6 weeks for an order to be shipped to the Bookstore from a Publisher.

Old Edition or Out of Print titles can be difficult to find. Ordering early will allow the Bookstore time to see if they can secure enough copies for your students and notify you when they cannot.

Visiting www.facultyenlight.com is the easiest way for you to submit all required, recommended or suggested course material adoptions to the campus bookstore. If you or anyone in your department would like a demonstration, just let me know and I am happy to help!

As a reminder, the submission of your textbook adoption to the Bookstore allows the College to remain compliant with the Higher Education Opportunities Act. This law requires higher education institutions to provide students with the full cost of courses, including textbooks and supplies, at the time of registration. Allowing students the opportunity to see the textbook information well before they go to class gives them the opportunity to get the materials they need

at the best price. Between rental, digital, used, and the latest option to price match books sold and fulfilled by Amazon.com and BN.com, students can start saving right on our campus.

4. *Report from Committee on Appointments Chair Todd Franklin on the COA's agenda for the year as it relates to the topography of faculty appointments.*

Professor Franklin reported on current assessment aided by Gordon Hewitt, Assistant Dean of Faculty for Institutional Research, to be followed by comparison with position designations at various NESCAC schools and other peers. This work will lead to the drafting of options, to be circulated for discussion and comment in February, and then to a series of recommendations reflecting that feedback by the beginning of April. COA will endeavor to make further recommendations regarding partner/spousal hiring by May, but does not promise.

A faculty member asked if a possible outcome of this review was a recommendation that a different percentage of faculty be tenure-track. Professor Franklin answered that the focus was on how our positions are defined and how they function in terms of providing instruction, rather than on the numbers of positions of various types. Once there is a complete configuration of types, it will be up to departments to make requests and to CAP to make recommendations to the Dean. And then up to the Dean to make choices based on available resources.

A faculty member asked if the committee will be looking at Programs and consulting them. Professor Franklin answered: Yes, certainly—consultation with department chairs and program directors, regarding those faculty configurations they currently have and those they might find useful.

5. *Report from Senior Associate Dean of Students Lisa Magnarelli on Title IX.*

What's 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.
- Every college and university receiving federal funding (including Hamilton) is required to have a Title IX Coordinator.
- 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 members of the community.

Harassment and Sexual Misconduct Policies

- Policies apply to everyone at Hamilton College: faculty, staff and students
- Harassment and Sexual Misconduct Board (HSMB) investigate all formal complaints

What is harassment?

Verbal or physical conduct ...

that is sufficiently severe, pervasive, persistent or patently offensive that it has the effect of unreasonably interfering with that person's ... academic performance, or that creates an intimidating, hostile, or offensive working, educational ... environment

And sexual harassment is...

“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.”

Other forms of sexual misconduct:

Non-consensual sexual contact: any intentional sexual touching – however slight – without affirmative consent

Non-consensual sexual act: any penetration of any orifice of a person without affirmative consent – including when someone is forced to penetrate

Sexual Exploitation: taking advantage of someone – for example, prostitution, sensual video or audio-taping of sexual or other private activity, engaging in voyeurism

Retaliation: any adverse conduct in response to a report of sexual misconduct – it will be taken as seriously as the original charge

Domestic and dating violence: violence against an intimate partner. Intimate partner violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse.

Stalking: repeated behavior towards another person that causes emotional distress or fear

Affirmative Consent

Affirmative Consent **IS**

- a knowing, voluntary, and mutual decision among all participants to engage in sexual activity.
- given by words or actions, as long as those words or actions create clear permission regarding willingness to engage in the sexual activity.
- required regardless of whether the person initiating the act is under the influence of drugs and/or alcohol.

Affirmative Consent **IS NOT**

- silence or lack of resistance.
- the result of any coercion, intimidation, force, or threat of harm.
- Permanent. Consent may be initially given but withdrawn at any time.
- variable based upon a participant's sex, sexual orientation, gender identity, or gender expression.
- cannot be given when a person is incapacitated.

Highlights of our sexual misconduct policy:

- Generally, only full-time employees and faculty at associate rank or above may serve on the HSMB, i.e. no students
- Students are allowed an advisor of their choosing, including attorneys
- Robust investigative process:
 - An external investigator (attorney) will partner with an HSMB member to form the Investigation Team
- No hearings - Investigation reports are reviewed by a Harassment and Sexual Misconduct Review Panel (Review Panel), who will determine responsibility and recommend a sanction
- Preponderance of evidence standard (more likely than not)
- Not a criminal proceeding – Review Panel charged with determining if our policy has been violated.
- Appeal process available to all parties

Sanctions include:

- Suspension
- Expulsion
- Notation on transcript

Faculty Obligations

All faculty are designated as “responsible employees”. **You are REQUIRED to report the incident to the Title IX Coordinator, which may or may not result in an investigation**

Reporting - What Happens?

1. A Hamilton Faculty member, staff member coach, or residential advisor is notified of a possible incident. That responsible employee reports to the TIX Coordinator.
2. TIX Coordinator receives a report of Sexual Misconduct.
3. TIX Coordinator contacts the person who may have experienced Sexual Misconduct to provide information about resources and options, and extend an invitation to meet.

4. The person chooses not to meet with TIX Coordinator OR TIX Coordinator and the person meet to discuss options and review resources
5. The person chooses not to proceed with an investigation OR the person chooses to move forward with an investigation.

What do you say?

- Explain that you are required to report: “before you tell me, I want you to know that I am obligated to report this to the Title IX coordinator.”
- Explain that they have the right to report to law enforcement if they choose; if they choose to report (either to law enforcement or the College), the College has an obligation to protect them from retaliation and to provide them with resources and support

If someone tells you that they may have experienced an incident of sexual misconduct:

Do

- ✓ Give the person agency over his/her/their space.
- ✓ Support their decisions moving forward
- ✓ Tell them it was not their fault
- ✓ Actively listen and give them your complete attention.
- ✓ Inform them of their options
- ✓ Inform them of the resources available for confidential support
- ✓ Take care of yourself. Reach out to the counseling center for support.

Don't

- Say “I understand/I feel your pain” or suggest that you know what he/she/they are going through
- Ask questions that suggest blame, such as “were you drinking?” and “what were you wearing?”
- Share personal anecdotes
- Probe/press for information
- Retaliate or make threats
- Share their story (beyond legal requirements)
- Other considerations:
- Respond with sensitivity and compassion
- “I appreciate that you have shared this information with me. Please understand that I need to report the incident to the Title IX Coordinator so we can make sure you have the support you need, and try to prevent it from happening to someone else.”
- Ask how you can help – be honest about what you can offer
- Be knowledgeable about available resources

Reporting to the Title IX Coordinator facilitates:

- Residence hall moves
- No contact orders
- Communication with faculty on extensions, etc.

Interim measures can be put in place while the process is underway and regardless of whether the respondent is found responsible

Options for Those Who May Have Experienced Sexual Misconduct:

Get Confidential Help:

- Hamilton Counseling Center: 315-859-4340 available 24/7
- Hamilton College Chaplain: 315-859-4130
- Hamilton Health Center: 315-859-4111
- Hamilton College Peer Advocates: advocate@hamilton.edu
- YWCA 24hr Domestic and Sexual Violence Services hotline: 315-797-7740

- RAINN National Sexual Assault 24hr Hotline: 1-800-656-4673 or 24hr live chat rainn.org

Report the incident and/or pursue a formal complaint through College procedures:

- Speak with Lisa Magnarelli: 315-859-4020 or lmagnare@hamilton.edu

Pursue a criminal complaint (Can happen simultaneously with filing a complaint with the College)

- Refer to bathroom poster and Resource Guide for contact numbers
- Coordinate with Title IX Coordinator and/or Campus Safety

Dean Magnarelli began the Q&A by posing and answering her own first question—referring to posters around campus in response to HSMB report released on Monday. She said the board takes the posters very seriously. The policy covers a wide range of behaviors and violations, from verbal statements to touch to non-consensual penetration. Violations are reported all across that spectrum, and sanctions fall all across the spectrum as well. Some students believe we are punishing “rape” with two points. That is not the case. Dean Magnarelli said she would be at Student Assembly the following Monday to provide information and answer questions. The board works very hard on every case.

A faculty member recommended clarifications of the distinction between “contact” and “act” and argued that the assumption that any touching is sexual needed work. She also requested and received clarification regarding the nature of affirmative consent between partners, the possibility that alcohol or incapacitation might trump consent previously given, and faculty responsibilities in reporting conversations: name, time, date, &c.

A faculty member asked about possible responses if a student says that something happened, refuses to say more in order to avoid required reporting by the faculty member, but still is looking for accommodations with regard to e.g. work schedule in class. Dean Magnarelli suggested supporting the student in whatever ways seemed right, but also encouraging the student to contact the Harassment and Sexual Misconduct Board and/or the Title IX Coordinator, as they have resources to address the student’s need in systematic fashion rather than obliging individual conversations with every faculty member. Other faculty suggested reminding the student that reporting the incident does not necessarily result in the filing of a complaint, and that the Counseling Center and the Chaplain offered resources for confidential conversation and care.

A faculty member asked about the distinctions between suspension and expulsion, and how to address a student’s fear of an assaulter’s return to campus after time away. Dean Magnarelli responded that a suspension requires an interval away from campus and yields a note on the student’s transcript as well, but does allow for application for readmission thereafter. She noted that a student found responsible for non-consensual penetration should expect to be expelled, while a lesser offense can yield suspension.

A faculty member asked for further elaboration of and recommendations regarding options if a student comes to a faculty member and says, “I’ve been raped.” How does the Title IX office handle informing students of options and making recommendations? Dean Magnarelli said she begins by asking what the student wants and needs, then walks through the options both on campus and within the criminal justice system. She talks about pros and cons and what the process might look like, rather than making a recommendation. The questioner asked about time-sensitive matters like rape kits and approaching the police in timely fashion. Dean Magnarelli answered that in her year on the job she has yet to meet a complainant whose assault hadn’t happened months earlier. If she did, she would indeed encourage medical treatment, &c. as relevant.

A faculty member asked what to do if a student walks out after being advised that the faculty member is obliged to share information with the Title IX coordinator. Dean Magnarelli asked that the faculty member please share the student’s name, and said she would reach out to the student.

A faculty member asked about the advocates students may bring to the proceedings: do we have programs to help those who can't afford attorneys? Dean Magnarelli responded that the YWCA can help coordinate support, and the NY State Bar Association can help with pro bono representation.

A faculty member asked whether some information a student reports—e.g. family situation, health, &c.—can be kept confidential. Dean Magnarelli says names, time, date, location are required; hopefully the student will share further context with the Title IX Coordinator.

Cori Smith '17, Title IX Outreach Coordinator, commented on the question of consent. Peer advisors do talk about it with students, but it's not easy to ask students about their sex lives. They certainly don't want to have this conversation with administrators. Dean Magnarelli works with Cori and others to help them educate students more broadly that "consent" is not the same as "mood." If unsure, ask.

6. *Remarks by Interim Dean of Faculty Margaret Gentry.*

Dean Gentry began by commenting on the range of events taking place on campus, including academic conferences, guest speakers, art exhibits and performances, and faculty talks and colloquia. She thanked all those who were doing the hard work of creating vibrant intellectual spaces on campus.

Dean Gentry then thanked the members of the CAP subcommittee on Long Term Planning for the community forums, and pointed to service as an issue that emerged therein. She reported that Academic Council is looking at service, starting with its most traditional sense—committee work—as a springboard to a more nuanced conversation about all the kinds of service people do. The forthcoming survey should lead that way. It will ask faculty members which committees, programs, and advisory boards they'd be interested in serving on, and then will ask for comment on the existing sizes of the committees. The survey aims to 1) recognize differences in faculty interests, strengths, and points along the career arc; and 2) generate faculty feedback regarding the current committee structure. Recognizing the difficulty for newer hires regarding the second question, Dean Gentry nevertheless encouraged all to make the attempt, and noted that the survey also offered an opportunity for departmental conversations with new hires regarding expectations for committee work, perhaps in tandem with tenure and promotion guidelines. She recognized the many other kinds of service faculty do: organizing conferences and speakers, working with students, making reports to the institution, &c., and indicated that she hopes to discuss guidelines around service with department chairs and program directors, as well as to better cue faculty to report on all aspects of their service in the annual review process. Service, she said, is important as shared governance, a way to get to know colleagues, and to support the institution, but there are myriad approaches to serving.

Dean Gentry concluded by flagging Associate Dean of Faculty Penny Yee's request for proposals from departments by the end of October regarding the Social and Institutional Hierarchies requirement. Proposals could envision working retreats, visits by consultants, trips to other institutions, provision of new supplies, &c. She also pointed to the March 10th deadline for proposals seeking support in implementing plans for meeting the new requirement. Dean Gentry mentioned the attention Hamilton's policy has received, and the eagerness of colleagues at other institutions to see its results. She indicated that the Dean's Office will do its best to accommodate all proposals, but that Academic Council will make decisions if there are more proposals than the office can fund.

7. *Remarks by President David Wippman.*

President Wippman began his remarks by looking ahead to the 180 events in the coming weekend, including his first meeting with the Board of Trustees, at which he planned to initiate conversation around wishes articulated by both faculty and students. He mentioned faculty priorities including

revising the FTE cap, addressing spousal and partner hiring, achieving a four-course load, adding or renovating spaces on campus, creating more support for interdisciplinary programs, and increasing funding for faculty research and travel. He noted that these are all good ideas, but that there is not a lot of excess capacity in the budget, so we can't proceed to implement them all. We can pursue them, but we have to prioritize goals and think about how to fund them. Reallocation of resources, he noted, is not generally popular. The alternative is to find new revenues. There are limits on raising tuition; our Comprehensive Fee is well in excess of the median income of a family of four. That leaves fundraising. We have been very, very successful already, averaging twenty-five million dollars a year, last year thirty-five. That puts us in a small group, with a strong endowment. But we have peers like Amherst and Williams that raise forty or fifty million dollars a year. Williams had a \$650,000,000 campaign in 2015. Such campaigns often rely on big gifts; Claremont McKenna's \$635,000,000 campaign was based on one-third from one donor, over half from three. Hamilton is bringing in an outside consultant to look at the fundraising operation, how we can perhaps raise our sights. Our success will determine our ability to pursue these ideas. Faculty can help: big gifts usually come from big ideas; donors want something that will transform the student experience. A high-level campaign requires ideas that will excite donors, and President Wippman welcomes suggestions and assistance from faculty in arriving at these ideas and on prioritization in general.

A faculty member asked if some of the money raised in pursuit of a big idea could be used for smaller, local needs. President Wippman answered that we do need big ideas consistent with ourselves as a college—for example, our move to need-blind admissions. We weren't first, but it fundamentally changed Hamilton. We need a \$100,000,000 endowment to sustain that promise. We are looking for further ideas related to fulfillment of our objectives as a college. You might be a beneficiary, but so would others.

A faculty member asked if there is a conversation between curricular priorities and this discussion regarding funds. President Wippman said he hopes there will be. We are planning a strategic-plan process, involving the Long-Term Planning Committee, CAP, Todd Franklin and COA. He hopes fundraising priorities beyond student aid will arise out of that process.

8. *Other announcements and reports.*

Professor Margaret Thickstun advised faculty regarding various logistics for the Inauguration festivities.

Faculty Chair Ann Owen adjourned the meeting at 5:47 p.m.

Respectfully submitted,

Benjamin Widiss
Faculty Secretary

Appendix B

Motion from the Academic Council that the Faculty go into a Committee of the Whole for up to 30 minutes.

Moved: The Committee on Academic Policy asks that the Faculty move into a Committee of the Whole discussion for up to 30 minutes to discuss the following statement.

In the spring of 2015 the Faculty voted to charge the CAP, with the assistance of an *ad hoc* CAP subcommittee on the curriculum, to facilitate discussions about and examine long-term curricular planning issues over the next 10-12 years. Included in the rationale for that motion were several possible questions relating to interdisciplinarity and interdisciplinary programs. Almost half of the tenured and tenure-track faculty sit on interdisciplinary program committees. Many more are involved in interdisciplinary programs and concentrations. When the CAP curricular subcommittee met with junior faculty and with all departments and programs, a pervasive theme that arose was that department structures, campus climate, and resource constraints make interdisciplinary teaching and work difficult. Furthermore, in the spring of 2015 Hamilton asked all tenured and pre-tenure faculty members to complete a survey on job satisfaction administered by COACHE (Collaborative on Academic Careers in Higher Education). The data from that survey revealed that Hamilton faculty members' satisfaction with interdisciplinary work was substantially lower compared to our peers. In addition, Hamilton faculty of color were much less satisfied than white faculty in terms of interdisciplinary work.

How should we respond to this?

Rationale

The Faculty has charged the Committee on Academic Policy, working with the *ad hoc* Subcommittee on the Curriculum, to “facilitate discussions by faculty members of substantial issues regarding the Hamilton curriculum over the next 10-12 years.” The CAP believes it is important to have a conversation about interdisciplinary study.



Hamilton

*Vice President for Academic Affairs
and Dean of Faculty*

November 29, 2016

MEMORANDUM

TO: The Hamilton Faculty
FROM: Margaret Gentry, for the Academic Council
SUBJECT: Call to Meet

The Academic Council calls the Faculty to meet on Tuesday, December 6, 2016 beginning at 4:10 p.m. in the Fillius Events Barn.

AGENDA

1. Approval of minutes from the Faculty Meeting of Wednesday, November 1, 2016 (Appendix A).
2. Election for 2015-16 Committee membership (Appendix B).
3. Motion from the Committee on Academic Policy regarding changing the name of the French Department (Appendix C).
4. Report from Academic Council regarding service on faculty committees.
5. Report by Librarians Lisa Forrest and Reid Larson on the Institutional Repository.
6. Remarks by Interim Dean of Faculty Margaret Gentry.
7. Remarks by President David Wippman.
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 Third Regular Meeting of the Hamilton College Faculty
Academic Year 2016-17
Tuesday, November 1, 2016
Fillius Events Barn

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

1. *Approval of minutes from the Faculty Meeting of Wednesday, October 5, 2016 (Appendix A).*

A faculty member noted a formatting error that appeared to reverse some of the directives regarding reports of sexual harassment. The error has been rectified.

2. *Motion from the Academic Council that the Faculty to go into a Committee of the Whole for up to 30 minutes for a discussion led by the Committee on Academic Policy (Appendix B).*

The motion was approved. The discussion took place.

3. *Report from the Budget Committee.*

Professor Christopher Georges and Vice President for Administration and Finance Karen Leach gave the first of two reports on the budget for Academic Year 2016-17, outlining the committee's annual process and the discussions entailed therein.

A PDF of the accompanying slides is available as Appendix C.

A faculty member asked about the last point on Slide 20. Vice President Leach responded that these are programs in place, with ongoing costs. The LITS merger was actually a savings. Changes to off-campus study and other programs all strive to strategically help students.

A faculty member asked about the FTE cap on Slide 21, reporting varying understandings of what the cap is, who is counted and when, and so on. Professor Georges replied that Budget is working with Sue Stetson (on non-faculty FTEs) and Gordon Hewitt (on faculty FTEs). Vice President Leach then called on Gordon Hewitt, who said that DOF runs a slot-tracker—over the past 25 years—to track the FTEs. Vice President Leach said the office counts every .05 FTE moved, changed, mortgaged against future retirement, &c. in non-staff appointments, and clarified that the count is not of payroll dollars, but FTEs. The faculty member asked if there was a separate cap for faculty and staff, or if they were counted together in one category. Vice President Leach said they are both treated as capped, but in separate pools. It would be possible to move administrative FTEs to faculty or vice versa, but that's not how they have been treated. The process for non-faculty FTEs is similar to CAP's: a request goes through budget, HR, and on to senior staff—which evaluates the proposal. Professor Georges noted that this policy grew from a trustee request; the addition of positions needs approval. And Vice President Leach added that there is always the opportunity to make a case for a new position. A painter and two custodians were added when the Wellin and the Studio Arts building opened. There was a big bump of assistant coaches moved to FTEs a couple years ago for legal reasons. They were already here and working and paid, but the count changed.

A faculty member asked about the planned solar energy field announced last year, which was not in the slideshow. Vice President Leach confirmed that, yes, the college has twenty acres of land and hoped to generate \$200,000 a year in revenues, but we haven't been able to get it off the ground.

National Grid says the substation in Clinton can't accept all the power that would be generated, and has asked Hamilton to cover the \$670,000 of an upgrade to the substation. The college is exploring cost-sharing with the village and the township. The board has approved such a plan if it generates even \$100,000. At an amount smaller than that, the future is not clear. The energy field will tie up a huge piece of land next to campus.

A faculty member asked about the more than \$2,000,000 savings in health care costs. Vice President Leach noted that the deductible didn't change significantly, and that these savings came over a period of two to three years. Hamilton got rid of the middleman, carrying the risk through funds in reserve and stop-loss insurance of claims over a certain amount. We partnered with Hobart and William Smith Colleges and St. Lawrence University to get a great rate. Colgate and LeMoyne are probably joining. She concluded that she would like to think all the Wellness initiatives are paying off; we've had fewer claims. But we can't prove that.

4. *Preliminary Report by Naomi Guttman on Academic Council's plans to reconfigure faculty service.*

In view of the busy years ahead where many people are retiring and we are expecting many new hires, Academic Council is trying to make sure that the college is using faculty time effectively. We therefore want to make meaningful cuts in the number of service obligations of faculty and to distribute service more equitably. Our goal is to reduce faculty service spots by 100, and this means that we don't expect that all committees will be able to represent all divisions of the faculty. We will need to trust that people will represent all the faculty. Some of this will come from cutting; some might come from suspending the activity of certain committees or eliminating them until there is a need to reinstate them.

The service survey we sent the faculty after the October meeting was designed to get a picture of which committees the faculty feels are essential, which we feel are not essential, and individual preferences regarding service on committees. Here is some information gleaned from a preliminary examination of the survey:

- We got 105 responses.
- There are 3 committees (CAP, COA, AC) that a majority of faculty think should continue with the same number of faculty or even increase in size (at least half the faculty wanted not to reduce; there are handbook procedures for increasing membership, e.g. on COA in the near future).
- With other committees where the support and purpose is less clear, AC will discuss what we think might be feasible. We will then make some recommendations to committee chairs, asking them for their thoughts. We will make a first pass in which we will look for agreement. If it is forthcoming, we will go forward and make recommendations. If not, we will study further and discuss more broadly.
- To begin our goal of cutting 100 committee slots, we will begin to look at committees that require faculty handbook changes which we intend to have the faculty vote on by March. These Committees include:

Faculty Appeals Board, CAP, COA, AC, Admissions & Financial Aid, Budget & Finance, Academic Standing, LITS, Student Activities, Athletics, Planning, Honor Court, Judicial Board, Appeals Board, Alumni Council, Student Awards & Prizes, Student Fellowships, Health Professions Advisory, Pre-Law

- Changes to committees that are not in the Faculty Handbook—e.g. the Speaking and Writing Advisory Boards; or Interdisciplinary Program Committees—will not come up for a vote of the whole faculty but will go through the same process of recommendation, consultation, and discussion.

5. *Remarks by Interim Dean of Faculty Margaret Gentry.*

Dean Gentry reported that she was busy with the Dean's annual work: making decisions on personnel, departmental issues, requests for everything you can imagine under the sun, leave proposals. She added that letters regarding the last are going out in batches, and that she appreciated the good will and patience she's found on all sides—which she attributed to the positive energy attending President Wippman's arrival.

She issued a reminder of the budget deadline on November 4th, and indicated that questions should go to Gillian King.

Dean Gentry noted that faculty searches are under way, and that eight searches last year were approved with the expectation or stipulation of an interdisciplinary component. She affirmed that interdisciplinary scholars will be located in individual departments, which will evaluate them and make tenure decisions. But also that part of the rationale for allocating these positions was for the new hires to teach cross-listed courses or to work in interdisciplinary programs, and she asked those departments conducting the searches to make opportunities for candidates to meet and start building relationships with those with whom they'll work. She added that thus far thirty-six faculty members had requested copies of Harvey J. Graff's *Undisciplining Knowledge: Interdisciplinarity in the Twentieth Century* from the Dean's office, and that the office will order more copies if there is demand. Let Kelly Walton know. DOF will be happy, too, to provide support for discussion sessions on the book.

Finally, she mentioned First Friday in the Wellin at 4:30, and her interest in suggestions for alternative ways to support interaction between faculty members.

6. *Remarks by President David Wippman.*

President Wippman began by referencing the Budget presentation, and noting that we are relatively constrained around revenues. All three of our major sources—tuition and fees, endowment, and philanthropy—are under remarkable pressure. He noted that there's a limit to where we can go with tuition; we are considering another 3% increase this year, but that will be harder and harder to sustain going forward. Endowment returns will likely be lower than 8%. We're modeling a 6.5% return with lower volatility, which will be okay—but 6.5% with volatility will not. Finally, the Annual Fund is growing every year, but it's getting harder to meet targets. Meanwhile, expenditures increase, sometimes as mandated by law: e.g. the FLSA and minimum wage. Those are good things, but not optional. There are many other things we'd like to do, but there is a ceiling on what we can spend.

President Wippman referred to a recent conversation with a life trustee, who opined that our financial model is not sustainable. The trustee noted that Hamilton is currently operating a negative-margin business, and negative-margin businesses tend to go out of business. What we do costs more per student than the revenue we receive from tuition and fees. We're currently making up the difference through philanthropic support, but unless we control what we're doing, we don't think the resources will be there to cover the gap. Major donors want to know what we're doing is sustainable before they make large commitments. If we want to increase the size of the faculty—which pretty much every department would like—we need a strategic justification, as for any significant increased expenditure. We will need to identify ways in which any significant programmatic feature we'd undertake would move the college forward. This is not even thinking about what happens if the economy sours again.

Which leads to the question of strategic planning. One way to get more faculty would be to take on more students: we might count our students differently, and add a few more. We currently enroll about 475 students each fall, and report 1860 students in the undergraduate population, not counting those abroad—with which the number would approach 2000. But there's a psychological break-point at 2000: more students want to go to a school with two to five thousand students than to a smaller one. It's not clear that we can count students abroad per IPEDS, but if we could add six students per class and count those abroad, we would get to 2000. We'd then have to add another 10 faculty or so to maintain our ratio. But President Wippman hopes we'll all come up with ideas much more creative than that.

The Strategic Planning process will involve a steering committee and three planning committees, meeting over the course of one year to inform fundraising priorities. The committees: 1) Imagining Hamilton: will ask fundamental questions about the college, what is and what should be distinctive about it, whether the business model sustainable, and do on. 2) Academic Vision: concerning programs, curriculum, hiring, &c. The intent is not to duplicate CAP's work, but to take its work in and bring in more perspectives. 3) Student Success: will look at ways to improve the overall student experience. Each committee will feature a mix of faculty, staff, students, and trustees. Faculty will be well represented, some elected and some appointed. There will be ballots at the December meeting. There will be a charge for each committee to be shared at some point soon. President Wippman hopes that we will think carefully about who we'd want to see on the committees, and that there will be people willing to serve.

A faculty member asked about the interrelationship of the three issues on the meeting's agenda—about ways in which the students working in an interdisciplinary framework could help us meet budgetary constraints by drawing faculty from disparate parts of the college together, yielding collaborate teaching without adding to costs. President Wippman answered that, yes, he hoped that kind of interaction would come out of the strategic-planning process.

7. *Other announcements and reports.*

Quincy Newell, referencing general concern about community among the faculty this year and last, and given the heavy hiring we're doing, announced her plan to wear her nametag to all faculty meetings and to introduce herself to one new person at each meeting. She invited others to join her in this practice.

Tara McKee announced the second set of town-hall meetings, on the distribution of students. Topics to be addressed included: enrollment and concentration per FTE, consequences for the curriculum and our educational goals, and how faculty might approach these matters.

Sally Cockburn announced Plant Lecturer David Bailey, on Mathematics, Computing, and the Acceleration of the Scientific Process. She affirmed that the lecture was aimed at a general audience.

Faculty Chair Ann Owen adjourned the meeting at 5:47 p.m.

Respectfully submitted,

Benjamin Widiss
Faculty Secretary

Appendix B

BALLOT

2016-17 Committee Membership

Instructions: Please circle one name per line as your preferred candidate. Please see the *Faculty Handbook* pages 11-13 for descriptions of committee charges.

Nominations from the Floor

Committee on Appointments

Term: 2018 S. Ellingson C. Latrell _____

Continuing members:

Term: 2016 D. Boutin
 2017 T. Franklin (Chair)
 2017 B. Jensen
 2018 G. Jones
 2019 O. Oerlemans
 2019 H. Buchman

Academic Council

Term: 2017 W. Chang R. Murtaugh _____

Continuing members:

Term: 2017 L. Trivedi (S)
 2018 N. Guttman (NYP-S)
 2019 S. Major (ADK-F)
 ex officio M. Gentry
 ex officio A. Owen
 ex officio B. Widiss

Academic Vision (Strategic Planning Committee)

D. Chambliss C. Georges _____
M. Janack T. Wilson _____

Current members:

1 representative from the CAP: Tara McKee
1 representative from the COA: Gordon Jones

Appendix C

Motion from the Committee on Academic Policy regarding changing the name of the French Department.

Moved, that the name of the French Department and its concentration be changed to French and Francophone Studies.

Rationale:

In the opinion of the senior French faculty, the change to a more inclusive name is long overdue. The CAP believes that adding “Francophone studies” will reflect the variety of approaches, courses, and methodologies that exist in the department.

Joseph Mwantuali has consistently taught multiple courses on Francophone cultures and literatures outside of France, including his signature courses: Fr 280 Francophone Cultures, and Fr 426, The Francophone Novel. Other faculty have often included texts or films by Francophone authors from the North African or other diasporas in France and several courses examine the question of immigration in France. Further, the department is currently searching for a tenure-track position in transnational France, with a preferred focus on Middle East or North Africa.



Vice President for Academic Affairs
and Dean of Faculty

January 31, 2017

MEMORANDUM

TO: The Hamilton Faculty

FROM: Margaret Gentry, for the Academic Council

SUBJECT: Call to Meet

The Academic Council calls the Faculty to meet on Tuesday, February 7, 2017 beginning at 4:10 p.m. in the Fillius Events Barn.

AGENDA

1. Approval of minutes from the Faculty Meeting of Tuesday, December 6, 2016 (Appendix A).
2. Motion from the Academic Council to reduce faculty membership on certain committees (Appendix B).
3. Motion from the Academic Council to remove the Committee on Student Activities and the Judicial Board from the *Faculty Handbook* (Appendix C).
4. Motion from the Committee on Academic Policy to go into a Committee of the Whole to discuss teaching credit for supervising senior thesis work (Appendix D).
5. Report from Professor Chris Georges regarding the budget to be presented to the Trustees at the March Trustees meeting.
6. Remarks by Interim Vice President for Academic Affairs and Dean of Faculty Margaret Gentry.
7. Remarks by President David Wippman.
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 2016-17
Tuesday, December 6, 2016
Fillius Events Barn

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

1. *Approval of minutes from the Faculty Meeting of Tuesday, November 1, 2016 (Appendix A).*

The minutes were approved.

2. *Election for 2017-18 Committee Membership (Appendix B).*

The results of the elections were:

Committee on Appointments, Term 2018: Steve Ellingson

Academic Council, Term 2017: Wei-Jen Chang

Academic Vision: Christopher Georges and Marianne Janack

3. *Motion from the Committee on Academic Policy regarding changing the name of the French Department (Appendix C).*

The motion was approved.

4. *Report from Academic Council regarding service on faculty committees.*

Professor Naomi Guttman presented the Academic Council's initial recommendations (Appendix D) for cutting numbers of faculty members on those committees chartered in the Faculty Handbook. She spoke briefly regarding the committees that would not change—whether due to legal mandates or otherwise—and then on those upon which Academic Council had reached agreement with current committee members, yielding an overall decrease of nineteen slots. Finally, she addressed the Health Professions Advisory Board, upon which differences of opinion were not resolved. She noted that only five respondents to the faculty survey on service had indicated they were very interested in serving on the committee, and invited comment from past or present members of the committee, as well as from the rest of the faculty.

A faculty member said that she had served on the Health Professions Advisory Committee in the past, and suggested that the low number of faculty interested in serving on the committee might reflect a lack of knowledge as to what the committee does. She observed as well that the committee's role has changed a lot in the last years, with Leslie Bell as advisor. Faculty don't actually write the letters; Leslie does, and faculty give feedback. Faculty help highlight what's important and vote on the overall recommendation. The committee reviews around 35-40 letters a year; this work used to be undertaken entirely in the summer; it's now spread partly through the second half of the spring semester. Professor Guttman responded that the next step will be a vote regarding each committee recommendation in February. It would be great if people had educated themselves on committee responsibilities in time for that vote. The results

will be forwarded to the Trustees in March. Meanwhile, Academic Council will go ahead to address non-elected committees, including programs.

A faculty member suggested including a rationale to accompany the recommendations at the time of the vote in February.

A faculty member asked for an explanation of the recommendation for the Judicial Board to include three employees, one of whom a faculty member. Professor Guttman responded that Academic Council understands that adult participation on the board is necessary, but wonders whether the adults need to be faculty. And that Academic Council did consult with people on the Judicial Board before making this recommendation.

A faculty member asked how many committee-service spots there are overall. Professor Guttman responded that Academic Council is trying to reduce by 100 out of 300 total.

A faculty member observed that the big committees involve a lot of subcommittees, and asked how Academic Council is addressing these layered responsibilities. Professor Guttman responded that Academic Council's goal is to distribute committee service equitably so that people on heavy-duty committees don't have other commitments and people on lighter committees are normally serving on two.

Finally, Professor Guttman encouraged anyone who would like to discuss the recommendations further to contact her or anyone else on Academic Council.

5. *Report by Librarians Lisa Forrest and Reid Larson on the Institutional Repository.*

Lisa Forrest began by explaining that an Institutional Repository is an open archive for scholarly and creative works by faculty, students, and staff. Fifty-one of eighty Oberlin Group schools have repositories already. Hamilton's Repository stemmed from conversations over the past year with faculty looking for places to put student work and faculty research data.

Reid Larson spoke to the benefits of the Repository for faculty, including greater visibility for scholarly work, more control over author rights, the possible integration of published and unpublished work, and monthly reports on who is downloading the material. He noted that seventy percent of journals allow authors pre- or post-prints of their articles, that access is free, and that the Repository provides a link to the recorded version of a piece in a journal. He also noted that funder mandates increasingly require that work be placed in such a repository.

Reid Larson went on to differentiate the Institutional Repository from Academia.edu and ResearchGate, both of which are commercial and require reader registration. Both share personal information. People often give up at the firewall. He said that Hamilton's Institutional Repository will integrate with OneSearch &c., and that publishers often allow non-commercial posting but not commercial.

Finally, he indicated that LITS would like to talk with faculty on a department-by-department level about possibilities for sharing student work, potentially limited to campus users. He suggested that one might post research-symposia presentations and posters, class projects, student publications, prize essays, and presentations submitted for awards at the end of the year.

A faculty member asked if the IR required registration, and whether it was only for Hamilton students. Lisa Forrest responded that materials in the IR are freely available on the web unless specifically limited to Hamilton. Reid Larson added that a large amount of discovery comes through Google searches.

A faculty member observed that he was already on another centrally searchable archive, and asked about the IR in relation to the many other subject repositories. Lisa Forrest noted that the IR was centrally searchable with the Digital Commons Network—and articles from PubMed could be downloaded into our IR. Reid Larson indicated that 350+ institutions are part of the Digital Commons Network.

Lisa Forrest concluded by saying you create a profile, you decide what you want to put up; it's very different from working with Site Manager. And your research comes first in a Google search. She added that she was confident faculty members would have many more ideas for using the repository, including e.g. Levitt Center posters open to keyword search, so students could find others who shared their interests.

6. *Remarks by Interim Dean of Faculty Margaret Gentry.*

Dean Gentry reported on conversations she had had the previous weekend with trustees and parents and alumni in the course of the Board of Trustees' Leadership Circle meetings. She conveyed profound gratitude for what faculty, coaches, and Academic Affairs staff are doing: helping our students craft meaningful lives, and preparing them for a world rapidly changing. Those she spoke with recognized that this undertaking demands hard work, creativity, commitment, and critical thinking. Parents talked about importance of support for students through times of academic challenge; some talked particularly about failures their children had had, and how faculty had supported their children in getting through these difficulties, transforming them into self-sufficient and thinking adults. Alumni appreciated faculty and coaches who stay in touch with them; they know what's going on in faculty members' classes and families, and feel a part of that. They especially express thanks for last-minute letters of recommendation. They talked about discovering their passion, even and perhaps especially when it doesn't have anything to do with their careers. They had nothing but praise for the hard work faculty do as educators. Dean Gentry suggested that it can be hard to see all this at this time of the term, when students are stressed, it's dark out, and we're planning vacations or research trips, but it was expressed and so sincere. We should be proud and touched by it.

Dean Gentry also spoke about the trustees, and the fact that President Wippman and Lori Dennison and she are thinking about ways to facilitate greater connection between trustees and faculty in support of shared governance. There are already great talks by faculty at the Board meeting in December, and dinners in the fall and in March. But she would like to explore interest among the faculty in having trustees participate in some significant way in their classes: making a presentation, having a faculty/trustee dialogue, &c. She invited those teaching on Thursdays this spring and interested in seeing if there might be a way to integrate trustee participation in the class to send her the name of the class in order that she might explore possibilities. And she encouraged other suggestions for faculty-trustee interaction.

Dean Gentry reported good news about Middle States, our accrediting body. In June we had to file a periodic review report, following their positive review of Hamilton in 2010-11. In August Middle States reported back, recommending (requiring) that the college concentrate its assessment efforts on direct assessment of student learning in curricular and co-curricular programs, in order to insure that it's meeting curricular goals and lifetime outcomes. Gordon Hewitt and others wrote back in support of our current assessment protocols, and Middle States accepted this response. That's good news, but only for now. We will have to come back to this by 2020, and therefore should pay attention to assessment in the coming years. We are already paying attention to Ed Ex, Advising, Oral Communication. Faculty should think about assessment of departmental curricula, particularly of senior projects—purpose, learning goals,

and outcomes—in order to be able to say how we measure these directly, not just that we assign grades.

Finally, Dean Gentry mentioned the End-of-Semester party for the entire community on 12/21 from 1:30-3:00, acknowledging that this was late on the calendar and that some will already have made plans to leave town. But she encouraged others to come, saying we have a lot to celebrate after a great semester.

7. *Remarks by President David Wippman.*

President Wippman began by conveying further good tidings from New York, and then turned to the review of the Office of Communications and Development he and Lori Dennison are undertaking with Marts & Lundy consultants. The initial phase analyzes fundraising capabilities, looking at the entire donor pool: alumni, parents, foundations, and others who have supported the college in recent years. That group is segmented into those capable of making gifts of \$50,000 or more over five years, and on up to \$50,000,000 or more. One conclusion is that we could be doing quite a bit more in terms of fundraising. We haven't had the staff and resources to fully engage at the lower end of the pool. At the upper end, we have around 100 top prospects on whom the success of a big campaign will largely depend: those capable of donating \$5,000,000 or more over a five-year period. We also still have to work the lower end; we don't want to lose that money, and those individuals may develop into larger donors over time. The fundamental message, though, is that we need donors to step up and make larger gifts than has been traditional at Hamilton; peer schools are getting transformational gifts of \$25/50/100,000,000. Claremont McKenna received a \$200,000,000 gift. President Wippman indicated that he was heartened by the conversations he had with those in New York, and did note that there is an element of apples-to-oranges comparison between these numbers, in that Hamilton only counts bequests when received. He indicated that he believes we need to change our practice, as counting documented bequest intentions incentivizes people to include the college in their estate plans and encourages others to do the same in turn. He added that Part Two of the review will be bringing a specific proposal to the trustees in March. He anticipates asking for four more development staff, noting that we are understaffed relative to our peers, and that each additional fundraiser should raise much more than it costs to hire that individual.

President Wippman then spoke to the Sanctuary Campus petition that has garnered 1140 signatures from students, faculty, and alumni. He noted that similar petitions are circulating at colleges all around the country, and that different institutions are taking different approaches in response. He reported talking with various people, including lawyers in the immigration field. He indicated that we do want to be supportive of every member of the community, as much as we can in keeping with the legal requirements we have to fulfill, and he referenced the email he had sent to the campus community that afternoon. He indicated that we will have to see where the new administration goes with this. He does not anticipate ICE agents descending on campus, but we want to be fully prepared to assist students as needed. He added that NY6 may be working together on these issues, and that the Board of Trustees was very supportive of the approach outlined in his email to the campus.

President Wippman said he had talked with the Board about the Sexual Misconduct Working Group, and had reviewed school policy, talked to lawyers, and discussed with NESCAC colleagues. The 2014 task force made substantial revisions to our policy—many of them required by law, others specific to us. These were well received. With a couple years' experience now, we've gotten lots of suggestions from various segments of the campus. He said he has put together an outstanding working group to consider next steps. The group includes two faculty members from the Harassment and Sexual Misconduct Board, two alums—one with Skadden, who was on the 2014 task force, and the other also an attorney practicing in this area, and who

was at the Office of Civil Rights in the Department of Education—and three students: one a member of SMART, studying these issues, and another from SAVES, who also works with the Title IX coordinator. President Wippman has asked for an accelerated timeline, with recommendations this spring. There will be open forums in the interim.

President Wippman then turned to shared governance, and responses from the Board last spring regarding the diversity requirement. Members of the board had varying views, but they wanted to know if they would have a role in a larger issue, e.g. moving away from an open curriculum. President Wippman pointed out that shared governance means different things in different contexts. The board has a primary role in things like hiring and firing of a president. Other issues are primarily faculty responsibility, including curriculum, appointment, promotion, and tenuring. That doesn't mean, he allowed, that the Board should have no input, but that primary responsibility rests with the faculty. He then reported further conversation as to how to get faculty and the Board to know each other better, helping the Board to arrive at a closer understanding of the academic program, and allowing both groups to hear from each other directly, without mediation by the president.

On strategic planning, President Wippman returned to the notion he had floated at the last faculty meeting of moving toward a student body of 2000. He had thought this might be a way to hire additional faculty, and to make the college more attractive to more applicants. But it's more expensive and less straightforward than it seemed. He discussed the possibility with the board, and came out with a charge to one of the strategic planning committees to look at options more carefully. He encouraged Board members, and faculty, to accede if asked to serve on a committee in the strategic-planning process.

President Wippman reported conversation with senior staff about budgets, in which he encouraged staff to imagine a five-percent cut in budgets, but then reminded the faculty that he is in fact hoping to grow resources. He said he has found that modeling cuts is a really good way to get people to focus on what's most important, to prioritize. If we have another 2008, it would not be a bad thing to have thought in advance about what might be reduced. And even independent of cuts or growth, we might want to think about reallocation.

Finally, he reported on staff changes. Searches are under way to replace Dave Smallen and Steve Bellona, for a new Dean of Students, and to replace the Director of Admissions. The last position may become a Dean of Admissions. Monica Inzer is staying; but will be taking on added responsibilities and looking at some of the issues coming out of the strategic plan.

A faculty member asked if there has been any evaluation of the senior staff: how they serve the college, and how shared governance works. We've been under the gun as faculty, she said, and those areas have expanded. President Wippman answered: Yes, he thinks we have a terrific senior staff, and he has looked at growth in positions. He would be happy to share a report on growth of staff positions with faculty. He noted that some shifts were necessitated by changes on campus. For example, building an art museum required new staff for both administration and upkeep. As indicated earlier, he is thinking about adding some positions in development. He said he was very aware that faculty feel pressured by heightened research expectations, service obligations, etc., and that he feels guilty about adding committees just as Academic Council is trying to reduce committee memberships. He is talking to the trustees about this. He thought expanding to 2000 students might help; that won't work in the manner he anticipated, but he is very open to other ideas.

8. *Other announcements and reports.*

There were none.

Faculty Chair Ann Owen adjourned the meeting at 5:06 p.m.

Respectfully submitted,

Benjamin Widiss
Faculty Secretary

Appendix B

Motion from the Academic Council to reduce faculty membership on certain committees.

Moved, that Section IV of the *Faculty Handbook* be revised as follows:

IV.A.6 Faculty Committee on Admission and Financial Aid

- a. **Membership.** The Faculty Committee on Admission and Financial Aid shall consist of the Dean of Admission and Financial Aid, the Dean, both *ex officio*, and ~~six~~ four elected members of the Faculty, with one or more elected each year for four-year terms. The Chair shall be elected annually by the Committee from among the Faculty.

IV.A.7. Faculty Committee on Budget and Finance

- a. **Membership.** The Committee on Budget and Finance shall consist of ~~four~~ three members of the faculty, two of whom must be tenured, with one elected each year for a four-year term; the Dean, *ex officio*; and the Vice President, Administration and Finance, *ex officio*. At any time, at least one of the faculty members shall have had a minimum of one year of prior experience on the Faculty Committee on Budget and Finance. A member of the faculty shall serve as Chair.

IV.A.8. Committee on Academic Standing

- a. **Membership.** The Committee on Academic Standing shall consist of the Associate Dean of Students (Academic) as Chair, the Dean of Students, both *ex officio*, and ~~four~~ three members of the Faculty, who shall be elected or appointed as determined by Faculty annually, with one appointed or elected each year for a three-year ~~four-year~~ term.

IV.A.9. Committee on the Library and Information Technology

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

IV.A.11. Committee on Athletics

- a. **Membership.** The Committee on Athletics shall consist of ~~three members~~ one member of the Faculty, who shall be elected or appointed as determined by Faculty ~~annually, with one appointed or elected each year~~ for a three-year term; the Faculty representative to the NCAA as appointed by the President, *ex officio*; three students, two appointed from the Student Athlete Advisory Committee and one appointed by the Student Assembly;

the Associate Dean of Students (academic), *ex officio*; the Director of Athletics, *ex officio*; and the Senior Woman Administrator in Athletics (as defined by the NCAA), *ex officio*. One of the faculty members shall serve as Chair.

IV.C.2. Alumni Council

- a. **Membership.** The membership of the Council shall consist of class representatives, representatives of local alumni associations, members-at-large, ~~three faculty representatives appointed for three-year overlapping terms,~~ **one faculty representative appointed for a three-year term,** and designated ex officio members.

IV.C.5. Health Professions Advisory Committee

- a. **Membership.** The Committee shall consist of no fewer than **five** ~~six and no more than twelve~~ members of the Faculty and Administration, of whom a majority shall be members of the Faculty. Members are appointed by the Dean for three-year overlapping terms, with the Chair, normally the Coordinator of Health Professions Advising, appointed by the Dean.

IV.C.6. Pre-Law Committee

- a. **Membership.** The Committee shall consist of ~~six~~ **two** members of the Faculty and Administration appointed by the Dean for three-year overlapping terms with the Chair to be selected by the Dean. At least ~~four members~~ **one member** of the Committee shall be ~~members~~ **a member** of the Faculty.

Rationale

Academic Council is currently evaluating appropriate faculty representation on committees to more effectively utilize faculty time. This motion changes representation on several committees that are in the *Handbook*. If all these changes are voted in by the Faculty, 14 members of the faculty can reduce their committee service burden by one committee.

To formulate these recommendations, Academic Council considered input from committee members, results from the recent faculty survey regarding appropriate faculty representation on specific committees, an overall evaluation of the nature and quantity of work performed by faculty on the committee, and individual faculty members' stated willingness to serve on committees.

The general principle used in determining which committees could still function effectively with fewer faculty members is that Academic Council assumed a norm of 3 faculty members for a committee unless the workload of the committee justified more or fewer members. For some committees, more than 3 faculty may be necessary because the quantity of work is significant and/or the nature of the work requires specialized knowledge that required divisional representation (e.g., evaluating faculty or student research or curricular needs). Under the new committee configurations, faculty serving on committees will represent the Faculty generally and not provide divisional representation. When divisional viewpoints are necessary, the faculty on committees will consult appropriately.

Appendix C

Motion from the Academic Council to remove the Committee on Student Activities and the Judicial Board from the *Faculty Handbook*.

Moved, that Section IV of the *Faculty Handbook* be revised as follows, with appropriate renumbering of sections.

IV.A.10. ——— Committee on Student Activities

- a. — Membership.** The Committee on Student Activities shall consist of the Dean of Students, *ex officio*, as Chair, four members of the Faculty, who shall be elected or appointed as determined by Faculty annually, with one appointed or elected each year for a four-year term, the Vice President of the Student Assembly, and one student appointed by the Student Assembly.
- b. — Meetings.** Normally the Committee shall meet once a month while College is in session, but additional meetings may be called by the Chair.
- c. — Functions.** The Committee shall advise the Dean of Students on matters he or she wishes to bring (or other committee members wish to bring) to the committee and shall recommend to the Faculty for its approval and transmission to the President policy on matters relating to student life and services.

IV.B.3. ——— The Judicial Board

- a. — Membership.** The Judicial Board shall be comprised of ten voting members: seven students, and three members of the Faculty, and a non-voting student Chair. Faculty members shall be elected by the Faculty, one each year for a three-year term, from a slate nominated by the Nominations Committee of the Student Assembly Central Council. The written consent of the candidates must be presented for each vacancy. In the event that the Student Assembly is unable to present a slate, the Academic Council shall nominate candidates. In accordance with Faculty rules, candidates may be nominated from the floor.

Rationale

The rationale for removing these two committees from the *Faculty Handbook* is as follows:

Committee on Student Activities

Academic Council recommends suspending this committee until the new Dean of Students can evaluate the best way to obtain faculty input on student life issues. Note that these changes would remove the Committee on Student Activities from the 2017-18 *Handbook*. This decision can be revisited should a new Dean of Students request a committee structure to consult faculty and the Faculty agrees that it is an appropriate mechanism. In the interim, the Dean of Students can consult Academic Council or other appropriate faculty committees to obtain faculty input.

Judicial Board

In the process of revisiting faculty representation on committees, Academic Council learned that the current *Handbook* language about the Judicial Board is inaccurate. New procedures were implemented in the fall of 2003 after a year of study and recommendations of a committee composed of faculty, staff, students, and a Trustee. There was a trial year – 2003-04 - and the procedures were formally adopted in May of 2004.

These changes are not reflected in the current *Faculty Handbook*. According to the *Student Handbook* and current practice, the composition of the Judicial Board is 10 students, 3 faculty members, and 2 administrators or staff members. From that Board, a panel of 5 members is chosen for each hearing (3 students + 2 non-student members). Importantly, under the procedures adopted in 2003, amendments to the judicial process, which would include Judicial Board membership, are not under the purview of the Faculty as a whole. Therefore, Academic Council recommends removal of the Judicial Board from the *Faculty Handbook*.

Current judicial procedures as spelled out in the *Student Handbook* identify three roles for the Committee on Student Activities: nominating a slate of faculty members for election to staggered three-year terms to the Judicial Board; nominating administrative and staff members for staggered two year terms to the Judicial Board; and reviewing amendments to the judicial process proposed by the Judicial Board, Associate Dean of Students, and/or Dean of Students and recommending them to the President for final approval.

The current Committee on Student Activities recommends that Academic Council replace it as the Faculty committee that nominates faculty members for election to the Judicial Board and reviews proposed procedural amendments. The Staff Assembly will nominate administrative and staff representatives to the Board.

If the Faculty vote to remove the Judicial Board from the *Faculty Handbook*, it would be listed in the *Red Book* as a committee with faculty membership.

Appendix D

Motion from the Committee on Academic Policy to go into a Committee of the Whole to discuss teaching credit for supervising senior thesis work.

Moved, that the Faculty move into a Committee of the Whole for up to 25 minutes to discuss the following:

Ever since the inception of the Senior Program there have been wide discrepancies across the College in the ways in which faculty members receive teaching credit, if at all, for such courses (from no credit at all to one teaching credit for a course with two students). When the Program was voted on in April 1986, the Dean indicated that “six projects” would count as a teaching credit. The Chairs’ handbook states that, “teaching credit for senior thesis work should normally be claimed when the requisite minimum number of six (6) theses for one course teaching credit is reached.” We understand that there will never be complete equity, but how can we make the range of awarding of teaching credit more narrow across the College?

Rationale

The Faculty has charged the Committee on Academic Policy, working with the *ad hoc* CAP Subcommittee on the Curriculum, to “facilitate discussions by faculty members of substantial issues regarding the Hamilton curriculum over the next 10-12 years.” The CAP believes it is important to have a conversation about faculty teaching credit for senior projects.



Hamilton

*Vice President for Academic Affairs
and Dean of Faculty*

March 28, 2017

MEMORANDUM

TO: The Hamilton Faculty
FROM: Margaret Gentry, for the Academic Council
SUBJECT: Call to Meet

The Academic Council calls the Faculty to meet on Tuesday, April 4, 2017 beginning at 4:10 p.m. in the Fillius Events Barn.

AGENDA

1. Approval of minutes from the Faculty Meeting of Tuesday, February 7, 2017 (Appendix A).
2. Memorial minute for Thomas D. Phelan presented by Associate Professor Rob Hopkins.
3. Motion from the Academic Council regarding filling vacancies on certain committees (Appendix B).
4. Motion from the Academic Council regarding election for 2017-18 committee membership (Appendix C).
5. Motion from the Academic Council regarding long-term changes to the voting schedule for faculty service on committees and boards (Appendix D).
6. Election for 2017-18 Committee membership (Appendix E).
7. Report from Dean of Students Nancy Thompson regarding forthcoming changes to the Academic Associate Dean of Students position.
8. Remarks by Interim Dean of Faculty Margaret Gentry.
9. Remarks by President David Wippman.
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 2016-17
Tuesday, February 7, 2017
Fillius Events Barn

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

1. *Approval of minutes from the Faculty Meeting of Tuesday, December 6, 2016 (Appendix A).*

The minutes were approved without change.

2. *Motion from the Academic Council to reduce faculty membership on certain committees (Appendix B).*

Professor Seth Major presented the motion on behalf of Academic Council.

A faculty member asked whether on smaller committees each committee member would have to do more work. Professor Major answered that for some committees the answer would be yes, but that for others there is not much work outside of meetings and the increased load would not be great.

A faculty member asked about the mismatch between the Committee on Budget and Finance's being reduced to three faculty members elected for four-year terms, and proposed an amendment to make the term of office on the committee three years. The amendment passed without debate.

A faculty member asked about the final sentence in the description of the Committee on Athletics, mandating that one of the members of the faculty on the committee should serve as chair. Formerly there were three members who would count as faculty for this purpose, now there would be one, while at the same time others on the committee have faculty status. He proposed an amendment to make the single faculty member now serving on the committee its chair. The amendment passed without debate.

The motion passed.

3. *Motion from the Academic Council to remove the Committee on Student Activities and the Judicial Board from the Faculty Handbook (Appendix C).*

Professor Seth Major again presented the motion on behalf of Academic Council. In addition to recapitulating the rationale from the motion, he noted that the College expects to hire a new Dean of Students in the next year. He indicated that Academic Council expects to talk with the new dean and determine the best group or committee the dean might use to consult with faculty about issues in student life. Academic Council would be quite happy to bring the committee back if the new dean would like.

The motion passed without debate.

4. *Motion from the Committee on Academic Policy to go into a Committee of the Whole to discuss teaching credit for supervising senior thesis work (Appendix D).*

Professor Robert Hopkins presented the motion on behalf of the Committee on Academic Policy. He noted that CAP does not believe there should be only one way of awarding credit for the supervision of senior theses, but that it was concerned by the incredibly wide range of approaches. He outlined three current practices, and indicated that CAP would like to narrow the range:

- 1) a class of two to twelve students
- 2) a sort of class: a group of students meeting together but working on individual projects
- 3) simply independent projects. Departments count credit very differently, ranging from 5-11.5 projects leading to a credit.

The motion passed without debate, and the Committee of the Whole discussion took place.

5. *Report from Professor Chris Georges regarding the budget to be presented to the Trustees at the March Trustees meeting.*

A PDF of the accompanying slides is available as Appendix E.

A faculty member asked about the figure for projected draw on the endowment. Professor Georges explained that the projected draw for FY 2018 is only 3% above last year's draw, which is less than the 4.5% growth we had forecasted at this time last year. The college is still drawing 4+% of the total endowment. Karen Leach explained that last year's market was down, and so the return was down, yielding a 3% increase by the formula, compared to the 7.9% increase the year before. She also noted that, while it is possible for the actual dollar draw to fall from one year to the next, this is unlikely given the smoothing in the formula, and we hope that it never happens.

A faculty member asked about a projected \$650,000 for strategic planning. Professor Georges answered that because we don't know what the planning process will yield, a sum of money is included in the budget to finance programs that might emerge from the deliberations. Karen Leach added that the figure is a placeholder, but that we need to build up a pool since fundraising takes time. She indicated that she was trying for twice that amount, but that was impossible with the small amount of revenue coming in.

Professor Georges concluded by noting that the Board meets March 3-4, and that he would be happy to update the faculty subsequently with any changes to the forecast.

6. *Remarks by Interim Vice President for Academic Affairs and Dean of Faculty Margaret Gentry.*

Dean Gentry began by welcoming Miriam Merrill, new Associate Professor of Physical Education and Associate Director of Athletics, currently completing her Ph.D. at Temple University.

Dean Gentry went on to summarize the aggregate allocation requests, in the wake of the previous week's deadline. CAP reports that we have eight tenure-track positions and five renewable positions, for a total of thirteen open for allocation. There are twenty-five requests, from seventeen departments. She noted that tenure-track searches are on, five hires having been made so far. She reported being struck by the importance of interdisciplinarity to the job candidates, who typically ask immediately in their meetings with her about opportunities to teach in other programs and to serve on interdisciplinary committees, and express concern as

to how such work will count for tenure. Dean Gentry characterized these tendencies as challenges to departments to make it possible for new members to have careers that are interdisciplinary even as we face stresses in the departments themselves, and as challenges to programs to figure out how to support such initiatives through the adjustment of courses and through mentoring as scholars and teachers. Efforts to communicate and work collaboratively between departments and programs will insure that these hires are supported. She added that visiting searches are also starting, and that Samuel Pellman and Penny Yee will be doing those interviews this year. And she remarked that Annual Review reports are past due.

Dean Gentry then turned to an update on the Strategic Planning process, indicating that the project is going to take a lot of time and energy this spring if we want to do it well. She exhorted us to engage with the details of a changing world, noting as an example the rise in instruction in coding, given that coding is driving construction of knowledge, how we share knowledge, and the jobs being created. She also noted changes in the demographics of students arriving at Hamilton and in the courses they want to take, as well as a profound cultural skepticism regarding a liberal arts education and even the value of college in general. This planning process is our chance to think about these issues and to position ourselves accordingly.

There are three strategic planning committees plus the steering committee. Each committee is charged with coming up with three to five strategic ideas or goals that can help us move forward, evaluating costs (in terms of money, personnel, and time) and feasibility, and developing modes of assessment. The committees will be soliciting ideas and then winnowing them down in order to make recommendations to the Steering Committee, which will take them all under advisement.

The Academic Vision Committee, chaired by Marianne Janack, will address the changing academic program.

The Student Success Committee, chaired by Onno Oerlemans, will pursue overall improvement in student experience, focusing on co-curricular activities.

The Imagining Hamilton Committee, chaired by Monica Inzer, will take a broad look at the challenges and opportunities facing higher education, with an eye to possible reforms at Hamilton.

The Steering Committee, chaired by Dean Gentry, will consolidate the results of the previous three committees' investigations. The overall goal is a very polished draft to be submitted to the Trustees by December 2017, which will require final reports from the committees by October. That's a fairly quick process, which means all will have to be actively engaged, sending ideas to the committee chairs. Dean Gentry exhorted all to fill out surveys, come to meetings, &c. as requested. Preliminary committee drafts should be completed by June, with a sense of feasibility and assessment measures. Start sending ideas and communicating with people on these committees as soon as possible. There will be further updates, town halls, &c.

7. *Remarks by President David Wippman.*

President Wippman dedicated his remarks to discussion of changes in the federal government in the last few weeks. A lot of things are going on, he said, but our tools for response are fairly limited. The most talked-about initiative involves immigration. We have two students from the seven countries affected by the recent presidential executive order. We have talked

with those students: Allen Harrison has reached out, we have made legal resources available, and President Wippman lunched with one of them in December. That student had already decided that it would be inadvisable to leave the country over the four years here; Hamilton is looking for ways to support the student as best it can. The executive order has no direct effect on faculty or staff.

As President Wippman spoke, he remarked, the order was minutes from being argued in the Ninth Circuit Court. Whatever the result, it's likely to go to the Supreme Court. There is, he observed, a fair amount of uncertainty in the short term, which creates uncertainty among other students. He has met with representatives from the International Students and Muslim Students Associations. Some are worried their countries might be added to the list. More broadly, students are concerned about the environment the order and surrounding rhetoric create for them, not just on campus but elsewhere. Again, we are trying to arrange legal assistance if they need it. Changes to the law may affect opportunities for employment in the US; elimination of the Optional Practical Training Program would leave some students a grace period of only two months after graduation before they would be required to leave the country. We have an attorney who has been assisting the college for some years on immigration questions, scheduled to speak with interested parties the day after the faculty meeting, followed by a live-stream talk that evening shared with the New York Six institutions. The Career Center is also trying to help students understand their options and get resources. More broadly, students are concerned about the environment on campus: most of them don't want to share information about their immigration status; they want to have as normal a Hamilton experience as possible.

President Wippman went on to say that lots of other things are coming, and that we are doing what we can looking forward: trying to monitor the situation and provide resources: Allen Harrison, Carolyn North and the Study Abroad program, the Dean of Students office, and the President's Office. One student studying abroad was briefly detained. President Wippman cautioned that this is going to be a marathon, not a sprint; we have to pace ourselves accordingly. We are concerned, for example, that DACA might not be extended; he has signed a presidential letter in support of the policy. There's a bipartisan Bridge Act that would create a temporary safe harbor for students currently enrolled. Meanwhile, there's talk in the presidential administration about limiting how colleges and universities spend their endowments—currently focused on those with endowments of a billion dollars or more. We don't meet that threshold yet, but we aspire to. State requirements are being mooted as well. Governor Cuomo would limit state aid to institutions that limit price increases to levels at or below the Higher Education Price Index. We are talking to our elected representatives and others, as that would affect us significantly.

There is lots more under consideration. We're not trying to do contingency planning around all possible initiatives, but are trying to plan for those most likely. One concern is that we'll get a decrease in applications or matriculations from international students. We had almost 5700 applications this year, a substantial increase not just from last year but from the record number of applications the previous year. Nineteen percent of those applications are international this year—we're doing fine—but they made the decision to apply some time ago. We don't know if we'll get the yield we're accustomed to. Monica Inzer and her staff are working on Early Decision and related matters in conjunction with these questions. It's important that we have a fully diverse student body, including those from around the world. We are not changing our policies; we will admit students from those seven countries as before, but don't know if they will or can come. We also have concerns as to how these developments might influence visitors coming from abroad, or recruiting faculty from abroad. We are seeing people opting away from the US. If you're ever uncertain if the administration is aware of something or of how it's responding, call or send an email.

Finally President Wippman turned to the subject of Presidential Statements. There has been a flurry, a blizzard, of presidential statements circulating. People ask why did you sign, or why did you not sign? He said he's tried to think about it strategically; his view is that the college is nonpartisan: someone said college should be the home of the critic, but not the critic itself. One has to be careful because statements become the view of the college, so he is trying to avoid statements that don't have a direct institutional impact—for example a letter to Donald Trump early on encouraging him to be more inclusive. Likewise, President Wippman declined to sign a statement saying climate change is real, even though he thinks it is. He didn't believe that as a college president he had any expertise on the question. On the other hand, he did sign in support of DACA, and did sign on the impact of the recent executive order. He realizes it's not an easy line to draw. There are many statements circulating; he thinks that depreciates their value. One should speak less often, with more weight.

A faculty member asked about initiatives beyond reaching out to individual students, turning to the larger question of cultural climate and asking the president to speak to communal and individual responses regarding its effect on our campus. President Wippman replied that the rhetoric circulating has created a lot of tension and uncertainty, a lot of concern about American higher education and about whether the country is as welcoming as it once was. The college has many programs put on by faculty, including some aimed at addressing these concerns. He personally tries to emphasize the importance of respectful dialogue in all his public appearances—dialogue in the classroom or outside of it. He is trying to seize every opportunity to speak in support of open, respectful, inclusive behavior, but he doesn't feel he should send statements out all the time. They will lose force. He will make statements when large opportunities to make those arguments present themselves. And he hopes everybody will do the same. He added that some conservative and libertarian students feel the climate is inhospitable to their views, and asked how we make a climate where every student feels that they can express their views.

8. *Other announcements and reports.*

Professor Catherine Beck announced Team Hamilton College's part in America's Greatest Heart Run & Walk, March 4th, and encouraged participation: everything from three-mile walk to thirty-kilometer run. Sign up online. Please pre-register by Feb. 23rd. First fifty registrants get a flashy hat. Pre-registration is thirty dollars, or you can register the day of at Utica College.

Faculty Chair Ann Owen adjourned the meeting at 5:41 p.m.

Respectfully submitted,

Benjamin Widiss
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, and Committee on Athletics for the academic year beginning July 1, 2017 be filled by appointment by the Dean of Faculty.

Rationale

The *Faculty Handbook* requires that Academic Council make recommendations to the faculty regarding the election or appointment of members to these standing committees. The Academic Council sees no compelling reason for filling vacancies on these committees for the next academic year by election.

Appendix C

Motion from the Academic Council regarding election for 2017-18 committee membership.

MOVED, that an exception be made in the schedule of elections for faculty committees to permit elections for some committees to be held at the April 2017 faculty meeting.

Rationale

- a. Scheduling elections for the April and two May meetings will give Academic Council greater flexibility in developing ballots, necessitated in part by a candidate pool diminished by retirements.
- b. New faculty members have requested greater opportunity to evaluate candidates. This can be accomplished by spreading elections across three faculty meeting.

Appendix D

Motion from the Academic Council regarding long-term changes to the voting schedule for faculty service on committees and boards.

MOVED, that Section IV of the *Faculty Handbook* be revised as follows

IV. FACULTY SERVICE ON COMMITTEES AND BOARDS

A. Standing Committees of the Faculty

To be eligible for election or appointment to a Standing Committee of the Faculty, members of the Faculty must have taught at Hamilton for not less than one full academic year at the time of nomination or appointment and must hold the rank of Professor, Associate Professor, or Assistant Professor, except for the Committee on Appointments and the Faculty Appeals Board, where eligibility is restricted to tenured members of the Faculty. The President is a member, *ex officio*, of all Standing Committees with the exception of the Committee on Appointments and the Faculty Appeals Board. All committee members, *ex officio* or not, are voting members unless specified as non-voting; representatives of *ex officio* members do not have a vote.

- 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 and Information Technology, ~~Committee on Student Activities~~, and the Committee on Athletics.

With the exception of the Faculty Appeals Board, each committee through its Chair shall by ~~April~~ March 1 advise the Academic Council about needs regarding future committee membership for upcoming vacancies, including, if they so choose, suggestions of particular candidates for vacancies. The Council shall select two nominees for each vacancy for all elected committees as well as each vacancy for Faculty Officers and shall establish that nominees are eligible and willing to serve if elected. Normally, faculty shall not be nominated or appointed for more than one consecutive full term on any committee.

~~A final slate of nominees for the Committee on Appointments and most other Faculty Officer, committee, and board vacancies shall be distributed to the Faculty when it is called to its first regularly scheduled meeting in May. A final slate of nominees for remaining positions must be distributed to the Faculty when it is called to its second regularly scheduled meeting in May.~~

Elections to fill all elected committee vacancies shall occur during the regularly scheduled faculty meetings in April and May. When elections become the order of business, the Council shall distribute to each voting member present an official single ballot that lists the names of all nominees for each Faculty Officer, committee, or board vacancy. The Chair shall entertain nominations from the floor for each vacancy, seriatim, in the order in which vacancies are listed on the ballot, which order shall be the same as that of the *Faculty Handbook*. The names of nominees offered from the floor shall be written on the ballot in appropriate spaces.

When nominations for the last vacancy are closed, the Chair shall ask members of the Faculty to vote by marking the preferred candidate for each vacancy. Completed ballots shall be delivered to the Secretary, who shall calculate the results, provide to the Faculty the names of those elected, and enter the names of those elected in the Faculty meeting minutes.

Ballots delivered to the Secretary after the adjournment of the Faculty meeting at which the election is held shall not be counted. Ballots on which a preferred candidate is not indicated for some vacancies shall be taken to mean that the voter, in such cases, chose to abstain.

Election shall be by majority vote. In instances where a majority is not obtained, the Faculty shall conduct run-off elections of the top two candidates at **the next faculty meeting after the tie vote** ~~its last annual meeting~~ until the Chair declares that all vacancies are filled. Run-off elections shall be by written ballot, and they shall be conducted in the order in which the committees are listed in the *Handbook*. The names of those elected to each earlier listed vacancy shall be known to the body before any run-off elections begin. In run-off elections, nominees must be from among those listed for the same vacancy on the earlier ballot.

After all vacancies for elected positions have been filled, the Academic Council shall appoint faculty to vacancies in those Standing Committees that have been designated by Faculty vote as appointed committees for the upcoming academic year. Prior to making any appointment, the Academic Council shall establish that nominees for appointment are eligible and willing to serve if appointed.

The Faculty Officers and new members of all committees or boards elected or appointed in ~~May~~ **the spring** assume their responsibilities on July 1. Vacancies occurring during the year are filled by the same procedures as outlined in this section, but service or membership becomes effective at the time of election or appointment.

Rationale

This motion makes a change to the *Faculty Handbook*, allowing Academic Council to hold elections to fill vacancies on faculty committees over the course of three faculty meetings rather than two. This gives Academic Council more flexibility in developing ballots. Changing the *Faculty Handbook* removes the need for Academic Council to ask the faculty each year for this added flexibility.

Appendix E

BALLOT

2017-18 Committee Membership

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

Nominations from the Floor

Faculty Chair

Term: 2018 K. Grant R. Martin _____ _____

Faculty Secretary

Term: 2018 A. Campbell _____ _____ _____

Parliamentarian

Term: 2020 R. Hopkins _____ _____ _____

Committee on Academic Policy

Term: 2020 R. Knight J. Springer _____ _____
 2020 A. Cafruny Y. Zylan _____ _____

Continuing members:

Term: 2018 C. Morgan
 2018 J. Eldevik (S)
 2019 N. Goodale
 2019 A. Van Wynsberghe
 ex officio M. Gentry
 ex officio Associate Dean of Students

Committee on Appointments

Term: 2019 M. Bailey J. Borton _____ _____
 2020 B. Gold L. Trivedi _____ _____
 2020 C. LaDousa S. Wu _____ _____

Continuing members:

Term: 2018 G. Jones
 2018 S. Ellingson
 2019 H. Buchman



Vice President for Academic Affairs
and Dean of Faculty

April 25, 2017

MEMORANDUM

TO: The Hamilton Faculty
FROM: Margaret Gentry, for the Academic Council
SUBJECT: Call to Meet

The Academic Council calls the Faculty to meet on Tuesday, May 2, 2017 beginning at 4:10 p.m. in the Fillius Events Barn.

AGENDA

1. Approval of minutes from the Faculty Meeting of Tuesday, April 4, 2017 (Appendix A).
2. Election for 2017-18 Committee membership (Appendix B).
3. Motion from the Committee on Appointments to go into a Committee of the Whole for up to 20 minutes to discuss changes to the *Faculty Handbook* regarding faculty positions (Appendix C).
4. Committee on Academic Policy Subcommittee presentation by Kristin Friedel regarding advising tour.
5. Report from Associate Dean of Faculty Sam Pellman regarding affirmative action.
6. Remarks by Interim Dean of Faculty Margaret Gentry.
7. Remarks by President David Wippman.
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 Fifth Regular Meeting of the Hamilton College Faculty
Academic Year 2016-17
Tuesday, April 4th
Fillius Events Barn

Ann Owen, Chair of the Faculty, called the meeting to order at 4:14 p.m.

1. *Approval of minutes from the Faculty Meeting of Tuesday, February 7, 2017 (Appendix A).*

The minutes were approved.

2. *Memorial minute for Thomas D. Phelan presented by Associate Professor Rob Hopkins.*

Tom Phelan passed away suddenly on January 17, 2017. He is survived by his wife, Professor of Communication Catherine Phelan; his son Andrew; four grandchildren; a brother; and two sisters. Tom was a visiting and an adjunct instructor in communication at Hamilton the last few years. He also was an evaluator for the annual drills led by the Hamilton Emergency Response Team, and was a tutor for the HEOP program at Hamilton.

Tom earned his bachelor's degree from The State University College at New Paltz, his master's from SUNY Albany, a Professional Certificate in Education from Harvard University, and a Doctor of Education degree from Syracuse University.

Tom's wide-ranging career included employment as an English teacher, a director of adult education, a school principal, assistant superintendent, a consultant, an adjunct and visiting and associate professor, an instructor of public- and corporate-based training, a career development specialist, an emergency planning manager, and a Federal Emergency Management Agency (FEMA) instructional designer. Tom was, first and foremost, an educator.

He was devoted to public service. Tom was very active internationally as a presenter on many topics, often relating to emergency management, in locations ranging from The Stone Church in Clinton to Christchurch (the city) in New Zealand. His expertise encompassed emergency management and response training; disaster recovery planning; program design and evaluation; leadership and administration; budget preparation and management; and writing, teaching, and training. Recently he was conducting research on literacy as it applied to the skills required of emergency managers in crafting their messages for the literacy levels of their intended audiences. Two publications by Tom are coming out this spring, one on the aforementioned literacy project and the other a case study on crisis response and communication. In addition, Tom was an expert in distance learning, and his recent work included an affiliation with Royal Roads University in British Columbia. He had also worked recently with Utica College to assist in the development of a crisis management team there.

Tom's service was recognized often throughout his career. Secretary Tom Ridge cited Tom as a Founding Member of the U.S. Department of Homeland Security in 2003. Among his many other professional honors, Tom was given the New York State Senate Liberty Award in 2002 for service at Ground Zero in New York City.

His book *Emergency Management and Tactical Response Operations: Bridging the Gap* was published in 2008. George Haddow reviewed the book and said: “Tom Phelan has built a solid case for how future generations of emergency managers can bridge this education gap based on case studies and real-world experience. This book is a must-read for all students hoping to build a career in emergency management.”

So far my account has focused on Tom’s life as an educator, but you could know all that and have no real understanding of Tom, the man. If you knew Tom well, you would know that he was a singer during much of his adult life. If you knew him at all, you’d know that he was a witty, thoughtful, outgoing, generous, and kind man. Anyone who attended his memorial service in the chapel could not help but be deeply moved by the testimonials, in particular those given by his students, who seemed to love to talk about him. And if his students only knew how much he loved to talk about them! He often shared stories of the successes of his students, of whom he was so proud, and to whom he was so dedicated.

To know Tom was to be inspired—inspired by his joy of teaching and of life, and by his commitment to others. He lives on in the many lives that he touched.

3. *Motion from the Academic Council regarding filling vacancies on certain committees (Appendix B).*

Professor Seth Major presented the motion on behalf of Academic Council. The motion passed without discussion.

4. *Motion from the Academic Council regarding election for 2017-18 committee membership (Appendix C).*

Professor Seth Major presented the motion on behalf of Academic Council. The motion passed without discussion.

5. *Motion from the Academic Council regarding long-term changes to the voting schedule for faculty service on committees and boards (Appendix D).*

Professor Seth Major presented the motion on behalf of Academic Council. The motion passed without discussion.

6. *Election for 2017-18 Committee membership (Appendix E).*

Faculty Chair (2018): Kevin Grant

Faculty Secretary (2018): Alistair Campbell

Parliamentarian (2020): Robert Hopkins

Committee on Academic Policy (2020): Robert Knight

Committee on Academic Policy (2020): postponed, due to a late withdrawal from ballot

Committee on Appointments (2019): Jennifer Borton

Committee on Appointments (2020): Lisa Trivedi and Stephen Wu

7. *Report from Dean of Students Nancy Thompson regarding forthcoming changes to the Academic Associate Dean of Students position.*

Dean Thompson reported that for as long as she can remember, the Associate Dean of Students has been a term position recruited from the faculty, for three or four years. The position involves doing several things: chairing the Committee on Academic Standing, working with the Honor Court, managing Advising with the Registrar's office in the summer—and working with students who are struggling in various fashions. The students come to the Dean's Office in various ways, but seldom because of academic problems—rather, typically by virtue of mental health or other serious issues. The number and magnitude of those issues suggest it would be good to have a person with training and background in working with them.

So, we are creating two positions:

- 1) Academic Associate Dean, who will work in the Dean of Students Office with a two-course release. Responsibilities will be chairing CAS, Honor Court, Advising, and consulting with the other person (and the rest of the staff in the Dean's office),
- 2) Associate Dean of Students for Student Support. This will be a full-time position. We will recruit someone with a background in social work or counseling. And will send an email tomorrow looking for people interested in the Academic Associate Dean role.

It's not a new FTE. Under the current system, we have drawn a full-time faculty member away from teaching for three or four years; s/he has been replaced with a visitor. We are now taking away two courses. This is a much needed and valuable change to identify, track, and aid students who need our support.

A faculty member asked how this position will interact with the Counseling Center. Why couldn't the position be there? Dean Thompson answered that it will interact with the Counseling Center a great deal. But in the Center they're bound by confidentiality rules, which makes it hard to track students. This will work better; it is a model a lot of our peers are adopting.

A faculty member observed that ten years ago the job was mostly working with CAS & the Honor Court. Was that a full-time position a decade ago? Dean Thompson replied that the Associate Dean has always done these two things, worked with students on probation or returning from time away, &c. CAS and the Honor Court constitute the less time-intensive part of the job as it has always functioned. It's the other piece that has grown in number & intensity. Dean Orvis volunteered that working with students of concern accounts for two-thirds or three-quarters of the position now, and that he thinks two courses is reasonable compensation for the remaining portion of the work.

A faculty member asked if there will there be coverage when people are stolen from departments for this job. Dean Gentry responded: hopefully yes. We will try to cover with adjuncts, because otherwise the shift will affect FTEs.

A faculty member observed that she has relied on these deans for support in plagiarism cases, which are quite time-consuming. Dean Thompson answered: Yes, there are points in the semester where Honor Court cases come up. There will be ebb and flow. We'll see how it works out. Dean Orvis added that Honor Court does have ups and downs that one can't predict. This term, so far, there have been two cases—but they did not go all the way to the Court; there was one Court case this term, left over from last year. Actual court hearings take place evenings and weekends, and have to happen quickly. The rest (CAS & Advising) is smooth and predictable time-wise.

Dean Gentry began by announcing that the awarding of funds for summer research was complete, and appreciating the fact that at Hamilton—as distinct from many schools—these monies do not just go to science. She also announced the completion of a combined review of the Performing Arts departments of Dance, Theater, and Music, and encouraged others to think about the possibility of joint reviews. Candidates for term positions are still under review; allocation requests are on the horizon. Much of April and May will go to meetings with department chairs to discuss salaries.

Hamilton met its salary goals—to be in the 11-15 rank in comparison with its group of twenty-five peer institutions—at all three levels (see Appendix F). We are thirteenth in full-professor salaries, third for associates, and fourteenth for assistants. We have been rising steadily in these rankings for the last five years; we are now also near the top rank for associate salaries compared with the other NESCAC schools, and in the middle for the other ranks.

The Dean's Office asked questions about the relationship of salaries to gender and race. The first graph in Appendix G shows the two lines defined by gender right on top of each other; there is no difference across time. The second graph in Appendix G indicates that in the early years of a career, faculty of color have higher salaries than their white counterparts; about twenty years out the lines cross. The differences in salary by race are not statistically significant. Beyond thirty-two years there are no more faculty of color at Hamilton; the line is just a projection. The differences at the lower end are partly explained by the fact that in some areas we hire at the market rate, which is higher than the standard starting salary. As there are only thirty-two faculty of color, higher starting salaries for a few will affect the line significantly. Another reason for the difference is that the graph reflects the number of years in which faculty members have taught at Hamilton; if they arrive with past teaching experience, their salaries will skew higher on this graph. This has happened recently.

A faculty member pointed out that it looked as if faculty of color were getting significantly smaller raises than white faculty. Dean Gentry responded that she did not know if that were the case; it might be something to look at. Another faculty member responded that there is not actually a longitudinal analysis in this graph: it's a snapshot showing people here longer or shorter periods of time, but not directly depicting raises.

A faculty member asked what happens if you account for rank. Dean Gentry said that she believes if you split by rank, assistant and associate faculty of color salaries are above those of white faculty at various points.

Finally, Dean Gentry announced that the Board of Trustees had approved four people for tenure: Robert Knight, Chinthaka Kuruwita, Scott MacDonald, and Xavier Tubau.

9. *Remarks by President David Wippman.*

President Wippman began by announcing that the Board of Trustees had approved the budget at their March meeting, and he extended his thanks to Karen Leach and the members of the Budget Committee. There was one departure from standard process: the decision on the new outdoor-practice facility (informally known as the Bubble), which the trustees approved on an impromptu basis at the meeting. There is some precedent for this: the decision to go to need-blind admission also happened on the fly at a trustees' meeting, with trustees committing \$4 million on the spot. (We do still need another \$100 million for that.) There was some hope that the Bubble would get fully funded at the meeting. In fact, there

was only some support; we still need a further \$2.5 million. We are also looking for differences between this bubble and those in Utica and at Turning Stone. We may need a sturdier structure, and if so that will have to go back to the Board. There is eagerness for such a facility, given that some athletic practices happen after midnight. Demand for space in the middle of an upstate New York winter is extraordinary. The trustees' meeting also featured brainstorming around the Strategic Planning process. The three planning committee chairs were there; they divided trustees into groups and generated ideas heading into the planning process. The trustees also discussed Marts & Lundy's suggestions regarding the reorganization of the Communications and Development office. And they approved four candidates for tenure.

President Wippman then turned to questions around staffing (see Appendix H). People ask, he said, how the FTE cap is going. We have hired more staff than faculty. Going back fifteen years, we budgeted for an 11% increase in student enrollment. The actual number is about 10%. Some of that has to do with the increased number of leaves students are taking while they're here, a shift that we're looking into. There's been an increase of about 84 employees in this period, making for a total growth of about 14% (faculty increased by 7%, staff by 17%), relative to the 10% increase in enrollment.

The majority of the hiring was in Academic Affairs: 18 permanent faculty, 5 or 6 visiting—the latter number fluctuates (this is a 2002/2017 snapshot). Constraints were placed on the number of visitors in 2010. There's been some hiring in Athletics, reflecting the decision to move fully into NESCAC. We had to add some trainers, available to help students with concussions and other injuries. All teams now have a head coach, for equity and other reasons. We added staff for the museum: 5 positions there. There were 18 further positions in Academic Affairs. Some started as grant-funded and then were continued. In general, we added lab positions, positions at the Writing Center, in the Adirondack Program, and one person added to Institutional Research.

Staffing outside Academic Affairs grew by 38 people (12%). There were almost 13 positions added to C&D, which helped increase fundraising significantly. The theory is that it takes about 18 months to two years to pay for a new position seeking major gifts, and that theory has worked. 2.5 positions were added in Social Media and Design. The expanded Career Center gained just under 2 positions. There were 6 positions added in the Library and IT, and 6 in Physical Plant, supporting new buildings: the Science Center, Kirner-Johnson, the Wellin, and the Arts Building. In Student Life, demand is way up for health care and counseling; we still can't keep pace. There's a slightly larger Campus Safety force. And we have brought some functions in-house in Investment and Admissions that used to be external.

There have been reasons, then, to add more staff than faculty. We hope that we're striking the right balance. We can talk about it. And we may introduce some initiatives leading to new faculty hiring as part of the Strategic Planning process.

President Wippman then turned to the current senior-staff searches, beginning with those for Dean of Students and Vice President for Libraries and Information Technology. Both are going well. The candidate pools are being narrowed to small groups for airport interviews, with the goal to narrow further to three or four finalists for interviews on campus in May. The search for a new head of C&D is moving forward now. While we had wanted to delay that search until next fall, President Wippman decided to launch it now. We have had the opportunity to think about the structure of C&D, and have discussed the thorough report from Marts & Lundy. We have a lot of opportunity, but we have to do some

restructuring; to do that, we need someone with the authority to oversee it. So the same firm that is doing the LITS search will do this as well. We have a strong internal candidate; we are also bringing others in. We will be candid with applicants about the internal candidate. President Wippman will send an email regarding this search; we've got a committee working on it already.

Finally, the Dean of Faculty search: Margaret has been doing a wonderful job. College rules require a national search for a new Dean of Faculty, and President Wippman wants to start that search early next year, launching in August. We will need to form a committee this spring. Last DOF search was led by a committee of twelve, which seems a little large. There will be nine committee members this time: six faculty, two staff (one senior, one not), one trustee (the trustee will probably be one from the Instruction committee). Four of the faculty members on the committee will be determined by approval voting—submit nominations to Benj—and two by presidential appointment. All committee members will be voting members. The bulk of the work will be done in the fall. We are talking with Isaacson Miller, the firm helping conduct the Dean of Students search, about helping with this one as well.

10. *Other announcements and reports.*

There were no further announcements or reports.

Faculty Chair Ann Owen adjourned the meeting at 5:01 p.m.

Respectfully submitted,

Benjamin Widiss
Faculty Secretary

Appendix B

BALLOT

2017-18 Committee Membership

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

Nominations from the Floor

Committee on Academic Policy

Term: 2020 A. Cafruny

R. Martin

Continuing members:

Term: 2018 C. Morgan

2018 J. Eldevik (S)

2019 N. Goodale

2019 A. Van Wynsberghe

ex officio M. Gentry

ex officio Associate Dean of Students

Academic Council

Term: 2018 J. Burke

S. Rivera

2020 K. Doran

R. Marcus

Continuing members:

Term: 2018 N. Guttman (FS)

2019 S. Major

ex officio M. Gentry

ex officio Faculty Chair

ex officio Faculty Secretary

Faculty Committee on Budget and Finance

Term: 2017 J. Bartle

S. Keller

Continuing members:

Term: 2018 C. Georges

2019 D. Bailey (F)

2020 K. Brewer

ex officio M. Gentry

ex officio K. Leach

Planning Committee

Term: 2020 A. Lacsamana

J. Pliskin

Continuing members:

Term: 2018 A. Van Wynsberghe

2019 R. Habermus

Honor Court

Term: 2020 A. List S. Schermerhorn _____ _____

Continuing members:

Term: 2018 J. Springer
2019 A. Campbell

Appeals Board

Term: 2020 B. Collett J. Mwantuali _____ _____

Continuing members:

Term: 2018 C. LaDousa
2019 Y. Zylan

Appendix C

Motion from the Committee on Appointment to go into a Committee of the Whole for up to 20 minutes to discuss changes to the *Faculty Handbook* regarding faculty positions.

Moved, that the Faculty move into a Committee of the Whole for up to 20 minutes to discuss strategies for accommodating and possibly creating faculty positions not already included in the *Faculty Handbook*.

Rationale

The Committee of the Whole will allow the COA to solicit feedback that will help it develop a framework for defining new types of positions not currently in the *Faculty Handbook*.



Hamilton

Vice President for Academic Affairs
and Dean of Faculty

May 10, 2017

MEMORANDUM

TO: The Hamilton Faculty

FROM: Margaret Gentry, for the Academic Council

SUBJECT: Call to Meet

The Academic Council calls the Faculty to meet on Wednesday, May 17, 2017 beginning at 2:30 p.m. in the Taylor Science Center Auditorium. Please note the date, time and change of venue.

AGENDA

1. Approval of minutes from the Faculty Meeting of Tuesday, May 2, 2017 (Appendix A).
2. Election for 2017-18 Committee membership (Appendix B).
3. Motion from the Committee on the Library and Information Technology that the faculty go into a Committee of the Whole for a maximum of 30 minutes to discuss the proposed Open Access Policy (Appendix C).
4. Remarks by Interim Dean of Faculty Margaret Gentry.
5. Remarks by President David Wippman.
6. 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 Wellin Atrium of the Taylor Science Center in honor of faculty retirees Rand Carter, Dave Gapp, Tom Jones, Nat Strout, Bonnie Urciuoli, and Rick Werner.

FACULTY MEETING

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

Appendix A

Minutes of the Sixth Regular Meeting of the Hamilton College Faculty
Academic Year 2016-17
Tuesday, May 2nd
Fillius Events Barn

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

1. *Approval of minutes from the Faculty Meeting of Tuesday, April 4, 2017 (Appendix A).*

The minutes were approved.

2. *Election for 2017-18 Committee membership (Appendix B).*

The results of the elections were as follows:

Committee on Academic Policy (2020): Robert Martin

Academic Council (2018): Sharon Rivera

Academic Council (2020): Katheryn Doran

Committee on Budget and Finance (2017): Shoshana Keller

Planning Committee (2020): Anne Lacsamana

Honor Court (2020): Alexandra List

Appeals Board (2020): Brian Collett

3. *Motion from the Committee on Appointments to go into a Committee of the Whole for up to 20 minutes to discuss changes to the Faculty Handbook regarding faculty positions (Appendix C).*

The motion was presented by Professor Todd Franklin, and passed. The discussion was put on hold momentarily for Dean Gentry to deliver a relevant portion of her remarks, included below.

4. *Committee on Academic Policy Subcommittee presentation by Kristin Friedel regarding advising tour.*

We've been doing the advising tour for a number of years, going back to paper technologies. Deposited students are invited to start on June 9th. Prior to that, there's a Campus Life tour. We ask students to complete the Advising Tour by June 25th, and begin scheduling them into courses the week of July 10th. Schedules will be released to students the week of August 7th, giving travellers time to look at them before leaving for campus for Orientation.

Some items in the tour are not completely up to date. First-year courses don't show yet, since we are still doing upper-class registrations. They will appear soon.

Each page asks students to read about an area of importance and do some research via embedded links, then most require students reply to a prompt with answers or selections from

the data provided. The last page of the Tour provides helpful hints (many collected from departments over the last few years) to remind students about the previous sections of the Tour, and to guide them in selecting course sections. The Course Planning Tool opens in a new window so that students can refer back to the Tour if they need help. Courses listed in the tool are only those appropriate for first-year students. Previously they were picking 300- & 400-level courses. Students ready for a higher level will work with Registrar. Students pick twelve courses and prioritize them. Then they place their four top choices into the schedule grid to be sure they work together.

We collect the data and then start to work on the planning process. We try to get as many students into their top choices as possible, while still considering the balance of their choices—i.e. we won't allow four lab courses. We randomly sort all the students and try to get everyone into their first-choice course, then go on to second choices, and then into their third and fourth choices. This is preferable to the old system, in which those who came in at the end of the day got nothing. We work with the Health Professions Advisor to get students self-identified as interested into the relevant courses, so they can fit two labs into their schedules.

There are some principles to determine course assignments: no more than one Writing Intensive course, except for foreign languages and math; no more than one course in a single department; no more than three from a single division. We incorporate AP and placement results during registration to get best placement. When we can't get students in four courses—this is ten to twenty students a year—we call them and work with them to find other courses.

After all students are registered, we ask the Associate Dean of Students for Academics, with the help of other faculty, to review the schedules and identify areas of concern (too many science/math courses, more than one WI, not enough breadth, all courses on Tuesday/Thursday, etc.) Adjustments are made based on the recommendations where possible—subject to course availability and student selections.

Before we release schedules to students, we work with departments with specific placement needs to review student records and schedules to determine appropriate placement. The Math Department, for example, will review student transcripts, AP scores, and Placement results to be sure that students are in the correct level. Students tend to overestimate their level to start higher than appropriate, but there are always several who try to start at the lowest level. We make adjustments based on the department's review.

Students have an opportunity to make changes during Orientation, after talking with advisors. Fewer than 50% make changes, and the number is falling. Most of them are just adjusting sections or levels.

Why do we do this?

- 1) There was faculty interest in getting advisors matched to students in their classes. We need to know schedules first to achieve that.
- 2) Student anxiety—at the end of Registration Day, students were in a panic at not getting courses they were happy with. It left a lot to try to fix the day before classes started.
- 3) Registration can't be perfectly fair, but this is the best we can do at this point, without pre-assigning students based on some other principle. Most students get three or four of their top choices. A few get fewer, but don't tend to get upset since they have picked twelve they're interested in.

- 4) This process also allows us to anticipate enrollments, and thus provides time to work with Dean's Office to create additional spaces in courses or to add sections, rather than having to manage all this during the first days of classes.
- 5) And this approach gives students time to buy books from alternate sources.

Are there negatives? Yes—this process takes the Registrar's Office much more time than Open Registration in the library did. But the staff would never go back. We have a better handle on what students want, and we are able to give them a better experience.

If you have questions or have issues with the tour, some sections you can correct yourself (in the CAP tool), others you can point out to the Registrar's Office.

A faculty member asked about those ten to twenty students who can't be placed in four courses. Why aren't they getting into courses? Is it because they're full? Why can't we swap out someone who got all four courses they wanted?

Kristin Friedel responded that sometimes we do make such a swap, but sometimes it forces a lot of changes.

Steve Orvis added that sometimes students reduce their own options by virtue of the list of twelve courses they're interested in.

A faculty member asked if there had been any changes to the timing of the language placement tests, so that students might already know their placement when they take the Tour.

Kristin Friedel replied that we release the Tour and the tests at the same time. But maybe we could change that.

A faculty member from Geosciences observed that from a student standpoint, this is a much better system—but that small departments teaching subjects students don't have experience with are disadvantaged because students lose the broad perspective advisors provide. Students don't have any idea about such departments; absent general education requirements, students often don't choose courses in these departments because they don't even know about them. But the relevant faculty can't contact them directly to try to interest them. There's but one student a year who thinks s/he might want to major in Geosciences.

Steve Orvis observed that the last two years' enrollments showed no clear pattern versus the old system. One of the big drivers of enrollments is not student demand but availability of seats.

Kristin Friedel added that there is a stop in the Tour that invites students to investigate things they're probably not familiar with and answer some relevant questions. She said that we think we do a better job of that every year, based on feedback from students and faculty.

5. *Report from Associate Dean of Faculty Sam Pellman regarding affirmative action.*

Associate Dean Pellman began by thanking Gordon Hewitt for his support in wrangling all these numbers, and then pointed faculty to the formal version of the report at <https://my.hamilton.edu/offices/dof/shared-governance/reports/affirmative-action>.

He walked faculty members through a series of slides reflecting the major conclusions of the report, cautioning that the report generally reflected last year's hiring rather than this year's numbers.

A faculty member observed that the AAUP is circulating a document looking at salaries for men and women at different levels, showing a differential of about \$5000 at both full and

assistant level at Hamilton, and asked whether we consider that in recruitment and retention of incoming candidates.

Dean Gentry remarked that she had reported relevant data at the last faculty meeting, and that the two lines for gender track right on top of each other. She said she did not know what year the AAUP data was based on.

The faculty member observed that the AAUP information is publicly available, so we should address it.

Gordon Hewitt said that their information doesn't control for time at institution or time in rank.

Associate Dean Pellman added that the twelve new faculty members this year know we don't negotiate starting salary, as it would create disparities that amplify across time. We've been disciplined. We offer a generous starting salary, which helps preclude that kind of negotiation.

A faculty member observed that a couple times in the presentation Associate Dean Pellman remarked that the numbers of lost faculty is small. She pointed out how important individual faculty members are for students, and that the loss of two or three faculty of color is huge in this conversation. Associate Dean Pellman concurred.

A faculty member said there were some gaps in the slides: part of the challenge at Hamilton is clearly location, but let's address women and faculty of color, and especially those who are both. There are a lot of studies now showing that evaluations disadvantage women and faculty of color. There are things the institution can do.

A faculty member asked about the nine faculty of color who left over the ten-year period covered in the presentation: Any sense of how many of them had spousal issues that affected the decision to leave?

Associate Dean Pellman said no, he knew only the last two hiring cohorts. Of the twenty-four in these cohorts, it's been a concern in four searches. In a couple cases, we've been able to resolve those concerns, in two other cases the candidate has declined the offer. Some of the earlier cases reflected denial of tenure, but Associate Dean Pellman said he didn't know how many. Collectively, we're seeing more vulnerability with women and particularly women of color.

A faculty member observed that the slide showing the faculty of color as percentages of tenured, tenure-track, and overall full-time faculty (Figure 2 in the report) shows a very deep dip in the year 2014-15 from which we have not recovered.

Associate Dean Pellman indicated that the dip partly reflects the tenuring of some faculty, but agreed that in spite of our progress we are not back to where we were five years ago.

6. *Remarks by Interim Dean of Faculty Margaret Gentry.*

The first portion of these remarks took place during the Committee of the Whole discussion.

The college has taken a number of small steps regarding spousal hiring: all our employment advertisements feature an embedded link to our webpage supporting spouses. It features links to eleven nearby colleges and universities, directs candidates to our family relocation support, and describes our current models of spousal hiring/support. All this is on pause right now, as we look at larger Strategic Planning initiatives. We also looked into hiring an outside firm to help with spousal job hires, as did Skidmore and Union. This approach has not been used successfully at those institutions and is very costly. Such an approach might be more successful for non-academic spouses. All of these are steps that COA urged last year. They also urged

two models of spousal partner hiring. We looked at personnel, curricular, financial implications of these two models:

One model calls for three-year, visiting, non-renewable positions at 60% of an FTE, or at a greater percentage if a department has someone on leave and can justify the increase. This policy helps for three years; then you're done. It might help with recruitment in the short term, but there is no long-term promise. There is a curricular impact. You're putting someone into a department, although only for three years. It's the less expensive of the two options. In the fall Karen Leach and Sam Pellman tried to model these economically across a ten-year span. It's really hard to estimate. We have some general idea of faculty retirements, but not specifics. We don't know the number of hires that might present a spouse to be hired, but we can estimate based on general numbers. The cost will compound over several years, as there are annual cohorts of hires. It's less expensive, but how much less is unclear; likewise total cost. Best guess: \$350,000 average a year, across ten years, if 305 of candidates opt for this. This number includes salary, benefits, computers, and research/travel support.

The second model calls for a shared tenure-track job. Is in the Handbook now, for one full FTE. It has not been used, because it's not very attractive to candidates. COA suggested other options, including varying appointments with the size of the department (Dean Gentry said she was not a fan of this option, but she gets it). There are concerns re curricular impact. We could be putting tenure-track personnel in departments that don't present a curricular need. The appointments fall outside of the allotment process. We're not sure how they would impact curriculum and enrollment. Most of the draw would probably be faculty couples in which both members would fit in the same department. There are models for hiring one person in an advertised department and one in another where there is need. Bowdoin has such a model. Their associate dean said it's very rarely used across different depts. Quality has been an issue across departments: getting other departments to agree. It's also an increase in FTE, and thus more expensive; we estimate \$700,000-800,000 per year, over the ten-year span, if 30% of candidates opt for this. It's also more expensive thanks to start-up costs, a higher starting salary, salary increases, &c. And there's pressure to make the positions more full-time as time goes on. On the other hand, there are also savings, although they are also hard to estimate: reduced turnover, more continuity in teaching, saving in search costs. It's clear that there is no perfect policy out there. We've discussed all this in the abstract, but we haven't really talked about what we'd give up or forgo in order to fund this. We also haven't discussed the implications of adopting a policy of transitional employment for faculty without showing that level of support for other employees of the college.

These questions have come up in Strategic Planning under the broader goal of recruiting and retaining diverse faculty.

A faculty member asked: if there is a Strategic Planning process and this is part of it, is any motion right now getting ahead of the process?

Dean Gentry replied that the Committee of the Whole is to talk about options, without a motion in front of us. Several issues on the table are less directed at spousal hiring per se, as opposed to other issues: the 3/5 renewable positions already occupied, the Professor of Practice designation. She would like to see the 3/5 positions in the *Handbook*, making clear that such faculty are entitled to the rights and protections of the *Handbook*. Regarding spouses, we have to have a deep discussion about the funding aspect of the policy.

A faculty member identified himself as a member of COA last year when the committee was looking at these matters, and reported that COA ran into the *Handbook's* directive that assistant professors are supposed to be here for six years and stop. And departments are supposed to

be picking positions from the *Handbook*. One of the proposals, therefore, is to find a way to put in a position that isn't part of the *Handbook*, so we're not limited to that. Either we need to make up positions by fiat—not a great idea. We could put an array of possibilities in the *Handbook*. Or the other possibility is to say, “here's a way of going outside that.” But those possibilities should be defined.

Faculty Chair Ann Owen observed that this was more a comment for the COW than a question for Dean Gentry.

A faculty member asked about the tradeoff for faculty regarding finances.

Dean Gentry replied that as we go into the Strategic Planning process, there will be a number of initiatives coming out. Our ability to fund them needs to be discussed. Spousal hiring is not an initiative in itself, but it gets to the initiative of recruiting and retaining the best faculty that we can. It will be best to have the conversation in the context of the Strategic Plan.

At this point, the Committee of the Whole discussion resumed. Dean Gentry delivered the remarks below as scheduled by the agenda.

Dean Gentry extended a welcome to Linda Michels, who began taking minutes for the meeting, off-loading that duty from the Faculty Secretary.

Dean Gentry said that she had been reading our annual reports, and had learned so much about the amazing work that Hamilton faculty do for students, for Hamilton, for the profession. She expressed appreciation and thanks.

She then turned her attention to the larger Strategic Planning front: The three committees have sent the Steering Committee twenty-three big ideas. These must be trimmed down to three to five. Each of the committees has sent seven or eight or nine goals to look at. The Committee will narrow them down over the summer, and do some research. In the fall, there will be a smaller number of items to discuss in detail. General themes include: preparing students for life after Hamilton; producing a cohesive equitable community; producing a healthy community both physically and mentally; addressing different modes of learning; pursuing foundational skills; and recruiting and retaining quality faculty. They suggest many modes of reaching or pursuing these goals.

She concluded with a reminder of the workshop on the morning of May 18th with Becky Wai-Ling Packard on creating an inclusive learning community, and suggested it would be particularly helpful for people pursuing new initiatives in support of the SSIH requirement.

7. *Remarks by President David Wippman.*

President Wippman began by recognizing how busy this time of year is for everyone, and offering thanks for everything we are doing. He noted that it's a hard time for students as well, and mentioned the two student tragedies this year, expressing further appreciation for all the faculty does to support the students.

He reported on the large number of searches going on, including for senior staff. The LITS search is in its final stages: three candidates have come through, he'll contact references in the next day or so, and look at survey results. That decision will come very soon.

We're near the final stage of the search for Dean of Students. Attend whatever sessions you can and provide feedback.

The search for a new head of Communications and Development is at an earlier stage; there's not much to report.

The search for a new Dean of Faculty will begin in the fall. Four colleagues were elected to that committee: Lisa Trivedi, Ann Owen, Seth Major, and Courtney Gibbons. Thanks to each for willingness to serve. In the next few days President Wippman will pin down the remaining members of the community. Or extend invitations to those fortunate enough to have this opportunity. And will announce the results.

In December, President Wippman convened the Sexual Misconduct Working Group. Their work is done; President Wippman will report on it after meeting with them on May 10th. A brief preview: they think we can do more with education and outreach, and suggest a position dedicated to this work. They also would like us to move away from the point system for sanctions. The system has received a lot of criticism, as people have perceived sanctions not intended as equivalent as if they were equivalent. The Committee thinks our available sanctions can be used effectively, without points. The Committee suggests that we consider retaining a retired judge or lawyer to assist the Sexual Misconduct Board in hearings. Currently we often use an outside attorney in the investigation process; we could do something similar in hearing panels. We will look at this possibility closely. There are a number of other suggestions in the report.

We've asked experts from Skidmore & Davidson to help look at our diversity and inclusion programs. Phyllis Breland currently is wearing three hats; it's a great deal to ask of any single individual. A report and review based on talking with various focus groups will be concluded within the next few weeks.

On May 1st, deposits for next year's incoming class were due. Thanks to Monica Inzer and her team. We were looking for 480 people in that class, and we have 480 deposits as of now. There will be summer melt; we will admit a few off the waitlist. It's the most diverse entering class in Hamilton history, by a substantial margin: 30% students of color, 7% international. And a really great class on all fronts.

8. *Other announcements and reports.*

Professor Margaret Thickstun reminded faculty of the logistics for Class and Charter Day, and promised information for Commencement Weekend shortly. She asked faculty members to respond to the Survey Monkey inquiry into their attendance plans. She also indicated the preference for faculty to process in their regalia, although she promised not to turn away those without. She announced plans to purchase some loaner robes, and suggested that retiring faculty members might donate their robes for others to use in the years ahead.

Faculty Chair Ann Owen adjourned the meeting at 5:53 p.m.

Respectfully submitted,

Benjamin Widiss
Faculty Secretary

Appendix B

BALLOT

2017-18 Committee Membership

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

Nominations from the Floor

Committee on Appointments

Term: 2018 C. Latrell S. Yao _____ _____

Continuing members:

Term: 2018 G. Jones
2018 S. Ellingson
2019 H. Buchman (on DoF Search Committee, fall 2017)
2019 J. Borton
2020 L. Trivedi
2020 S. Wu

Appendix C

Motion from the Committee on the Library and Information Technology that the faculty go into a Committee of the Whole for a maximum of 30 minutes to discuss the proposed Open Access Policy.

Moved, That the faculty go into a Committee of the Whole for a maximum of 30 minutes for an explanation and discussion of the proposed Open Access Policy.

Rationale

The Open Access Policy developed by the LITS Committee inevitably includes certain legal and technical complexities which need to be explained before the Faculty will be ready to entertain a motion for adoption of the Policy. At this time members of the Committee and its Working Group for Open Access will be available to answer any questions.

Faculty can learn more about the proposed Open Access Policy by following the link below.

<https://www.hamilton.edu/offices/lits/faculty-open-access-policy>