



# Hamilton

*Vice President for Academic Affairs  
and Dean of Faculty*

August 29, 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, September 5, 2017 beginning at 4:10 p.m. in the Fillius Events Barn.

## AGENDA

1. Approval of minutes from the Faculty Meeting of Wednesday, May 17, 2017 (Appendix A).
2. Memorial minute for Stephen Bonta, Margaret Bundy Scott Professor of Music Emeritus, presented by Professor Sam Pellman.
3. Faculty, Staff, and M & O appointments for 2017-18 (Appendix B).
4. Admission and Financial Aid Update by Vice President for Enrollment Management Monica Inzer.
5. Remarks by Interim Dean 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 Eighth Regular Meeting of the Hamilton College Faculty  
Academic Year 2017-18  
Wednesday, May 17, 2017  
Taylor Science Center Auditorium

Ann Owen, Chair of the Faculty, called the meeting to order at 2:33 pm

1. *Approval of minutes from the Faculty Meeting of Tuesday, May 2, 2017 (Appendix A).*

The minutes were approved.

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

Steve Yao was elected to a one-year position on the Committee on Appointments.

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).*

Ann Owen began by stating that Reid Larson would like to address questions during the Committee of the Whole but that he would need to have permission to address the faculty. Unanimous consent would be needed to allow him to participate. There were no objections.

The motion was presented by Professor Dan Chambliss, who introduced the proposed Open Access Policy as parallel to those at many other prominent schools, and as providing worldwide access to faculty scholarship while preserving and strengthening authorship rights. He noted that the proposed policy draws on the work of several faculty members as well as librarians.

The motion passed, and the discussion took place.

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

Dean Gentry began by expressing her gratitude for Sam Pellman for his time as Associate Dean of Faculty. She appreciates his support, wisdom, and good judgement. She has learned a lot from Sam and counts on him for advice and will miss him. All in the Dean's office will miss his good humor, keen perspective, and deep devotion to faculty, students, and the College.

Dean Gentry extended gratitude to seven individuals for their dedication to students, colleagues, and the college. She expressed appreciation for comments she received from colleagues, and made use of them in her remarks.

Dean Gentry acknowledged the retirement of someone who is not technically a faculty member but who has taught a full-time course-load for many years, directed an interdisciplinary program, advised, and played an important role in our students' education. **Susan Mason** began at Hamilton in 1991 in the Rhetoric & Communication Department. Her work has been primarily anchored in the Education Studies Program, where she taught and mentored students across multiple disciplines. In 1995 she was appointed Director for the Program in Teacher Education, overseeing the College's teacher-certification program.

In 2000 she was appointed Director of Education Studies. From 1999 to 2002 Susan implemented the College's Hewlett Foundation grant that funded the Program in Public Discourse. This initiative ultimately led to the development of the Oral Communication Center, for which she served as Director and co-Director, teaching several discipline-specific Oral Communication courses. Susan's scholarly work focuses on communication skills in organizations and in field-research interviews. She has served as a consultant for a number of profit and non-profit organizations, including the American Management Association and several universities.

Courses Susan has recently taught include Issues in Education, Education Field Experience, Education Field Study, Ethnography of Learning Environments, Leadership: Theories and Practices, and Ethnography of Leadership in Organizations

A colleague writes: "Hey kid!" -- always accompanied with a bright smile and a flip of the hair. This has set the tone of so many good days. Susan Mason interviewed me when I came to Hamilton and she has since provided me with great advice, friendship, and conversation about all matters educational.

And another colleague comments: I have listened to dozens of students sing Susan's praises, talking about how her courses have opened up avenues of thought and passion. I have enjoyed much of the enthusiasm of Susan's students in my own classes. I happen to know that many students have pursued graduate work in large part because of Susan's teaching.

Dean Gentry then spoke about the retiring faculty:

**Rand Carter** is retiring after 47 years at Hamilton, having arrived in 1970 with a Ph.D. in Art and Archeology from Princeton. He was the first art historian at Hamilton. He is responsible for hiring and mentoring everyone now in the department. His area of research includes a book on Karl Schinkel and articles on architecture, including a piece on Philip Johnson's Munson Williams Proctor Art Institute and several guidebooks to historic Utica. Rand served for numerous year on the boards of Sculpture Space and the Landmarks Society of Utica, and briefly chaired the City of Utica's Commission on Scenic and Historic Preservation.

Rand has taught a variety of courses during his tenure at Hamilton, from the Art of the 17<sup>th</sup> Century and the 18<sup>th</sup> century to Islamic Art, the Decorative Arts, and Early American Architecture. In recent years, his most popular courses focus on architecture: Modern Architecture, Architecture and the Environment and Architecture in History.

A colleague comments: As a teacher, Rand is considered by students and colleagues alike to possess encyclopedic knowledge of his fields. Students also appreciate his high standards, his carefully crafted lectures and, for those lucky enough to catch it, his ironic sense of humor. Rand is devoted to teaching students. Rand is a legendary storyteller, especially his tales of travel and his memories of colleagues and students from across his years at Hamilton.

Another colleague writes: I once spent an unexpectedly long train trip from Chicago to Utica -- about 15 hours -- with Rand, being entertained by his stories, and I'm sure I didn't come close to hearing them all. The same colleague writes, less well known is how fine a cook Rand is. I still remember his New York State Fair worthy pickled okra -- the only okra I've ever liked. I have known Rand since he arrived at Hamilton. He has been a good friend and even a neighbor when he lived in College Hill housing before moving to Utica. My children

adored him and my daughter remembers him chasing her around on her tricycle. They loved Halloween at his house because he always answered his door dressed in a very scary costume, and he always gave them a lot of candy.

**Dave Gapp** arrived at Hamilton in 1979 as Assistant Professor of Biology after receiving his Ph.D. from Boston University. He has taught General Biology, Biology of Reproduction, Vertebrate Physiology, Endocrinology, and more recently Food for Thought. Dave's research is on comparative endocrinology of reptiles, with a focus on gastrointestinal and pancreatic hormones. He is the author/co-author of a number of publications on comparative endocrinology in notable journals including *The Journal of Comparative Endocrinology* and *Physiological Zoology*, and he has received research grants from the National Institutes of Health and the National Science Foundation.

A colleague writes: Dave Gapp has been the “heart and soul” of the Biology Department. His lectures and classes are exemplars of his broad and deep knowledge of writing, natural history, and physiology. Dave's research “critters” (*Alligator mississippiensis*) are known far and wide, from elementary school students (esp. from Miles Elementary School) to a multitude of Hamilton college students.

Following the “critter” theme, another colleague writes about his traveling road show. Dave has gone to fourth-grade classes in Clinton and elsewhere with snakes, turtles, and alligators to show and describe. Dave is like a little kid who fell in love with the scaly crawlies of the world and never lost that love—and is happy to share his fascination with other people. The best image of Dave is him standing in front of an awed group of fourth graders with a large boa around his neck (and that's a boa constrictor, not a feather boa).

Another comment: It's been a great privilege to work with Dave. I know of no scientist who better exemplifies an intellectual life in the liberal arts. Dave has an omnivorous curiosity. In the same lecture he may recite a poem, challenge students to identify a renaissance painting, and then discuss the connections of each with the hormonal regulation of lactation. Dave's knowledge of biology is so encyclopedic our nickname for him is Father Biology. Whether it is a student, parent, visiting grade schooler, or college president, Dave delights in engagement and sharing his passion for the natural world.

**Tom Jones** arrived at Hamilton in 1985, after receiving his Ph.D. from the University of Washington. Tom has taught courses on Humans and Ice Age, North American Prehistory, Culture and Environment, History of Anthropological Ideas, and Principles of Archeology, and has directed the Hamilton College Field School in Nevada.

Tom has published, singly, with Charlotte Beck, or with other researchers, over 60 articles in refereed journals on topics concerning the earliest peoples in the Americas as well as method and theory in archaeology. Tom co-edited *Quantifying Diversity in Archaeology*. The Jones-Beck monograph, *The Archaeology of the Eastern Nevada Paleoarchaic, Part I*: has been hailed by Donald K. Grayson, member of the National Academy of Sciences, as the best piece of work ever written on the Paleoindian record in the Great Basin. As Tom looks towards retirement, *Part I* will shortly be joined by *Part II*.

The 2017 Society for American Archaeology meeting organized their symposium in dedication to Tom and Charlotte's careers—an unusual occurrence, as the event is typically reserved for individuals developing decades of graduate students at R1. The session included ten alums who either have recently finished graduate work, are in tenure-track



positions, tenured faculty, or are working as archaeologists for the government or private sector. This highlights the huge impact Tom (and Charlotte) have on our students.

At Hamilton, Tom is known as a mild mannered, thoughtful, and respected member of the faculty. He has served on every major committee and as the Faculty Chair. Hamilton has benefited from his thoughtfulness. Through the years, the junior faculty in the Anthropology Department have appreciated his mentoring.

A colleague writes: Tom was always a calming presence. Whether it was the classical music emanating from his office or his accumulated institutional knowledge (or some combination of both!), I always enjoyed dropping by his office to chat. Frequently this involved me dashing upstairs to the archaeology suite and waving some newly published archaeological paper in his direction and sitting down to pick his brain on the topic. Tom willingly would give of his time and sit around and chat with myself and the students about archaeology, geology, research, and life! It enhanced the lab experience for all of us!

**Nat Strout** arrived at Hamilton in 1980. Nat received his Ph.D. from the University of Rochester. He has taught courses on Shakespeare, British and American drama, and Comedy & Tragedy. Nat's scholarship and teaching focus on literature of English Renaissance, particularly drama. He has published a number of journal articles and papers on plays of Shakespeare and Ben Jonson.

Nat has served on numerous committees and panels. I will spare you from hearing about the tremendous amount of service that Nat has done for the College that was detailed on Class and Charter day.

A colleague notes: Nat has been the instigator of many curricular discussions—always trying to address problems in creative ways, always thinking about changing student needs, always pushing us to think about ways that we could be doing better. It is to Nat that we turn for information about institutional context, for number crunching, and for statistics. On a personal level, Nat makes himself available to talk about any issues on which his colleagues need advice: problems with teaching, ideas about discussion strategies, paper topics, other kinds of assignments, and more general concerns about course design.

In appearance, Nat is part Doc Holliday, part Maine backwoodsman, but it would be a mistake to judge him entirely by his mustache. His mind is an incredible constellation of fact and anecdote, Shakespeare quotes and grandkids' first sentences, crossword vocabulary and intuitive leaps. Nat is our institutional memory and our conscience. Somehow he keeps track of the myriad changes we've made to the curriculum over the years as well as being able to anticipate hitches and successes in proposed plans. He cares deeply for his students and colleagues and has a gentle questing spirit and a delightful sense of humor about life and teaching.

I go to Nat when I need a careful listener and advisor because I know he will tell me the truth; I go to Nat when I have a question about how to approach X or Y problem with a cool head; I go to Nat when I want to know which plays to see in New York. Imagining our department without Nat is like imagining Root Hall without its columns: the building might remain standing, but it will never be as graceful or impressive as it was meant to be.

**Bonnie Urciuoli** arrived 1988 with her Ph.D. from the University of Chicago. She specializes in Linguistic Anthropology and Social/Cultural Anthropology. She has taught courses Language and Sociolinguistics, Introduction to Linguistic Anthropology, Phonetics

and Phonology, History of Anthropological Ideas, and U.S. Discourses I: Race, Ethnicity and Class.

Bonnie has authored numerous articles in *American Ethnologist*, *Journal of Linguistic Anthropology*, *Language in Communication*, and *Signs and Society*. Her book, *Exposing Prejudice*, has become a go-to for scholars of language and race, widely used in courses as a way to get students to think about language, interaction, political economy, race, and semiotics. In the words of a new colleague, “In the world of linguistic anthropology, Bonnie is a rock star. I had encountered her work in a variety of different classes in grad school and was thus a bit star struck when I began the interview process for the job at Hamilton.”

Bonnie has served on wide array of committees and has been, in the words of a colleague, “the glue that held our department together, serving as Chair of the department for six of the last ten years.”

A colleague writes: When I arrived at Hamilton, Bonnie called a meeting for all the junior faculty in the department. In that meeting we went over the (what I now know were) newly developed tenure and promotion guidelines word-for-word. I remember this as an important meeting, which shaped how I approached my responsibilities to our students, discipline, and institution. I credit Bonnie and Tom Jones as excellent senior faculty mentors in a small department who have left us continuing members with a solid foundation for mentoring our new junior colleagues.

For ten years now at the American Anthropological Association’s annual meetings I have a similar experience. Someone, usually someone I want to meet because I recognize their name, sees Hamilton on my badge and exclaims, “You’re so lucky, you get to work with Bonnie!” The ensuing discussion is always about Bonnie’s work on the pragmatics of racial exclusion and her work on discourses of diversity in higher education. Thousands of students at Hamilton have enjoyed a particularly rich education in the study of structure and meaning because of you. I cannot tell you how much I will miss trying to find a gap between students to pick your brain, but, then again, your house is on my way home. I cannot wait to see the fruits of all the projects you are working on right now, as well as the new book. Party on, Bonnie.

**Rick Werner** arrived at Kirkland College in 1975 with a Ph.D. from the University of Rochester. Rick’s scholarly work focuses on applied philosophy: just war, medical ethics, and pragmatism. He is published in such journals as *The Monist*, *Ethics*, *Analysis*, *Social Theory and Practice*, and *Contemporary Pragmatism*. Rick is co-editor of *Just War, Nonviolence, and Nuclear Deterrence*. He is a past Tennent Caledonian Fellow at the Center for Philosophy and Public Affairs at the University of St. Andrews, Scotland. Rick has taught recent courses including Contemporary Moral Issues, History of Ancient Western Philosophy, Ethics of Globalization, Creating Right and Wrong, Environmental Ethics, and The Pursuit of Happiness.

A colleague notes: There are few people I enjoy arguing with more than Rick Werner, and we have more than 25 years of going head-to-head on some of our most cherished philosophical commitments as proof. Big fun!

He is one of the clearest speakers and writers I have known, with a special knack for making the most obscure arguments accessible to students and non-academic audiences as well. Our own philosophical discussions were especially fruitful when we disagreed, by helping me

sharpen or change my own views in the face of his thoughtful and often foundational criticism.

Students talk about Rick with genuine affection (and more than a little awe), which is a mark not only of his incredible skill as a teacher, but also his willingness to take an interest in others, and his generosity with his time in doing so. He is the platonic form of a college professor, and will be much missed on campus by his students and colleagues

As noted, Rick is a guy from Jersey who married well and never forgot where he came from or how he came up; and as such, is a professor who always helped misfits--be they students or colleagues--adjust to the College and come into their own.

Dean Gentry invited everyone to a reception following the Faculty Meeting.

5. *Remarks by President David Wippman.*

President Wippman began by thanking all for so warmly welcoming him to the community. Two weeks ago he came home to find two bottles of beer on his doorstep – a Leinenkugel, symbolizing his home state of Minnesota, and a Corona for Cinco de Mayo. Along with the beer he found a long note written by two seniors expressing their gratitude for the incredible experience they had while at Hamilton. Although not everything is perfect, the majority of students appreciate what Hamilton does for them. President Wippman acknowledged the extraordinary devotion of the faculty to the students and thanked them for it.

The President reiterated what he said back in September about the three Fs and the three Ss; faculty, facilities, and fundraising, and students, senior staff, and strategic planning.

Faculty – the President appreciates all the faculty does. Although there are seven wonderful colleagues retiring at the end of this academic year, we have hired thirteen new faculty to start in July. We will continue to see this kind of transition at a high level for the coming years. The President will make sure the Trustees understand the concern faculty have. There will be a panel discussion at the June Board meetings so the Trustees can better understand the demands placed on the faculty. We may not find all the solutions but there is room to make progress.

Facilities – although new construction has slowed somewhat, the new Health Center will break ground soon, to finish in a year or so. Following the March Board of Trustees meeting, there was concern about how the new practice facility was approved without going through the usual budget planning phases. That has since been walked back with the help of three feet of snow. The original concept was for a bubble practice facility. The idea now is for a hard-roof structure. The proposal will be brought back to the Trustees for consideration through the normal budget process.

The Board will discuss at the meetings this June and in the fall renovations to Root Hall, and we will actively seek donors.

Fundraising – in the wake of an extensive external review from Marts and Lundy, we are raising our sights and level of ambition. And we are restructuring C & D, which will become the “Advancement Office.” That’s the terminology in use around the country

Students – President Wippman received a letter from a POSSE student communicating great appreciation for an incredible experience at Hamilton but also a number of concerns. The student believes the College is headed in the right direction, but voiced concerns regarding sexual assault—based on friends’ experiences on campus—diversity and inclusion, and mental health issues. President Wippman shares these concerns. Following an external review, we are making some changes, including moving to a case-management model for assisting students of concern. He is optimistic good progress will be made, but there is a lot of work to do. Many issues will be addressed with the strategic planning process.

Senior staff – President Wippman expressed gratitude for having such a fine senior staff. Nancy Thompson and Dave Smallen will be retiring soon. Two new senior staff members have been hired – Theresa Martinez will join us as the Vice President and Dean of Students, and Joe Shelley will be the Vice President for Libraries and Information Technology. Although Nancy and Dave will truly be missed, Theresa and Joe will bring a new energy to continue pushing Hamilton in a positive direction.

We are nearing the end of the search for a new Vice President of C & D. Candidates will be coming to campus in the next few weeks.

The Dean of Faculty Search Committee has been formed and their work will begin in August. The President hopes all faculty will participate in the search process.

Strategic planning – Margaret has given a good update. We will come back with ideas after meeting with the Trustees and evaluate the process.

President Wippman closed his remarks by saying he has enjoyed becoming part of this community, and he thanked the faculty for its support.

6. *Other announcements and reports.*

Ann Owen asked Kevin Grant to come up to receive the Chair Tool Kit that Tom Jones had handed down to her. The tool kit includes a Faculty Handbook from 2007, several copies of *Roberts Rules* – one an overdue library book – and the gavel. Kevin thanked Ann for her work as Faculty Chair this past year. Ann commented that she is proud to say every faculty meeting this year lasted less than two hours.

Lisa Trivedi gave an update on the Dean of Faculty Search Committee, saying they’ve met once. The 16-week process will begin with meetings with the search firm in the middle of August. She will confirm the final dates but asked the faculty to reserve time around August 15-16 and emphasized the importance of as many faculty members’ attending the meetings as possible so that they can begin to shape the job description.

A faculty member asked if provisions will be made for faculty who will be off campus. Lisa replied that the Search Committee will keep faculty informed.

Margie Thickstun said she sent an email regarding commencement. She thanked everyone who completed the Survey Monkey and encouraged those who have not yet completed it to do so, in order that the right number of chairs be placed for faculty at Commencement. There is a gala tonight and a reception at the Pub on Friday evening. Baccalaureate will begin at 4:30 on Saturday. Nancy Roob ’87 will deliver the Baccalaureate address. Faculty will not march for Baccalaureate. There will be a reception in the tent in the Main Quad after Baccalaureate for parents to meet with faculty. Department signs will be provided.

Please bring your name tag. Commencement will be held rain or shine in the Field House; faculty should line up in regalia at 9:45 in front of the Science Center if it's not raining. In the case of inclement weather faculty will line up in the tunnel. There will be a campus-wide picnic for graduates, friends, family, and faculty immediately after Commencement. There will be a picnic at 6:00 pm in the McEwen Breezeway area, where faculty and their families are welcome. Courtesy of the Dean of Faculty, the first drink is on the College. This is affectionately referred to as "the afterglow party." Margie has parking passes to hand out for Commencement.

Faculty Chair Ann Owen adjourned the meeting at 3:50 pm.

Respectfully submitted,

Benjamin Widiss  
Faculty Secretary

## Appendix B

### Faculty Appointments for 2017-18

**Théodore Abitbol**, is a Teaching Fellow in the French & Francophone Studies Department. He is currently pursuing a M.A. at the University of Sorbonne Nouvelle in Paris, where he just completed a B.A. in Comparative Literature. Before that, he received a B.A. in Geography from the Paris Ouest University in Nanterre, and a M.S. in European Affairs from Sciences Po Lyon. Théodore's current research involves literature and politics, and more specifically representations of State terrorism in fiction. He is thrilled to work with students at Hamilton.

**Marissa Ambio** joins Hamilton as an Assistant Professor of Hispanic Studies. She earned her M.A. in Spanish from Williams College and her M.A., M.Phil., and Ph.D. in Latin American and Iberian Cultures from Columbia University. After receiving her Ph.D., Marissa taught at Columbia University and SUNY Stony Brook. Her book project draws on archival research of the Cuban émigré press during the Ten Years War to explore the articulation of Cuban nationalism within a transnational context. Her recent writing examines the contemporary work of Junot Díaz to show how sound (and its absence) is used to craft literary dimensions and convey cultural concepts, like Dominican masculinity. Her publications have appeared in *Hispania*, *Latin American Research Review* and *Revista de Estudios Hispánicos*. Marissa enjoys teaching language and content courses and is very happy to reconnect with Hamilton, being an alumna of its study abroad program in Madrid.

**Stephanie Bahr** joins Hamilton College as Assistant Professor of Literature and Creative Writing, specializing in drama and early modern literature. She received her B.A. from Mount Allison University, a small liberal arts college in Canada, and her Ph.D. from the University of California, Berkeley. Her book project, "Reading 'Martyred Signs': Reformation Hermeneutics and Literature," contends that the Reformation's violent disputes about how to read the Bible had a formative influence on sixteenth-century literature across forms and genres, from Thomas Wyatt's lyric poetry to Edmund Spenser's allegorical epic and William Shakespeare's commercial stage. This fall she looks forward to teaching "Introduction to Shakespeare" and "Performing Revenge," which will examine three cultures fascinated by the spectacle of vengeance: Ancient Greece, Renaissance England, and contemporary Hollywood. Her other teaching and research interests include: the intersections of medieval and Renaissance literature, print and manuscript culture, paleography, theology, Global Shakespeare, and film. When she isn't reading or teaching literature, she can usually be found at the theater, riding her bike, or curled up with Netflix. She has strong feelings about coffee, cats, and superheroes.

**Kristin Baker** joins us as Head Coach, Women's Volleyball and Instructor of Physical Education. She earned her Bachelor's Degree in Psychology from SUNY Albany and comes to Hamilton after spending the last eight years at Colgate University. Prior to Colgate she held assistant coaching positions at the University of Dayton and SUNY New Paltz. Kristin enjoys building teams and fostering a family environment where student-athletes feel comfortable supporting each other to be great in all areas of their lives. When not working she loves spending time with her family.

**Lilla Balint** is a Visiting Assistant Professor in the German & Russian Studies Department. Lilla received her Ph.D. in German Studies from Stanford University in 2014. Currently, she is working on her book, *Ruins of Utopia: History, Memory, and the Novel after 1989*, a comparative study on the remembrance of socialism after the fall of the Berlin Wall and the redefinitions of Europe that emerge after the Cold War. As a literary and cultural critic, she focuses on questions of literary transnationalism, translation, and methods of comparative analysis. Although much of her work revolves around different aspects of the contemporary, she has a longstanding interest in the history and theory of narrative forms from the eighteenth century to the digital age. Prior to coming to Hamilton, Lilla taught at Vanderbilt

University for three years, where she was also the Director of Undergraduate Studies in German. She also taught at the summer program of the Freie Universität Berlin.

**Jose Cenicerros** is joining the Mathematics Department as an Assistant Professor of Mathematics. He holds degrees in Mathematics from Whittier College (B.A.), California State University, Los Angeles (M.S.) and Louisiana State University (M.S. and Ph.D.). His doctoral research focused on the classification of transverse knots in contact 3-manifolds. Currently, he is in the process of defining a combinatorial invariant for transverse knots which will allow for computations. In addition to a passion for teaching, he would like to find ways to better incorporate research into the undergraduate setting. In his limited spare time, he enjoys running, hiking, cycling, and watching movies.

**Shiuon Chu** joins Hamilton as a Visiting Instructor of History. He obtained his B.A. and M.A. degrees from the Chinese University of Hong Kong and National Tsing Hua University in Taiwan, and is currently a Ph.D. candidate in History at Brown University (degree expected in August 2017). Chu's research focuses on the interaction of state power and transnational knowledge production in modern China. His current book project "The Fifth Great Chinese Invention: Examination and State Power in Twentieth Century China and Taiwan" traces the modern and transnational origins of the authority of examination as an institutional solution to political and social problems. His findings challenge the prevalent narrative that models of governance and education in modern Sinophone societies have been determined by the long history of the imperial examination system (*keju*, c.605-1905), which awarded official titles and offices according to classical knowledge for more than thirteen centuries.

**Charles Collett** returns to Clinton to teach Physics as a Visiting Assistant Professor. Originally from Clinton, Charles received a B.S. in Physics from Haverford College, and an M.A. and Ph.D. in Physics from Northwestern University. He recently completed a postdoctoral research fellowship at Amherst College, where he also taught introductory Physics. His area of specialization is experimental low-temperature physics, currently focusing on using electron spin resonance to characterize and manipulate molecular nanomagnets. Having graduated from Northwestern's Teaching Certificate Program, he is committed to creating an engaging and inclusive learning environment. In addition to his scientific interests, he is an avid singer, and looks forward to rejoining the Masterworks Chorale.

**Karen Corigliano** will be a Lecturer in Theatre for the fall semester. Most recently Karen music directed SHOUT for Players of Utica and CATCH ME IF YOU CAN for Rome Summerstage. She recently retired from Holland Patent High School after 21 years of teaching music there, as well as in Utica, and just spent her first winter in Florida with her husband Jeff. Prior to teaching, Karen worked in New York City with many casting and production companies, doing shows both in the U.S. and abroad, as accompanist, music director and assistant music director. She worked for the Syracuse University Theatre and Music Departments and has served as music director, vocal coach and pianist for Syracuse Stage. She also served as music director for The Talent Company, both in Syracuse and at Turning Stone's Showroom. Locally she has worked with Rome's Summerstage, the Proctor Theatre Guild and Players in Utica. While at Hamilton this fall she will music direct SPRING AWAKENING for the Theatre Department. Karen worked with Utica Players last fall on PROMISES, PROMISES and music directed THROUGHLY MODERN MILLIE with Peter Loftus for Rome Capitol Theatre Summerstage. She also frequently serves as pianist for county music festivals and area schools and community shows. Karen received her B.A. in Music Education from Indiana University of Pennsylvania, and her Master's in Reading Education from SUNY Cortland.

**Lauren Cupp**, Hamilton Class of '07 is the Head Coach, Men's and Women's Golf and Assistant Professor of Physical Education. Lauren received her B.A. from Hamilton majoring in Economics, and her M.Ed. from Utica College. Lauren served as Hamilton College's Men's and Women's Associate Golf Coach from 2015 through January 2017 and served as the Interim Head Coach over the last six months. She won the New York State Golf Association Women's Mid-Amateur Championship in July and qualified and made the cut for the 2016 U.S. Women's Mid-Amateur Championship. Lauren will be teaching several physical education classes this year, including golf.

**Pankhuree Dube**, a historian of modern South Asia, is a Postdoctoral Fellow and Visiting Assistant Professor in Asian Studies in the History Department. She received her B.A. in History and Political Science from Boise State University and her M.A. and Ph.D. from Emory University. She spent over four years doing archival research and ethnographic fieldwork in central India. A native of Pittsburgh, she is thrilled to return to the East Coast. At Hamilton, she looks forward to teaching students about how indigenous communities historically adapted to maintain the ecological balance. Her research suggests that such histories are of particular significance for our time as we adjust to conditions of mass extinction, scarcity and a deepening environmental crisis. Research for her current book project has received support from the Social Science Research Council, Association of Asian Studies and American Institute of Indian Studies. She has published in *Social History*, *The Historian*, and *Cultural Studies*. In her spare time, Pankhuree enjoys gardening, hiking and befriending other people's dogs.

**Mariam Durrani** joins us as an Assistant Professor of Anthropology. She received her joint Ph.D. in Anthropology and in Education from the University of Pennsylvania and joins Hamilton after completing a year of her postdoctoral fellowship at the Harvard Graduate School of Education. Mariam has taught at the University of New Mexico, Hunter College, Lahore University of Management Sciences, and the University of Pennsylvania. Her research focuses on higher education, Muslim youth and communities, cultural mobilities, and the gendered nature of migration. Mariam enjoys using multimedia to present her research including film, podcasts, and photography. She is a committed social justice advocate and hopes to work with local organizations on relevant issues. Mariam is a mother to an eight year old girl for whom she makes pancakes almost every weekend.

**Brigit Ferguson** is a Visiting Assistant Professor of Art History. Brigit received her B.A. from Dartmouth College and her M.A. and Ph.D. from the University of California, Santa Barbara. Her focus is on the history of art and architecture, and medieval art & architecture. In 2011-12 she was the recipient of the Deutscher Akademischer Austausch Dienst (DAAD) Research Scholarship. Brigit expects publication this year of "The Living Dean and the Joy of the Crucifixion" (accepted, pending peer-review, for *Picturing Death, 1200-1600*, edited by Noa Turel and Stephen Perkinson.).

**David Frisk** joins Hamilton for the fall semester as a Lecturer in the Government Department, where he will teach a course titled "Modern Conservative Politics." He holds a B.A. in History from Reed College and an M.A. and Ph.D. in Political Science from Claremont Graduate University. He is the author of *If Not Us, Who? William Rusher, National Review, and the Conservative Movement* (ISI Books, 2012). A former journalist, David has been a resident fellow at the Alexander Hamilton Institute for the Study of Western Civilization since 2013. In that capacity, he teaches the AHI's adult education courses in history and political science -- most recently "The Process and Strategies of Presidential Elections" and "The Culture and Politics of the 1960s." He also assists with AHI-sponsored reading groups for Hamilton students and serves as the advisor to *Enquiry*, the weekly publication of the AHI Undergraduate Fellows at Hamilton. David's research interests include 20th century and recent American political history, conservative and classical-liberal political philosophy and politics, and the role of ideology in society.

**Jon Gaffney** comes to Hamilton as a Visiting Assistant Professor of Physics. Jon received his B.S. at Bethany College in West Virginia before earning his M.S. in Physics at the University of Pittsburgh. At North Carolina State University, he earned a Ph.D. in Physics with a concentration on Physics Education Research by studying how students reason when solving deductive physics problems. He then worked as a postdoctoral scholar at the University of Kentucky and as Assistant Professor at Eastern Kentucky University. His research and development efforts have addressed student learning of physics at the introductory undergraduate level, and he continues to be fascinated with the problem of making physics more accessible to students.

**John Geissinger** is our new Head Coach, Men's and Women's Swimming, and Instructor of Physical Education. John received his B.A. in History from Denison University. He comes from Arcadia



University, where he spent the last four years as the Head Swimming Coach. John has coached 21 All-American performances in his coaching career and is excited to join the Hamilton Community!

**Matthew Grace** joins us as Assistant Professor of Sociology. Matthew received his B.A. in Sociology and Psychology from Boston University, and his M.A. and Ph.D. in Sociology from Indiana University. His research examines how stratification processes unfold within the contexts of medical education, medical practice, and physician decision-making.

**Thomas Helmuth**, Hamilton Class of '09, returns to Hamilton as an Assistant Professor of Computer Science. Tom earned his B.A. in Computer Science and Mathematics from Hamilton and his M.S. and Ph.D. in Computer Science from the University of Massachusetts Amherst. Tom spent the last two years as an Assistant Professor of Computer Science at Washington and Lee University. Tom's research focuses on genetic programming, a subfield of artificial intelligence that borrows ideas from biological evolution to artificially evolve populations of computer programs. His work examines the use of genetic programming for program synthesis, the generation of programs similar to those that humans write. This work has explored the effects of different methods of selecting which programs will reproduce on problem-solving performance and population diversity.

**Junqing Jia** is an Assistant Professor in the East Asian Languages Department. She received her B.A. in Chinese Language and Literature and M.A. in Comparative Literature from Shanghai Normal University, and her Ph.D. in Chinese Language Pedagogy from The Ohio State University. Junqing's research focuses on understanding foreign language learning motivation and creating motivating experiences in the classroom setting and beyond to transform language students into lifelong, self-motivated and effective learners. Her current projects include designing gamified mobile application for foreign language learning. Junqing has participated in teaching Chinese as a foreign language since 2005, including teaching Chinese language courses at all levels at Ohio State and Williams College. She also worked in the Critical Language Scholarship program as an academic and resident director in 2013 and 2014. She hopes to leverage the results of her research to contribute to the diverse learning environment at Hamilton.

**Emad Kiyaei** will be the Sol M. Linowitz Visiting Professor of International Affairs this fall. Emad is a principal at the international consulting firm IGD Group, where he provides political, business and civil society leaders with strategic advice in the intersection of political risk, diplomacy and technology. He is the co-author of a forthcoming book, *Weapons of Mass Destruction: A new approach to non-proliferation*, to be published by Routledge and Chatham House in 2017. Formerly, he was a researcher on the geopolitics of the Middle East for Princeton University's Woodrow Wilson School of Public & International Affairs and an associate at Columbia University's Center for International Conflict Resolution (CICR). From 2011 through 2016, Mr. Kiyaei served as Executive Director of the American Iranian Council (AIC), a nonprofit and nonpartisan educational organization that focuses on US-Iran relations, where he currently serves as a policy advisor. He consulted with the five permanent members of the United Nations Security Council and Germany during the Iranian nuclear negotiations (2013-2016). Mr. Kiyaei regularly contributes and provides interviews to national and international media, including Al Jazeera, BBC, Business Insider, CBS, Foreign Policy, NPR and PBS. He also appeared in the renowned documentary on cyber warfare, *Zero Days*. Mr. Kiyaei holds a Master's of International Affairs from Columbia University School of International and Public Affairs.

**Yang Li** is a Teaching Fellow of Chinese in the East Asian Languages Department. Yang received her Bachelor's degree from Inner Mongolia University in China and is currently working on her Master's degree in Teaching Chinese to Speakers of Other Languages at Minzu University of China. She received a first-class scholarship given to excellent students in 2016, and worked as a Chinese tutor at the College of International Education at Minzu University. Yang also holds a Certificate of Teachers of Chinese to Speakers of Other Languages (CTCSOL) which is issued by China National Office for Teaching Chinese as Foreign Language.

**Rebecca Loescher** joins Hamilton as a Visiting Assistant Professor of French & Francophone Studies. She comes to us from Johns Hopkins University, where she received her Ph.D. in French literature. Prior to her graduate studies in Baltimore, Rebecca spent many years living in France, where she received an M.A. in French Literature from the University of Bordeaux. Her research focuses on storytelling modes and plurivocality in contemporary literatures in French, spanning the Metropole and the Caribbean, as well as Northern and Sub-Saharan Africa. In her downtime, she likes hiking, cycling, gardening, and brewing beer.

**Alma Lowry** will be a Lecturer in Environmental Studies for the fall term. She holds a J.D. and an M.S. in Environmental Policy from the University of Michigan, and a Ph.D. in Social Sciences from Syracuse University. Her doctoral research focused on public participation, participatory democracy and environmental justice policy. In addition to her academic work, Alma has practiced environmental law for more than 20 years, primarily representing low-income communities and communities of color, and currently represents the Onondaga Nation on environmental issues.

**Melissa Mariano** joins Hamilton as Head Coach Women's Field Hockey and Instructor of Physical Education. Melissa received her B.A. From Middlebury College in Psychology and History. Following her graduation from Middlebury, she spent four years as an Assistant Field Hockey Coach and Intern at William Smith College. She has spent her last nine years as the Head Field Hockey Coach and Senior Woman Administrator at Franklin & Marshall College in Lancaster, Pennsylvania. Mariano amassed a record of 129-46, while qualifying for the NCAA tournament in five of the past six seasons. As a part of the senior administrative staff, Melissa also worked with the Student-Athlete Leadership Group and helped oversee the daily operations of the athletic department. She is excited to continue her career at Hamilton College and help the students succeed both in and out of the classroom.

**Jack Martínez Arias** comes to Hamilton as a Visiting Assistant Professor of Spanish. Jack received his B.A. in Latin American Literature from the National University of San Marcos (Lima, Peru). He taught Literature and Spanish as a Second Language at the University of Connecticut and Northwestern University, where he recently received his Ph.D. His research focuses on the intersections of literature, journalism, capitalism, and the role of mining in the national economies of the Andes. In addition to his academic work, Jack is a cultural journalist and the author of two novels: *Bajo la sombra* (2014) and *Sustitución* (2017).

**Claire Mouflard** is an Assistant Professor of French and Francophone Studies. Claire received her *maîtrise* in English from the University of Burgundy in Dijon, her M.A. in French and Francophone Studies from the University of Montana, and her Ph.D. in French and Francophone Studies from the University of Washington in Seattle. Her dissertation was entitled "*L'Autre en mouvement: Representations of the Postcolonial Urban Other in Contemporary French Art, Literature, and Cinema.*" Claire has published articles on immigration in film and literature in *Romance Notes*, *Women in French Studies*, *Humanities* and *Cinémas*. In her teaching, she strives to create connections and encourage collaboration between the humanities, arts, sciences, and social sciences. At Union College where she taught as a Visiting Assistant Professor for three years, she organized a symposium entitled "Sarah Baartman's Legacy," which featured research papers, digital narratives, and short films created by her students at the intersection of anthropology, sociology, political science, visual arts and French studies. Claire hopes to continue bringing together students and faculty from different fields in the creation of events and long-term interdisciplinary partnerships.

**Natalie Nannas** joins us as an Assistant Professor of Biology. She received a B.A. in Biological Chemistry and French from Grinnell College. Natalie earned a M.A. and Ph.D. in Molecular and Cellular Biology from Harvard University, where her dissertation focused on the molecular genetics of cell division control and she taught Molecular Biology. Following her graduate work, Natalie was a Plant Genome National Science Foundation Postdoctoral Fellow at the University of Georgia, where she studied mechanisms of meiotic chromosome segregation and taught Plant Genetics. At Hamilton, Natalie will continue her research investigating how cells correctly segregate their genetic material, focusing on

how the spindle machinery is formed, how chromosomes attach to the spindle, and how the cell uses quality-control checkpoints to ensure correct division. Natalie will be teaching Bioethics and Genetics, and she is excited to be joining the Hamilton community.

**Saori Nozaki** comes to Hamilton as a Visiting Instructor in East Asian Languages. She holds B.A. in English Language from Daito Bunka University in Tokyo, and an M.A. in Curriculum and Instruction with emphasis on Teaching English to the Speakers of Other Languages (TESOL) from the University of Mississippi (Olemiss). Saori also received an M.A. in Japanese from The Ohio State University and is currently completing her doctoral dissertation. Her current research focuses on lexicalization patterns of motion events in English, Spanish, and Japanese, and acquisition of Japanese lexicalization patterns of motion events by English-speaking learners of Japanese. Saori is passionate about learning and teaching languages and her recent research interests goes to computer assisted language learning (CALL). Saori has taught all levels of Japanese language courses (from Level 1 to Level 5) at The Ohio State University, Cornell University, and Olemiss.

**Colin Quinn** is an Assistant Professor of Anthropology. He received degrees in Anthropology from the University of Notre Dame (B.A.), Washington State University (M.A.), and the University of Michigan (Ph.D.). He comes to Hamilton from Appalachian State University where he was a Lecturer in the Department of Anthropology. Colin is an anthropological archaeologist interested in understanding the development of social complexity. In his research, Colin examines the emergence of socio-economic inequality through the intersection of political economy, identity, mortuary ritual, and human-environment interactions. Combining fieldwork experience in Transylvania, Ireland, Jordan, and the southern Appalachians, Colin's ongoing research explores the dynamics of inequality in mining communities in the past and present.

**Kate Refsnyder** is Hamilton's Head Coach, Softball and Assistant Professor of Physical Education. She comes to us from Brown University. She received her B.S. in Business Administration from Wagner College and her M.S. in Sport Administration from East Stroudsburg University.

**Olga Rud** joins Hamilton as a Visiting Assistant Professor in the Economics Department. Olga's research and teaching interests include applied game theory, macroeconomics, finance and experimental economics. She received her Ph.D. in Economics from the University of California, Santa Cruz in 2013 and her B.A. in Economics and French from SUNY Binghamton in 2005. Olga has previously taught at Bates College.

**Yumi Saito** is a Teaching Fellow in Japanese in the East Asian Languages Department. She received her B.A. in Humanities, with the specialization in English Language Education in Japan, from Soka University, and her M.A. in International Business at Grenoble Ecole de Management in France. She worked as an intern at the ODA and International Organization in Africa and European countries. Yumi is particularly interested in the analysis of education systems and sustainable development in North African regions. She looks forward to working with the faculty members and Hamilton College community.

**Jace Saplan** joins Hamilton College as an Assistant Professor of Music and the Director of Choral Activities. He received his B.A. in Music from the University of Hawai'i at Mānoa, his M.Ed. in Curriculum and Instruction from Concordia University-Portland, his M.M. in Choral Conducting from the University of Oregon, and his D.M.A. in Choral Conducting with Cognates in Music Education and Ethnomusicology from the University of Miami Frost School of Music. Jace's research focuses on multicultural perspectives in the choral rehearsal; intersections of choral music, gender, and sexuality in communities of color; and Native Hawaiian agency in music. He is the artistic director of Nā Wai Chamber Choir, a professional vocal ensemble based in Hawai'i dedicated to the preservation and propagation of Hawaiian choral music, and a satellite arts curriculum developer and instructional coach for Kamehameha Schools, Hawai'i's largest K-12 Native Hawaiian-serving educational institution.

**Arjun Shankar** will be a Lecturer in Anthropology in the fall, and Lecturer in Education Studies for the spring term. He completed his Ph.D. in Anthropology and Education at the University of Pennsylvania where he currently holds a postdoctoral fellowship at the School of Social Policy and Practice. His work brings together theories in globalization and development, literary and visual ethnography, affect theory, and curiosity studies. In his current book project, *How Development Feels*, Arjun analyzes the changing nature of development work in post-liberalization India. Arjun's research has been published in *Visual Anthropology Review*, *Anthropology and Humanism*, and *Visual Communication Journal*. He is currently also co-editing (w/ Perry Zurn) a manuscript to build the interdisciplinary field of curiosity studies. He creates participatory films and has taught in schools and universities in the United States and India. Arjun is currently on the board of the Society of Visual Anthropology, an editor for Cultural Anthropology's *Writing with Light* photo-essay initiative, and the executive producer for American Anthropologist's flagship podcast *Anthropological Airwaves*.

**Wenqian Sun** joins Hamilton as a Teaching Fellow of Chinese in East Asian Languages. Wenqian is a postgraduate student from the College of International Education at Minzu University of China. In 2016, she received a B.A. in Teaching Chinese as a Foreign Language from Shandong Normal University. During her undergraduate study, she went to Shandong Technology University to conduct a professional internship where she taught students from all over the world, especially from India and Africa, which gave rise to her interests as an international Chinese teacher, as well as her professional knowledge and skill. She also holds the Teacher Certificate of Chinese and the Certificate for Teachers of Chinese to Speakers of Other Languages from China.

**Suzanne Taylor** is a Visiting Assistant Professor of Literature & Creative Writing. She holds degrees in English from McGill University (B.A.), the University of Alberta (M.A.), and the University of Chicago (Ph.D.). Her current research focuses on how eighteenth-century debates about free will shaped philosophical and literary representations of character and action—and vice versa. More broadly, she is interested in how Enlightenment thought can help us to revise current conceptions of identity, agency, and accountability. Suzanne has previously taught at the University of Chicago and the University of King's College Halifax, and she is looking forward to promoting the joys of delving into eighteenth-century literature at Hamilton.

**Anne Valente** joins us as a Visiting Assistant Professor in Literature & Creative Writing. She is the author of the recent novel, *Our Hearts Will Burn Us Down* (William Morrow/HarperCollins, 2016), and the short story collection, *By Light We Knew Our Names* (Dzanc Books, 2014). Her second novel, *Utah*, is forthcoming from HarperCollins in 2019. Anne earned her B.A. from Washington University in St. Louis, her M.F.A. in fiction from Bowling Green State University, and her Ph.D. in Creative Writing and Literature from the University of Cincinnati. She previously taught at Santa Fe University of Art and Design, and she is thrilled to join Hamilton where she will be teaching courses in fiction writing and literature.

**Meng (Marion) Wang** is a Teaching Fellow of Chinese in the East Asian Languages Department. She received her B.A. in Teaching Chinese as a Second Language in mainland China and her M.A. in Teaching Chinese as a Foreign Language in Hong Kong. She has been teaching Chinese to non-native speakers since 2013. Before coming to Hamilton, she taught Chinese for one year at Vassar College as a Language Fellow. Marion also taught Chinese at CET Academic Program in Shanghai during the summer of 2015. She is familiar with the teaching pedagogy developed by the college-level Chinese Programs in North-America. Besides teaching methodology and second language acquisition, she is also interested in Literature and Cognitive Linguistics.

**Keelah Williams** is an Assistant Professor of Psychology. She received her B.A. in Psychology from the University of Michigan-Dearborn, her Ph.D. in Psychology from Arizona State University, and her J.D. from the Sandra Day O'Connor College of Law at Arizona State University. During her time in law school, Keelah served as Editor-in-Chief of the *Arizona State Law Journal*. Her current research explores how the perception of threats and opportunities in the environment may shape stereotype content, punishment strategies, and legal

decision-making, and has been published in journals such as *Proceedings of the National Academy of Sciences*. A dual citizen of the United States and Australia, Keelah has had a lifelong passion for travel.

**Wei Zhan** joins Hamilton as an Assistant Professor of Economics. Wei's research and teaching interests include experimental and behavioral economics, applied econometrics, and public economics. She primarily uses laboratory and field experiments to study cooperation and pro-social behavior. Wei received her Ph.D. in Economics from Texas A&M University, her M.A. in Economics from Southern Methodist University, and her B.A. in Economics from Renmin University of China.

### **New Staff Appointments**

#### **Office of Administration and Finance**

Anthony Caraher - Custodian  
Brendan Chrobak - Carpenter  
Amanda Gleasman – Accounts Payable Specialist  
Kevin Lamb – Carpenter  
James Morris - Custodian  
Roger Wakeman – Associate Vice President for Facilities and Planning

#### **Office of Admission & Financial Aid**

Daniel Creasy – Associate Dean of Admission/Director of Admission Communication  
Thomas Mariano – Associate Dean of Admission  
Brenna Murphy – Assistant Dean of Admission

#### **Office of Advancement**

Lisa Baker – Career Advisor  
Sydney Cross – Assistant Director, Annual Giving  
Rebecca King – Office Coordinator, Career Center  
John Nannas – Senior Assistant, Major Gifts and Planned Giving

#### **Office of the Dean of Students**

Lorna Chase – Associate Dean of Students for Student Support Services  
Sarah Leclerc – Counseling Center Postdoctoral Fellow  
Corinne Smith – Title IX Prevention and Education Coordinator

#### **Office of the President**

Theresa Martinez – Vice President and Dean of Students  
Joe Shelley – Vice President for Libraries and Information Technology

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

Mary Buzeta – Assistant Men's and Women's Swimming and Diving Coach  
Gayle Femia – Student Services Assistant  
Katherine Glusac – Community Service Intern  
Neema Lema – Empirical Research Specialist  
Cameron Stone – Assistant Men's Lacrosse Coach  
Derryk Williams – Assistant Volleyball Coach



# Hamilton

Vice President for Academic Affairs  
and Dean of Faculty

September 26, 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, October 3, 2017 beginning at 4:10 p.m. in the Fillius Events Barn.

## AGENDA

1. Approval of minutes from the Faculty Meeting of Tuesday, September 5, 2017 (Appendix A).
2. Election for Committee membership (Appendix B).
3. Motion from the Committee on Appointments to revise the *Faculty Handbook* regarding adding members to the Committee on Appointments (Appendix C).
4. Presentation by Assistant Director of Residential Life Ashley Place, and Title IX Prevention and Education Coordinator Corinne Smith on Title IX.
5. Remarks by Interim Dean 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 First Regular Meeting of the Hamilton College Faculty  
Academic Year 2017-18  
Tuesday, September 5, 2017  
Fillius Events Barn

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

1. *Approval of minutes from the Faculty Meeting of Wednesday, May 17, 2017 (Appendix A).*

The minutes were approved.

2. *Memorial minute for Stephen Bonta, Margaret Bundy Scott Professor of Music Emeritus, presented by Professor Sam Pellman.*

Steve Bonta joined the Hamilton College faculty in 1961 at the age of 34, having by that point served in the U. S. Navy as an Electronics Technician's Mate in WW II, received a Bachelor of Arts in music from Yale and a Master of Arts from Columbia University's Teacher's College, taught math and music and coached soccer and hockey at the Taft School, and then earned a Ph. D. from Harvard, where he studied music history, theory, and composition.

He became chair of the music department during his fourth year at Hamilton, in 1964, and continued to serve as chair until 1989, a record unlikely ever to be exceeded. It was a time of considerable change for the music program at Hamilton, including coordination and later combination with the music program at Kirkland College, the establishment of a credit-bearing jazz ensemble and a college orchestra, and the construction of Wellin Hall and the Schambach Center. This latter accomplishment is one for which Steve most deservedly took great pride. Due to his tenacity and the deft deployment of his team of colleagues, he made the case for the project, but more importantly, he insisted successfully that it be done well.

During his years as a teacher and department leader he sustained an active program of research, primarily focused on the work of early Baroque composers in Italy, such as Claudio Monteverdi and Giovanni Legrenzi, and on the origins of the 'cello. After his retirement, in 1996 as Margaret Bundy Scott Professor of Music, he continued his research on these topics and continued to publish his findings. He was delighted to learn that many of his publications have informed and inspired the work of a new generation of 'cellists.

Steve taught a great range of courses during his time here, including the direction of the brass choir for several years. He had an idiosyncratic, gruff style of teaching that was frequently imitated by students outside of class. It is notable, however, that in their imitations, they always got the details correct.

His contributions to the musical life of the college have been enormous, but Steve was also active as a musical citizen in the community beyond the Hill, including performances with the Utica Symphony, membership on the board of the Chamber Music Society of Utica, and service as organist and choirmaster at St. James Church and the First Presbyterian Church in Rome. It has been an honor to have worked with Steve and to have known him as a musician.

3. *Faculty, Staff, and M & O appointments for 2017-18 (Appendix B).*

Dean Gentry introduced the new faculty.

4. *Admission and Financial Aid Update by Vice President for Enrollment Management Monica Inzer.*

Vice President Inzer started by welcoming the new faculty. Before introducing a powerpoint presentation with multiple slides and comparative data, Inzer acknowledged that our new students are so much more than just numbers and statistics. At orientation, she tells the new students that our faculty trust the Admission Office to admit students who are a good fit, have potential and will thrive. And she also believes part of their job is to fill our classrooms with students our faculty love to teach. It is in that spirit that she presented the following comparative admission statistics regarding Hamilton's newest students:

- Applications for the Class of 2021 reached a record-high 5,678, which represents a 9% increase over last year and a 50% increase since 2000.
- Hamilton's acceptance rate of 24.2% is the lowest on record for the College.
- As noteworthy as the low acceptance rate is the increased and sustained rate of yield (percentage of admits choosing the college), which this year reached 35.1%.
- The Class of 2021 includes 482 fall first years. We also enrolled 17 fall transfers and look forward to the arrival of 47 "Jan" first years in the spring.
- A record-high 30% of the class identified as African American, Asian American, Native American, Black or Multiracial, and an additional 6% are non U.S. citizens.
- Other class demographics include: 45% male/55% female, 13% from the first generation in their family to attend college, 43 HEOP/Summer Program students, 20 Posse Scholars.
- The class hails from 32 states and 29 countries and attended 430 different high schools.
- Standardized testing averages: Old SAT: 1439/705, New SAT: 1408, ACT: 32.
- The top academic interests (note that more than half of all students change their mind) include: Bio/Premed, Economics, Undecided, English/Creative Writing, Psychology/Neuroscience, Government, Mathematics, and Environmental Studies. All of these disciplines combined comprise 65% of students' interest so there are many other areas represented, including Computer Science and Engineering.

The next part of the presentation focused on financial aid. This year, 56.7% of the fall first-years are receiving financial aid (which has been on the rise since the college adopted need-blind admission in 2010 and also due to the economy) and 18% are Pell grant recipients. Roughly half of overall students are on financial aid as the Admission and Financial Aid Offices have been able to balance the increased need by closely monitoring transfer and international admission and financial aid (where we are not need-blind). Nonetheless, our commitment to access is a point of pride and has allowed us to attract and admit stronger students, and she and her colleagues in the advancement division are working hard to ensure we have the resources to sustain this promise.

Inzer also mentioned that she and the Financial Aid Office are monitoring the average indebtedness of Hamilton graduates. For the Class of 2021, 41% graduated with debt that averaged \$19,380, which is roughly one-third below the national average. She pointed out that not all who are eligible for student loans take them, and sometimes students who are not offered financial aid choose to take a loan. Twenty-five percent of students graduate with less than \$10,000 in debt; seventy-five percent graduate with less than \$30,000 in debt; and only 5% have more than \$40,000 in debt.

Vice President Inzer indicated that given that all new student targets were achieved and returning student enrollment was on track, it was likely that we would hit our 1860 target enrollment. She also showed a slide indicating that hasn't been the case the past two years. While we hit our new student targets, we saw an increased number of leaves due to off campus study (two years ago) and personal and medical leaves (last year, and in general on the rise). She and the enrollment committee, including Institutional Research, the Registrar's Office, and the Dean of Students are spending more time understanding these data. The newly configured position for academics in the Dean of Students office should help us assess and understand the situation, and support our students from a case management background. The enrollment/retention study is looking at ways we lose students but also learning from our successes as well. Some high points: First-year courses are



making a difference in retention, showing students who take a first-year course are three times as likely to stay as those who do not. Additionally, students who have received SEAS grants are retained at a high rate.

Overall, Hamilton's six year graduation rate is on the rise and reached a record high of 94% this year. However, Hamilton's first-year retention, while the trajectory is positive, has dipped a little in recent years and is below the average of our peer institutions. The best predictor of the six year graduation rate is first year retention, so it is important to understand this trend and examine whether we are admitting the right students and whether there are different ways we can support them better.

Along the lines of understanding our students, Vice President Inzer shared some research she has done on the mindset of our current and future generation of students. Generation Z students are those born since 1995 and represent one-quarter of our population. They are influenced by political climate, their parents' generation, and the environment. As a result, they are entrepreneurial and care about causes, and they have a global viewpoint. Their families are increasingly blended and multigenerational. They are foodies, less loyal to brand, and they scrutinize money carefully. Safety matters for this group. They are digital natives, and have an 8-second attention span and multitask across 5 screens. They think in 4-D and are active in livestream and as creators, curators, makers and uploaders of content. And they want to change the world.

In the year ahead, the Admission and Financial Aid Offices are looking forward to the College's new partnership with QuestBridge. QuestBridge is a national "matching" program that is designed to attract the highest caliber students with the highest need, and is therefore very aligned with our mission of access. It will give us the opportunity to consider students who might not otherwise be interested in Hamilton. Many of our NESCAC and like-minded peers use QuestBridge and have great things to say about the partnership and students.

The admissions process has already begun for next year. The Admissions Office has received 15,914 inquiries. Of the Common Applications that have been *started*, more than 3000 list Hamilton. There are 7 *completed* applications for Hamilton.

Vice President Inzer clarified the change in her title. With long-standing Director of Admission Lora Schilder's retirement, there was an opportunity to re-think the leadership of the Admission Office. T. Peaches Valdes was hired to replace Lora Schilder as Hamilton's Dean of Admission and will be responsible for the day to day management of the Admission Office and staff. Monica Inzer will remain responsible for admission and financial division, but will also focus on enrollment and retention, strategic planning and fundraising for financial aid.

In closing, Vice President Inzer thanked the faculty for creating and sustaining a Hamilton our students want to attend, and for ensuring our curriculum and academic offerings are relevant and attractive to this next generation of students. She also thanked those who welcome admission visitors into their classrooms and for participating in Admission Office events, including the Hamilton Saturdays this fall.

5. *Remarks by Interim Dean Margaret Gentry.*

There are presently two open positions in the Dean of Faculty office, for which searches are underway. The first is for the academic office assistant/receptionist. The second is for a director of grants and sponsored programs. For the latter, Amy Lindner is available as needed until we fill that position.

Dean Gentry reminded the faculty that the dean's office has reorganized the associate dean of faculty posts. Since this is Penny Yee's last year as associate dean, this configuration alleviates some concern about the transition next year. Every department and program will have one associate

dean, covering everything from personnel to budgetary issues. This is a trial year for this arrangement.

There are eleven tenure-track searches this year. Several have interdisciplinary connections. Dean Gentry encourages faculty to say “yes” if at all possible when asked to help with a search process. If all eleven hires are made, 21% of the faculty will be very new to the college, that is, pre-reappointment. The Dean encourages faculty to approach her with concerns about ensuring that all are welcome, particularly if there are incidents that make anyone uncomfortable.

Other issues being considered in Academic Affairs include faculty workload, and strategic planning. One thing the dean’s office is doing is looking at how the AOAs (Academic Office Assistants) support faculty. Gill King has been charged with evaluating AOA support for faculty. She will be working with Maureen Scoones, Wanda Fuess, and Joan Kane on identifying issues of faculty workload that can possibly be streamlined. Gill’s committee will be in touch with department chairs and working closely with the AOA themselves.

Also under consideration is the creation of an *ad hoc* faculty committee to examine the traditional work of faculty: teaching, scholarship, and service. The charge to this committee is still under consideration. Items to consider may include course load, advising, and leave structure. Dean Gentry welcomes advice on the charge for the committee and will discuss it further with Academic Council and the Committee on Academic Policy.

The Strategic Planning process started in the spring. Hundreds of suggestions were received. The Steering Committee narrowed those in order to focus in three areas: (1) Enhance Foundational Skills, (2) Enhance Experiential Learning Opportunities, and (3) Create a Healthier Community. The three working groups, including faculty, administrators, and staff, worked over the summer to more clearly define their respective plans. All reports will be submitted to the Steering Committee and will be shared with the faculty. There will be opportunities for faculty-wide comment, perhaps by Committee of the Whole during a faculty meeting. The Dean offered her thanks to everyone who worked on this process.

The Committee on Academic Policy and the Dean of Faculty’s office are working to do external reviews of the Senior Program and of the Language Center. There will also be recommendations made regarding the Adirondack Program, as well as continuing work on the SSIH requirement, spousal hiring, and off-campus study.

Dean Gentry invited the Faculty to attend a social gathering on the “second Friday” of September. She also noted that traditional “First Friday” gatherings will resume on the first Friday of each month beginning in October.

A faculty member thanked Dean Gentry for initiating the study of academic office assistants. Dean Gentry replied that Gillian King has been a great addition to the Dean’s staff and thanked her for taking on this project.

A faculty member asked about the timeline for deciding renewable positions for this year from the allocation process. Dean Gentry replied that departments have until September 15 to submit requests.

A faculty member asked whether the faculty would have a role regarding curricular recommendations as they relate to the strategic plan, and whether the faculty will have the opportunity to discuss and vote on issues. Dean Gentry replied that the Steering Committee will spend the next few months getting feedback with a goal set to present information to the Trustees in December. In January, the committee will develop an implementation plan and determine which committees will be involved. Some preliminary ideas include a few curricular innovations such as

a program in digital fluency, and a January term. These ideas will be considered by the appropriate committees, including the group examining workload concerns.

The faculty member replied that it's hard to ask specific questions at this point. The faculty member requested that as we think about making changes, the whole faculty be kept apprised and asked for input during the process. The faculty doesn't want to resist a proposal, or simply accept it, without having had a meaningful role in its development.

A student addressed the Dean asking whether there are any plans to hire additional faculty in the Africana Studies Department. Dean Gentry explained the allocation process involved in a department requesting faculty positions, and stated that she was not aware of Africana Studies submitting a request during this past allocation process.

The student said he is the President of BLSU and that organization will be hosting a dialog on Friday regarding DACA and invited faculty to attend.

6. *Remarks by President David Wippman.*

President Wippman began by welcoming everyone. He introduced two new members of the senior staff: Terry Martinez, Vice President and Dean of Students; and Joe Shelley, Vice President for Libraries and Information Technology.

At the last faculty meeting the President mentioned the things he has been thinking about – the three F's – faculty, facilities, and fundraising, as well as the three S's – students, staff, and strategic planning. He will address those in his State of the College address in October. Strategic planning is the big focus. A new fundraising campaign is being planned and the President will be talking with faculty.

He is currently thinking about the following three issues: DACA, free speech and hate speech, and the position of Chief Diversity Officer.

The President said he is loath to take a public position on an issue unless it directly affects our students or the College. DACA is one of those issues. In a recent email sent to the College community he indicated that Hamilton will not be changing its admission policy. We will continue to welcome applicants from all qualified students, including undocumented students. We will continue to support all of our students once they enroll. Congress now has a six-month window in which to continue DACA. There is some sentiment in Congress for a legislative solution. We at Hamilton can control our own policies with respect to admissions and we will support every student. That will continue to be our policy going forward. The President has contacted colleagues in the New York Six as well as NESCAC to discuss support for DACA, and together with the other New York Six presidents, has written to the New York Congressional delegation to urge support for legislation that would continue DACA.

The President reported that he has been examining Hamilton's policy regarding free speech, which includes a statement adopted by the faculty 50 years ago. He finds it to be a good policy, under which every member of the College has the right of freedom of expression and exchange of ideas, and no one has the right to shut down a speaker or use force to prevent speech. On the other hand, it is also our policy to create a welcoming, non-threatening community. We need to reconcile these two policies. As a private institution, the College is not bound by the First Amendment but we operate as though we are. The United States, through the First Amendment, is more protective of speech than pretty much any other country in the world. Similarly, at Hamilton, almost all speech is protected, even offensive speech. Under U.S. law, there are exceptions, for example, speech that constitutes harassment or incitement to violence or defamation may not be protected. We can and should criticize speech with which we disagree, while always encouraging a broad range of viewpoints.

In the aftermath of the controversy surrounding Ward Churchill's invitation to Hamilton, a committee was formed to evaluate the way in which speakers are invited and approved to speak on campus. It was their recommendation to establish a committee whose purpose was to review invitations to outside speakers. This recommendation was not adopted. The President believes that there should not be a single, central inviting authority on campus. Invitations should come from many different groups, including faculty, student organizations, etc. Nevertheless, all those who invite speakers should always consider whether the speaker will contribute to the intellectual life of the community. He would prefer that invitations not be sent to those who are simply provocateurs, recognizing that all of us may have a different view of who will and who will not contribute to our intellectual life. Once an invitation is issued there should be only a very limited set of circumstances under which the invitation should be rescinded, namely, if the College is unable to ensure the safety of our community. We must also find ways in which peaceful protest or counterviews can also be expressed.

Phyllis Breland has been serving as the Interim Director of Diversity and Inclusion, Director of Opportunity Programs, liaison to the POSSE Program and Hamilton's representative to the foundations and consortia that partner with the College in the area of diversity, as well as overseeing the Days-Massolo Center. That is too much for one person. It is the recommendation of an external review that we create a free-standing position that reports directly to the President as a member of the senior staff. We are looking at a better structure that would involve Vice President and Dean of Students Terry Martinez becoming Chief Diversity Officer, and hiring an Associate Dean of Students to report to her. This leaves questions as to what is the best structure for the Days-Massolo Center and that is still under discussion.

7. *Other announcements and reports.*

There were no other announcement or reports.

Faculty Chair Kevin Grant adjourned the meeting at 5:32 p.m.

Respectfully submitted,

Alistair Campbell  
Faculty Secretary

## Appendix B

### BALLOT

#### Committee Membership

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

#### Nominations from the Floor

##### Committee on Academic Policy

Term: 2018 S. Keller \_\_\_\_\_

Continuing members:

Term: 2018 C. Morgan  
2018 J. Eldevik (S)  
2019 N. Goodale (Chair)  
2019 A. Van Wynsberghe  
2020 R. Knight  
2020 R. Martin  
ex officio M. Gentry  
ex officio S. Orvis

##### Committee on Appointments

Term: 2018 A. Cafruny B. Gold \_\_\_\_\_  
2019 H. Buchman \_\_\_\_\_

Continuing members:

Term: 2018 S. Yao  
2018 G. Jones (Chair)  
2019 J. Borton  
2020 L. Trivedi  
2020 S. Wu

## Appendix C

Motion from the Committee on Appointments to revise the *Faculty Handbook* regarding adding members to the Committee on Appointments.

**MOVED**, that the *Faculty Handbook*, Section IV. Faculty Service on Committees and Boards, be modified with a revision to part A. 4. a. Committee on Appointments as follows.

### SECTION IV. FACULTY SERVICE ON COMMITTEES AND BOARDS

#### A. Standing Committees of the Faculty

##### 4. Committee on Appointments

- a. Membership. The Committee on Appointments shall **normally** consist of six regular members. All members shall be elected for a term of three years from among those on the Faculty holding tenure. At any time, the Committee must include at least three members with a minimum of one year of prior experience on the Committee on Appointments. No two members of the Committee shall be from the same department. In any decision or negotiation in which prior involvement or conflict of interests arise, the member involved shall disqualify her or himself, and another member of the Committee shall take her or his place. The Committee shall elect a Chair normally from among the members in their third year on the Committee. The Committee Chair shall have the option of receiving a one-course teaching reduction annually. At its discretion, when there is a large number of personnel cases in any given year, the Committee may request from Academic Council the election of ~~a seventh regular member for a one or two semester term~~ **additional members for one- or two- semester terms** ~~from among those members of the Faculty who have served previously on the Committee.~~ This election need not be held with the regular election of Committee members in May of each year.

#### **Rationale**

In the near future, there will be a dramatic increase in the number of reappointment, tenure, and promotion cases due to the hiring of new faculty. We need the flexibility to expand the Committee beyond seven.



# Hamilton

Vice President for Academic Affairs  
and Dean of Faculty

October 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, November 7, 2017 beginning at 4:10 p.m. in the Fillius Events Barn.

## AGENDA

1. Approval of minutes from the Faculty Meeting of Tuesday, October 3, 2017 (Appendix A).
2. Election for committee membership (Appendix B).
3. Motion from the Academic Council to create an Institutional Biosafety Committee (Appendix C).
4. Motion from the Committee on Appointments to revise the *Faculty Handbook* regarding allowing more than one committee member from a single department (Appendix D).
5. Summary of the SSIH Requirement Design and First Implementation by Committee Chair Karen Brewer (Appendix E).
6. Remarks by Interim Dean 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 Second Regular Meeting of the Hamilton College Faculty  
Academic Year 2017-18  
Tuesday, October 3, 2017  
Fillius Events Barn

Kevin Grant, Chair of the Faculty, called the meeting to order at 4:10 pm. At that time, on behalf of the College Officers and Academic Council, he moved to add an item to the agenda: that Dean of Students Terry Martinez should speak to the faculty on the topic of supporting students who are emotionally struggling at this time. The motion passed by unanimous consent, and the item was inserted as new #5 on the agenda.

1. *Approval of minutes from the Faculty Meeting of Tuesday, September 5, 2017 (Appendix A).*

The minutes were approved by unanimous consent.

2. *Election for Committee Membership (Appendix B).*

A member of the faculty asked for clarification regarding the term of the CAP position. The Chair clarified that the term of the position was the spring semester 2018.

The results of the elections were as follows.

Committee on Academic Policy (2018): Shoshana Keller

Committee on Appointments (2018): Barbara Gold

Committee on Appointments (2019): Heather Buchman

3. *Motion from the Committee on Appointments to revise the Faculty Handbook regarding adding members to the Committee on Appointments (Appendix C).*

Seth Major, a member of Academic Council, spoke to the motion. The COA needs additional flexibility in order to review an increasing number of tenure cases in the coming years.

A member of the faculty asked whether COA had in place rules to ensure that each 3-person subcommittee would have an experienced member. The Faculty Parliamentarian affirmed that “each subcommittee must have at least one member who has had one year or more of prior service on the Committee.” (*Faculty Handbook*, p. 12)

A member of the faculty asked why the lengths of terms for additional members were limited to one or two semesters, and not longer. A member of COA responded that COA desires the terms to be overlapping, and not have many members leave the committee simultaneously.

The motion passed by unopposed voice vote.

4. *Presentation by Assistant Director of Residential Life Ashley Place, and Title IX Prevention and Education Coordinator Corinne Smith on Title IX.*

Ashley and Corinne made their presentation using a series of PowerPoint slides. On the first slide, Ashley introduced herself and Corinne, explaining their different roles. Cori is responsible for training, education, and outreach; while Ashley coordinates the process for students before and during a formal complaint. Ashley is also the person to whom members of the Hamilton community can report an incident of Sexual Misconduct.



On the next slide, Ashley explained that the Title IX policies apply to everyone at the college: faculty, staff, and students; and that formal complaints are investigated by the Harassment and Sexual Misconduct Board.

Corinne spoke about the next slide, which outlined various forms of harassment and sexual misconduct. She read the definitions:

- **Verbal or Physical Harassment** : *verbal or physical conduct that is severe, pervasive that it interferes with a person's academic, living, or working environment,*
- **Sexual Harassment**: *verbal or physical harassment of a sexual nature,*
- **Non-Consensual Sexual Contact**: *any intentional sexual touching, however slight, with any body part or object without affirmative consent,*
- **Non-Consensual Sexual Act**: *penetration and/or oral contact, however slight, with any body part or object with the genitals or anus of another person without affirmative consent,*
- **Sexual Exploitation**: *when a person takes non-consensual or abusive sexual advantage of another to benefit or advantage anyone other than the person being exploited,*
- **Retaliation**: *Adverse conduct that occurs in response to a complaint of sexual misconduct,*
- **Domestic Violence**: *violence that is committed by current or former spouse or intimate partner,*
- **Dating Violence**: *violence committed by a person who is or has been in a romantic or intimate relationship with the person against whom the violence is committed, and*
- **Stalking**: *occurs when a person engages in a course of conduct or repeatedly commits acts towards another person that would cause a reasonable person to fear for their personal safety, the safety of others, or suffer substantial emotional distress.*

Corinne continued to discuss the next slide, which defined Affirmative Consent as *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. Affirmative Consent is required regardless of whether the person initiating the act is under the influence of drugs and/or alcohol.* She clarified that silence or lack of resistance in and of itself does not demonstrate consent; it is a “Yes means Yes” policy. Consent cannot be given as a result of coercion, intimidation, force or threat of harm, nor when one is incapacitated. Consent may be withdrawn at any time.

Corinne continued to the next slide, and explained that all faculty are designated as “responsible employees” which means that they are obligated to report any incidents of Sexual Misconduct that come to their attention to Ashley Place. Many faculty members struggle with this. Nevertheless, faculty are part of a support system to help those who experience sexual misconduct. It is important to connect students with sources of support. Suggested language follows: “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.”

Corinne presented a list of some “dos and don’ts” on the next slide. She highlighted a couple:

- Give the person agency over their space, such as asking where they would like to sit;
- Actively listen, giving your complete attention, but avoid investigative questions.

Other important dos are to tell them it is not their fault, to support their decisions, and to inform them of their options and resources. “Don’ts” include saying that you know how they feel, sharing personal anecdotes, retaliating or threatening in any way, and needlessly sharing their story with others beyond the legal reporting requirement.

On the next slide Corinne continued by explaining what resources are available and what kinds of procedures can be followed. Option “A” consists of confidential resources such as the Counseling Center, College Chaplain, Health Center, Peer Advocates, YWCA, and RAINN. Option “B” is to report the incident to the Interim Title IX Coordinator Ashley Place and/or pursue a formal complaint. Option “C” is to pursue a criminal complaint with the New York State Police. All of these options are available in any order, at any time, and in any combination.

Next, Ashley explained what happens when someone reports an incident. After hearing about the incident, the responsible employee would telephone Ashley as the Interim Title IX Coordinator and tell her all the known information. The Coordinator needs the information in order to support the student in a meaningful way. Then, she will send an email to the student, offering an opportunity to meet. If the student does not respond, she will send a follow-up email after a few days, outlining some resources available. Preferably, the student will meet with the Coordinator, but this is up to the student. At that meeting, Ashley can share resources and discuss options and accommodations. If the student chooses to file a formal complaint, the Coordinator will guide the student through that process as well. The Title IX Coordinator often suggests accommodations such as room changes and academic work extensions. She also offers connections to confidential support and information about college policies and procedures. Throughout their interactions, the Coordinator will keep student information private, sharing only what must be shared at any given time. For example, presently, Ashley is both Title IX Coordinator and Assistant Director of Residential Life, so the room change accommodation is easy. When that situation changes, the Coordinator will have to communicate with Residential Life. In that case, the Coordinator would first share only basic room needs, receive some options from Residential Life, help the student choose an option, and then share the student’s name and new room choice, but no other information.

Next, Ashley provided some more information about the formal complaint process. There are no hearings. Instead, an investigation team produces a report. That report is submitted to a review panel that decides whether the accused is responsible, and if so, recommends a sanction. Students will not have to be cross-examined. The standard for finding someone responsible is *preponderance of evidence* (“more likely than not”). Students are encouraged to have an advisor, perhaps a member of the faculty. (Ashley can explain the process to the advisor whenever the need arises.) There is an appeal process as well, available to all parties.

The last slide listed the current members of the Harassment and Sexual Misconduct Board:

- Tina Hall, Chair HSMB, Associate Professor of English (2018)
- Andrew Dykstra, Associate Professor of Mathematics (2020)
- Allen Harrison, Associate Dean of Students for Multicultural Affairs and Accessibility Services (2021)
- Lisa Magnarelli, Director of College Events and Scheduling (2021)
- Robin Vanderwall, Academic Office Assistant for Anthropology, History, Sociology and Communication (2018)
- Forrest Warner, LITS Video Support Specialist (2020)
- Steven Yao, Professor of English (2020)
- Joseph Mwantuali, Professor of French (2018)

A member of the faculty asked who would be chosen to serve on a review panel to hear a case that falls under the Title IX jurisdiction. Ashley replied that the panel would be comprised of three members of the *Harassment & Sexual Misconduct Board*. A fourth member of HSMB (not on the panel) would conduct the investigation.

5. *Remarks by Dean of Students Terry Martinez.*

Dean Martinez spoke to the faculty about what happened in the aftermath of the death of Isaiah Carpenter-Winch ‘19, with a focus on what the Dean’s office has done. She then shared thoughts about what we can do to move forward as a community.

Dean Martinez confirmed that Isaiah took his own life on campus. The Dean's office focused immediately on reaching out to those close to Isaiah, from his classmates, to his fraternity, to his friends and suite-mates. In all, individual outreach was made to over 100 students. Dean Martinez has also been in close contact with Isaiah's parents, who came to campus and met in group session with Isaiah's friends to share photographs and stories. Dean Martinez also coordinated an opportunity for students to travel and attend Isaiah's funeral.

This is a time of heightened concern. Dean Martinez expressed her appreciation for all the phone calls and emails she received from students concerned about *other* students, whether or not they were connected to Isaiah. Lorna Chase, case manager in the Dean's office, met with well over 8–10 students each day last week, the Counseling Center opened extra hours, and Peer Counselors provided additional support. Dean Martinez expressed her gratitude to the whole community who made extra efforts to support students.

Dean Martinez also acknowledged that faculty members desire assistance and direction in times like these. To that end, her office is working with Dean Gentry to prepare information and language for faculty to use in classes. There will be an information session about how to have conversations in class and how to engage with students experiencing distress.

Dean Martinez reported that many students were concerned that some faculty said nothing in class, and proceeded as if nothing had happened. She acknowledged a wide range of emotions and expectations. We need to think about how to care for our students in the present, and be careful about “copycat suicides.” The best thing to do is find partners from all parts of the community, especially for those who demonstrate any vulnerability.

In the longer term, the Strategic Plan has a component dealing with community wellness. In addition, in response to a desire to increase a feeling of community, Dean Martinez has proposed a Community of Care initiative to do some more immediate things, with strategies on an individual level, and strategies on a community level.

Hamilton is not the only college facing serious mental health issues with students. Nationwide, approximately 30% of college students have actively thought about suicide in the past year. On campus, 30–50 students in any counseling center case load have “active suicidal ideation.” This means that 150–200 students per year think about suicide at Hamilton. Many more students have feelings of anxiety, depression, and stress. Mental health issues often begin to present themselves between the ages of 18–21.

In an effort to engage students and express institutional care, Dean Martinez met with Student Assembly to discuss the Community of Care Initiative, soliciting feedback. Some of the features of the Initiative are as follows:

- Provide micro-grants for students, faculty, and staff to have small—10 students and a faculty or staff member—lunches or dinners, so that the community is more connected socially and emotionally.
- Launch a video project in which members of the community come to the library and share their public commitments to being engaged on this issue. Specific examples might include reaching out to lonely students in the dining hall, or checking on a classmate who hasn't attended class in a while.
- Establish a campus educational campaign with posters highlighting issues of mental health, resources available, and how to get help.
- In the spring, the Dean's office will be piloting the THRIVE program, an 8-week non-credit-bearing course using Martin Seligman's theory of positive psychology. This course will help students acquire particular skills, especially resiliency, wellness, being present in the moment, and mindfulness: the tools that adults use in everyday life.

- In the longer term, the Dean's office will be looking carefully at systems, policies, and protocols to see where they can be enhanced. Dean Martinez will put out a call for faculty to assist with this effort.

Dean Martinez concluded with an expression of gratitude to the faculty, appreciating our partnership as we examine this very difficult issue, at a difficult time.

A member of the faculty commented with respect to the concern about “copycat suicides,” imagining that the present danger level is elevated, and that there is research about the kinds of things faculty can do to exacerbate or mitigate the danger. He asked Dean Martinez about providing such information to the faculty. Dean Martinez responded that she has talked to the Dean of Faculty and the Director of the Counseling Center about working together to get something more to the faculty about what they might do in the classroom. Additionally, faculty will receive periodic updates, particularly around times of heightened student stress such as pre-registration and Thanksgiving break.

6. *Remarks by Interim Dean Margaret Gentry.*

Dean Gentry continued the discussion of wellness in the community, noting that it has been a difficult and very stressful week. She expressed her gratitude to Dean Martinez and her staff, and to the faculty. Dean Gentry reiterated plans to provide information for the faculty so that they can continue to support students at this time.

One part of the strategic planning process concerns important issues of wellness. Students and employees all operate in an environment marked by high achievement, demanding great time and energy. We want to continue this focus on excellence, but we need to be more intentional about supporting individual health and well-being, and on creating an inclusive, respectful, and healthy community.

Dean Gentry continued, outlining some of the ideas that have been put forward so far.

Some ideas involve new academic options, promoting academic exploration, safe environments for students to take academic risks. One possibility is to change the academic calendar, introducing a “January Term” or “May-mester”, offering space for shorter, less traditional classes and activities such as study-abroad or internships. This would allow students to explore new areas and engage in activities that don't fit the traditional 14-week format.

Another idea is to introduce changes to the grading options, particularly for first year students. These include (i) making grades optional, where students may opt in (or out) of knowing their final course grade, either during their first semester, or for the whole first year; (ii) making all grades Credit/No-Credit; and (iii) perhaps having no grades at all. Options such as these could help students during their transition to the more rigorous expectations of college, leveling the playing field for those whose level of preparation may be lesser than that of others. Grades are a source of anxiety for students, especially rank-in-class information. By deemphasizing grades we may succeed in encouraging more students to take healthy academic risks.

Another area is improvements to advising and mentorship. Under consideration are ways to develop an advising system that recognizes and supports both formal academic advising and other areas of advising and mentoring. In addition to academics, students spend a large amount of time on outside activities. A more holistic system would provide a more integrated look at what students are doing, and support them in their efforts to connect and balance the different areas of their lives. Some ideas include (i) an advising board consisting of faculty specialists in advising; (ii) a team approach combining an academic faculty advisor with a co-curricular advisor, perhaps from the Career Center or from Residential Life; or (iii) hiring professional advisors, in which case faculty members would no longer serve as advisors.

It has also been suggested that we consider changes to student housing. First-year students benefit from traditional residence halls because these promote close interaction. Their programs might focus on social opportunities and issues of inclusion, wellness, academic resources, and community engagement. Juniors and seniors, on the other hand, benefit from living experiences that promote independence and preparation for life following graduation. Their programming might emphasize careers, independent living, and engagement with the outside community. In addition, physical, emotional, and spiritual wellness initiatives will benefit students and all members of the community.

We seek to strengthen our focus on building an inclusive and respectful community, in which all students feel welcome and valued as members. Dean Gentry outlined some of the ways this is happening:

- Terry Martinez, in her role as Chief Diversity Officer will be joined by an Associate Dean of Students focused on diversity.
- We will also strengthen the Days-Massolo Center.
- We have entered into an agreement with QuestBridge.
- We are in the process of implementing the SSIH requirement.
- We continue to focus on issues of diversity in hiring.

A planning document describing all these ideas will be sent within the week.

Two open meetings will be held for feedback and discussion as we move forward. Both will be held in the Kennedy Auditorium. The first is Tuesday, October 10, at 4:10 PM. The second is Monday, October 16, at 8:00 PM.

Dean Gentry concluded by inviting the Faculty to attend a social gathering celebrating “First Friday” in the Pub on Friday, October 6, beginning at 4:30 PM.

A member of the faculty spoke strongly in favor of developmentally appropriate residential housing, and noted that some of the first-year students are housed in quads, which does not seem viable to her. She asked whom she might ask about this situation to get a better understanding of the situation and discuss alternatives to housing first-year students in quads. Dean Gentry replied that Terry Martinez and Ashley Place would be appropriate contacts about housing options, adding that with respect to building community, we want to avoid over-stressing students by having too many living together. On the other hand, we also want students to interact and socialize.

A member of the faculty asked for information about the other death that occurred on campus. Dean Gentry called on Dean Terry Martinez to reply. Dean Martinez replied that it was a member of the community familiar with the campus and the Root Glen. He came to campus and he killed himself in the Glen on the same day that Isaiah Carpenter-Winch took his own life.

7. *Remarks by President David Wippman.*

President Wippman began with an explanation of what happened when two different deaths on campus were announced on the same day. In the interest of informing the community quickly, an email was sent announcing the first death of an individual who was not a member of the community. No one imagined that another death might occur on the same day. The President was informed of the second death 5 hours later, and a second community email was sent. However, the second email did not clarify that this death was unrelated to the first. President Wippman apologized for the confusion.

President Wippman met with many students, attended Isaiah’s funeral with ten students, and talked to the student assembly and a number of faculty. There were two categories of concern expressed.

The first concern had to do with the immediate response by college officials. Many wondered why classes were not canceled, and why there was no large campus gathering. President Wippman said that these decisions were made out of concern over the possibility of emulation. At a moment of vulnerability on campus, he judged it best to reach out to those most directly affected, providing individualized support, including small group gatherings on campus. The goal was to strike the right balance between responding effectively and avoiding unnecessary risk of promoting something that could lead to emulation behavior. He acknowledged that many students still feel strongly that there should be more recognition.

The second concern is the number of campus deaths in the last two academic years---indeed in the last 12 months. One student died on campus last year; another died in the DC program last spring; and most recently Isaiah. This is a difficult set of events for a community of our size. This does not mean that the College isn't doing enough, but we are examining ways to do more. That's the goal of the Community of Caring Initiative that Dean Terry Martinez spoke about. President Wippman thanked her publicly, noting that she has been on campus less than two months, and has done an amazing job of responding to these events. President Wippman mentioned several ways in which the college has addressed student wellness issues:

- the creation of a document outlining campus resources;
- the excellent work of the Counseling Center;
- the expansion of staff last year;
- the commissioning of an external review examining our processes of support for students, yielding some helpful recommendations, including moving to a "case management model" for working with students of concern; and
- the implementation of recommendations from the JED Foundation.

In summary, President Wippman explained that we're doing a great deal and we are going to do more. Students have been consulted, yielding some helpful ideas. Faculty input is also appreciated.

Many students feel high levels of stress. In addition to working hard on academics, students are involved in multiple extracurricular activities. In order to do so much, students often sacrifice sleep. Their perception is that they are working harder than ever before. The college is working on ways to address their concerns. Some students have expressed the feeling that some faculty are indifferent to students' personal problems. This should not be the norm, indeed, ideally it should not happen at all. Many faculty have been helpful in identifying students of concern: those not attending class or showing signs of distress. All faculty are encouraged to do this, and will be supported in efforts to talk with students both inside and outside of the classroom.

Turning to another matter, President Wippman spoke briefly about times when some members of the external community have been seen as not welcoming toward faculty/staff of color and their families. There have been several cases in which this has occurred, most recently an incident in the Clinton school system. President Wippman would like to strengthen our relationship with the village of Clinton and the town of Kirkland. To that end, he will be hosting a lunch with Village leaders to talk about these and other issues. They, too, will likely have concerns, particularly regarding student behavior in the Village, and the renting of off-campus houses for use as second residences or party spaces. Loud parties and other noisy behavior in the Village do not reflect well on the College. This is an ongoing concern we are working on.

A member of the faculty asked whether it was Hamilton College policy that students should not rent houses in the Village of Clinton. President Wippman replied that the college policy is that all students are supposed to live on campus, but as far as he knows there is no policy against renting additional property in the Village. This presents a way for students to circumvent the residential life policy of having all students live on campus. The faculty member shared that he had heard some tour guides telling prospective students about such off-campus opportunities. President

Wippman indicated that this anecdote touches on the broader issues of student perceptions of social life on campus. We are considering ways to address this issue. There is a perception among some students that the college has closed opportunities for a vibrant social life, which is not the intention. But we do want a responsible social life.

A member of the faculty remarked that it can be complicated to use class time to address external issues. In the aftermath of the US Presidential election last fall, the faculty member switched some course material and received negative comments on course evaluations, criticizing her use of class time for “political activities.” President Wippman replied that we should continue to have conversations around these issues.

A member of the faculty expressed concern over the great volume of email that faculty members typically receive. One of the reasons that she did not use class time to address the death of a student on campus is that she didn’t see the notice until it was too late. While we can set up mail filters, the faculty member wondered if there are other models—perhaps email digests from student organizations—or different approaches to reduce the number of emails, or organize them in such a way that important announcements come first. President Wippman replied, “That’s a good idea.”

A member of the faculty made two comments: (i) She recalled that in 2004 there was a “lunch benefit” supporting faculty having lunch with students in the dining halls. She wondered if we might bring that back in support of student care and building community over time; and (ii) She noted that students are increasingly ordering merchandise on-line rather than frequenting shops down in the Village. Thus, the community increasingly tends to see fewer good students. She wonders whether there are ways to encourage students to go to the village more often, to support the local community, encourage connection to the village library, and the like. The President replied that he didn’t know the history of why the lunch benefit was discontinued, but if faculty want to engage by having lunch with students (and not just with each other), that would be a good thing to consider bringing back in some form. He also agreed that we should look for ways to encourage students to be involved in the village in positive ways beyond Fall Fest and similar large town/gown activities.

A member of the faculty spoke to the issue of student stress and time management. He related that in speaking with students he is often astonished at how much they are doing. He suggested that we think about ways in which we might speak with students to improve their understanding of how to “do less and get more.” A common student perception seems to be that if they are not pushing themselves to the limit all the time, they are somehow missing out. It is difficult to encourage students to forgo other activities in favor of achieving a depth of learning in their academic disciplines. President Wippman agreed it’s important to try to get students to think in these terms. He noted that one of the reasons students are admitted to Hamilton is that they have a history of being busy, then they see their classmates behaving similarly, so they conclude that that’s what a successful student does. We need to try and change that view.

A member of the faculty spoke in appreciation of efforts by the administration to provide information about how to respond to student needs. She asked whether there were any patterns to be noticed about the three student deaths. President Wippman replied that each case is unique, and not all parents are open to discussing the circumstances of their child’s death. Therefore, privacy reasons prohibit discussion of the specifics of each student’s background.

## 8. Other announcements and reports

Nancy Huckaby, Director of Reunion Giving, announced the “Because Hamilton Day” to be held on campus. This is a kick-off to the Annual Fund, a celebration of Hamilton. The entire community is invited to participate, sharing their responses as members complete the sentence “Because Hamilton...”. The event will occur on October 27 from 11 AM—2 PM, outside the Sadove Student Center.

Celeste Day Moore extended an invitation for faculty to participate in a celebration of the 17<sup>th</sup> Edition of the *Chicago Manual of Style*, 4:15 PM October 4 in the Burke Library.

David Frisk, Lecturer in Government, introduced himself to the faculty.

Faculty Chair Kevin Grant moved to adjourn the meeting. The motion passed by unanimous consent at 5:25 PM.

Respectfully submitted,

Alistair Campbell  
Faculty Secretary



## Appendix B

### BALLOT

#### Committee Membership

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

#### Nominations from the Floor

##### Committee on Appointments

Term: 2018    S. Ellingson                      \_\_\_\_\_

Continuing members:

Term: 2018 B. Gold  
2018 S. Yao  
2018 G. Jones (Chair)  
2019 J. Borton  
2019 H. Buchman  
2020 L. Trivedi  
2020 S. Wu

## Appendix C

Motion from the Academic Council to create an Institutional Biosafety Committee.

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

### **C.11 Institutional Biosafety Committee.**

- a. **Membership.** The Institutional Biosafety Committee shall consist of at least five members appointed by the Dean, with three-year overlapping terms and with the Chair selected by the Dean. The Committee shall include: the Director of Institutional Safety; members of the Faculty from the Biology, Chemistry, and/or Psychology Departments with research experience involving transgenic organisms, recombinant or synthetic DNA, human blood or tissue, or other potentially biohazardous materials; and two persons not associated with the College.
- b. **Meetings.** The Committee shall meet at the call of the Chair.
- c. **Functions.** The Committee is responsible for promoting safe teaching and research practices with the use of biohazardous materials while ensuring compliance with government requirements. The committee will provide advice and recommendations to the Hamilton community by reviewing protocols and approving procedures in accordance with the highest legal standards established by federal and state law, as well as with ethical guidelines established by the National Institutes of Health (NIH). Any employee or student using biohazardous materials in teaching or research must submit proposals to the Committee and then receive the Committee's approval before the use takes place.

### **Rationale**

The goal of the Institutional Biosafety Committee is to ensure a healthy and safe research environment by protecting students, staff, and faculty, and by preventing environmental contamination, securing experimental materials, and complying with the state and federal regulations.

## Appendix D

Motion from the Committee on Appointments to revise the Faculty Handbook regarding allowing more than one committee member from a single department.

**MOVED**, that the Faculty approve the following changes (in bold print) to the *Faculty Handbook*.

### IV. Faculty Service on Committees and Boards

#### A. Standing Committees for the Faculty

##### 4. Committee on Appointments

a. Membership. The Committee on Appointments shall normally consist of six regular members. All members shall be elected for a term of three years from among those on the Faculty holding tenure. At any time, the Committee must include at least three members with a minimum of one year of prior experience on the Committee on Appointments. ~~No two members of the Committee shall be from the same department.~~ **Six members of the committee must be from different departments.** In any decision or negotiation in which prior involvement or conflict of interests arise, the member involved shall disqualify her or himself, and another member of the Committee shall take her or his place. The Committee shall elect a Chair normally from among the members in their third year on the Committee. The Committee Chair shall have the option of receiving a one-course teaching reduction annually. At its discretion, when there is a large number of personnel cases in any given year, the Committee may request from Academic Council the election of additional members for one- or two-semester terms. This election need not be held with the regular election of Committee members in May of each year. **If necessary, an expanded committee may include two members from one department.**

[...]

c. Functions. The Committee shall advise the President and the Dean on matters of reappointment, tenure, and promotion of members of the Faculty. The members of the Committee shall be divided into three-person subcommittees to review candidates for reappointment, tenure, and promotion. Subcommittees shall be chosen according to the following principles: ~~(i) insofar as possible, subcommittee assignments shall be divided equally among the members of the Committee; (ii) each subcommittee must have at least one member who has had one year or more of prior service on the Committee; and (iii) subcommittees shall be assigned to cases on a random basis, with the caveat that no subcommittee shall be assigned a case that produces a conflict of interest.~~ **i) no subcommittee shall be assigned a case that produces a conflict of interest; ii) each subcommittee must have at least one member who has had one year or more of prior service on the Committee; iii) no two members of a subcommittee can belong to the same department; iv) insofar as possible, subcommittee assignments shall be divided equally among members of the Committee; and v) insofar as possible, each subcommittee shall be balanced across disciplines.** Subcommittee decisions shall be reported to the entire Committee, and the Chair of the Committee shall forward the subcommittee recommendation to the President and the Dean.

### Rationale

Changes to paragraph 4.a: As the number of cases grows over the next few years, it will become increasingly difficult to find enough candidates to fill an expanded Committee on Appointments. The changes in this paragraph increases the pool of faculty available to serve on the committee by allowing two members from one department, but only if the committee is expanded, and if deemed necessary by the Academic Council.

Changes to paragraph 4.c: In cases where the committee is expanded and includes two members from the same department, each subcommittee should still have members from three different departments. The last principle reflects, given the other constraints, the value of maintaining a disciplinary balance on each subcommittee. The reordering of criteria in 4.c reflects decreasing priority.

## Appendix E

### Summary of the SSIH Requirement Design and First Implementation

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#### The Process

The Subcommittee consisting of Karen Brewer (Chair), Emily Conover, Nathan Goodale, Martine Guyot-Bender, Michelle LeMasurier, and Heather Merrill was charged by the Committee on Academic Policy (CAP) to gather and make recommendations on the proposals submitted by Departments and Programs with concentrations for the Social, Structural, and Institutional Hierarchies (SSIH) requirement which was passed by the faculty in Spring 2016. The motion and rationale passed by the faculty is attached.

The subcommittee worked in two stages. In fall 2016, the committee developed a set of criteria based on the spirit of the motion concerning articulation of the proposed requirement for concentrators and implementation. These were communicated to the chairs of departments and programs through memos in October. From October through December, the subcommittee read and provided feedback to all departments/programs on their initial proposal drafts. Feedback on the initial proposals included request for catalog masthead language to highlight the requirement in the requirements for the concentration along with questions about staffing, available seats in courses, and how potential late-declaring concentrators might fulfil the requirement. The subcommittee also asked departments to elaborate further on some aspects of their proposal in order to describe how the proposal fit with the concentration, how the department's approach was novel, how students will critically engage with the SSIH topics, and the rationale for the level of courses chosen. All departments then prepared a final proposal and the subcommittee read through each during spring 2017, submitting all its recommendations to the CAP in April and May. By the end of September 2017, 90% of the website mastheads have been changed to reflect the new SSIH requirement for each concentration. The CAP encourages faculty members to explore the innovative ways departments and programs are fulfilling the requirement through each discipline.

The adopted motion states “in 2021-22 ... [the CAP will] review the implementation of the requirement by the concentrations.” To facilitate the collection of data for the review, the CAP has worked with the Office of Institutional Research and Assessment to include a section in the Department/Program Annual Report for Chairs/Directors to discuss the implementation of the requirement.

#### Snapshot of the Final Proposals

Recognizing that many departments are already focused through their goals and courses on the topics and goals of the SSIH requirement, it is not surprising that the majority of departments and programs will be implementing the requirement through existing courses or slight modifications and refocusing of courses already in their curriculum.

Still, about 40% of departments or programs are either implementing new courses or programs or are undertaking significant redesign of courses as they considered how to best coordinate the requirement with the needs of their concentrators. As might be expected, the science and mathematics departments, having few existing courses for the requirement, make up about 60% of those departments. New approaches from several departments and programs include: a new joint course between departments, integration of coursework students take inside or outside of the department, redesign of existing and introductory or gateway courses, introduction of SSIH topics across several courses in the concentration, and expansion of the senior program.

The curricular levels at which the requirement will be implemented varies from concentration to concentration. About 20% are at the 100/introductory level, 40% at the 200-300/intermediate level, 10% at the 400-500/advanced level, and 27% at various levels (either as choices the students make or as a department-wide program at many levels).



# Hamilton

*Vice President for Academic Affairs  
and Dean of Faculty*

November 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, December 5, 2017, beginning at 4:10 p.m. in the Fillius Events Barn.

## AGENDA

1. Approval of minutes from the Faculty Meeting of Tuesday, November 5, 2017 (Appendix A).
2. Elections for committee membership (Appendix B).
3. Memorial minute for Samuel Pellman, James L. Ferguson Professor of Music, presented by Professor Lydia Hamessley.
4. Motion from the Academic Council regarding a change in the membership, meetings, and function of the Faculty Committee on Admission and Financial Aid (Appendix C).
5. Report by Christophre Georges, Chair of the Faculty Committee on Budget and Finance (Appendix D).
6. Remarks by Interim Dean 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 Third Regular Meeting of the Hamilton College Faculty  
Academic Year 2017-18  
Tuesday, November 7, 2017  
Fillius Events Barn

Kevin Grant, Chair of the Faculty, called the meeting to order at 4:10 PM.

1. *Approval of minutes from the Faculty Meeting of Tuesday, October 3, 2017 (Appendix A).*

The minutes were approved by unanimous consent.

2. *Election for Committee Membership (Appendix B).*

The faculty chair explained that this is an election to the Committee on Appointments (COA), for a one-semester term, spring 2018. He further elaborated on the reason for this election. Steve Ellingson agreed to resign from the COA in September so that an election might be held in October in order to bring the COA into compliance with its membership rules according to the *Faculty Handbook*. Steve had one semester prior experience, and we needed to elect someone with a full year of experience. Also in October, the faculty voted to amend the *Faculty Handbook* to allow more than seven members to the COA. Now that this revision has been approved by the Trustees, Academic Council has nominated Steve to serve as an eighth member of the COA. This is due to COA's burden of work but also in order for Steve to complete a full year of service, thus increasing the size of the set of experienced COA members from which we might select for COA service in the future.

The result of the election was as follows.

Committee on Appointments (2018): Steve Ellingson

3. *Motion from the Academic Council to create an Institutional Biosafety Committee (Appendix C).*

Professor of Biology Herm Lehmann spoke to the motion. The proposed Biosafety Committee will be primarily focused on biohazards, including recombinant DNA. Recombinant DNA is the process by which DNA from one organism is recombined with another. Recombinant DNA has many beneficial uses, for example, in the production of synthetic insulin. But there are also reasons for concern. For example, if a toxic gene is introduced into a host organism, there is the potential for lethal consequences.

The role of the Biosafety Committee is to evaluate the use of biohazards and recombinant DNA and to promote the safe use of these materials. This Committee is distinct from other safety committees in the sciences, including the Institutional Animal Care and Use Committee (that focuses on animal welfare) and the Human Subjects Institutional Review Board (that focuses only on human subjects).

A member of the faculty asked for clarification regarding committee membership: whether the "five members appointed by the dean" would come from among the faculty. Herm clarified that the members would include the Director of Institutional Safety (Brian Hanson) and two external members.

The faculty member asked whether the Chair would be selected from the Hamilton faculty members. Herm replied that it would be unlikely for an external member to serve as Chair.

The faculty member moved to amend the motion, in C.11.a, replacing the phrase "and with the

Chair selected by the Dean” with the phrase “and with the Chair selected by the Dean from among those faculty members”. The motion to amend was seconded.

A member of the faculty asked for clarification regarding who the external members might be, given that they might be excluded as Chair by this amendment. Herm replied that the external members would be selected from the nearby scientific community. He added that the language describing the composition of the committee follows NIH guidelines. At minimum, there would be two Hamilton faculty members, but three are preferable.

A member of the faculty disagreed with the amendment, saying that it is not clear why the non-faculty Director of Institutional Safety could not serve as Chair of this committee.

The faculty member who made the motion responded that the faculty play an important role in governance, and that the committee should be chaired by a faculty member.

The amendment passed by unopposed voice vote. The faculty continued discussion of the amended motion.

A member of the faculty asked whether other dangerous substances will fall under the purview of this committee, and wondered whether another committee would need to be formed to oversee other substances. Herm replied that such substances would be included in the oversight of this committee.

A member of the faculty observed that the grammar of the motion, as amended, is awkward in that the membership section mentions faculty members, but those are not introduced until later in the section. The faculty member moved to amend the motion, in C.11.a, deleting the phrase, “and with the Chair selected by the Dean from among those faculty members” and inserting the sentence “The Chair shall be selected by the Dean from among the faculty members” at the end of the paragraph. The motion to amend was seconded.

There was no discussion of the amendment.

The amendment passed by unopposed voice vote. The faculty continued discussion of the amended motion.

A member of the faculty asked for clarification as to when new dangerous compounds would become the purview of this committee. Herm replied that hazardous compounds are classified into Bio-safety Levels 1, 2, 3, and 4. Any compound above level 2 would fall under the purview of this committee.

The faculty voted on the amended motion, included in full below.

Motion from the Academic Council to create an Institutional Biosafety Committee.

#### **C.11 Institutional Biosafety Committee.**

- a. Membership. The Institutional Biosafety Committee shall consist of at least five members appointed by the Dean, with three-year overlapping terms. The Committee shall include: the Director of Institutional Safety; members of the Faculty from the Biology, Chemistry, and/or Psychology Departments with research experience involving transgenic organisms, recombinant or synthetic DNA, human blood or tissue, or other potentially biohazardous materials; and two persons not associated with the College. The Chair shall be selected by the Dean from among the faculty members.
- b. Meetings. The Committee shall meet at the call of the Chair.



- c. Functions. The Committee is responsible for promoting safe teaching and research practices with the use of biohazardous materials while ensuring compliance with government requirements. The committee will provide advice and recommendations to the Hamilton community by reviewing protocols and approving procedures in accordance with the highest legal standards established by federal and state law, as well as with ethical guidelines established by the National Institutes of Health (NIH). Any employee or student using biohazardous materials in teaching or research must submit proposals to the Committee and then receive the Committee's approval before the use takes place.

The motion passed by unopposed voice vote.

4. *Motion from the Committee on Appointments to revise the Faculty Handbook regarding allowing more than one committee member from a single department (Appendix D).*

COA Chair Gordon Jones spoke to the motion, saying that many new hires are on their way to being considered by the committee, that there will be ten tenure-track reappointments in the spring, and that the committee load will be high in the future. This motion increases number of faculty eligible to serve on the committee and it ensures departmental diversity on subcommittees.

A member of the faculty asked for evidence that there is an inadequate pool of potential committee members and asked how this change would affect large departments. The faculty member asked the COA chair to comment on how many people are available in the pool to run, and where he sees problems. Gordon replied that with recent and upcoming retirements, not many faculty have the required one full year of prior COA experience, are willing and able to serve, and are not already busy with other service activities. He clarified that the motion is written so that two members might be selected from the same department only if necessary. Six different departments will always be represented, and no two COA subcommittee members would be from the same department.

A member of the faculty asked what issues are resolved by removing the clause indicating that subcommittee assignments be done randomly. Gordon replied that, in practice, after taking into consideration other required constraints on subcommittee membership, the subcommittees were not random. The new language reflects the current priority of maintaining divisional diversity among subcommittee members.

The motion passed by unopposed voice vote.

5. *Summary of the SSIH Requirement Design and First Implementation by Committee Chair Karen Brewer (Appendix E).*

Karen Brewer thanked the subcommittee that worked with the proposals then gave a recap of the requirement. In May 2016 the faculty voted to put the Social, Structural, and Institutional Hierarchies (SSIH) requirement within concentrations. This was in alignment with the College's mission statement and two of the curricular goals: (i) understanding cultural diversity and (ii) ethical, informed, and engaged citizenship. It's part of a broader effort to improve the students' educational experience and their understanding of the world they will enter upon graduation. The requirement is embedded in concentrations so that its content is integral to each student's academic interests.

The rationale for the motion passed by the faculty encouraged a flexible approach so that departments and programs offering concentrations could decide how best to implement it. By having the requirement in concentrations, more faculty were engaged in its design and development. The requirement will begin with the Class of 2020 and will be reviewed by the CAP in 2021-22.

The CAP charged the subcommittee last year to review proposals and make recommendations. The subcommittee did this in two parts. In fall 2016, departments and programs were asked to provide draft proposals for initial feedback from the subcommittee. Final drafts included catalogue masthead language. From that point, the CAP took charge of the process. Many proposals underwent changes from draft to final version. About 40% of proposals reflected either substantial redesigning or new curricular components. These are most common in the sciences and mathematics, which naturally lack an existing base of courses addressing SSIH issues. The SSIH requirements cover a wide variety of approaches, including 100-level courses, intermediate level courses, gateway courses for entry into the concentration, and capstone experiences for juniors and seniors. The CAP considers this an evolving process in which departments and programs may change their approach to the requirement in the future.

CAP Chair Nathan Goodale indicated that the CAP will review the requirement in 2021-22 and will work with Gordon Hewitt to add a question to the department annual report, prompting chairs to make remarks about the design and implementation of the requirement. In this way, the CAP will be gathering data over the next several years.

A member of the faculty commented that her department has been conducting video interviews for faculty positions, and asking candidates how they would contribute to the SSIH requirement. However, her department could not point to a place on our website where the requirement is described. Nathan Goodale replied that such a description exists on the CAP website.

#### 6. *Remarks by Interim Dean Margaret Gentry*

Dean Gentry began with comments on the New York State Paid Family Leave Act. Information about this is included in the open enrollment packets distributed by HR. The NYS Paid Family Leave Act provides employees with paid benefits and job protection for three qualifying events: (i) to care for a family member with a serious health condition, (ii) to bond with a child for maternity and paternity leaves, and (iii) to assist family experiencing active duty deployment. This goes into effect January 1, 2018 and will provide eight weeks of leave at 50% salary at a maximum cap of \$650 per week. The time and salary amounts will increase over time. Faculty are not covered by this law, so it is only applicable to Hamilton's non-teaching staff. Nevertheless, the College is committed to provide comparable benefits to all employees. These benefits cannot always be identical because the nature and scheduling of the work that faculty do differs from that of other employees. The Budget Committee is responsible for monitoring faculty benefits and making recommendations for change. For faculty, the current parenting/maternity leave policy will not change as it is already more generous than what Paid Family Leave provides. There are two areas of discrepancy between current faculty benefits and Paid Family Leave. These are care-giving for individuals with serious health issues and support for families with active duty deployment. Currently the Faculty Handbook provides for these with an unpaid leave of personal necessity. (Staff will receive a paid leave for similar circumstances under the Paid Family Leave Act). We have set up a working group with Karen Brewer, Gill King, Seth Major, and Steve Stemkoski. This group will recommend new Faculty Handbook language for the Academic Council to bring to the February faculty meeting, re-framing leaves of personal necessity to make them more equitable to the Paid Family Leave benefit. This may include some form of course reductions with pro-rated reductions in pay. For example a one-course reduction might be accompanied by a 20% reduction in pay; or a one-semester leave at 50%. Faculty with comments or suggestions can contact working group chair Karen Brewer.

Dean Gentry then addressed the Senior Program review. She thanked the faculty for meeting with the external review team, which met with over one-quarter of the faculty. They also met with alumni and students. We recognize that there are still issues of disparity in student experiences in the Senior Program and will continue to address these concerns. Nevertheless, the team was very impressed with the overall rigor of the Program, and commented positively on the

strength of having a wide variety of approaches to the Program across the college. We will share the team's report with the entire community.

Dean Gentry thanked faculty for completing the survey on strategic planning. Almost 60% of faculty participated. She will be sending out the summary of the survey results soon. She encouraged faculty to attend a faculty-only meeting to discuss the strategic plan prior to moving forward in the process. The meeting will be held at 4:10 PM, Wednesday, November 8 in the Kennedy Auditorium in the Science Center. The next steps will be to write a draft plan to present to the Board of Trustees at their December meeting, to have a final version in January, and then begin implementation. The strategic plan survey also had a good response from staff, and 226 students responded.

A member of the faculty asked whether the forum on Wednesday was for faculty only or open to other teaching staff as well. Dean Gentry responded that administrators who teach are also welcome to attend.

#### 7. *Remarks by President David Wippman*

President Wippman made remarks on two items, (1) A number of "financial headwinds" Hamilton is facing, including the proposed tax legislation under consideration in Congress, and (2) the recent meeting of the Board of Trustees.

President Wippman noted that recent media stories on the tax bill tend to overlook the impact that the legislation would have on higher education, on Hamilton in particular. In short, there is nothing good in the bill for Hamilton. The legislation would influence higher education in many ways, nearly all of them negative.

It would eliminate new contributions to Coverdell savings accounts (similar to 529 plans). It would eliminate the deduction for student loan interest payments. (Some Hamilton students might benefit from a doubling of the standard deduction.) A number of currently tax-free fringe benefits for employees would become taxable income. Perhaps the most significant of these is the tuition benefit for employees and dependents.

Other employee benefits that might become taxable as "unrelated business income" include the use of Hamilton athletic facilities, and college-provided transportation. Indeed, even the President's home, though it's provided for the hosting of events, would become taxable "unrelated business income."

The college has not yet modeled what effects these changes might have on issues such as employee recruitment, and will be considering how to respond as the need arises.

In addition, under the proposed legislation, we would lose the ability to issue tax-exempt bonds for construction of new campus buildings. Tax exempt bonds cost about 80% of a taxable bond. This will make it more expensive to undertake construction projects. Additionally, the proposed legislation includes a 1.4% excise tax on private college endowments. Institutions with more than \$100,000 (now \$250,000) endowment per student would be taxed. Since Hamilton's endowment exceeds \$400,000 per student, we would certainly be subject to that excise tax. If the tax had been in effect this past year, the cost to Hamilton would have been roughly \$650,000.

We don't know when—or if—these proposals will become law but we are watching developments closely and taking them into consideration in institutional planning.

Another financial concern is Hamilton's increasing tuition discount rate. A higher discount rate is considered good in the sense that it represents a higher amount of financial aid awards. On the other hand there is some concern about its rate of growth. The discount rate was projected to grow at 0.5% per year. However, its growth is actually 1% per year. Our current discount rate

stands at 31–32%; our peer average is around 35%.

Other potential cost increases include expected minimum wage increases under the Fair Labor Standards Act and legal costs for Title IX and other compliance issues.

An increasing number of students are taking leaves of absence, thus yielding lower enrollment than originally anticipated in the financial model.

Finally, there are facilities needs, such as the new health and counseling center, and the potential renovation of Root (academic), Bristol, List, and Buttrick buildings.

Turning to the October meeting of the Board of Trustees, President Wippman said the Trustees discussed several topics including mental health issues. Terry Martinez and David Walden gave a presentation about increasing demands on the Counseling Center and national statistics on health and wellness. The Trustees were surprised by some of the statistics.

There was extended discussion surrounding the strategic plan, with comments across the spectrum from praise to criticism on various aspects of the plan. No decisions were made at this time. This was one step in the process of gathering feedback on the draft.

There was discussion of comparative data. Gordon Hewitt gave presentations on how we compare ourselves with other institutions and how we report data to organizations that collect such information.

The Board has decided to set up an *ad hoc* committee to review Board governance with a desire to follow best practices. The committee will review issues such as the size of the Board, roles of different categories of trustees (Alumni, Charter, and Life), the committee structure, rotation of committee chairs, and the board member selection process. Steve Sadove and Susan Skerritt will be co-chairing the committee. If you have any suggestions please pass them along to President Wippman or to Nora Klaphake.

A member of the faculty asked President Wippman whether there is a link between the “financial headwinds” he discussed and the strategic plan, and if there is a link, to briefly explain it. President Wippman responded that there is no direct link. The strategic plan is still a draft, with components under consideration. The draft strategic plan isn’t directly responding to the discount rate or other financial headwinds. Some pieces of the plan are responding to the wellness issues, which could benefit Hamilton financially through increased retention. President Wippman said that there isn’t a lot that can be done to mitigate the financial headwinds except to raise money. We’re looking at the growing discount rate but we’re committed to maintaining need-blind admission. We plan to continue to do what we are currently doing and will factor financial concerns into planning.

A member of the faculty asked whether there is any updated information about the recent visit to campus by Paul Gottfried. President Wippman replied that there is no formal update. President Wippman happened to have lunch with two African American students, who told him that they had been in the class that Gottfried visited. One of the students said that it was the best class he’s had at Hamilton, and wished for more opportunities to engage with speakers whose viewpoints are different. Beyond the statement issued by the Government department, the President is not aware of any more formal statements. The President reiterated points about free speech that he made in September: that individual faculty make decisions on class structure, including whom to invite as a guest speaker, and that we should use good judgment in issuing invitations.

A member of the faculty asked the President to elaborate on the reporting of statistics to organizations that rank colleges. The faculty member wondered, given Hamilton’s policy on not promoting college ranking, why we should be concerned about how we report statistics. President Wippman replied that, while we are part of a group of colleges that do not advertise

rankings, those ranking do have an impact. We are looking at ways to report statistics that are ethical and responsible but also that don't put us at an unnecessary disadvantage.

A member of the faculty commented that it is important to acknowledge that there was a fairly large number of students protesting Paul Gottfried's class visit. President Wippman replied that he was told that six students protested, and those students were responsible and respectful, informing the Dean of Students in advance, and doing nothing to disrupt the class. A campus safety officer was present as a precaution. When controversial speakers are invited to campus, members of the community may respond in different ways, including peaceful and non-disruptive protest.

8. *Other announcements and reports.*

President Wippman will host a holiday party on December 20, 2017. More information will be forthcoming.

Margie Thickstun announced that there are extra academic gowns stored in a cedar closet in the basement of Dunham. These gowns will be available for lending to visitors and others who do not have their own regalia. She encouraged faculty to consider donating their regalia when they retire.

Faculty Chair Kevin Grant moved to adjourn the meeting. The motion passed by unanimous consent at 5:11 PM.

Respectfully submitted,

Alistair Campbell  
Faculty Secretary

## Appendix B

### BALLOT

#### Committee Membership

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

#### Nominations from the Floor

##### **Faculty Committee on Admission and Financial Aid**

Term: 2018    E. Conover                      I. Rosenstein                      \_\_\_\_\_

Continuing members:

Term: 2018 P. Kloidt  
2019 S. Cockburn (Chair)  
2019 M. McCormick (S)  
2020 R. Murtaugh  
P. Valdes ex officio  
M. Gentry ex officio

##### **Appeals Board**

Term: 2018    C. Beck                      S. Schermerhorn                      \_\_\_\_\_

Continuing members:

Term: 2018 C. LaDousa  
2019 Y. Zylan (S)  
2020 B. Collett  
(2 students)

## Appendix C

Motion from the Academic Council regarding a change in the membership, meetings, and function of the Faculty Committee on Admission and Financial Aid.

**MOVED**, that the Faculty approve the following changes to the *Faculty Handbook*:

### **Faculty Committee on Admission and Financial Aid**

- a. **Membership.** The Faculty Committee on Admission and Financial Aid shall consist of the Vice President for Enrollment Management ~~the Dean of Admission and Financial Aid, the Vice President for Academic Affairs/Dean of Faculty~~, both *ex officio*, and four elected members of the Faculty, with one or more elected each year for a four-year terms. The Chair shall be elected annually by the Committee from among the Faculty. Others from Admission or Financial Aid may be invited to attend at the discretion of the Chair.
- b. **Meetings.** The Committee shall meet monthly when College is in session, but special meetings may be called by the Chair or at the request of any two members of the Committee. ~~Five members shall constitute a quorum.~~
- c. **Functions.** The Committee shall oversee ~~all~~ matters of policy on admission and financial aid and recommend changes on policy to the Faculty for its approval and transmission to the President. The Committee will advise the Vice President for Enrollment Management on issues such as personnel, promotional materials regarding the college (and in particular the academic program), recruitment strategies, retention and enrollment, and engaging with the Faculty. The Committee will observe the admission selection process, and will serve as a liaison between the admission/financial aid offices and the Faculty, and will promote and coordinate faculty involvement in the admission process. The Committee Chair will report to the Faculty, when deemed appropriate by the Committee or at the request of Academic Council.  
~~;advise the Dean of Admission at her or his request or upon its own initiative; participate to the level needed to perform its other functions as members of the Admission Board in the process of admission and awarding financial aid through reading and evaluation of admission folders and through participating in such other procedures as it deems suitable; participate in the selection of Bristol and Schambach Scholars and advise on and approve their application for stipends; promote and coordinate faculty involvement in admissions and recruiting; review from time to time the work of the offices of Admission and Financial Aid to determine the degree to which they have adhered to policy and met stated objectives; help inform the admission staff about academic and cultural activities available at the College and about significant academic, intellectual, and artistic achievements by faculty and undergraduates; participate in the preparation and revision of information concerning the Faculty, departments, and programs of the College for prospective candidates for admission; advise the President in any review he or she may undertake of the Office of Admission and Financial Aid or its personnel; recommend to the President procedures for filling the position of the Dean of Admission when a vacancy arises; and report annually to the Faculty.~~

### **Rationale**

Membership: Changes in the first sentence reflect the changes in titles. The last sentence makes clear that the functioning of the Committee has been and will be continue to be informed by people such as the Dean of Admission and the Director of Financial Aid, at the discretion of the Chair.

Meetings: The sentence regarding quorum has been removed in light of the fact that the Committee now has only four faculty members (it used to have six).



Functions: Language currently in the *Faculty Handbook* dates from an era when faculty were more directly involved in the admission process. Over the last two decades, the Committee has become more advisory in nature. The proposed language better reflects what the Committee has been doing in recent years. It also allows for greater flexibility, for example in the process by which faculty members observe the admission selection process.



# SETTING UP THE 2018/19 BUDGET PROCESS

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December 2017



# Faculty Committee on Budget and Finance

- Functions. The Committee shall be provided with the necessary information to **advise the President and Vice Presidents and report to the Faculty** on the development of the [annual budget](#), [institutional priorities](#), and [capital expenditures](#), including matters relating to the physical plant; monitor faculty [compensation](#) and benefits; advise on criteria and procedures for [allocation of resources](#); examine financial and [budget projections](#); participate in determining the existence or imminence of financial exigency; and consult with the President or officers on any matters they, or other committee members, wish to bring to the committee. The committee shall report at least once each academic year to the Faculty.

# Committee Members

- Faculty

- Chris Georges, Economics (Chair)
- Karen Brewer, Chemistry
- Shoshana Keller (F), History
- Dave Bailey (S), Geology

- Student

- Jake Engelman, Student Observer

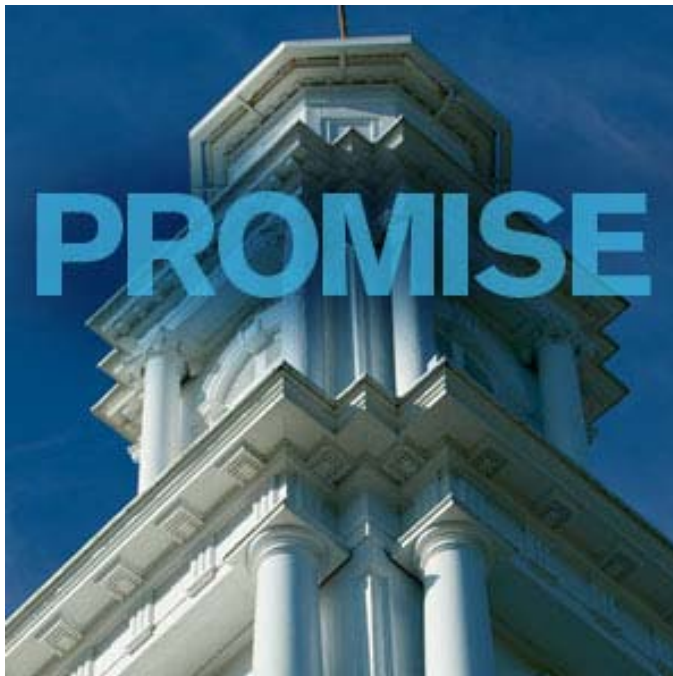
- Ex Officio

- Margaret Gentry, Dean of Faculty, ex officio
- Karen Leach, VP Administration & Finance, ex officio

- Advisors

- Shari Whiting, Controller & Director of Budgets
- David Vore, Associate Director of Budgets and Financial Reporting
- Gillian King, Director of Academic Finances and Resources

## Striving for Sustainability (Financial Equilibrium)



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

## Annual Budget Process

October	Call for budget requests to budget managers
December	First roll up of budget requests
January	Senior Staff and Budget Committee review and balance
March	Trustee Approval

## Key Budget Drivers: Revenue

Driver	2017-18 Dollars (in millions)	2017-18 % of Revenue
Student Fees (Tuition, Room & Board)	\$126.6	
(Financial Aid)	(\$39.7)	
Net Fee Revenue	\$86.9	62%
Endowment	\$39.5	28%
Annual Fund	\$7.1	5%
Gifts & Grants	\$2.6	2%
Other, e.g. summer programs, interest	\$3.7	3%
Total Net Revenue	\$139.8	

## Key Budget Drivers: Expenses

Driver	2017-18 Dollars (in millions)	2017-18 % of Expense
People: Faculty Salaries & Benefits (223*)	\$32.1	23%
People: Staff Salaries, Wages & Benefits (465*)	\$38.8	28%
Program & Research & Operations	\$44.2	31%
Plant (debt payments, facility maintenance, utilities, technology)	\$24.7	18%
Total	\$139.8	100%

- More than 50% of budget is employee compensation
- Program and Operations includes everything from test tubes, to travel and start-up funds, to cyber insurance

\*16/17 FTE, IR Table 6

## What we did last year: 2017-18 Budget

- Revenue

- Fees +3.0%
- Aid Discount Rate 31.3%
- Net Fee Revenue +1.7%
- Endowment Spending +2.9%
- Annual Fund Flat

- Expense

- Faculty Salaries +2% (3.5% pool)
- Staff Salaries & Wages +3.5% (2.5% pool)
- Strategic Initiatives \$650,000



## Some Headwinds

- **Financial aid discount rate rising faster than expected**
- Market pressure to restrain tuition growth
- Slowed growth of endowment draw (under smoothing rule)
- Challenges of annual fund giving
- Minimum wage and FLSA increases
- New tax laws under discussion
- Enrollment volatility (more student leaves)

## Some Windfalls

- Good health insurance experience continues
- Advantageous energy contracts
- Faculty and staff turnover is moderating total salary and wage growth

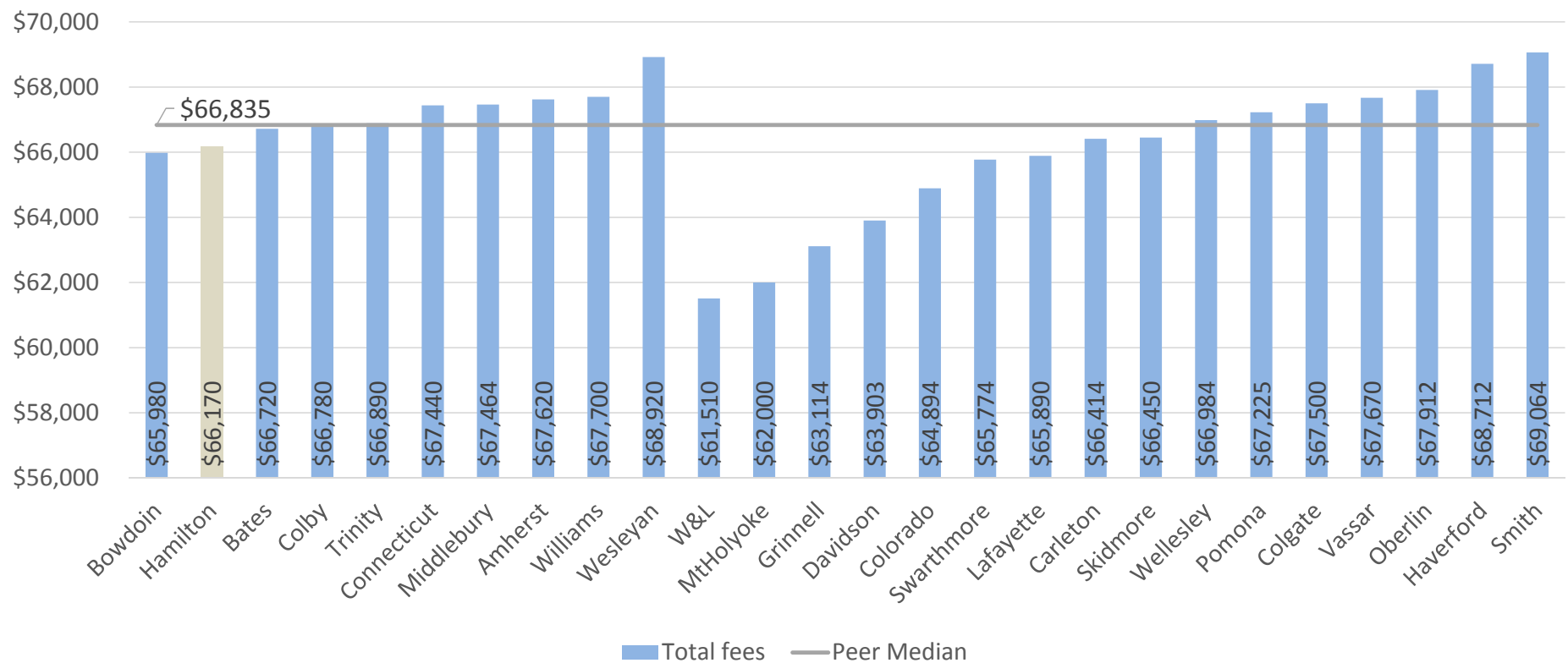
# Strategic Planning

- Ongoing Initiatives/Desires
  - Financial Aid
  - Facilities Renewal and Renovation
  - Legal and Consulting
  - ~ \$15 million per year
- New Strategic Initiatives under discussion
  - Foundational Skills
  - Experiential Learning
  - Balanced Life
  - Faculty Workload
  - ~ \$15 million per year? (very rough estimate)

## Budget Levers:

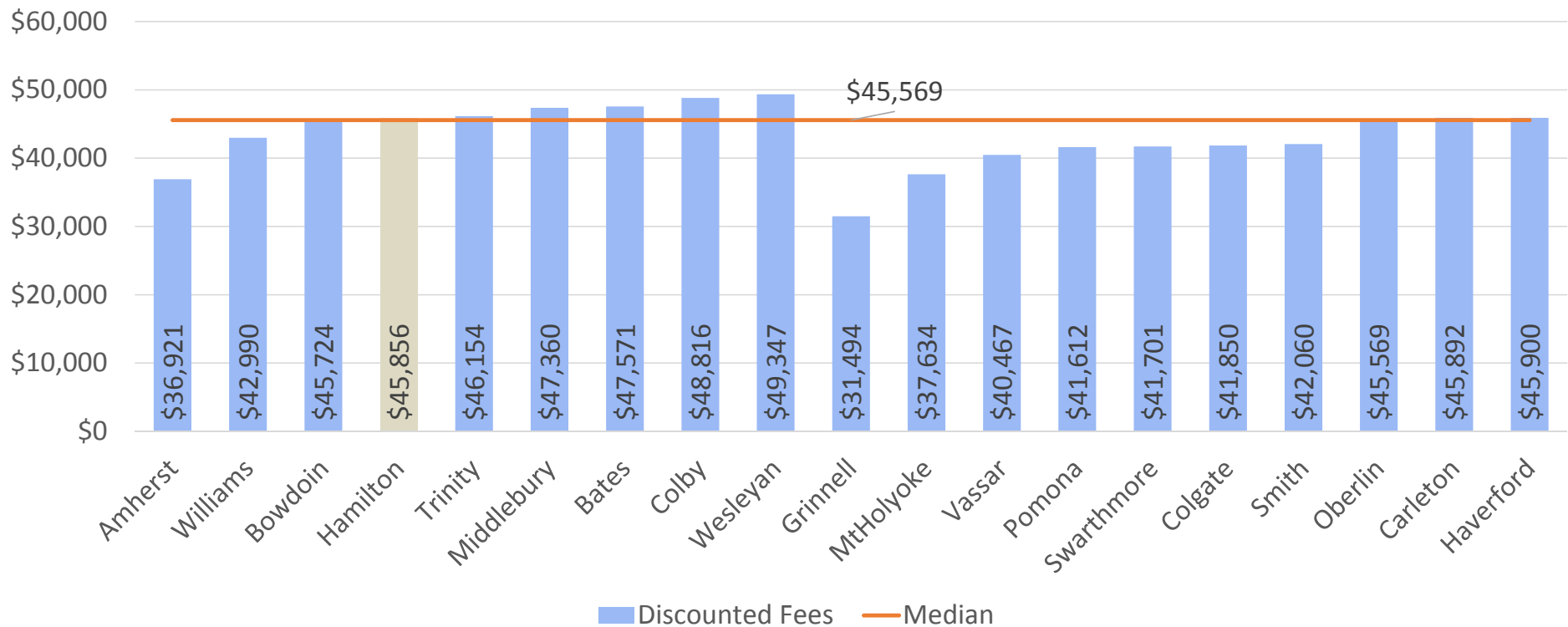
- Fees and financial aid:
  - A 1% increase in fees adds \$525,000 to our revenues (after accounting for the offsetting increase in financial aid).
  - A 1% increase in the discount rate lowers revenues by \$1.3 million
- Enrollment: roughly neutral
- Wages:
  - A 1% increase in faculty and staff compensation (wages and salaries) adds \$625,000 to our expenses
- Endowment draw:
  - is by formula, but a 1/2% increase in draw increases revenues by \$4.2 million
- Debt
- Fundraising !!

## Comprehensive Fees compared to Peers, Fees range from 7.6% below Hamilton to 4.4% above

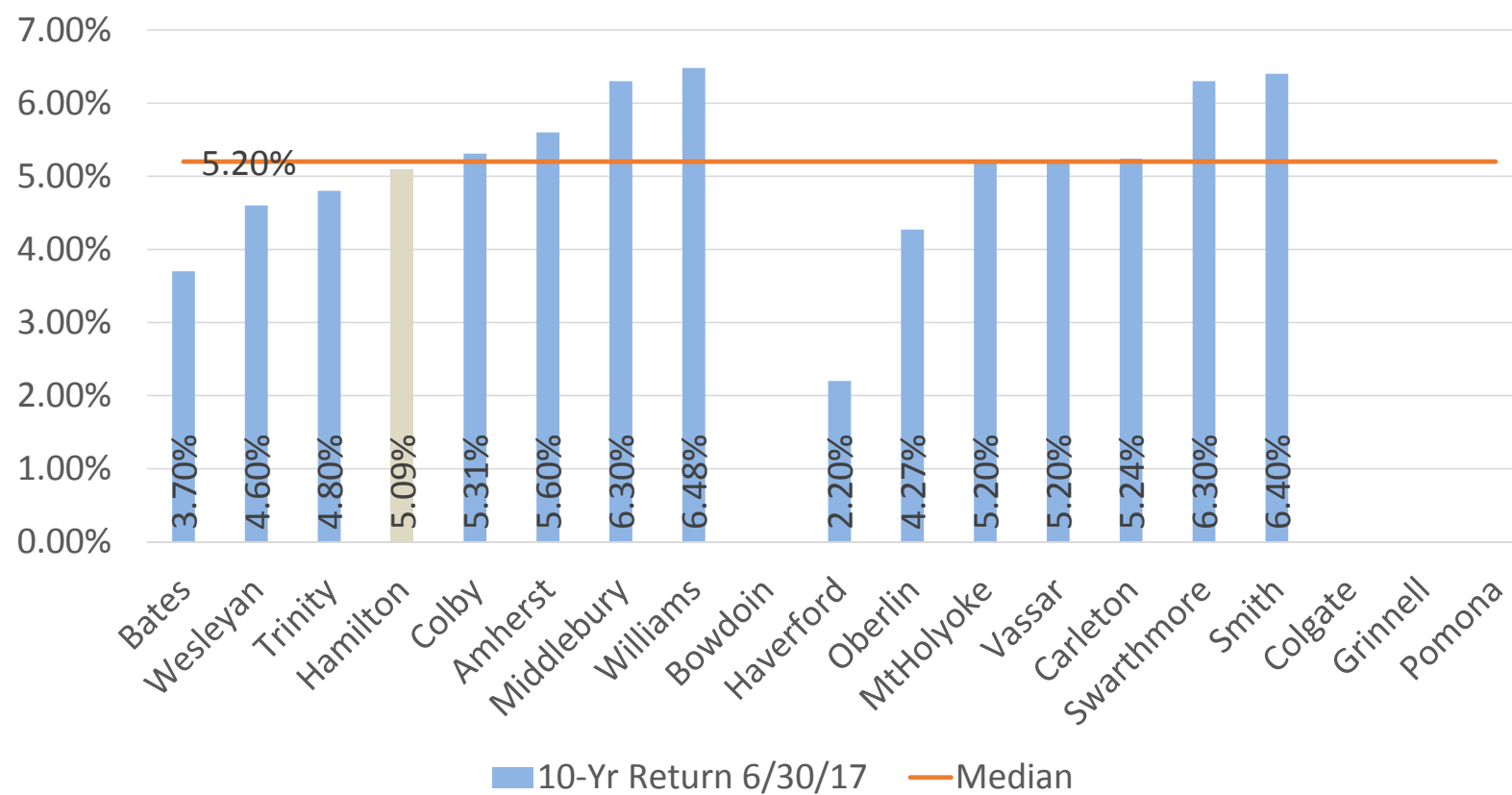


NESCAC Median: \$67,165  
All Peer Median: \$66,835

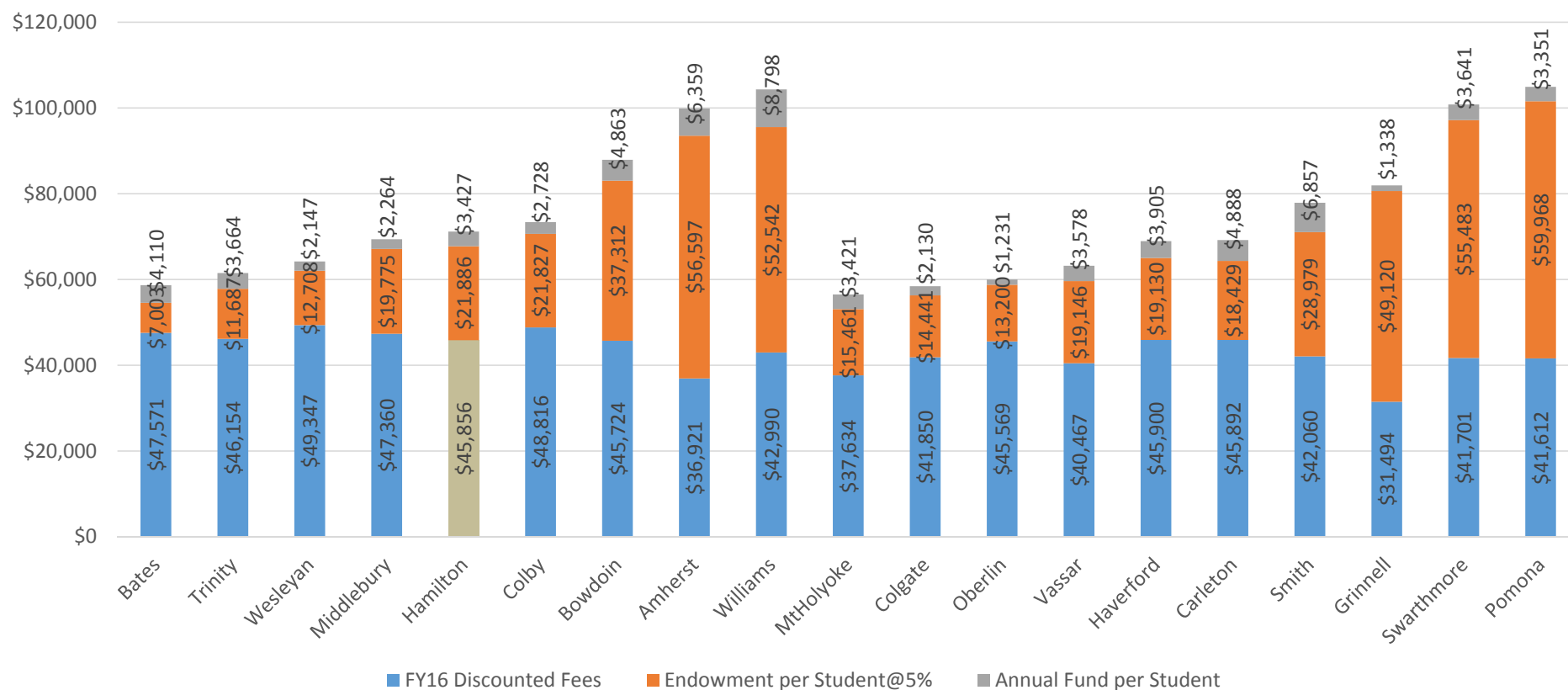
## Discounted Fees vs Peers, discounted fees range from 7.6% above Hamilton to 19.5% below



### 10-Yr Endowment Investment Returns (2008-2017) Hamilton vs NESCAC Peers



Schools have widely varying resources to spend per student per year. Note that endowment per student makes the primary difference.

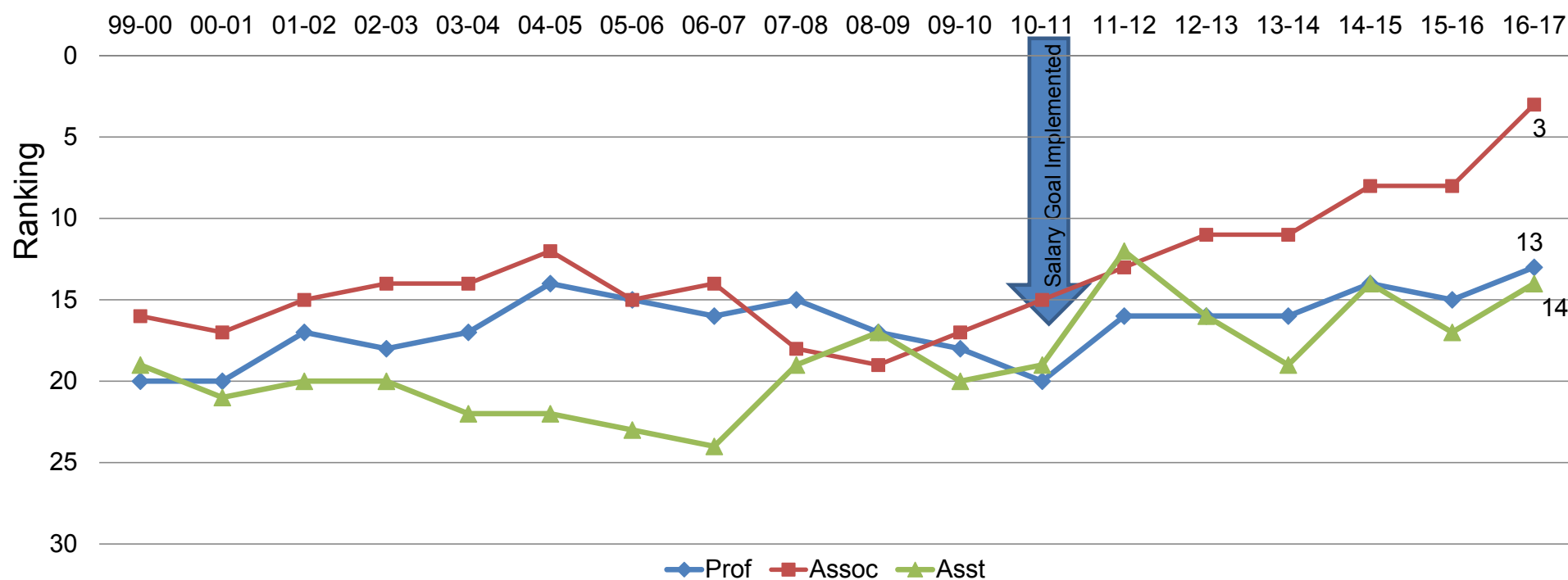


Fees net of Financial Aid plus Legacy Support from Endowment plus Annual Fund (2016 Data) *per Student*



## Faculty Salary Goal = rank order of 11 to 15 in reference group of 25

**Figure 2. Hamilton College Faculty Salary Rank Among Peer Group  
2001-02 through 2016-17**



## 10-Year Cost Category Allocation Change (excludes financial aid)

Budget share expanded in strategic high priority areas: Academic student services, new programs such as first year and universal orientation, athletics, career center, diversity, and plant renewal.

*\*Contingency includes \$300,000 for strategic initiatives not yet allocated*

Expenses as a percent of total net budget			Sort By	
	FY 2007	FY 2017	Change in Budget Share	Percent Change in Share
Plant Operations	14.8%	11.3%	-3.5%	-23.7%
Off Campus Programs	4.5%	3.2%	-1.3%	-27.8%
Debt Service (no CB)	8.4%	7.3%	-1.1%	-13.1%
Faculty and Academic Departments	23.1%	22.2%	-0.9%	-3.9%
C&D	6.3%	5.5%	-0.8%	-12.3%
LITS & Tech Equip	8.5%	7.8%	-0.7%	-8.5%
Dining	4.0%	3.7%	-0.3%	-7.8%
Administration	5.4%	5.1%	-0.3%	-5.4%
Admission & FA	2.2%	2.2%	-0.1%	-3.9%
Career Services	0.6%	0.8%	0.2%	31.6%
Contingency*	0.9%	1.2%	0.3%	30.0%
Diversity & Posse	0.1%	0.4%	0.4%	570.0%
Research	2.0%	2.5%	0.4%	20.4%
Dean of Students	4.2%	4.8%	0.6%	14.0%
Athletics	3.3%	4.6%	1.3%	40.6%
General Endowment & Gift Support	4.3%	6.1%	1.8%	41.0%
DOF and Acad Supp	4.2%	6.2%	2.0%	46.2%
Plant R&R and Equipment	3.0%	5.1%	2.1%	67.8%
	100.0%	100.0%		

## Plant: On the Horizon

- Recently constructed/Under construction (Gifts and R&R)
  - Health and Counseling (\$9.0)
  - Athletic Upgrades: Turf Fields, Ball Fields, Tennis Courts, Restrooms (\$6.8)
  - Wally J: \$2.9 million (Summer 2018)
- In Planning, To be Funded (*estimates*)
  - Indoor Practice Building & Golf Center (\$5.2)
  - Hillel Center (\$1.5)
  - List Reuse (\$3.0 – \$7.0)
  - Root Hall including Humanities Center (\$25.0)

## What else are we talking about this year?

- Faculty startup and research support
- Family leave policy
- Spousal employment
- Sustainability of Annual Fund
- Next Capital Campaign
- Socially responsible investing
- Student debt
- Future debt strategy for facilities
- Pilot projects (ADK, XRF)
- TIAA

Questions?





Vice President for Academic Affairs  
and Dean of Faculty

January 30, 2018

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 6, 2018, beginning at 4:10 p.m. in the Fillius Events Barn.

AGENDA

1. Approval of minutes from the Faculty Meeting of Tuesday, December 5, 2017 (Appendix A).
2. Memorial minute for Eugene Domack, J. W. Johnson Family Professor in Environmental Studies Emeritus, presented by Professor Barbara Tewksbury.
3. Motion from the Academic Council to revise the *Faculty Handbook* regarding the Scientific Misconduct Review Board (Appendix B).
4. Motion from the Committee on Academic Policy to extend the pilot phase of the Hamilton Adirondack Program (Appendix C).
5. Report from the Committee on Academic Policy on the review of the Hamilton Adirondack Program during AY 2017-18 (Appendix D).
6. Remarks by Interim Dean 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 Fourth Regular Meeting of the Hamilton College Faculty  
Academic Year 2017-18  
Tuesday, December 5, 2017  
Fillius Events Barn

Kevin Grant, Chair of the Faculty, called the meeting to order at 4:15 PM.

1. *Approval of minutes from the Faculty Meeting of Tuesday, November 5, 2017 (Appendix A).*

The minutes were approved by unanimous consent.

2. *Election for Committee Membership (Appendix B).*

The results of the elections were as follows.

Faculty Committee on Admission and Financial Aid (2018): Emily Conover

Appeals Board (2018): Catherine Beck

3. *Memorial minute for Samuel Pellman, James L. Ferguson Professor of Music, presented by Professor Lydia Hamessley*

At our September faculty meeting Sam Pellman read a memorial for Professor Steve Bonta, the man who gave the current Music Department its foundation. I am here today to help us remember and honor the man who gave the department its heart.

Sam was a dedicated teacher, a gifted composer, a compassionate administrator, a community leader in local politics, and he was active in many music communities off the hill. So, it is impossible to capture Sam's many accomplishments in my remarks here. Rather, today I want to share with you some observations that give you a sense of Sam's life and work that you may not know.

Sam was raised in western Ohio on a farm where his dad worked. One of his chores was tending to the lambs, and his studio, office, front lawn, wardrobe, and now his grave in the college cemetery reflect his lifelong affection for these woolly creatures. Sam stayed close to home for college and initially pursued music education at Miami University in Ohio where he met his beloved wife Colleen on the first day. Sam's undergraduate teachers, however, quickly recognized his extraordinary musical gifts, and they encouraged him to pursue studies in composition. He completed his doctorate at Cornell in 1979 and joined the faculty at Hamilton College as a visiting professor at the age of twenty six.

Sam and Colleen's first apartment in Clinton was on the second floor above a laundromat (where the Subway shop is now). Two music students helped them move in. Sam and Colleen later lived in a faculty apartment in MacIntosh dorm for two years before moving back to the village and starting a family. They have two children, Emily and John.

Sam was a first-generation college student. So, he felt a special connection to Hamilton students in HEOP (Higher Educational Opportunity Program), and he taught a summer course on the Physics of Music to those incoming students for seventeen years. He also found deep joy in working with his Posse class from 2008-2012. And he leaves a wide legacy of alumni who work in countless fields, including a good number who went on in composition, music theory, and music technology and recording.

While Sam was in Buttrick as Associate Dean these past two years, he continued to work with students on senior projects. And he was often in the Music Department on his lunch hour. As Kim Carroll, the Music Department's Academic Office Assistant, said, "He LOVED it over here.... While I imagine he did a phenomenal job in the DOF office, I think his love for music gave him solace during his hectic days."

One of Sam's goals for the Music Department was that Hamilton College be designated an All-Steinway school. Through his careful planning and oversight we achieved that status this year, and there will be a presentation for this next spring. Sam was also preparing a new related course for next semester, The Piano in the Classical Era. He planned to take students to New York City for concerts and to tour the Steinway factory. The course would have also included a trip to Vienna over spring break.

Part of Sam's legacy was his work toward the establishment of the Dietrich Inchworm Fund to support arts faculty in pursuing edgy, risky, and pioneering creative projects. The intent is to encourage collaboration, innovation, and, wherever possible, to involve students and faculty across disciplines.

Sam's touch was also felt through his service in numerous college committees, and he chaired most of them at one time: Budget & Finance, COA, CAP, Academic Council, Admission & Financial Aid, Institutional Technology, the Sexual Harassment Grievance Board, and several dean search committees. During his most recent service, as Associate Dean of the Faculty for two years, he worked on what was one of his proudest service accomplishments: helping to shape the future of the college through his involvement in hiring over 20 new tenure track faculty members.

Sam was also proud of his work of shepherding the construction of the Wellin Museum and the Kennedy Center for Theatre and Studio Arts over the past ten to fifteen years. And here Sam's gifts as an adroit facilitator were evident. Anyone who worked closely with Sam knew that he could see many moves ahead on the Hamilton chess board. He was patient and astute, laying the groundwork for future outcomes: a building, an excellent roster of new faculty, and countless opportunities he made possible for so many of us.

Sam's expertise in acoustics and composition was most recently recognized by the planners of the Flight 93 National Memorial in Shanksville, Pennsylvania. They commissioned him to do the sound design for The Tower of Voices, a ninety-three feet tall musical instrument that holds forty wind chimes, each tuned to a unique pitch representing the forty passengers and crew members killed there on 9/11. Sam attended the groundbreaking this semester, and the tower will be completed and dedicated next September. (More information about The Tower of Voices can be found on-line at <https://www.nps.gov/flni/getinvolved/tower-of-voices.htm>)

In recognition of his many contributions to the college and his excellence as a teacher and composer, Sam received the Alumni Association's Distinguished Service Award in 2015, and he was named the James L. Ferguson Professor of Music in 2016.

Sam was a delightful combination of goofiness, keen intelligence, and nerdiness, and want to leave you with a few snapshots of that zany part of Sam.

Like the time I went to my office mailbox and found it stuffed with blue plastic Easter basket grass. I puzzled for days about it until Sam finally 'fessed up that he'd left it there to rib me about my fondness for bluegrass music.

Professor Ryan Carter recalls that Sam asked him to compose a recessional piece for him to play for the 2017 Class & Charter Day ceremony. Sam said he was planning to play a work by Philip Glass during the processional and that the musical result then would be a "Glass & Carter" Day.



About 8 years ago, when Sam broke his finger while playing dodge ball with his Posse students, he took it in stride, unlike most pianists would. When he finally had a doctor look at it the next day, he was told that the finger would have to be set so it was stationary. Sam said to just set it so that it was curved so that he could still play the piano. After the hand surgery he wrote on Facebook that it “seems to have gone well. My left pinkie (or is it my pinko leftie?) now mending.”

On sunny spring days, Sam couldn’t wait to get home after classes to work in his garden (usually wearing his ridiculous black socks and brown moccasins). Those in town during the summer often came home to a plastic bag he’d left of spinach, lettuce, or green beans hanging from the back door knob. And on wintry days, Sam put on the cross-country skis that lived in his office and took a few turns around the glen between classes.

Sam’s love of outer space saturated many of his musical compositions which you can find online at <http://www.musicfromspace.com>. But there, along with serious pieces like *Selected Nebulae* and *Neptune Flyby*, you will also find an ironic comment on classical music in his piece called *Tonehenge* as well as assorted Christmas carols he arranged and played on Tesla coils.

As an untenured faculty member Sam once walked, wordlessly, through Steve Bonta’s music history class while wearing a bow tie adorned with flashing lights.

When Sam loved you, he gently teased you, poking at you with a twinkle in his eye. Sam loved so many people here today, and he loved this college where he spent his entire career of thirty eight years. Keeping those thoughts in mind, I’d like to close with one of Sam’s whimsical versions of our alma mater, “Carissima.” He called this one “The Charissimatic Rag.”

(<http://academics.hamilton.edu/music/spellman/Carissima/charisim.mp3>)

4. *Motion from the Academic Council regarding a change in the membership, meetings, and function of the Faculty Committee on Admission and Financial Aid (Appendix C).*

Committee Chair Sally Cockburn spoke to the motion. As indicated in the rationale, the motion presents routine changes reflecting current titles in use, such as “Vice President for Enrollment Management” and “Vice President for Academic Affairs/Dean of Faculty.” It also reflects the current practice of inviting other personnel such as the Dean of Admission and the Director of Financial Aid to attend committee meetings at the Chair’s discretion. It eliminates the quorum because there are now only four faculty members on the Committee. (This change happened last spring when the sizes of several committees were reduced.)

The most important changes have to do with the functions of the Committee. The motion eliminates a significant amount of detailed language describing particular activities. This was from a time when the faculty were more closely involved in the admissions process. Over the last few decades, the Committee has assumed a more advisory role, overseeing the process rather than being directly involved in it. This is reflected in new language, with specific attention to the responsibilities of the Vice President for Enrollment Management, including recruitment, retention, and enrollment.

The Faculty Chair moved to make several minor grammatical changes to the motion in order to bring the text of the motion into conformity with the style of the Faculty Handbook. These were as follows.

- On the 4<sup>th</sup> line of part c, capitalize “College”
- On the 9<sup>th</sup> line of part c, remove a comma after “The Faculty”
- On several lines of part c, change “will” to “shall”

The amendment passed by unanimous consent.

A member of the Faculty moved to amend the motion in Part c, deleting “and” occurring between “...selection process,” and “shall serve as a liaison...”

During discussion of that amendment, a member of the Faculty said that he thought “shall” is supposed to be used with a first person subject. He added that he would move to amend the entire Handbook.

A second member of the Faculty rose to concur with idea that “shall” is not proper.

A third member of the Faculty also agreed that “shall” is only to be used in the first person.

The Faculty Parliamentarian made a point of order, that the discussion was not on the topic of the amendment.

The amendment passed by unopposed voice vote.

A member of the Faculty asked whether the Committee still plays a role in the selection of Bristol and Schambach Scholars. Sally replied that the Bristol and Schambach program has been placed on hiatus, because admissions yield for such Scholars is lower than that of other students. The Committee is in the process of considering a reconfiguration of the program.

The motion passed by voice vote. The full text of the amended motion is as follows.

**MOVED**, that the Faculty approve the following changes to the *Faculty Handbook*:

#### **Faculty Committee on Admission and Financial Aid**

- a. **Membership.** The Faculty Committee on Admission and Financial Aid shall consist of the Vice President for Enrollment Management ~~the Dean of Admission and Financial Aid,~~ the Vice President for Academic Affairs/Dean of Faculty, both *ex officio*, and four elected members of the Faculty, with one or more elected each year for a four-year terms. The Chair shall be elected annually by the Committee from among the Faculty. Others from Admission or Financial Aid may be invited to attend at the discretion of the Chair.
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~~advise the Dean of Admission at her or his request or upon its own initiative; participate to the level needed to perform its other functions as members of the Admission Board in the process of admission and awarding financial aid through reading and evaluation of admission folders and through participating in such other procedures as it deems suitable; participate in the selection of Bristol and Schambach Scholars and advise on and approve their application for stipends; promote and coordinate faculty involvement in admissions and recruiting; review from time to time the work of the offices of Admission and Financial Aid to determine the degree to which they have adhered to policy and met stated objectives; help inform the admission staff about academic and cultural activities available at the College~~

~~and about significant academic, intellectual, and artistic achievements by faculty and undergraduates; participate in the preparation and revision of information concerning the Faculty, departments, and programs of the College for prospective candidates for admission; advise the President in any review he or she may undertake of the Office of Admission and Financial Aid or its personnel; recommend to the President procedures for filling the position of the Dean of Admission when a vacancy arises; and report annually to the Faculty.~~

5. *Report by Christophre Georges, Chair of the Faculty Committee on Budget and Finance (Appendix D).*

Using a series of PowerPoint slides, Chris described the function of the Faculty Committee on Budget and Finance, and presented an update on the process of the budget development for next year. Chris first discussed the Committee's charge as advisory to the President and Vice Presidents, and concerned with many areas such as annual budget, institutional priorities, capital expenditures, compensation, allocation of resources, and budget projections. The Committee normally reports to the faculty twice each year. Chris then listed the members of the committee.

Broadly, the goal of the Committee is to determine how to sustainably maintain the College and its programs, considering student financial needs, program quality, resource allocation, and making the budget process transparent, fair, and inclusive. The process begins in October, with budget requests. Those are packaged and sent to Sheri Whiting and Karen Leach for initial review in December. Senior Staff and the Budget committee review and balance the budget in January, so that it can be sent out for approval by the Board of Trustees in March.

The College budget is approximately \$140 million per year. Chris noted that revenue for student fees would total \$126.6 million, but due to financial aid, \$39.7 million of revenue is subtracted. That amount is approximately equal to the endowment draw of \$39.5 million. Thus, the endowment supports a great deal of what we do. About half of our expenses have to do with people, with faculty and staff salaries and benefits totaling about \$71 million. The rest is spent on program, research, and operations (\$44.2 million); and plant: debt payments, facility maintenance, utilities, technology, and other equipment (\$24.7 million)

Last year the Trustees approved the Senior Staff's recommendation for the 2017-18 budget. Under revenue, this included a fee increase of 3%, an expected financial aid discount rate of 31.3%, expected endowment spending of 2.9%, calculated using a formula that smooths endowment spending over time. Under expenses, there was a 3.5% increase in faculty salary pool, and a 2.5% increase for staff. These represent the requests for continuing members of faculty and staff. Due to turnover such as retirements and new hires, the actual budget increases for faculty and staff salaries were 2% and 3.5%, respectively.

There are some important headwinds and windfalls. Increases in the minimum wage generate a new cost of about \$1 million per year. The new tax legislation is also likely to increase our burden. Currently there is a \$1.5 million contingency in the budget. To respond to increased numbers of students taking leaves of absences, we may need to increase this contingency. The financial aid discount rate is rising faster than expected. The actual discount rate this year is 32.3%, so we are over budget on financial aid by \$1.4 million. This is troubling because an expensive entering class will remain expensive for four years. On the other hand, we are getting great students, and our discount rate is relatively low compared to an approximate 35% average for our peers. The discount rate deficit is offset by unexpected surpluses in other areas such as lower than expected costs for energy contracts and health insurance. We are also saving money as higher-paid faculty are retiring.

Chris discussed some ongoing initiatives. An endowment of approximately \$100 million will be needed to support continued Financial Aid growth. We expect to approach our peer average discount rate. In addition, the Committee is discussing facilities renewal including Root Hall.

The total estimated cost of these ongoing needs and desires is about \$15 million annually. If we undertake many of the major changes proposed in the Strategic Plan, new costs would also be approximately \$15 million annually. This total of \$30 million in new spending annually would require \$600 million in additional endowment.

We can make modest adjustments to the budget in various ways. By increasing fees 1%, we could add increase revenue by \$525,000. Similarly, a 1% increase in the discount rate decreases revenue by \$1.3 million. Increasing the student population to 2,000 would be budget-neutral. A 1% increase in wages adds \$625,000 to our expenses. Other adjustments can be made by changing endowment draw. Fundraising has the largest potential for increasing revenue.

There are a variety of ways in which we can compare Hamilton to our peers. Hamilton's comprehensive fee of \$66,170 is slightly below our peer median of \$66,835. Hamilton's discounted price (after financial aid) of \$44,856 is very close to a peer average of \$45,569. Hamilton's 10-year endowment investment return of 5.09% is just under the peer average of 5.20%. We can also determine available revenue per student as the sum of discounted fees, potential endowment draw (at 5%) and annual fund. By this metric we have about \$71,000 per student, which places us at the median for our NESCAC peers, and above the median across our whole peer group, but there are other significant outliers. Those with larger endowments (for example, Williams) have over \$100,000 per student in potential spending.

Since 2010–2011, our goal has been to keep faculty salaries ranked between 11<sup>th</sup> and 15<sup>th</sup> in our peer group of 25. Currently we are 3<sup>rd</sup> in salary for Associate Professors, 13<sup>th</sup> and 14<sup>th</sup> for Professors and Assistant Professors. The high ranking for associates is due primarily to a relatively large number of associate professors who have been at Hamilton for many years.

Within the College, we can compare changes in budget share across 18 various categories in the last 10 years. For example, the budget share for *Faculty and Academic Departments* has decreased from 23.1% of the budget in FY 2007 to 22.2% of the budget in FY 2017. On the other hand, *Dean of Faculty and Academic Support* has seen an increase in its budget share from 4.2% to 6.2%.

There are a variety of Plant improvement projects, either recently constructed or under construction. These include the new Health and Counseling Center (\$9 million), Athletic upgrades (\$6.8 million), and Wallace Johnson Hall (\$2.9 million). Other projects are in the planning stage, including an Indoor Practice Building and Golf Center (est. \$5.2 million), Hillel Center (est. \$1.5 million), List Art Center Reuse (est. \$3–7 million), and Root Hall including Humanities Center (est. \$25 million).

The Committee is also discussing a variety of other issues. Chris highlighted specifically the development of a family leave policy for faculty, the costs of supporting spousal employment, socially responsible investing, and retirement packages under TIAA.

A member of the Faculty asked about “XRF”, one of the issues the Committee is discussing. Another member of the Faculty who is a co-leader of the XRF Project explained that it is “X-Ray Fluorescence” which is a technique for studying the geochemistry of materials. Under a pilot program, Hamilton has started a commercial lab in this area, and has recently been awarded a 5-year US Geological Survey grant.

Referring to the comparison of changes in budget share, a member of the Faculty asked what expenses fall under the category “Diversity and Posse.” Vice President for Administration and Finance Karen Leach replied that it includes the Days Massolo Center, the POSSE program support, and other diversity positions added in the last ten years.

6. *Remarks by Interim Dean Margaret Gentry*

Dean Gentry began with an update on current work in the Dean of Faculty Office. She thanked Gill King for assistance in submitting the first draft of the Budget. We are in the process of many tenure-track faculty searches, interviewing 1–4 candidates each day. We will start making offers soon. She is also working on reappointment and tenure cases. If there is to be any delay with those, she will be in touch with the Faculty. We will also issue a call for nominations for a new Associate Dean of Faculty, to replace outgoing Dean Penny Yee. Margaret thanked Penny for her thoughtful leadership during her tenure.

Dean Gentry announced that, in January, Hamilton will be joining the National Center for Faculty Development and Diversity as an institutional member. This organization offers workshops, webinars, intensive courses on challenging issues, and other services to help faculty thrive in academic work. She encourages all faculty to explore what it has to offer. Next year we will re-assess our involvement, to decide whether to retain an institutional membership or switch to individual memberships.

Dean Gentry offered her thoughts on the past semester. The semester has been challenging for many. We have experienced the deaths of members of our community. In addition, several individuals have also lost family members, parents, and friends. There has been much grief. There have been difficult events on campus that have left some groups and individuals marginalized, devalued, and disrespected professionally and personally. There have been challenges from outside the College, with eroding support for liberal arts among the general public, donors, and lawmakers. The budget report points out many of these challenges. We will have difficult decisions to make. Immediately, we find ourselves at the end of this challenging semester with the pressure of various deadlines.

We face all these challenges with many strengths. Beyond financial and material strengths, the Hamilton community has demonstrated its strength in many ways. We have come forth with an outpouring of support for individuals in pain. We have voluntarily assisted in a variety of ways when others in our community needed our help. We have sent cards, prepared food, and have made time to offer our close personal emotional support to those in need. We have advocated for colleagues and students who have been hurt. Some of this important work has been done publicly, but much has been done privately. All these efforts serve to help bind us together as a community.

Dean Gentry also recognized the time that committees have put into their thoughtful work of looking at issues, developing advice, and reaching solutions. She thanked the Budget Committee, Academic Council, the Committee on Appointments, the Committee on Academic Policy, and Department Chairs, whose advice to the Dean has been beneficial.

Furthermore, Students, Faculty, Staff, Senior Staff, and the President have listened to one another and explored issues. We don't always agree, and our disagreements are sometimes hard to resolve. Nevertheless, the Dean has felt the willingness to listen, learn, and to work collaboratively. This brings hope for the future as we see a difficult semester come to an end.

Finally, the Dean wished the faculty a great Winter break, encouraging all to find time for relaxation, research, the pursuit of something enjoyable, reading a novel, or sitting by a fire; but most importantly, to find joy in being with family, friends, and one another.

Dean Gentry left the podium to the applause of the Faculty.

7. *Remarks by President David Wippman*

President Wippman made remarks in three areas. First, he reported on the recent meeting of the Board of Trustees. Second, he discussed issues surrounding the new tax legislation. Finally he made observations about the recent visit of Paul Gottfried, and the aftermath of that visit.



The December Board meeting was held in New York City, in conjunction with the 1812 Leadership Circle, where donors who give in excess of \$2,500 per year are invited to dinner and other events.

One of the Board's action items concerned the Health and Counseling center, currently under construction. Though it is unusual to amend a building's design at this stage, the Board did so, expanding the available space for staff. The Board authorized additional expenditure of up to \$500,000.

The Board talked at length about the Strategic Plan, focusing in particular on three areas. One was the area of improving students' digital fluency. Another concerned experiential learning. A third area touches on student wellness and improvements in Residential Life by the creation of progressive, developmentally appropriate housing options. These would include new programming addressing student needs at different stages of their careers at Hamilton. The Board divided into three groups along these lines of interest, brainstorming ideas for each category. We've also solicited ideas from the faculty and the campus at large. This is a work in progress, continuing into the spring semester.

The Board also talked about plans for a capital fundraising campaign. During an initial quiet phase, we are trying to build a nucleus fund consisting of about half the total to be raised before going public. We anticipate going public in October 2018, perhaps in conjunction with Family and Fallcoming Weekend. President Wippman and others on the advancement team are in the process of approaching donors who can make large gifts. It used to be the general rule in fundraising that 80% of funds come from 20% of donors. Now the ratio tends to be closer to 90% to 10%, or in our case perhaps 97% to 3%. We rely on a small number of donors who can make 7-figure gifts. One challenge is that, for the most part, our pool does not have donors with the capacity to make 9-figure gifts, or even very large 8-figure gifts. The campaign will be a big focus of time and energy over the next 5–6 years.

The Board also had opportunities to attend various seminars and programs. One example was a moderated discussion between two alumni, Mike Dubke '92 and Marc Elias '90. This was shown on Facebook Live.

President Wippman discussed questions that have arisen concerning what effects the new tax legislation may have on the College and its employees. In short, since the legislation is not finalized, we can't be sure yet how it will affect us. One example of the uncertainty is the 1.4% excise tax on endowment earning for endowments over a certain amount per student. That threshold is changing: in the House version it was initially \$100,000 per student, then it was raised to \$250,000. In the Senate version it is \$500,000 per student. Hamilton's endowment is currently just under \$500,000 per student. There are many other differences between the House and Senate versions. In general, the House version is less favorable to colleges and universities. President Wippman acknowledged that we should also consider the potential for positive outcomes. One of these is the possibility that cuts in corporate tax rates might increase profits and raise stock values, improving Hamilton's financial position. Nevertheless there are many provisions which could be problematic for the College and its employees. These concerns will be addressed again in the spring. We will need to evaluate the legislation after it is finalized, and decide what changes, if any, should be made with respect to employee benefits.

Finally, President Wippman discussed issues raised in connection with the campus visit by Paul Gottfried. The President had issued a statement on December 4, and he encouraged the Faculty to read it. He said that, initially, he didn't think that such a statement was necessary, but after talking to various constituencies, he realized that he had made a mistake in not issuing a statement earlier. In the statement he lays out some important values of the College, not limited solely to Professor Gottfried's appearance.

It was clear that individuals were deeply hurt, and felt disrespected and not valued as members of our community. It is important to respond to those feelings. President Wippman made it clear that we value diversity and inclusion, working hard to make the campus a welcoming place. Therefore it's alarming and problematic if some members feel devalued or disrespected. President Wippman also recognizes that there are Faculty members who are subjected to a disproportionate burden in terms of issues surrounding race and racism on campus. Indeed it is often a double burden, as many students and others approach faculty of color for support and advice while those same faculty members are dealing with their own reaction to events that are disturbing. This comes in addition to their ordinary work. There are different kinds of inequities in faculty workload across the college. This is an important one to recognize and take into account.

President Wippman acknowledged that he did not do a good job of speaking to this issue when he addressed it at the last faculty meeting. He had made reference to a meeting with students, and talked about academic freedom. The former could be seen as dismissive of the larger issues, and the latter, while important, lacked a focus on the responsibility to build community. These are addressed more fully in the statement. President Wippman said that he still supports freedom of speech and academic freedom, but he also recognizes other aspects of the situation that we have to address as a community. He does not view the statement as definitive. Rather, it is a statement about what he believes to be values of our community. All of us must play a role in addressing these issues.

President Wippman echoed Margaret Gentry's remarks about the strength and resilience of the Hamilton community. It has been a very challenging semester in many ways. He is impressed by the ways the community has pulled together and responded. As we think about the college and its future, it's important to remember that there are a lot of things we are doing very well. These include teaching and research, the counseling of students, a record number of student applications, the recruitment of excellent new faculty, and an endowment that has recently reached one billion dollars. In many ways, the College is stronger than it has ever been. By continuing to work together, we will continue on this upward trajectory.

President Wippman wished the Faculty a wonderful holiday season as we wrap up the fall semester.

A member of the Faculty commented in appreciation of President Wippman's thoughtful and candid manner in addressing issues. The faculty member added that, beyond the addressing the feelings of those who are marginalized, we must face the reality of the repugnancy of that type of "discourse" within an academic setting. It is not something for us to lament, but it is something for us to firmly reject and vociferously condemn. Moving forward it is incumbent on us as an institution, in particular the faculty who should be leading it with respect to its intellectual integrity, not President Wippman alone, to step forward and assist the President in understanding the ways in which things impact us individually and collectively, and to map out collective efforts to address them. President Wippman replied that he would welcome that assistance.

A member of the Faculty spoke in appreciation of the comments made by the first faculty member. He added that he believed that the President responded well to faculty concerns.

President Wippman left the podium to the applause of the Faculty.

8. *Other announcements and reports.*

Faculty Chair Kevin Grant thanked Lydia Hamessley again for her eloquent memorial minute for Sam Pellman.

Vice President of Administration and Finance Karen Leach announced that there will be a party commemorating the retirement of Steve Bellona, to be held Thursday December 7, 2–4 PM in the Kennedy Theater and Studio Arts Building.

Faculty Chair Kevin Grant moved to adjourn the meeting. The motion passed by unanimous consent at 5:23 PM.

Respectfully submitted,

Alistair Campbell  
Faculty Secretary



## Appendix B

Motion from the Academic Council to revise the *Faculty Handbook* regarding the Scientific Misconduct Review Board.

**MOVED**, that Chapter III, Section A, Part 2 of the Faculty Handbook be amended by deleting the phrase "Chairs the Scientific Misconduct Review Board," and that Chapter IV, Section C, Part 10 of the Faculty Handbook be amended by substituting the word "Research" for "Scientific" and by the additions (underlined) and deletions (struck-through) indicated below:

### Chapter III, Section A, Part 2

The Associate Deans participate in the administration of academic advising in cooperation with the Associate Dean of Students (Academic), ~~Chairs the Scientific Misconduct Review Board,~~ oversees summer student-faculty research programs, coordinates the submission of budget and personnel materials to the Dean for review, and assists the Dean in a wide variety of areas.

### Chapter IV, Section C, Part 10

#### ~~Scientific~~ **Research** Misconduct Review Board

a. Membership. The Board shall consist of at least five members of varying backgrounds appointed by the Dean for three-year overlapping terms, including at least one member from among the science faculty, ~~and with the Associate Dean of Faculty serving as Chair, ex officio.~~ ~~The Board shall also include~~ and one person not associated with the College. **The Board shall select one of its members as chair.**

b. Meetings. The Board shall meet at the call of the Chair.

c. Functions. The Board is responsible for dealing with allegations of possible misconduct in ~~scientific~~ research at **supported by** the College. In compliance with federal regulations and following procedures endorsed by the U.S. Public Health Service and the National Science Foundation, the Board shall investigate any ~~such~~ allegation **arising from research supported by those agencies** and make a report to the Dean of Faculty and to the Office of ~~Scientific~~ **Research** Integrity, the U.S. Public Health Service, and the U.S. Department of Health and Human Services. **For allegations of misconduct arising from research not supported by those agencies, the Board will follow procedures developed in consultation with the Dean of Faculty.**

#### **Rationale**

The purpose of this motion is to clarify the responsibilities of the committee and to bring it into compliance with federal regulations.

We propose to change the name of the committee to reflect that fact that it is possible for misconduct to occur with research in fields outside the sciences, and we believe that it is prudent that we be prepared for such a possibility.

We propose to remove the Associate Dean of the Faculty from the Research Misconduct Review Board. According to current policy, the Associate Dean serves as the Research Integrity Officer in the process and would be, first, responsible for assessing allegations of research misconduct to determine if they are sufficiently credible and specific so that potential evidence may be identified and, second, for overseeing any investigations of research misconduct. Given these responsibilities, there is an inherent conflict of interest in having the Associate Dean serve on the Board that would review the evidence presented and make recommendations to the Dean.

Further, we propose to authorize the Review Board to develop, in consultation with the Dean of Faculty, procedures for providing fair consideration to all parties involved in reviews of allegations of misconduct in research that is not funded by the Public Health Service or NSF. Currently, we have no formal policies in place to investigate research misconduct outside of the sciences. The Board has been involved in preliminary discussions around the development of policies, but believes that the Handbook should explicitly expand the function and processes of the Board to include non-scientific research.

## **Appendix C**

Motion from the Committee on Academic Policy to extend the pilot phase of the Hamilton Adirondack Program

**MOVED**, that the College continue the pilot of the Hamilton Adirondack Program for up to four years, through academic year 2022-23.

### **Rationale**

On March 4, 2014, the faculty voted to create a three-year pilot, off-campus semester-long Hamilton College program in the Adirondacks. The Hamilton Adirondack Program (HAP) provides an important and distinctive educational resource for our students and the College. HAP is an experiential learning opportunity, providing a living/learning environment through building connections in the Adirondack Park and the local community. While HAP has a strong foundation, there are critical areas that need to be addressed for the program to be sustainable for the College. The extension of the pilot will enable the HAP to develop further. It will also enable the CAP and the Dean of Faculty to assess more accurately the sustainability of this program in the long-term.

## Appendix D

Report from the Committee on Academic Policy (CAP) on the review of the Hamilton Adirondack Program (HAP) during AY 2017-18

During AY 2017-18, members of the CAP conducted a thorough review of the program and believe it warrants an extended pilot period, with a final decision (approval or termination) made following a CAP review and report in AY 2021-22. For the program to be sustainable for the College, the following benchmark goals identified by the CAP need to be met for the third-year review.

### Benchmark Goals:

1. A governance structure developed by the Program Committee to 1) involve the Program Committee in all matters of the curriculum, budget, and personnel of the program, 2) support the General Director, and 3) develop a more clearly articulated curricular focus and identity for HAP.
  - a. A document outlining the governance structure for HAP will be submitted by June 30, 2018, and reviewed by the CAP and Dean. Recommendations will then be provided for revisions or acceptance of the governance structure during the fall semester 2018.
  - b. The CAP recommends the following governance structure:
    - i. The General Director leads the program and will serve *ex officio* without a vote on the Program Committee (see 1.b.ii. below). The General Director will seek approval from the Program Committee for all programmatic decisions that may impact the Program and/or the College.
    - ii. The Dean of Faculty will appoint a Program Committee to oversee the General Director and any other employees associated with the operation of the Hamilton Adirondack Program.
    - iii. In consultation with the Program Committee, the Dean will appoint a Chair who will be responsible for communication between the General Director and the Program Committee in all matters involving the program.
    - iv. All other particulars of the governance structure will be determined by the Program Committee and revised or accepted by the CAP and Dean.
2. The program will meet target enrollments of 12 students each academic year over the extended pilot period.
  - a. Twelve is a critical enrollment threshold for the program to not be a net loss for the College and to facilitate Admissions Office planning. HAP indicates that the current facilities can support 12 or 13 students without significant renovations. These students may be enrolled at Hamilton or at other institutions.
  - b. If enrollments are lower than 12 over two consecutive years, the CAP and the Dean will consider terminating the program.
3. It is important that the program concentrate on strategies to attract enough students to meet the enrollment target.
  - a. The Program Committee should consider the best approach to meeting the enrollment target, but the CAP believes that the HAP may benefit from the greater curricular focus that would come through aligning the HAP with a department and/or having all contributing faculty directors from the same interdisciplinary program.
4. The Program Committee and General Director will reexamine and control costs so the program is not a net loss for the College.
  - a. Meeting this benchmark will include the same budget lines considered by the CAP in AY 2017-18, as these budget lines are assessed for all Hamilton College offered off-campus programs that are a semester or more in length (including faculty salary). The third-year review will also include the CAP consultation with the VP of Finance and VP of Admissions.

### Meeting Benchmark Goals:

5. By February 1st of each year of the extended pilot program (beginning February 1, 2018), the General Director (excluding the Faculty Directors and Program Committee) will provide an

annual review of no more than four pages to the Program Committee describing efforts the program has made toward meeting the benchmark goals and providing a summary of the overall curricular contribution of the program to the College.

6. The General Director will be reviewed by the Program Committee and their review will be due to the CAP and the Dean by March 15th of each year (beginning March 15, 2018). All Program Committee members and the General Director will be required to sign the Program Committee review and the General Director will have the opportunity to respond to the review. The report should evaluate both the Program Committee and General Director's efforts to meet the benchmark goals.
  - a. In the third-year, a report should discuss the culmination of actions taken during the previous three years to meet the benchmark goals and the results following the off-campus program review template developed by the CAP.

Review:

7. Members of the CAP in AY 2021-22 will review materials collected during the AY 2017-18 along with materials produced according to this recommendation, and any other materials the CAP may need for assessing if the benchmarks have been met. A folder in the CAP Blackboard space will store all materials associated with HAP collected during 2017-18. If Blackboard is no longer available at the time of the third year review, a copy of all materials will be on file with the Office of the Dean of Faculty.



# Hamilton

Vice President for Academic Affairs  
and Dean of Faculty

February 27, 2018

## 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, March 6, 2018, beginning at 4:10 p.m. in the Fillius Events Barn.

## AGENDA

1. Approval of minutes from the Faculty Meeting of Tuesday, February 6, 2018 (Appendix A).
2. Memorial minute for Richard Somer, Professor of Rhetoric & Communication Emeritus, presented by Professor John O'Neill.
3. Motion from the Academic Council regarding filling vacancies on certain committees (Appendix B).
4. Motion from the Faculty Committee on Budget and Finance to revise the *Faculty Handbook* regarding personal leaves (Appendix C).
5. Remarks by Interim Dean 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 Fifth Regular Meeting of the Hamilton College Faculty  
Academic Year 2017-18  
Tuesday, February 6, 2018  
Fillius Events Barn

Kevin Grant, Chair of the Faculty, called the meeting to order at 4:11 PM. Before proceeding, acting on behalf of Academic Council, he moved to change the order of the agenda, placing the CAP report on the Hamilton Adirondack Program before the related motion. This change was approved by unanimous consent.

1. *Approval of minutes from the Faculty Meeting of Tuesday, December 6, 2017 (Appendix A).*

The minutes were approved as distributed.

2. *Memorial minute for Eugene Domack, J. W. Johnson Family Professor in Environmental Studies Emeritus, presented by Professor Barbara Tewksbury.*

Eugene Walter Domack earned his PhD. in Geology from Rice University in 1982. He arrived at Hamilton in 1985 as an assistant professor in the Geology Department after working for two years as an Exploration Geologist for Union Oil Company of California. Gene taught at Hamilton for more than 25 years and was the College's inaugural J.W. Johnson Family Professor of Environmental Studies. Gene left Hamilton in 2013 to join the College of Marine Science at the University of South Florida. Gene passed away suddenly in December, 2017 at age 61 after a brief illness.

Gene was a prolific and well-known scholar whose research career was dedicated to studying the geologic record of climate change. His primary passion was the history and impact of climate change in Antarctica, and, for three decades, he returned to the waters around the continent nearly every austral summer with colleagues and students to investigate the evidence of climate change recorded in Antarctic marine sediments. Gene served as Chief Scientist or Co-Chief Scientist on 15 Antarctic research cruises. He advanced the Antarctic community's understanding of radiocarbon dating of glacial marine sediment and developed models of modern sedimentation within glacially-carved fjords and beneath ice shelves in order to interpret geologic records of cryosphere processes. Colleagues speak of Gene as a gifted research scientist who published groundbreaking studies on Antarctic marine science that continue to be cited today.

Gene was particularly proud of launching the international Larsen Ice Shelf System, Antarctica (LARISSA) program in 2007, one of the first projects funded by the National Science Foundation's Antarctic Integrated System Science program. LARISSA was created to document and understand the complex and highly interconnected geological, ecological, glaciological, oceanographic, and climatic systems involved in the collapse of the Larsen Ice Shelf system, along with the subsequent evolution of the Antarctic Peninsula region after the collapse. Gene was especially proud of LARISSA's interdisciplinary work, international collaborative team, and the numerous and diverse opportunities that the program provided for students and early-career researchers.

Many current members of the Antarctic research community can trace their entrance into that community of scientists to Gene's mentorship. Gene gave hundreds of students their first experiences in research, in the field, at sea, in Antarctica, in the laboratory, and at professional conferences. He left a rich legacy: many of his former students are now passing along that passion, including Ian Howat (Professor at Ohio State University), Antonio Rodriguez (Professor at University of North Carolina), Amelia Shevenell (Associate Professor at the University of South Florida), Matt Kirby (Professor at Cal State Fullerton), and Broxton Bird (Assistant

Professor at IUPUI). For his sustained high-impact research and student mentoring, Gene was awarded a John Simon Guggenheim Memorial Foundation Fellowship in 2004.

Although his primary love was Antarctic research, Gene conducted paleoclimate research in many other areas of the world in sequences ranging in age from thousands of years to more than half a billion years. His field research led him all over the globe - Namibia, Australia, Greenland, Svalbard, Oneida Lake NY, and Whidbey Island WA.

Gene had a remarkable career. He leaves a powerful legacy of published research and former students dedicated to high quality research, especially in the crucially important field of paleoclimate research. In recognition of his contributions to Antarctic research Gene was elected as Fellow of the American Geophysical Union in 2011 and as Fellow of the American Association for the Advancement of Science in 2012.

*[This memorial minute was assembled from tributes in obituaries by the Scientific Committee on Antarctic Research, the University of South Florida, and the family and from contributions by colleagues and the Department].*

3. *Motion from the Academic Council to revise the Faculty Handbook regarding the Scientific Misconduct Review Board (Appendix B).*

Before proceeding, Faculty Chair Kevin Grant moved to insert the word “faculty” into the new sentence at the end of Chapter IV, Section C, Part 10, subpart a. This insertion is recommended in order to specify that the Board shall be chaired by a Faculty member, and not by an outside member. The subpart now reads:

- a. Membership. The Board shall consist of at least five members of varying backgrounds appointed by the Dean for three-year overlapping terms, including at least one member from among the science faculty, ~~and with the Associate Dean of Faculty serving as Chair, ex officio. The Board shall also include~~ and one person not associated with the College. **The Board shall select one of its faculty members as chair.**

The amendment passed by unanimous consent.

Associate Dean of Faculty Penny Yee spoke to the motion. Dean Yee acknowledged that the topic of professional misconduct is an unpleasant one, often made more difficult by the lack of clear policies and procedures. Members of the Scientific Misconduct Review Board have been increasingly aware of limitations in the Board’s policies with regard to serving the institution as a whole. The motion expands the scope of the Board to have oversight of research misconduct in both scientific and non-scientific disciplines. Penny thanked several members of the SMRB and IRB for their work on the motion. It represents a first step in achieving better policies and practices for the College to address research misconduct. The name of the Board is changed to reflect the broader scope of its charge. A second change allows the Board to develop procedures for addressing misconduct in non-scientific disciplines. These procedures will be developed in consultation with the Dean of Faculty and College attorneys. Finally, the role of the Associate Dean is changed so that the Associate Dean serves as the Research Integrity Officer, who conducts initial investigations, but does not serve on the Board itself.

A member of the Faculty asked whether the Dean was putting procedures in place for non-scientific misconduct. Dean Yee replied that drafts for procedures governing non-scientific misconduct are being developed. This first step is to change the *Faculty Handbook* to give the Board the authority to develop and implement new procedures. The faculty member asked whether the faculty would be consulted and approve those procedures. Dean Yee replied that it isn’t current practice to have faculty approval on such procedures, and that faculty are represented on the Board. She added that the draft procedures are similar to existing ones. The faculty



member replied that the Board could ask for the faculty's approval, and that it may be wise to err on the side of caution. Dean Yee replied that since it's difficult to anticipate what might happen in advance, it may become cumbersome to require faculty approval on each policy change.

The motion passed by unopposed voice vote.

4. *Report from the Committee on Academic Policy on the review of the Hamilton Adirondack Program during AY 2017-2018 (Appendix D).*

CAP chair Nathan Goodale presented the report. On March 4, 2014 the Faculty created a three-year pilot for an off-campus study program in the Adirondacks. The Hamilton Adirondack Program (HAP) provides an important and distinctive educational resource for the College. During this academic year, the CAP conducted a thorough review of the program, including an examination of the curriculum, student feedback, a program committee self-study, enrollments, and budget.

The CAP believes that the HAP pilot should be extended. The final decision on approval or termination would be made following a subsequent CAP review and report in academic year 2021-22.

The Hamilton Adirondack Program provides experiential learning of the sort discussed in the Strategic Plan. The HAP provides a living and learning environment through building connections in the Adirondack Park. The program has a strong foundation. The CAP report provides the program with a road map of critical areas that need to be addressed for the program to be sustainable at the College. The benchmark goals emphasize developing program governance structure, supporting the program director, and meeting target enrollment figures. To date, the program has had enrollments of 9, 7, and 10 students during the last three fall semesters. The context of these figures include the director's maternity leave during the second year, and the fact that the program could have reached a goal of 12 students this year, but was more selective about its applicants.

The pilot extension will enable further development of HAP, and will allow the CAP and the faculty to assess more accurately the sustainability of the program.

Nathan turned the podium over to Dean Margaret Gentry to make additional remarks about the report.

Dean Gentry thanked the Adirondack Program and the CAP for its work on the report. She said that in addition to reading the report, she conducted a site visit which included attending a class and talking with students about research and other aspects of the program. She also read student letters. The Dean believes that the HAP is a wonderful academic program, and successful in meeting its academic goals. Nevertheless, Dean Gentry does have concerns about the program, which is why she supports its extension as a pilot project. The issues include enrollment, as failure to meet enrollment targets has an impact in a number of areas. While initially the program was slated for an enrollment level of 20 students, a seminar size of 12 is a more reasonable and sustainable number. As we move forward with the Strategic Plan, the HAP will be a resource for understanding the challenges involved in the experiential learning component. The Dean is supportive and appreciative of the work to date, and believes that extending the program for another three years is the right thing to do at this time.

A member of the Faculty asked whether there have been sufficient expressions of interest from potential program faculty participants. Nathan replied that there is a non-binding list indicating that the program can be staffed with faculty through 2025–26.

A member of the Faculty asked whether there have been efforts to recruit student participants from other schools. Nathan replied that these efforts have begun. Materials have been sent out to

a number of schools, and several have responded with interest. Retaining students from other institutions will be the next phase.

A member of the Faculty asked for clarification on how the benchmark numbers for program sustainability are derived. She wondered what effect housing numbers played in the decision. Nathan replied the numbers are based on 12-student seminar pedagogy. Also, the facility can't hold more than 12 without significant renovations. Finally, if 12 students are enrolled, they are contributing to the College. The faculty member followed up asking what effect 10 students would have instead of 12. Vice President for Administration and Finance Karen Leach replied that with 10 students, the College lost \$130 thousand, and the goal was to make the program revenue-neutral. In fact, even at 12 it's not exactly neutral because we need to increase enrollment to achieve necessary revenue. The faculty member replied that we need to think about what we value. If we value a connection to the Adirondacks then perhaps some shortfall might be acceptable. She concluded by saying that canceling the program for low enrollment seems neither fair to the program nor good for the College. Program committee member Seth Major spoke next, saying that the budget projections are based on everything else being equal. The program committee and director will certainly consider all the issues with respect to space and pedagogy. He added that when the 20-student program was initially proposed, facilities had not yet been identified.

A member of the Faculty asked about how faculty time is charged. He noted that the program budget includes faculty salaries but faculty participants are not replaced on campus. Karen Leach replied that the \$130 thousand did not include faculty salaries. *[In fact, this is not the case. Subsequent to the meeting, Karen acknowledged that she misspoke. The \$130 thousand does include Faculty salaries.]*

A member of the Faculty asked whether there were other concerns besides enrollment and cost-neutrality that might suggest not continuing the program. Nathan replied that he could not think of any.

Vice President for Enrollment Management Monica Inzer said that missing enrollment targets has an impact on admissions more broadly. The larger goal is to achieve 1,862 FTE. It's not just the HAP. Whenever enrollment targets are missed for various reasons including medical leaves and the like, we have to absorb this by adding new students. When the 20-student program was proposed, we increased enrollment to 1862. She said that she can manage this to hit the budget target, but it means a larger first-year class, which affects first-year courses, housing and a number of other things.

A member of the Faculty spoke to follow up on the earlier faculty member's assertion that we should consider how much we value this program. He said that just because the program was originally created as budget-neutral, we need not continue to restrict ourselves to this perspective. We spend lots of money on lots of different things. If the program is a valuable part of our curriculum, we should consider how much we are willing to spend on it. Additionally, we should consider what kind of students we want to have at Hamilton, and how programs like the HAP are exciting to students.

A member of the Faculty asked whether other off-campus programs are budget-neutral. Karen Leach replied that, in general, they are revenue-positive. She added that other programs are more well-established, and that if the HAP enrollment could be increased to 16–20, it would be revenue-positive as well.

A member of the Faculty asked whether admitting students from other institutions would help with meeting budget goals. Karen replied in the affirmative, noting that the China program does this.

5. *Motion from the Committee on Academic Policy to extend the pilot phase of the Hamilton Adirondack Program (Appendix C).*

Faculty Chair Kevin Grant explained that the CAP wishes to amend its original motion, by substituting a new motion, as follows:

**MOVED**, that the College extend the pilot of the Hamilton Adirondack Program for up to four years, through academic year 2022-23. If within that period the CAP and the Dean of Faculty—after consultation with the Faculty Committee on Budget and Finance and the Faculty Committee on Admission and Financial Aid—determine that the program should be terminated, the CAP will recommend to the Faculty that the program be terminated. The CAP will review the program in academic year 2021-22.

The amendment passed by unanimous consent.

CAP Chair Nathan Goodale spoke to the motion, explaining that a vote for this motion would extend the HAP pilot for four more years, with a review by CAP in the third year. A vote against this motion would terminate the program after fall 2018. The report just presented outlines a plan to extend the pilot phase and has been accepted by the Dean as a path forward.

A member of the Faculty pointed out the language: *...the CAP will recommend to the Faculty that the program be terminated*, and asked whether this recommendation would require a Faculty vote. Nathan replied that it would require a Faculty vote after all constituencies that are part of running the HAP have been consulted.

A member of the Faculty asked whether the program has considered inviting non-Hamilton students to participate in this extension of the pilot. Nathan replied that, yes, non-Hamilton students are being recruited.

A member of the Faculty pointed to language in the motion rationale: *there are critical areas that need to be addressed for the program to be sustainable....* He asked which critical areas would need to be addressed such that the program would become more sustainable. Nathan replied that they are the interrelated areas of enrollment and budget.

A member of the Faculty asked whether there is a threshold. Is there a minimum amount that we need? Could this program be terminated the moment an enrollment target is not met? Nathan replied that the program runs in the fall, and that these are good questions. The threshold is unclear at this point.

A member of the Faculty said that the language “critical areas” sounds very negative; more than simply asking whether the program will “break even.” “Sustainability” sounds better than “break even.” She asked whether the kind words and praise for the program would be reflected in the Minutes of the faculty meeting. The Faculty Secretary responded that he would do his best.

A member of the Faculty asked what benchmarks would be used to determine the program should be terminated. Are they based on enrollment? Revenue? He noted that the language seems vague. Nathan replied that it would be a discussion among all the constituents that make the program run, including the Dean, the CAP, committees on budget and financial aid, etc.

Program committee member Seth Major pointed out that the CAP report on its review of the HAP includes benchmarks for continuation of the program.

A member of the Faculty asked whether it was odd that the HAP itself is not among the groups consulted. Nathan replied that the HAP is the subject of the study. The faculty member replied that there is no representation, and asked whether the program committee was unanimous in

recommending the report, and whether the HAP is okay with this. Seth replied that, yes, the HAP is “okay” with the path forward.

A member of the Faculty who is considering teaching in the HAP said that preparing for the semester is substantially time-consuming. He expressed concern that the program might be canceled suddenly, rendering useless that preparation. Seth replied that the role of the consultation process would be that the cancellation would not have immediate effect. Nathan added that the CAP has been working on the motion for several months, and that the motion to extend is necessary now because the lease for the facilities is due imminently.

There was no further discussion. A member of the Faculty called for a paper ballot. Another member of the Faculty asked what a “No” vote meant. Faculty Chair Kevin Grant replied that if the motion fails, the HAP program would end.

The motion passed with 97 in favor, 4 opposed, and 9 blank ballots.

6. *Remarks by Interim Dean Margaret Gentry*

Dean Gentry began with remarks about digital things. Hamilton has joined LACOL ([lacol.net](http://lacol.net)), The Liberal Arts Consortium for Online Learning. This is a consortium of liberal arts colleges including Williams, Amherst, Pomona, Swarthmore, and 7 others supporting digital innovation in teaching and learning with a focus on how to respond to the digital transformations in many fields of study. This is not an academic program, and our participation does not reflect a commitment for our faculty to do anything; however, it is a resource to support faculty innovation, development, and collaboration. This joint effort by LITS and the Dean of Faculty office is similar to other campus consortia to which Hamilton belongs. Events related to LACOL will be announced. Interested faculty can contact Joe Shelley or Dean Gentry for more information.

Dean Gentry also announced that faculty would soon receive a survey from the Dean of Faculty. This survey is intended to provide a baseline inventory of two types of information about what faculty are doing in their teaching related to the digital domain. The first type is concerned with course content on digital technology in the lives of people and society. Examples might include ethical issues, privacy, changes in workplaces, cyber-bullying, and other impacts on relationships and communication. The second type of information is concerned with how students apply digital technology in their work. Examples include programming assignments, podcasts, and analysis of “big data.” Dean Gentry encouraged everyone to fill out this short survey.

Dean Gentry reminded the faculty about the annual review process. Annual reports were due Feb. 1. It’s very important to submit them promptly. Department chairs will read them, discuss them with the faculty, and write their reviews. The chair’s review will be shared with the faculty member, and the faculty member will have an opportunity to respond to the review. Then the chair will have an individual meeting with the Dean to discuss the department’s faculty reviews. Last year, those meetings extended into June. The Dean would like to complete the review process earlier this year. It’s particularly important this year as the review process overlaps with the tenure-track reappointment process. There are ten such reappointment cases this year, which is significantly more than usual. Many of these faculty are intending to take full-year sabbatical leaves, and their departments cannot hire leave replacements until their reappointments are completed. In the past we have waited to announce the reappointments all at once. This year we will notify the faculty member and the department as soon as a decision is made so that leave replacement searches can proceed as soon as possible.

Dean Gentry concluded with remarks about a possible “4+ course load.” The Strategic Plan calls for the adoption of a “4 course load” eventually. In the meantime we are working on defining a “4+ course load” or a “4-5 load” (an average of 4.5 courses over two years). The Dean is putting together a task force to begin the process of gathering information, discussing possible definitions

of “4+” with attention to equitable distribution of labor, exploring necessary resources, and determining impacts on the curriculum and individual departments. This committee will be comprised of faculty from various constituencies, including one or both associate deans, members of the CAP and the COA, representatives from both small and large departments, and faculty from across the academic divisions. The Dean appreciates advice on both the committee charge and personnel. This will be a challenge, but also an opportunity to re-think what we are doing as faculty members.

7. *Remarks by President David Wippman*

Faculty Chair Kevin Grant reported that President Wippman sends his regrets as he is unexpectedly delayed in returning to campus from out-of-town travel.

8. *Other announcements and reports.*

There were no other announcement or reports.

Faculty Chair Kevin Grant moved to adjourn the meeting. The motion passed by unanimous consent at 5:02 PM.

Respectfully submitted,

Alistair Campbell  
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, 2018 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 Faculty Committee on Budget and Finance to revise the *Faculty Handbook* regarding personal leaves.

**MOVED**, that Chapter IX, Section F Parts 6–8 be amended as follows:

**6. Caregiver Leaves or Reduction of Duties.** The College recognizes that faculty members may require leaves of absence from teaching duties to care for a close family member. In such cases every effort shall be made to ensure that faculty members' needs are treated in a humane, supportive, and understanding manner.

The College shall provide up to one year's leave to the tenure-track or tenured member of the Faculty who is relieving family pressures when a family member is called to active military service or is caring for a close family relative (spouse, domestic partner, child, parent, parent-in-law, grandparent, grandchild) who is suffering from serious health condition such as an illness, injury, impairment, or physical or mental condition (that involves: inpatient care in a hospital, hospice, or residential health care facility; or continuing treatment or continuing supervision by a health care provider). Requests for caregiver leaves require documentation with the Dean of Faculty and Human Resources and shall be granted at the discretion of the Dean. Visiting faculty are not eligible for such leave, but may be eligible under the Family and Medical Leave Act.

Requests for caregiver leaves are considered on a semester-by-semester basis. A faculty member may apply for a full leave for one semester with no teaching or service responsibilities without salary. A full-time faculty member may instead request a one-course reduction while continuing service responsibilities with a 20% reduction in that semester's salary. Both the full leave and the one-course reduction shall be without loss of health care benefits with the faculty member's contribution based on pre-leave terms.

The arrangements approved by the Dean shall be communicated to both the faculty member and Department or Program Chair in writing. The length of each leave must be determined by the faculty member in consultation with the Dean when the request for leave is made; it cannot be left open-ended. Full leaves of a semester or longer for tenure-track faculty members shall normally occasion a corresponding delay of the tenure decision. The time taken on such leaves shall not count in determining length of service for other purposes, such as time accrued toward a College-supported leave.

Approval of requests for extensions of caregiver leaves beyond a semester shall be based on the needs of the faculty member and the pedagogic and instructional needs of the College. Requests for leave extensions require documentation of the necessity with the Dean of Faculty and Human Resources and shall be granted at the discretion of the Dean. If a second full leave is granted as an extension, the faculty member normally will not receive benefits but may continue their health, life, and long-term disability insurance benefits on an individual basis with the full cost of any benefit elected paid for by the faculty member. After one year, the faculty member and the Dean will work to define terms of employment that can be accommodated given the employee's personal situation and the resources available for support.

**7. Leaves of Non-Caregiving Personal Necessity.** The College recognizes that faculty members may require leaves of absence from teaching duties for one semester or more without compensation in order to address matters of personal necessity ~~such as the care of elderly parents, spouses or eligible domestic partners, or seriously ill children~~. In such cases every effort shall be made to ensure that faculty members' needs are treated in a humane, supportive, and understanding manner.

Leaves of a semester or longer **for tenure-track faculty members** shall normally occasion a corresponding delay of the tenure decision. The time taken on such leaves shall not count in determining



length of service for other purposes, such as time accrued toward a College-supported leave. The length of ~~the~~ **each** leave (up to one year) must be determined by the faculty member in consultation with the Dean when the request for leave is made; it cannot be left open-ended.

Faculty members on leaves of personal necessity for a semester or more normally do not receive benefits, ~~but~~ **They** may continue their health, life, and long-term disability insurance benefits, ~~but on an individual basis~~ and the full cost of any benefit elected shall be paid for by the faculty member.

**8. Family and Medical Leave Act.** Faculty members and the College also have all the rights and responsibilities established by the federal Family and Medical Leave Act of 1993 (FMLA). Under the provisions of the Act, individuals who have been employed at the College for a total of twelve months and worked at least 1,250 hours over the previous twelve months may be eligible for up to twelve weeks of unpaid leave in a twelve-month period in the following circumstances: a faculty member's own serious health condition; the birth or placement for adoption/foster care of a child; the care of a seriously ill child, spouse, or parent; qualifying military exigency provisions; and up to 26 weeks under military caregiver provisions. Applicable periods of leave for illness and disability, maternity, parental, adoption or ~~personal necessity~~ **caregiver** shall run concurrently with FMLA leave and be counted toward the 12-week FMLA maximum (26 weeks if applicable). Specific information regarding your rights and responsibilities under the FMLA and the criteria for granting leaves is available in the Human Resources Office.

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## Rationale

Faculty are exempt under the New York State Paid Family Leave (PFL) law which took effect January 1, 2018. The Faculty Committee on Budget and Finance has worked over the past several months with the Academic Council, the Dean of Faculty, and Human Resources to consider an update to the faculty policy on leaves of personal necessity in the Faculty Handbook so as to include more explicitly a policy of leaves for faculty who need options for taking care of close family relatives in addition to unexpected personal necessity. This motion presents proposed changes to the Handbook language for section 6 (Leaves of Personal Necessity, page 77) under item F (Personal Leaves) under IX. Policies Related to Faculty Professional Activities.

The proposed policy is an expansion of the current policy in which caregiver leave was described under Leaves of Personal Necessity and in which there was only one option—a leave from all teaching duties with no salary and with the faculty member bearing full cost of any continued benefits. This proposed policy distinctly introduces options for a course load reduction in addition to a full leave for faculty requesting caregiver leave for a semester and introduces expanded continuation of health benefits.

In developing the policy, the Faculty Committee for Budget and Finance sought to propose a policy that would be as equitable as possible with the New York State Paid Family Leave policy that applies to administrators and staff (see <https://www.hamilton.edu/documents/PaidFamilyLeave.pdf> for a summary). This consideration, however, had to include the recognition that faculty teaching spans a semester instead of the 8 weeks (which expands to 12 weeks in 2021) covered under NY state policy. To minimize disruption to teaching and to allow for ease of administration of caregiver leave salary and benefits, these leaves are arguably best considered on a semester basis. We also took into account that New York State policy requires documentation of need and includes partial salary for the time needed to care for a family member.

The key features of the faculty policy are

- Applies the same definition of who constitutes a close family member and of a serious health condition as in the NY State PFL policy and that for administrators and staff.
- Includes a requirement of documentation of the necessity of the leave parallel to that required of administrators and staff.
- Establishes requests for caregiver leave on a semester-by-semester basis.
- Retains the existing option for full-time leave without salary for a semester but with health benefits continued.



- Adds an option for full-time faculty for a one course reduction with a salary reduction of 20% salary for that semester with health benefits continued. This, in effect, provides 90% salary for the year.

In outlining these options in the Handbook through these changes, the Dean of Faculty will have more explicit guidance from the language of this policy and faculty members will know of the options available should the necessity arise.

We also note that NY State PFL policy includes parental leave in addition to caregiver leave. We are not here proposing any change to the current faculty parental leave policy. In addition, Leaves of Personal Necessity are retained for those urgent or unexpected situations that do not fall under either parental or caregiver leave. This is proposed to be renumbered as item 7 and with minor editing to extract the language for caregiving in that section of the Handbook. This then also necessitates the renumbering of the Family and Medical Leave Act section as 8. Other proposed changes in sections 7 and 8 are for consistency and clarity; none involve policy changes.



Vice President for Academic Affairs  
and Dean of Faculty

March 27, 2018

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 3, 2018, beginning at 4:10 p.m. in the Fillius Events Barn.

AGENDA

1. Approval of minutes from the Faculty Meeting of Tuesday, March 6, 2018 (Appendix A).
2. Election for Committee Membership (Appendix B).
3. Motion from the Committee on Appointments to revise the *Faculty Handbook* regarding Special Appointments (Appendix C).
4. Report by Christophre Georges, Chair of the Faculty Committee on Budget and Finance (Appendix D).
5. Remarks by Interim Dean 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

## Appendix A

Minutes of the Sixth Regular Meeting of the Hamilton College Faculty  
Academic Year 2017-18  
Tuesday, March 6, 2018  
Fillius Events Barn

Kevin Grant, Chair of the Faculty, called the meeting to order at 4:11 PM. Before proceeding, acting on behalf of Academic Council, he moved to insert an item into the agenda, a *report by Interim Dean Margaret Gentry on the four new faculty FTEs authorized in support of the digital initiative in the strategic plan*. This change was approved by unanimous consent, and the item was added as #5.

1. *Approval of minutes from the Faculty Meeting of Tuesday, February 6, 2018 (Appendix A).*

The minutes were approved as distributed.

2. *Memorial minute for Richard Somer, Professor of Rhetoric & Communication Emeritus, presented by Professor John O'Neill.*

I first met Dick Somer at a reception for new faculty members in the fall of 1977. When I asked him what subject he was going to teach, he replied, "I am a rhetor."

I had just met him, and already he had taught me a new word! Dick had an ironic sense of humor, and it was sometimes possible to mistake his mock solemnity for pomposity.

Richard Somer was born December 7, 1934 in Centralia, Illinois. He received an A.B. degree from the University of Illinois at Champaign-Urbana in 1955; an M.A. from Southern Illinois University at Carbondale in 1960, and a Ph.D. from the University of Illinois in 1967. In Urbana he met Arlene Kullen; they were married in August of 1959. He is survived by Arlene, their son, Shubert; their daughter, Nora; a son-in-law, Kevin Bogdanow; and a grandson, Augustus Bogdanow.

Before coming to Hamilton, Dick served on the faculties of Hobart College, Geneva, New York; of the State University of New York at Geneseo; and of the University of Denver. He joined the Hamilton faculty in July 1977 and was appointed to the Upson Chair of Rhetoric and Oratory in 1994. He retired in 2000.

As a teacher, Dick was an authoritative, if sometimes intimidating, presence in the classroom. John Christopher, '83, wrote of him as follows:

In class, there wasn't a person who was unaware of Dick's presence. He often reminded us of this during our oral presentations, when his voice would rise up from the back of the class: "I can't hear you, John!" I have since had many opportunities for public speaking from the courtroom to the boardroom, and to this day, I still hear his voice in the back of my mind. Believe me, I no longer have any problems with projection.

The student course guide of 1978 says of his public speaking course, "Students have praised this course as one of their most valuable educational experiences at Hamilton. While some students found the instructor to be sternly critical, they all expressed great respect for his command of the 'mother tongue.'"

For many years, Dick was one of a group of faculty members who had morning coffee together in the Backus House. Many colleagues' memories of him mention that space.

Dan Chambliss wrote of him, “Dick Somer spotted me at a new faculty reception, gave me a hearty greeting, led me around the room making introductions, and invited me to come to Azel Backus for morning faculty coffee, where I met other ‘old hands,’ and started to feel comfortable at the College. Later, he asked me to visit his classes, asked me what I thought, and took my comments seriously. He made me feel welcome and valuable.”

John C. O’Neal of the French department has written, “Dick and his wife, Arlene, were *habitués* of the monthly dinners that brought together young faculty like myself along with tenured faculty like Dick and a good number of retired faculty, whom we wouldn’t have come to know otherwise. Dick shone in this setting: relaxed, smiling, and, of course, talkative.”

Ursula Beitter, who taught German at Hamilton from 1981-85, wrote, “Richard was a remarkably consistent individual; he applied the principles of rhetorical analysis outside the classroom, with friends, with sales people, with anyone who felt they wanted to engage him in a conversation. If there was a point to be made, Richard would pull out all the stops and follow the argument to its logical conclusion.”

Much of Dick’s work focused on the principles of rhetoric, civic engagement, and the power of speech to shape public affairs. His article “The Public Man of Letters,” focusing on the poetry of Archibald MacLeish, was published in 1988. His primary scholarly interest was the life and works of Abraham Lincoln. He admired Lincoln’s speeches and studied the ways Lincoln used speech to mold and inspire the nation. He was an avid and regular participant in the annual Lincoln Symposium in Gettysburg, Pennsylvania. In the late 1990’s, near the end of his career, he was planning a new advanced course to be called “The American Orator,” using Lincoln as its centerpiece. He might have found it fitting that the day of his death, February 12, 2018, was Lincoln’s birthday.

Richard Somer understood, in a profound way, the value of public speech to move listeners, shape the political marketplace, and gather a community. He believed steadfastly in the ability of speech to awaken the spirit of his students, to inform them, and to challenge them.

Ursula Beitter summed him up this way: “Looking back, I can say that there was nothing small about Richard: his ideas, passions, commitments to his students – all were on a large scale – the Richard Somer Scale.”

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

Seth Major spoke to the motion, explaining that this is the customary annual decision about which committees should be appointed versus elected. There was no discussion. The motion passed by unopposed voice vote.

4. *Motion from the Faculty Committee on Budget and Finance to revise the Faculty Handbook regarding personal leaves (Appendix C).*

Karen Brewer spoke to the motion. She began with background on the process by which the motion has come before the Faculty. As of Jan 1, 2018, the New York State Paid Family Leave Law is in force. Under this policy, employees are eligible for 8 weeks of leave at 50% of salary with full benefits. In 2021 this will increase to 12 weeks at 67% of salary and full benefits

However, faculty are excluded from the provisions of this law. Therefore, the Budget & Finance Committee, with input from the Dean of Faculty and Human Resources has developed a policy for Faculty that would offer benefits similar to those under Paid Family Leave.

Currently, faculty may take up to a full year leave, but with no pay or benefits. The motion provides for an increase in faculty benefits with a new handbook section on caregiver leaves. Parental leave policy is unchanged.

Karen continued to explain the motion. The first two paragraphs mirror language from the NY Paid Family Leave Law. The third paragraph describes how a faculty member, in consultation with the Dean, may plan a needed leave on a semester-by-semester basis. Two options are provided: a full semester leave without salary, or a one-course reduction with a 20% reduction in salary for that semester. Under both options, health care benefits are continued in full. The proposed policy is more generous than NY Paid Family Leave, but makes sense for the semester-based faculty work calendar.

Leaves of non-caregiver personal necessity remain options as well. Examples of situations warranting such leaves include recovering after a house fire or settling an estate. Leaves cannot be made open-ended. The last paragraph stipulates that subsequent full leaves will be without salary or benefits. Leaves usually delay tenure decisions.

These proposed changes must be approved by the Board of Trustees as well. Whatever revisions the faculty might propose need to be workable from Dean of Faculty, Budget, and Human Resources perspectives. Karen asked that if there were significant amendments, the faculty should send it back to the Budget & Finance Committee for careful revision.

There was no discussion.

The motion passed by unopposed voice vote.

5. *Report by Interim Dean Margaret Gentry on the four new faculty FTEs authorized in support of the digital initiative in the strategic plan.*

Dean Gentry thanked the Faculty for providing this opportunity to discuss the four new positions focused on the digital part of the Strategic Plan, and for those Faculty members who began the discussion online. She briefly outlined the elements of the Strategic Planning process that suggested these positions. In January 2017 we began the process with committees on “Imagining Hamilton,” “Academic Vision,” and “Student Success.” These held numerous meetings, gathered information, and reported back to the steering committee, which focused on common themes that were emerging in all three groups. One of these was a “digital focus.” In summer 2017, working groups were established on each of the common themes. The Digital group reported back to the steering committee. This report was shared with the community, and feedback was solicited.

The digital component of the plan is not yet fully defined, and is considered a broad topic that can be approached in different ways. The Strategic Plan document points us in a direction but does not specify precisely how to achieve each area of the plan. In January of 2018, with the Strategic Plan document completed, the Dean anticipated that the digital component would become the purview of the CAP for further development and planning.

However, during the budget process, it became clear to the Dean that it would be a good idea to ask for new faculty positions to support academic needs in support of the Strategic Plan, as there were similar requests in the proposed Budget from other constituencies, and some concern that changes in the College’s financial position or “Strategic Planning Fatigue” could jeopardize faculty interests. Having consulted with Senior Staff, the Dean added these four positions to the budget forecast. The Dean thanked President Wippman and other Senior Staff for their consideration of this late request.

The new positions were included in the budget materials reviewed by the Faculty Committee on Budget and Finance. The CAP was also informed and asked to prepare an allocation process for this initiative, should it be authorized by the Trustees. Last weekend, the Trustees did approve the Budget, including these positions.

Dean Gentry acknowledged other needs outside the digital initiative, including over-enrolled departments, SSIH needs, and spousal hiring. It has been very difficult to lift the FTE cap. The Dean took the chance to open new positions by linking them to the digital strategic initiative.

These positions were not driven by a desire on the part of Trustees to control the curriculum. Control of the curriculum belongs to the Faculty. However, the creation of new positions is the responsibility of the Trustees and the President. Other initiatives have brought in new faculty. Some examples include East Asian Languages and Literature, Asian Studies, the Senior Program, and Sophomore Seminars.

The individuals that we hire into these four positions will do more than just focus on digital technology. They will be trained as faculty in disciplines or interdisciplinary fields. Their digital experience can be focused on disciplinary content, or on the disciplinary application of digital technology. The CAP will take into consideration potential contributions across disciplines. The timing of the allocation is the purview of the CAP. Though the Dean would prefer to hire next year, we could spread out the process. The CAP should also have the flexibility to recommend tenure-track or term positions as it deems appropriate.

The positions are linked to the digital part of the Strategic Plan. If the Faculty wishes to go in a different direction, that is fine, but then these positions will not exist, and we will begin the planning process anew.

The Dean concluded by noting that this is the first time since 2002 that approval has been given to hire a group of faculty. These positions are available to everyone. Our goal is to spread them across the campus.

A member of the faculty thanked Dean Gentry for her efforts in advocating for faculty interests, and thanked Senior Officers for their support. The faculty member made two requests about the direction from this point. The first request is to slow the process down so that the Faculty can develop and propose a coherent program. Perhaps it is good to have a wide range of possibilities, but focus is good as well. Also, it's a very busy time of year to be preparing new requests. While there is a sense of urgency with these new positions, perhaps it would be better for the Faculty to take the time to be more thoughtful about how to best utilize the four FTEs. The second request is to consider the relationship between the regular allocation process and the special one for the new digital initiative. There are other strategic priorities that need to be satisfied, many of which are likely represented in the regular allocation requests. It would be good to consider how, with these four new FTEs, we could achieve more than one of our goals. The Dean replied that these are good ideas and that the CAP is in charge of the process. She noted that there will be a meeting this Thursday afternoon to discuss the process, and reiterated that slowing down the process would be fine if that's what the Faculty want to do.

CAP Chair Nathan Goodale said the first due date is in early April, and that's meant to be a non-binding draft of the executive summary of an allocation request. It can be as small as a single sentence indicating an intent to submit. Whether the CAP allocates all positions this year depends on the proposals. The process allows the CAP to offer feedback on proposals for resubmission next year.

A member of the Faculty pointed out that digitally-inclined faculty may require support staff, and asked whether there was budgetary flexibility for support staff. Dean Gentry replied that there are opportunities for grant funding to support the Arts in its digital endeavors. The College is

committed to continuing support after the grant expires. We've also talked about positions that would be based in LITS.

A member of the Faculty thanked Dean Gentry, and expressed appreciation for the CAP's flexibility. The faculty member said that it's good that the vagueness of the initiative allows us to be creative in how to approach it. The faculty member also expressed some discomfort with—and asked for further comment on—the idea that the CAP would be authorized to decide whether a position should be term or tenure-track, because the faculty member could not recall a precedent for such authorization. Dean Gentry replied that the presumption is that these positions are tenure-track. However, in the interest of flexibility, not knowing what the proposals will look like, the CAP might recommend term positions or tenure-track positions.

A member of the Faculty, noting that small departments can only offer a limited number of courses, wondered about how such a department might have a successful proposal. If the new faculty taught five “digitally-immersed” courses per year, this could upset pedagogical balance. On the other hand, perhaps the new faculty member could teach some digital and some non-digital courses. Dean Gentry replied that it would be up to the CAP to make the recommendation. She further noted that the vision is that the new faculty member would not necessarily teach with a digital focus in every class.

A member of the Faculty thanked Dean Gentry, and expressed concern about having only two months to develop proposals for tenure-track allocations, which are essentially 30-year commitments. The faculty member noted that there are many different ideas about what this initiative is about, and worried that CAP could be wrong about its allocation recommendations. The faculty member expressed a preference for term positions because that would give the Faculty and CAP time to assess the success of the initiative before making a long-term commitment. Dean Gentry replied that she understood that position and pointed out that many faculty hired in support the now-defunct sophomore seminar program are still productive faculty members.

A member of the Faculty echoed the sentiment that it would be good to slow down the process. With 18 existing allocation requests, it would be useful to allow departments who have not yet had an opportunity to think along digital lines to do so. If they could reconsider their proposals in light of this initiative, perhaps they could satisfy more than one need. The current timetable doesn't seem to allow for this. Nathan Goodale replied that if the process is slowed, there would be no digital hires for an additional year. As a result, we would be in the 4<sup>th</sup> year of a 5-year plan before any new faculty came to campus.

A member of the Faculty pointed out that it is often difficult to hire into tenure-track positions. Even if a department puts together a compelling case, the chance of a successful term position hire seems low. Dean Gentry replied that the assumption is that the position would be tenure-track, but there may be some situations where a term appointment might be more desirable.

A member of the Faculty thanked Dean Gentry and expressed support for the idea of slowing down the process. The faculty member noted that some departments already have a strong digital component, but others need more time to develop ideas, especially if we believe that this initiative should be college-wide. Six weeks is not long enough to develop a totally new position. Also, it's exciting to consider the possibility of cross-departmental positions, but the schedule doesn't allow time for conversations that could yield high-quality proposals. We should take an extra year and do this well.

A member of the Faculty added that this is an initiative, and it will take time. Four departments competing for four positions is not an initiative. Having the chance to work together is important. In addition, the SSIH is a diversity initiative, and does not have sufficient resources to support it. The digital initiative needs more thoughtful consideration.



A member of the Faculty pointed out that we are not the first to consider such an initiative. Other institutions have developed bachelors and masters programs in data science. It would be a good idea to consider the perspectives of others.

6. *Remarks by Interim Dean Margaret Gentry.*

Dean Gentry encouraged all Faculty to respond to the COACHE survey, which is an important opportunity to give feedback on job satisfaction. She also expressed appreciation for the feedback just given on the digital initiative.

7. *Remarks by President David Wippman.*

President Wippman made remarks on three topics: the Board of Trustees Meeting, weather-related campus closings, and the Strategic Plan.

At the Trustees meeting there was discussion of the upcoming capital fund-raising campaign. There will be a soft launch of the campaign at Fallcoming, and a public launch at the 1812 Leadership Weekend in New York City. The target amount for the campaign and all the spending priorities are not yet set, but some will be earmarked for the endowment and some for elements of the Strategic Plan. It is typical to have about 50% of the target in hand before launching the campaign. The President will be traveling to meet with alumni in the coming months.

The Trustees also discussed and approved the proposed budget, including four new faculty lines. One concern is that even with a 3 ½ percent increase in tuition next year, no net revenue will be generated. This has been a problem connected to a rising discount rate since the 2009 decision to become need-blind. We knew about this, but the discount rate increase has been faster than anticipated, presenting a long-term challenge.

President Wippman thanked the Faculty for their involvement with the Trustees. Both the dinner and the class visits were enormously successful. In particular, the Trustees were very impressed with the high quality of students and equally high quality instruction. The Trustees also enjoyed faculty-student research presentations. It is good to show the Trustees that we are working at a very high level.

Regarding the snowstorm, there was some speculation about why the College didn't close. After the first storm, Dean Gentry took the matter to Academic Council, and at their suggestion, we decided it best to give faculty members some flexibility on whether or not to hold classes. The current procedure is that the Hamilton Emergency Response Team convenes at 5 AM to discuss any possible delay or closure, and consults with civil authorities such as Kirkland Police. If necessary, HERT will send out a notice around 6 AM. If Oneida County issues a travel advisory, then the College will give professors the option to cancel their classes. If the County issues a travel restriction, then the College will close. The President acknowledged that there is no perfect way to do this, and clarified that the decision to remain open on Friday afternoon was not related to the fact that the Trustees were on campus.

President Wippman continued with remarks about the Strategic Plan, beginning by crediting Dean Gentry for her advocacy on behalf of the faculty. The Strategic Plan speaks to a general need for more faculty in the long run. The digital initiative presented an opportunity to secure four new positions immediately. We have only two ways to raise revenue. One is through endowment earnings, and the other is through philanthropy. The Trustees did not drive the decision to hire in the digital initiative. Rather, the Strategic Planning Steering Committee solicited input across all campus constituencies. At every point, faculty voices were predominant, and the digital component emerged from multiple sources. President Wippman acknowledged the point made by a Faculty member that the definition of the initiative could use some sharpening, and we will continue to work on bringing it more fully into focus. However, we



don't want to detail everything at this point in order to avoid constraining creativity. We hope to secure more funding for additional faculty positions. This will depend in part on fund-raising success.

A member of the Faculty made two points. The faculty member first asked for clarification on the meaning of college closure, noting that athletic practices continued as scheduled, and asked for clarity and consistency in applying closure. The faculty member then spoke in appreciation of the work on the Strategic Plan, but also noted that much of it came out of various appointed *ad hoc* committees. The faculty member pointed out that we have established governance structures in charge of curriculum and personnel decisions. President Wippman responded to the first point that if the College closes, all non-essential activities will end, including athletic activities. To the second point, he replied that strategic planning process originated with Office of the President, and it did involve all existing governance structures.

A member of the Faculty asked about campus closure as it relates to staff, noting that the Staff Handbook policy indicates that if the college is open but a staff member feels that travel is unsafe, that staff member may, with supervisor permission, use personal time off. But if the college is closed, do the staff have to use personal time as well? The faculty member's concern was that the consequences and non-closure for staff may be different than those for faculty, and that staff may have to weigh travel risk against possible pay reduction. President Wippman deferred to Steve Stemkoski, who replied that if the college closes, staff who can't be on campus will receive pay for that day. The faculty member clarified that the concern is connecting staff safety with their pay, having to take personal time when the college is open, in contrast to faculty who have the option of canceling classes with no salary consequences. Steve replied that supervisors will work with their teams to decide who should report to work. Karen Leach commented that the College is relatively generous with vacation and personal time, so employees will generally have this time to take in that circumstance. She added that those employees deemed "essential personnel" who are required to come to work will receive double pay for their work when the College is closed.

A member of the Faculty echoed the sentiment that even though faculty and staff jobs are often different—for example, faculty members work on Labor Day—we should provide the same discretion to all employees with respect to weather-related travel.

A member of the Faculty expressed excitement about the digital initiative and the four new positions, but wondered if there is a way to open up more conversation among the Faculty to determine whether the digital component, among all the ideas generated in the process, is the direction we want to go. The faculty member agreed with the idea that we should slow down the process and determine how to use these four positions most effectively given the wide variety of needs. President Wippman replied, echoing Dean Gentry, that if the Faculty decided not to pursue this direction, then he cannot promise the positions for some other purpose. The Faculty should work together with the CAP to decide how best to fill these positions within the framework in which they were approved.

8. *Other announcements and reports.*

Nathan Goodale reminded the faculty about the meeting with CAP to discuss the digital FTE allocation process, which will be held on Thursday, March 8, at 4 pm in Sadove 112.

Gordon Jones reminded the faculty about the meeting with COA to discuss the 3/5 leave positions on Thursday in Dwight Lounge.

Celeste Day Moore was asked by students to let the faculty know about a town hall meeting on April 2 from 7-9 pm in the Chapel.

Peter Rabinowitz reminded the faculty about the Symphoria concert.

Faculty Chair Kevin Grant moved to adjourn the meeting. The motion passed by unanimous consent at 5:24 PM.

Respectfully submitted,

Alistair Campbell  
Faculty Secretary

## Appendix B

### BALLOT

#### Committee Membership

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

#### Nominations from the Floor

##### Committee on Appointments

Term:	2019	<u>W. Chang</u>	<u>J. Eldevik</u>	_____	_____
Term:	2019	<u>B. Krueger</u>	<u>J. Sabadell-Nieto</u>	_____	_____
Term:	2021	<u>K. Brewer</u>	<u>S. Rivera</u>	_____	_____
Term:	2021	<u>B. Collett</u>	<u>R. Kantrowitz</u>	_____	_____

Continuing members:

Term: 2019 J. Borton  
2019 H. Buchman  
2020 L. Trivedi  
2020 S. Wu

##### Academic Council

Term	2021	<u>L. Hamessley</u>	<u>J. Springer</u>	_____	_____
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Continuing members:

Term: 2019 S. Major  
2020 K. Doran  
*ex officio* Dean of Faculty  
*ex officio* Faculty Chair  
*ex officio* Faculty Secretary

## Appendix C

Motion from the Committee on Appointments on revisions to the *Faculty Handbook* on existing special appointments to the Faculty.

**MOVED**, that the Faculty approve the following changes (shown underlined) to the *Faculty Handbook* that create a new category of faculty appointment (called “Special Appointments”) to reflect existing appointments.

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The proposed change will touch several sections of the *Faculty Handbook*. Each *Handbook* section implicated in the change follows in the order of appearance in the *Handbook*. Each section below first provides the proposed language with changes underlined (and in blue). Language that is to be removed is marked as stricken.

Additional comments at the beginning of each section enclosed in */\*slashes, and in red\*/* are intended to aid in reading the section.

*/\*All faculty can vote in faculty meetings\*/*

### **III. ORGANIZATION OF THE FACULTY OF HAMILTON COLLEGE**

#### **B. The Faculty**

The voting members of the Faculty shall consist of the President; the Dean; the Associate Dean of Faculty; and all members of the departments and instructional programs of the College who hold tenurable or non-tenurable renewable or non-renewable appointments not less than half-time as Professor, Associate Professor, Assistant Professor, or Instructor, as defined by letter of appointment. Individuals hired to teach less than one-half time hold the position of Lecturer or Senior Lecturer and are not voting members of the Faculty. (Ranks of the Faculty are defined in Section VI.) With the consent of the Faculty, the President may designate faculty membership to any administrative officer of the College.

*/\*Faculty in special appointment positions can serve on all committees except the standing committees\*/*

### **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 a tenurable position at 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.

## B. Committees and Boards with Faculty Members

In addition to the Standing Committees of the Faculty, faculty members serve on the following deliberative bodies. To be eligible for election or appointment to a Committee or Board with Faculty Members, 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 [a tenurable or non-tenurable position at](#) the rank of Professor, Associate Professor, or Assistant Professor. The President is a member, *ex officio*, of all Elective Committees or Boards. All committee members, *ex officio* or not, are voting members unless specified as nonvoting; representatives of *ex officio* members do not have a vote. Nomination and election procedures for Elective Committees and Boards follow those set out for Standing Committees in Section IV.A.1 above. Normally, the Dean makes appointments to Appointed Committees and Boards after elections for Standing Committees and Elective Committees and Boards have been concluded.

### D. *Ad hoc* Committees of the Faculty

At times, the Dean may form *ad hoc* committees to address particular concerns. Normally, the Dean shall appoint all members to these committees, including faculty. To be eligible for appointment to an *ad hoc* committee, members of the Faculty must have taught at Hamilton for not less than one full academic year at the time of appointment and must hold [a tenurable or non-tenurable position at](#) the rank of Professor, Associate Professor, or Assistant Professor.

*/\*\*Special appointments can vote in department meetings on non-personnel decisions\*/*

## V. DEPARTMENTS AND PROGRAMS OF THE FACULTY

### A. Meetings

2. Except for certain votes on appointments and reappointments as noted below, the voting members of the department or program committee shall be those faculty members in residence who hold [tenurable or non-tenurable](#) appointments as Professor, Associate Professor, Assistant Professor, or Instructor.
3. Voting privileges of other members shall be determined by each department or program committee.

*/\*\*Special Appointments do not vote on any appointments, reappointments, tenure, or promotion\*/*

### D. Appointments

1. **Departments, excluding Physical Education (see Section VII).** Responsibility for recommending department appointments, reappointments, tenure, and promotions lies with the regular department faculty in tenurable positions already holding appointments not less than half-time or joint appointments not less than two-fifths time according to the following procedure:
  - a. Professors, Associate Professors and Assistant Professors [in tenurable positions](#) shall vote on all initial appointments without tenure. Actions taken shall be forwarded by the Chair as recommendations to the Dean.
  - b. Professors with tenure shall vote on reappointments and promotions to the rank of Professor. Professors with tenure and Associate Professors [in tenurable positions](#) shall vote on

reappointments and promotion to the rank of Associate Professor and appointments to tenure. Actions taken shall be forwarded by the Chair as recommendations to the Dean.

- c. Professors and Associate Professors in tenurable positions shall vote on reappointments to the rank of Assistant Professor. Actions taken shall be forwarded by the Chair as recommendations to the Dean.
- d. Professors, Associate Professors, and Assistant Professors in tenurable positions shall vote on reappointments to the rank of Instructor and Lecturer and on reappointments and promotions to the rank of Senior Lecturer. Actions taken shall be forwarded by the Chair as recommendations to the Dean.
- e. The Chair shall consult with members of the department who are excluded from voting by the procedures mentioned herein, and give them the opportunity to comment in oral or written form either through the Chair or directly to the Dean.

*/\*\*Defining the type of position, including stipulations on creation\*/*

*/\*\*We named these positions "Special Appointments," as other colleges have, to\*/*

*/\*\*highlight that they do not fit into the other categories; they are irregular and finite.\*/*

## **VI. APPOINTMENT, REAPPOINTMENT, TENURE, AND PROMOTION**

### **A. Types of Positions**

- 5. Special Appointments. Non-tenurable Special Appointments existing as of March 1, 2018 provide coverage of courses when faculty take periodic leaves. These 3/4-time non-tenurable positions were given to departments in lieu of hiring a series of faculty in term positions. Additional leave replacements will not be allocated to departments with these Special Appointments unless the average number of courses to be replaced over three or more years exceeds the number of courses assigned to the faculty member in the Special Appointment. Faculty holding Special Appointments have the rank of Visiting Assistant Professor, Visiting Associate Professor, or Visiting Professor. This description defines existing Special Appointments; it does not provide for the creation of additional Special Appointments or for the transfer of a position to another individual. These non-tenurable Special Appointments may be held for more than six years, but they must remain less than full time.

*/\*\*Reappointment schedule and promotion schedule\*/*

### **C. Ranks of Faculty**

- 5. **Assistant Professor.** This is the usual rank for initial appointments to the Faculty, and it is offered to qualified individuals who have completed the doctoral or other appropriate terminal degree. Appointments are normally for a three-year term.  
[....]  
Reappointment in rank beyond the sixth year for full-time appointments, or beyond the ninth year for part-time appointments, normally shall be terminal appointments for one year only.

Assistant Professors in Special Appointments shall be reappointed according to a schedule agreed upon by the Dean and the department, with the understanding that all Assistant Professors in Special Appointments shall undergo reappointment at least every three years.

6. **Associate Professor.** Initial appointments to the Faculty in this rank normally are made for a term of two years with the expectation that a decision regarding tenure shall be reached during the third year of full-time service, or fourth or fifth year of part-time service at the College unless, after consultation with the Committee on Appointments, a different year is agreed upon at the time of the initial appointment. **For tenurable positions,** promotion into this rank normally is with tenure. However, particularly if the individual has served on the Faculty for a relatively brief period, the granting of tenure may be a separate action.

For faculty members in Special Appointments, promotion to the rank of Associate Professor normally does not take place before the seventh year in rank. Assistant Professors in Special Appointments are eligible for consideration for promotion only after consultation among the faculty member, the department's voting members, and the Dean.

Associate Professors in Special Appointments shall be reappointed according to a schedule agreed upon by the Dean and the department, with the understanding that all Associate Professors in Special Appointments shall undergo reappointment at least every five years.

7. **Professor.** Those appointed to the Faculty with this rank or promoted into this rank are expected to provide distinction to the Faculty as teachers, to have demonstrated sound, continuing growth as scholars, and to serve as leaders of the academic community. Promotion to Professor marks eminence as a teacher and a scholar. **For tenurable positions,** initial appointments to this rank may be with or without tenure. In those tenurable cases where tenure is not initially offered, the appointment normally shall be for a term of two years with the expectation that a decision regarding tenure will be reached during the second year of full-time service, or fourth or fifth year of part-time service to the College unless, after consultation with the Committee on Appointments, a different year is agreed upon at the time of the initial appointment.

Consideration for promotion normally does not take place before the seventh year in rank. Promotion before the seventh year occurs only when the record in teaching, scholarship and service is exceptional.

Professors in Special Appointments shall be reappointed according to a schedule agreed upon by the Dean and the department, with the understanding that all Professors in Special Appointments shall undergo reappointment at least every five years.

For faculty members in Special Appointments, promotion to the rank of Visiting Professor normally does not take place before the eleventh year in rank. Visiting Associate Professors in Special Appointments are eligible for consideration for promotion only after consultation among the faculty member, the department's voting members, and the Dean.

*//\*Outside reviewers for scholarship and additional status needed for promotion\*//*

## **F. Principles of Evaluation for Teaching, Scholarship, and Service**

2. **Evaluation of Scholarship.** Because of the variety of forms that scholarship takes, the evaluation of the quality of scholarship may be made in a number of ways. In all cases,

the College should seek evidence relevant to each discipline. Whenever appropriate, tenured members of the department should be asked to evaluate a candidate's published and unpublished work. Reviews in professional journals of the candidate's work offer an independent evaluation of that work by professional peers. Awards and grants to support scholarly research and creative activity may be yet another measure of evaluation of scholarly work by a candidate's professional colleagues. In the creative and performing arts, evidence of the quality of professional activity should be gathered from departmental peers, members of similar departments at other institutions, other artists in the same field, or published reviews. The Dean may solicit confidential evaluations of a candidate's scholarly work from professional peers outside of the College, and the Dean must do so in the case of a candidate standing for promotion to Associate Professor or Professor in a tenurable or non-tenurable position. In the case of faculty members for whom performances are the major form of scholarship, it is the responsibility of the department Chair, with the assistance of the Dean, to have performances evaluated by outside scholars and to place written records of the evaluations in the departmental files and to provide the Dean with such records. In decisions on promotion to Associate Professor or Professor (in tenurable and non-tenurable positions), candidates may add a reasonable number of other professional references who shall also be asked to submit confidential evaluations of the candidate's scholarly work.

*//\*Reappointment procedures including criteria and timelines are the same for\*//  
 //\*renewable positions and special appointments. Note that they include teaching,\*//  
 //\*scholarship, and service.\*//*

## **G. Reappointment, Tenure, and Promotion Procedures**

- 5. Procedures for Reappointment of Faculty in Renewable Positions and in Special Appointments.** The evaluative principles described in Section F, parts 1, 2, and 3 ("Principles of Evaluation for Teaching, Scholarship, and Service"), are here assumed. The dates provided in this section are guidelines intended to enable candidates to learn of the decisions as soon as possible. They are not deadlines in the strict sense that failure to meet them would constitute procedural impropriety.

### **Timeline:**

**May 1:** Department Chair shall provide to the Dean a list of the names of faculty for whom reappointment is pending during the coming academic year. See part a. below.

**June 15:** The candidate shall provide the Dean with a list of fifteen former or current students to whom the Dean shall write for a letter of evaluation. See part b. below.

**August 15:** The candidate shall provide the Dean with a detailed personal statement and other materials as specified in part b. below.

**October 15:** The department recommendations for reappointment shall be conveyed in writing by the Chair to the Dean along with evidence of the candidate's qualifications. See part a. below.

**By November 7:** The Committee on Appointments shall provide its written recommendation to the Dean. See part d. below.



**By December 15:** The President shall notify the candidate in writing of her or his decision. See part e. below.

- a. Role of the Department.** On or before May 1 each department Chair shall provide the Dean with a list of the names of department faculty for whom reappointment is pending during the coming academic year.

Upon receipt of the materials listed in section c (“Role of the Dean”), the Chair shall make them available to voting members of the department and shall convene a meeting of the voting members to discuss and vote on the candidacy. Any voting members unable to attend shall convey their votes and any evaluative observations to the Chair in writing before the meeting, and the Chair shall share that information with all voting members.

By October 15, the department’s recommendations for reappointment shall be conveyed in writing by the Chair to the Dean along with evidence of the candidate’s qualifications, including a detailed statement on the candidate’s performance as a teacher, a scholar, and a faculty colleague. The Chair must include a report of the department vote and a summary of the views of the voting members. The Chair shall also request that the voting members sign the recommendation, indicating that they have read and confirm its report of the vote and its summary of the evidence collected. The Chair shall provide every member of the department, whether a party to the decision or not, with the opportunity to evaluate aspects of the candidacy by writing to the Chair or directly to the Dean. The Chair shall forward with the department recommendation any letters from non-voting members.

At each reappointment, the Chair shall report the department recommendation and the reasons for it to the candidate before sending it to the Dean.

- b. Role of the Faculty Member.** By June 15 of the academic year before the one in which a candidate is to be considered for reappointment, he or she shall provide the Dean with a list of fifteen former or current students to whom the Dean shall write for a letter of evaluation. By August 15 of that academic year, the candidate shall provide the Dean with one digital set of materials and six sets of any materials that cannot be provided digitally. All materials that will be helpful for an adequate consideration of the case should be submitted, including: a personal statement on teaching, scholarship, and service; a current curriculum vitae; any relevant information or documents such as syllabi, other teaching materials, and scholarly work; and the name of any academic program(s) to which the candidate regularly contributes.
- c. Role of the Committee on Appointments.** The Committee advises the President and the Dean in cases of reappointment. The Committee on Appointments shall provide a written recommendation, the reasons for it, and the number who voted for and against the recommendation. The advisory process for reappointments is initiated by the Dean, who sends to the Committee all documentation gathered for the review in progress. The Committee shall receive from the Dean all materials included by the Dean in the reappointment review file and gather any additional evidence that it deems necessary. When the Subcommittee of the Committee on Appointments differs with the department, the Subcommittee shall confer with the voting members of the department before the Committee on Appointments makes its recommendation. In instances where reappointment decisions are affected by curricular reallocations, the

Committee must satisfy itself, before making a recommendation, that the Committee on Academic Policy has considered the matter. Committee deliberations and voting always occur in executive session. In the written recommendation, the Subcommittee shall report all of the evidence that informed the recommendation.

- d. Role of the Dean.** For reappointments, it is the responsibility of the Dean, in consultation with both the Chair and the candidate, to gather as full and complete a record as appears useful to the pending decision. The Dean shall seek letters with observations regarding the candidacy from current committee members of the academic program(s) to which the candidate regularly contributes.

The Dean shall gather the materials submitted by the candidate, contact the students selected by the candidate for letters of recommendation, and solicit letters from fifteen former or current students randomly selected by the Registrar, including concentrators and non-concentrators and students from both lower- and upper-level courses. As early as possible the Dean shall provide these materials to the voting members of the department.

The Dean shall forward the department recommendation to the Committee on Appointments, along with access to all evaluations, prior letters of appointment, and all information gathered by the Dean for this decision from the candidate, the department, and other sources.

Upon receipt of the recommendation of the Committee on Appointments, the Dean shall consider that recommendation, the department recommendation, the evidence accumulated through the process, and any additional information that the Dean may gather. The Dean will then present a written recommendation, with supporting reasons, to the President, along with access to all documentation gathered for the review. In the written recommendation, the Dean shall report all of the evidence that informed the recommendation.

When the Dean's recommendation is at variance with the recommendation of the Committee on Appointments or of the department, the Dean shall call a meeting of the Committee on Appointments Chair and the Committee on Appointments Subcommittee that considered the case, the Dean, and the voting members of the department in order to seek agreement before the recommendations go to the President.

For each reappointment review, it is the responsibility of the Dean, after consulting with the department Chair, the Committee on Appointments, and the President, to provide the faculty member with a written evaluation of her or his teaching, scholarship, and service.

- e. Role of the President.** The President shall receive the materials on the candidate from the Dean along with the recommendations of the Committee on Appointments and the Dean and, on the basis of this and any additional information he or she may gather, make his or her decision.

Final authority for all appointments lies with the President according to the terms of the Charter and By-Laws of the Board of Trustees. When the President's tentative decision is different from that of the Dean or the Committee on Appointments or the

department, the President shall call a meeting of the Dean, the Committee on Appointments Chair, the Committee on Appointments Subcommittee that considered the case, and the voting members of the department in order to try to reach agreement before making a final decision.

The final decision and the reasons for it, including an evaluation of the candidate's teaching, scholarship, and service, shall be communicated in writing by the President or the Dean to the candidate, the Chair of the department, and the Chair of the Committee on Appointments. Before doing so, the President may inform a candidate of the decision orally, or invite the Dean or the Chair of the department to do so on her or his behalf. In the written decision, the President shall report all of the evidence that informed the decision.

*//\*Promotion procedures including criteria and timelines.\*/*

*//\*Adapted from promotion procedures for tenurable faculty.\*/*

6. Procedures for Promotion in Special Appointment Positions. Promotion is not exclusively the consequence of the number of years in rank but constitutes recognition of sustained professional achievement in teaching, scholarship, and service.

The evaluative principles described in Section F, parts 1, 2, and 3 ("Principles of Evaluation for Teaching, Scholarship, and Service") are here assumed. In addition, Section F part 4 ("Additional Principles for Promotion to Professor"), applies to decisions on promotion to Professor for faculty in Special Appointments. The dates provided in this section are guidelines intended to enable candidates to learn of the decisions as soon as possible. They are not deadlines in the strict sense that failure to meet them would constitute procedural impropriety.

Timeline:

November 1: Dean shall inform the candidate that he or she has been nominated to stand for promotion. See part a. below.

December 1: The candidate shall provide the Dean with requested materials. See part b. below. The voting members of the department shall provide the Dean with a list of at least two scholars from outside institutions agreed upon by them and to whom the Dean can send scholarly materials for evaluation. See part c. below.

January 15: The candidate shall provide the Dean with a detailed personal statement and other materials as specified in part b. below.

March 1: The Dean shall provide materials to the department, as given in part a below.

April 1: The department recommendations for promotion shall be conveyed in writing to the Dean along with evidence of the candidate's qualifications, and the Dean shall forward the complete file to the Committee on Appointments. See parts a. and c. below.

May 1: The Committee on Appointments shall provide its written recommendation to the Dean. See part d. below.

June 15: The President shall notify the candidate in writing of her or his decision. See part e. below.

a. Role of the Department. Candidates for promotion may be nominated by the voting members of their department, or they may nominate themselves. In all cases, determination of the appropriate year shall come after consultation among the faculty member, the department's voting members, and the Dean. Such decisions shall be made no later than November 1 of the academic year in which the faculty member is to be considered for promotion. If the Chair of the department is not eligible to vote on the decision, the voting members shall select one of their number to perform the duties of the Chair described in this section. When there are no voting members in the department in which the faculty member is standing for promotion, the Dean, in consultation with the Academic Council, shall appoint an *ad hoc* committee of two tenured Professors to review the candidacy and shall appoint one of its members to serve as Chair. When there is only one voting member in that department, that faculty member shall Chair a two-person *ad hoc* committee to review the candidacy, with the second member appointed from among tenured Professors by the Dean, in consultation with the voting member in the candidate's department. All appointments from outside the department in which the candidate is standing for promotion should normally come from disciplines that share subjects or methodologies with the discipline of the candidate. In such cases, references to department shall be understood to mean the *ad hoc* committee.

By December 1, the voting members of the department shall provide the Dean with a list of at least two scholars from outside institutions agreed upon by them and to whom the Dean can send scholarly materials for evaluation.

After the materials for consideration have been forwarded by the Dean, the voting members of the department shall convene to discuss and vote on the candidacy. Any voting members unable to attend shall convey their votes and any evaluative observations in writing to the Chair before the meeting, and the Chair shall share that information with the voting members in the department. The Dean shall invite every member of the department, whether a party to the decision or not, to evaluate aspects of the candidacy by writing to the Chair or directly to the Dean. The voting members of the department shall read the Chair's department recommendation and sign it to indicate that they have read it and confirm its report of the vote and its summary of the evidence collected. The Chair shall submit the vote and recommendation to the Dean by April 1. The Chair shall report the department recommendation and the reasons for it to the candidate before sending it to the Dean.

b. Role of the Faculty Member. By December 1, the candidate for promotion to Professor shall provide the Dean with the following: a current curriculum vitae; a statement of no more than 300 words describing her or his area of expertise as a teacher-scholar; the names of at least four scholars from other institutions, two of whom the Dean shall select to evaluate scholarly and, in some cases, teaching materials; a list of no more than five colleagues and scholarly

acquaintances from Hamilton or elsewhere whom the candidate wishes to have comment on scholarship and teaching without normally receiving materials from the Dean; a list of no more than five colleagues from Hamilton or elsewhere whom the candidate wishes to have comment on service to the College or to the profession without normally receiving materials from the Dean; the name of any academic program to which the candidate regularly contributes; and a list of fifteen former or current students to whom the Dean shall write for a letter of evaluation.

By January 15, the candidate shall submit to the Dean one digital set of materials, and five sets of any materials which cannot be provided digitally. All materials that will be helpful for an adequate consideration of the case should be submitted, including: a detailed personal statement on teaching, scholarship, and service; any teaching materials the candidate wishes to have considered; and access to the scholarly products, including artistic productions or performances, that the candidate wishes to have sent to the outside reviewers the Dean shall contact.

- c. Role of the Committee on Appointments. The Committee advises the President and the Dean in cases of promotion. The Committee shall receive from the Dean all materials included by the Dean in the promotion file, gather any additional evidence by such means as it deems necessary, and make its recommendation to the Dean within one month of receiving the file from the Dean's Office. When the Committee differs with the department, the Subcommittee that considered the case shall confer with the voting members of the department before the Committee makes its recommendation. Committee deliberations and voting always occur in executive session. In the written recommendation, the Subcommittee shall report all of the evidence that informed the recommendation.
- d. Role of the Dean. By November 1 in the academic year during which the faculty member is to be considered, the Dean shall acknowledge the candidate's nomination for promotion. The Dean shall gather the materials described above from the candidate; the list of two outside scholars from the department; student letters collected for prior appointments; letters solicited from thirty-five former and current students randomly selected by the Registrar, including concentrators and non-concentrators, and students from both lower and upper-level courses; and all College-approved student course evaluations. The Dean shall seek letters with observations regarding the candidacy from current committee members of the academic program(s) to which the candidate regularly contributes. The Dean shall select and write to four outside scholars willing to receive and evaluate materials by early fall, including at least two supplied by the candidate, one suggested by the department, and one additional scholar chosen by the Dean. Normally, the group of outside scholars chosen to evaluate the candidate's scholarship shall include no more than one of the faculty member's former professors, colleagues, or associates in publication. In cases where performance is a significant form of scholarship, the evaluations of performance already on record may be used and may justify lowering the number of recommendations added at this point. The Dean shall also write to the students and colleagues suggested by the candidate and to the randomly selected students, asking them to provide an evaluation of those aspects of the

candidacy with which they are familiar.

As early as possible in the spring, and no later than March 1, the Dean shall provide the department's voting members with access to the materials submitted by the candidate and all of the student and scholarly evaluations.

The Dean shall forward the department recommendation to the Committee on Appointments, along with access to all information gathered by the Dean for this decision from the candidate, the department, and other sources. At this time the Dean shall provide the candidate with the names of the outside evaluators who reviewed her or his materials.

Upon receipt of the recommendation of the Committee on Appointments, the Dean shall consider that recommendation, the department recommendation, the evidence accumulated through the process, and any additional information that the Dean may gather. The Dean will then present a written recommendation, with supporting reasons, to the President, along with access to all documentation gathered for the review. In the written recommendation, the Dean shall report all of the evidence that informed the recommendation.

When the Dean's recommendation is at variance with the recommendation of the Committee on Appointments or of the department, the Dean shall call a meeting of the Committee on Appointments Chair, the Committee on Appointments Subcommittee that considered the case, the Dean, and the voting members of the department in order to seek agreement before the recommendations go to the President.

- e. Role of the President. The President shall receive the materials on the candidate from the Dean along with the recommendations of the Committee on Appointments, the Dean, and the department and, on the basis of this and any additional information the President may gather, shall make her or his decision. Final authority rests with the President on negative promotion decisions, whereas the awarding of promotion requires concurrence by the Board of Trustees. When the President's tentative decision is different from that of the Dean, the Committee on Appointments, or the department, the President shall call a meeting of the Dean, the Committee on Appointments Chair, the Committee on Appointments Subcommittee that considered the case, and the voting members of the department in order to try to reach agreement before making a final decision.

The President shall communicate her or his final decision in writing to the candidate, the Dean, the Chair of the department, and the Chair of the Committee on Appointments by June 15. Before doing so, the President may inform the candidate of the decision orally, or invite the Dean or the Chair of the department to do so. In every case notification, including detailed reasons for the decision, shall be confirmed in writing by the President or Dean within ten days of the decision. In the written decision, the President shall report all of the evidence that informed the decision.

## **6.7. Procedures for Tenure Decisions.**

## **68. Procedures for Promotion to Professor.**

*/\*\*Periodic leave policy\*\*/*

# **IX. POLICIES RELATED TO FACULTY PROFESSIONAL ACTIVITIES**

## **E. Periodic Leave Policy and Procedures**

The periodic leave program is part of the College's continuing effort to support and encourage faculty development. A periodic leave provides an opportunity for professional growth. It is a privilege granted to tenurable faculty those who are eligible and whose plans are approved by the Dean and the Committee on Appointments. The program is designed to free faculty members from normal teaching, advising, and College service in order that they may pursue scholarly and professional goals that enhance their effectiveness as teaching scholars. The replacement of faculty members on periodic leaves will be determined by a combined consideration of curricular integrity, instructional continuity, and fiscal responsibility.

## **RATIONALE**

### *History*

There are six faculty members in  $\frac{3}{5}$ -time non-tenurable positions created in departments in lieu of hiring visiting faculty to cover courses lost due to periodic leaves. These positions were never explicitly defined in the *Faculty Handbook*, but were created based upon a recent re-interpretation of the Term position. Currently, there are neither criteria for reappointment, nor procedures for promotion for faculty appointed in this manner. There is also ambiguity about whether or not these positions are limited to six years or may be held for longer.

### *Priorities*

The COA's immediate concern is to ensure that all faculty members, regardless of status at the College, have clearly defined positions and procedures for their review and promotion. While we recognize that the Faculty may benefit from a broader conversation about the creation of future Special Appointments, we seek here to limit our discussion to the already existing positions in the College so that the COA may fulfill its responsibility to those currently appointed in our community.

### *Recommendations*

The motion defines a new category of faculty appointment, Special Appointments, and to clarify the role of faculty appointed in these positions in terms of voting and service. It seeks also to lay forth reappointment and promotion procedures based upon existing practice for faculty members. Specifically, reappointments are based on existing practices for faculty in renewable positions; promotions are based on existing practices for faculty in tenurable positions.

The six existing positions are  $\frac{3}{5}$ -time non-tenurable positions that provide course coverage in departments when faculty members take periodic leaves (VI.A.5) in lieu of hiring short-term faculty. Faculty in Special Appointments may serve on all committees except the Standing Committees of the Faculty, e.g. Faculty Appeals Board, CAP, COA, AC, Admissions, Budget, CAS, Library, Athletics (IV.A,B,D). Like all members of the Faculty, faculty members in Special Appointments may vote at Faculty meetings and in non-personnel decisions at the department level (V.A.2). Only faculty in tenurable positions vote on hiring decisions within the department (V.D.1.a-d), although departments shall consult faculty in Special Appointments in their decision-making (V.D.1.e). As is the case with all

members of the faculty, reappointment and promotion in rank is based on a review of teaching, scholarship, and service (first lines of VI.G.5 and VI.G.7). Reappointment procedures are the same as those for renewable positions (VI.G.5). Reappointments occur at least every three years for faculty in Special Appointments at the rank of assistant professor (VI.C.5). Promotion to Associate Professor and Professor for those in Special Appointments requires a level of distinction in addition to time in rank (VI.F.4), and promotion procedures are based on those for promotion to professor in a tenurable positions (VI.G.7). Outside reviewers are required for promotion between ranks (VI.F.2). For faculty in Special Appointments, promotion to Associate Professor does not take place before teaching seven years in rank, which corresponds to the number of courses taught during a typical tenure-track timeline (VI.C.6). Promotion to Professor does not take place before teaching eleven years in rank, which corresponds to the number of courses taught in tenurable positions before promotion is possible. Reappointments occur at least every five years for both Associate Professors and Professors in Special Appointments (VI.C.6 and VI.C.7). Faculty in Special Appointments are not eligible for periodic leaves (IX.E).



# 2018/19 BUDGET PROCESS UPDATE

Faculty Committee on Budget and Finance  
April 2018

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# Committee Members

- Faculty
  - Chris Georges, Economics (Chair)
  - Karen Brewer, Chemistry
  - David Bailey, Geology
- Student
  - Jake Engelman, Student Observer
- Ex Officio
  - Margaret Gentry, Dean of Faculty
  - Karen Leach, VP Administration & Finance
- Advisors
  - Shari Whiting/Carol Gable, Controller & Director of Budgets
  - David Vore, Associate Director of Budgets and Financial Reporting
  - Gillian King, Director of Academic Finances and Resources

# Annual Budget Process

October	Call for budget requests to budget managers
December	First roll up of budget requests
January	Senior Staff and Budget Committee review and balance
March	Trustee Approval

# What we did last year: 2017-18 Budget

- Revenue

- Fees +3.0%
- Aid Discount Rate  
31.3% (+0.6%pts)
- Net Fee Revenue +1.3%
- Endowment Spending  
+2.9%
- Annual Fund flat

- Expense

- Faculty Salaries +2%  
(3.5% pool)
- Staff Salaries & Wages  
+3.5% (2.5% pool)
- Benefits +1.6%
- Utilities +1.6%
- Strategic Initiatives  
\$650,000

## 2018-19 Budget: Approved by Board March 2018

- Revenue

- Fees +3.5%
- Aid Discount Rate  
33.5% (+2.2%pts)
- Net Fee Revenue +0.3%
- Endowment Spending  
+6.0%
- Annual Fund +0.7%

- Expense

- Faculty Salaries +2.7%  
(3.5% pool)
- Staff Salaries & Wages  
+5.6% (2.5% pool)
- Benefits -4.5%  
(\$818,000)
- Utilities -13.6%  
(\$400,000)

## FY 2019 Budget: The Big Picture

<b>Budget</b>	<b>FY 2018 (actual) (millions)</b>	<b>FY 2019 (approved) (millions)</b>	<b>% Change</b>
Total Net Revenues	\$139.0	\$142.0	2.1%
Total Net Expenses	\$139.0	\$142.0	2.1%
<b>Process</b>	<b>FY 2019 (projected/requested) (millions)</b>		
FY 2019 Projected/Requested Expenses as of October 2018		\$144.4	

# FY 2019 Budget: The Big Picture

- Another lean budget: growth of 2.1%
- Due to essentially flat net tuition revenue:
  - All growth of individual lines is financed by
    - Endowment draw (by formula),
    - Savings (e.g., lower than expected health care and utilities costs), and
    - Reallocation (e.g., \$212,000 in reallocated staff positions)
- and many budget requests were denied
  - E.g., \$460,000 in denied operating budget requests

# Continuing Windfalls in FY 2019 Budget

- Cost containment in health insurance
  - cost is flat, reduced budgeted by \$1.2 million
- Advantageous energy contracts
  - savings of \$407,000
- Faculty and staff turnover is moderating total salary and wage growth
  - savings of \$194,000



# Growing Expenses in FY 2019 Budget

- Financial Aid:
  - growing substantially faster than anticipated, +\$4,000,000 budgeted
- New FTEs for Strategic Initiatives:
  - 10.5 new staff FTEs in FY 2019 for Advancement (4 FTE), LITS, Title IX, Mental Health, Admission, Wellin, Experiential Learning, Science Lab Tech: +\$810,000 budgeted (with 4 new faculty FTEs and 2 new staff FTEs committed for FY 2020)
- Advancement:
  - operating budget for capital campaign
- Legal fees, minimum wage...

# Going Forward

- Opportunities:
  - Strategic Plan
  - Capital Campaign
- Ongoing and New Pressures:
  - Tuition and Financial Aid:
    - Where will the discount rate level out?
    - What can the market bear?
  - Ongoing Unfunded Budget Requests and Initiatives
  - Uncertain Future Health Care and Utility Costs
  - Uncertain Future Endowment Returns
  - Endowment Excise Tax

Questions?







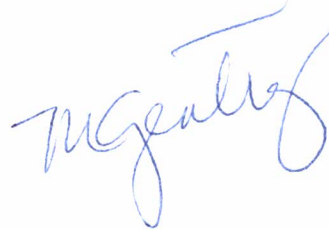
April 24, 2018

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 1, 2018, beginning at 4:10 p.m. in the Fillius Events Barn.

AGENDA

1. Approval of minutes from the Faculty Meeting of Tuesday, April 3, 2018 (Appendix A).
2. Election for Committee Membership (Appendix B).
3. Motion from the Committee on Appointments to revise the *Faculty Handbook* to change the timing of periodic leave applications (Appendix C).
4. Motion from the Committee on Appointments to revise the *Faculty Handbook* regarding department chairs sharing departmental reappointment letters with tenure-track candidates (Appendix D).
5. Motion from the Committee on Appointments to revise the *Faculty Handbook* to explicitly set a six-year limit on term positions (Appendix E).
6. Report by Nathan Goodale, Chair of the Committee on Academic Policy (Appendices F-H).
7. Presentation of Faculty Awards by Interim Dean Margaret Gentry.
8. Remarks by President David Wippman.
9. Other announcements and reports.

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

# FACULTY MEETING

## Appendix A

Minutes of the Seventh Regular Meeting of the Hamilton College Faculty  
Academic Year 2017-18  
Tuesday, April 3, 2018  
Fillius Events Barn

Kevin Grant, Chair of the Faculty, called the meeting to order at 4:13 PM.

1. *Approval of minutes from the Faculty Meeting of Tuesday, March 6, 2018 (Appendix A).*

The minutes were approved as distributed.

2. *Election for Committee Membership (Appendix B).*

The following were elected.

Committee on Appointments (2019): Wei-Jen Chang

Committee on Appointments (2019): Bonnie Krueger

Committee on Appointments (2021): Karen Brewer

Committee on Appointments (2021): Rob Kantrowitz

Academic Council (2021): Lydia Hamessley

3. *Motion from the Committee on Appointments to revise the Faculty Handbook regarding Special Appointments (Appendix C).*

COA Chair Gordon Jones spoke to the motion, first giving a brief history of these positions. Currently there are five faculty members in three-fifths time, non-tenurable positions, allocated by the Dean to certain departments in lieu of hiring sabbatical replacements. The understanding is that these positions can be reappointed indefinitely, but they were never formally defined in the *Faculty Handbook*. Currently, there are no non-tenurable positions that can continue for more than six years.

Two previous Committees on Appointments have considered this issue, but did not bring motions because earlier proposals, which tried to handle too many big issues at once, did not advance beyond the open-meeting discussion stage. This motion has a more limited scope: to define these special appointment positions for the faculty who currently hold them. For the sake of these faculty members, it's important to define the positions before a new Dean of Faculty arrives next year. Broader issues such as spousal hiring, teaching-only faculty, and others may be considered later.

Turning to discussion of the process by which the motion was brought, Gordon said that this is an emotional topic. The Committee on Appointments spends most of its time considering tenurable positions. We tried to balance institutional goals, the integrity of tenure, and the needs of the individuals. We also acknowledge that the value of a person and the value of a position are not the same. This motion defines positions and does not address the worth of a person.

There are two guiding principles in the construction of the motion. The first is that there are no provisions in this motion for creating any new positions. The second is that we copied as much

as possible from existing language and practice. While there may be places where existing language should be changed, that task should be deferred to the future.

The motion can be described by comparing special appointments to current positions. Currently, the *Handbook* has term positions. These are created to meet short-term needs of the College. Most are 1–2 year sabbatical replacement positions. There are no procedures for reappointment of term positions. Unlike term positions, Special Appointments can be reappointed. The *Handbook* also has renewable positions. These can be reappointed, but are explicitly limited to a maximum of six years. Unlike renewable positions, Special Appointments can be reappointed beyond this limit. Finally, the *Handbook* has tenurable positions. These can be reappointed and promoted without a six-year limit. Tenurable positions are allocated by CAP to enhance the curriculum, and a nation-wide search is conducted. The Special Appointment positions were assigned by Deans to cover leaves, not to enhance the curriculum. Thus, Special Appointments are temporary positions that can be reappointed indefinitely, but they can also be ended, just like any other term position. They are not tenurable.

Gordon concluded his remarks by summarizing the main points of the motion. The positions being defined are called Special Appointments. The motion does not provide for creating any additional positions in this category. Currently, all faculty who are at least half-time, including Special Appointments, have the same evaluation criteria: teaching, scholarship, and service. Special Appointments cannot serve on Standing Committees of the Faculty. Reappointment procedures for Special Appointments are based on existing procedures for renewable positions, occurring at least every three years before promotion, and at least every five years after promotion. Promotion procedures are based on existing procedures for tenure-track promotions. Timing for promotion is based on the amount of time it would take to teach the same number of courses—in a three-fifths position—as a tenure-track faculty member would teach before each promotion. The titles for Special Appointments are Visiting Assistant Professor, Visiting Associate Professor, and Visiting Professor, as the “Visiting” qualifier is commonly used for non-tenurable positions. This will avoid misinterpretation outside the College. Faculty members currently appointed in one of these positions have the right to opt out into a renewable position, and do not have to stand for promotion.

Gordon reiterated that this motion does not address larger issues such as creating new positions, spousal hiring, teaching positions, and the six year limit. He asked the faculty to focus its conversation only on the motion.

Interim Dean Margaret Gentry spoke in favor of the motion and thanked the Committee on Appointments for working on this over the past years. The faculty in these positions have letters of appointment that require reappointment, but there are no evaluation criteria or procedures to follow in the *Faculty Handbook*. These faculty members need a path for professional development and promotion. Without clear procedures defined in the *Handbook*, and as the Dean of Faculty changes, we must now rely on institutional memory and the Dean’s good will to continue these positions. We need to honor the commitment that we have made to the individuals by formalizing their positions. The faculty needs to have discussions about how to support renewable non-tenure-track positions in the long run. Passing this motion will allow us to have these discussions in a principled way, without the fate of our colleagues in the background. Dean Gentry asked the faculty to support it, but, if that isn’t possible now, to send the motion back to the committee for revision.

Joyce Barry, a member of the Faculty who holds one of the positions defined by the motion, spoke on behalf of herself and her similarly-appointed colleagues: Doug Edwards, Hoa Ngo, David Rivera, and Brent Plate. As a group, they have talked with the COA and they are in favor of the motion. They think that it’s important to have their positions defined in the *Faculty Handbook* because that will give them clear guidelines and lead to greater stability and security.

Nathan Goodale, chair of the Committee on Academic Policy spoke in support of the motion. From the perspective of the CAP, this motion affirms the allocation process for Faculty.

A member of the Faculty spoke from the perspective as Chair of a department in which one of the Special Appointment positions is housed. The faculty member moved to amend the motion in order to change the titles of Special Appointments, on page 3, section 6a, number 5:

~~Faculty holding Special Appointments have the rank of Visiting Assistant Professor, Visiting Associate Professor, or Visiting Professor.~~

Faculty holding Special Appointments have the rank of Visiting Assistant Professor, Associate Professor by Special Appointment, or Professor by Special Appointment.

The faculty member explained the rationale for the amendment. The designation “visiting” is misleading, commonly used to indicate a temporary position, but Special Appointments are not temporary. While the College uses “visiting” to indicate a non-tenurable position, the amendment is a compromise. Our colleagues in these positions have accepted the amendment, and if the Faculty supports it, the COA will accept it as well.

The motion was seconded.

Gordon Jones said that the COA is concerned that the amended titles might be misinterpreted outside the College, but that the COA is happy to accept what the Faculty decides.

The vote on the amendment was conducted by paper ballot. The motion to amend passed, with 68 “Yes”, 13 “No” and 1 “abstain.”

A member of the Faculty asked for clarification on the arithmetic used to compute the time line for promotions, and noted that the language in sections VI.C.6/7 (page 4) about number of “years in rank” is not clear as to what rank is meant. Gordon Jones explained that the figure of 7 years before promotion to Associate is computed as the number of years needed to teach the same number of courses—at three courses per year—as a tenure-track faculty member would have taught before tenure. This calculation takes into consideration the fact that the tenure-track faculty member would have typically taken a full year leave. A similar calculation holds for promotion to Professor. Gordon also said that the ambiguous “years in rank” language was copied from the tenure-track promotion procedures. It retains this ambiguity in both sections, but in practice it’s interpreted as years as Assistant Professor before promotion to Associate, and years as Associate Professor before promotion to Professor. The COA could address this ambiguity in the future.

The motion passed by unopposed voice vote.

4. *Report by Christophre Georges, Chair of the Faculty Committee on Budget and Finance (Appendix D).*

Chris gave an update to the report given at the Faculty meeting on December 5, 2017. The Faculty Committee on Budget and Finance consists of Karen Brewer, Dave Bailey, the Dean of Faculty, VP for Administration & Finance, and several advisors – Controller, Associate Director of Budgets and Financial Reporting, Director of Academic Finances and Resources, and a student observer. Carol Gable is the new Controller replacing Shari Whiting.

Chris began with an overview of the budget process. Budget requests are made in October, then reviewed in December—February. The final budget is approved by the Trustees in March. The Faculty Committee on Budget and Finance is an advisory committee to the Vice Presidents and the President. The President is responsible for making decisions on the Budget before sending it to the Trustees. This past March, the Trustees did approve the 2018–2019 budget.



This budget increases comprehensive fees by 3.5%. (Last year's increase was 3.0%). The discount rate is growing more this year than last year. The +2.2% increase in the anticipated discount rate (+0.6% last year) means that next year, revenue is essentially flat: almost no new net fees. On the other hand, endowment spending has recovered. The endowment draw grows by 6%. The faculty salary pool for continuing faculty grows by 3.5%. For staff, the increase is 2.5%, which is the same as last year. Due to employee turnover and new staff positions, the actual increases are 2.7% for faculty and 5.6% for staff. Benefit spending is down 4.5% due to savings in health costs and utilities. We are assuming that these lowered costs will continue.

In the big picture analysis, the budget is lean, growing at approximately the same rate as inflation, with no real overall growth in spending. As usual, projected expenses and budget requests far exceeded our ability to fund them, so many budget requests were denied. Since net tuition is flat, all growth in individual lines is financed by endowment draw, savings on costs, and reallocation.

As usual there are some favorable windfalls such as lower health and utility costs, but there are also some unfavorable cost increases. Over the last few years, financial aid has been growing faster than expected. To reconcile the budget with this reality, budgeted financial aid costs are increasing by \$4 million (two years of \$2 million each). We are also adding full-time employees, with 10.5 new staff hires in FY 2019, budgeted at \$810,000. In addition, four new faculty positions (\$450,000) and two staff positions will be added the following year. There is also increased budget for Advancement in order to ramp up the new capital campaign, along with growing expenses such as legal fees and minimum wage increases.

These unusually large expansions in FTEs support the Strategic Plan and the capital campaign. Advancement is increasing staffing for the campaign as well as improved business analytics. In the last decade, we have grown the administration faster than faculty. The largest increases in staff and administrative growth have occurred in Academic Affairs, including the reclassification of some coaches as salaried employees. President Wippman will address this further in his remarks.

Speaking on behalf of the Budget Committee, moving forward, there are exciting academic opportunities in the Strategic Plan, including developing enhanced experiential learning. The committee will also work with a task force to investigate a 4+ teaching load. If net fee revenue remains flat for the foreseeable future, endowment becomes an increasingly important source of revenue. Therefore we are planning for an ambitious capital campaign.

There are various areas of economic uncertainty with respect to endowment return, tuition and discount rate increases. We also continue to have desired initiatives that we are not funding.

5. *Remarks by Interim Dean Margaret Gentry.*

Dean Gentry spoke about the task force for considering how the faculty might move to a 4+ teaching load. Many of our peers have made the move to a 4, 4+, or 4.5-course load. From a strategic planning point of view, we need to consider doing so as well, particularly in order to remain competitive in new faculty recruiting. This is not a quick task. In some cases our peers took up to seven years to make the transition. Therefore, it's important to start the process now. The Strategic Plan also calls for redefining the teaching load to a 4+ model for tenured and tenure-track faculty. The fifth course, or "plus" component may include some combination of classroom teaching, advising, student research supervision, independent study, or college service. As we increase the emphasis for new and creative ways for faculty members to engage with students, a variety of options may be available to count as the fifth course. The plan calls for the creation of a task force to investigate the implementation of the model and recommend options by June 30, 2019. Dean Gentry thanked the faculty members who have agreed to serve on the task force: Jen Borton, Anne Feltovich, Chinthaka Kuruwita, Rob Martin, Rebecca Murtaugh, Onno Oerlemans, and Barb Tewksbury, who chairs the task force.

The task force will have multiple meetings including opportunities for faculty discussions. This is a complex issue. There resource needs, including perhaps a need for new faculty. There are also curricular implications, where the model may impact various departments in different ways. The task force will be in touch with departments, programs, committees, and individuals. They have had one meeting so far. They will be collecting information this spring and begin work on the issues in the fall. The group will give an interim report at a Faculty meeting, either at the end of fall or at the beginning of spring semester next year.

Turning to another matter, Dean Gentry announced that, just as Convocation has been streamlined in recent years, the Class and Charter Day ceremony will also be streamlined. One consequence is that faculty teaching awards and the Dean's scholarly and service awards will be announced at the first faculty meeting in May. She encouraged all faculty to come to that meeting and hear the Dean's remarks about each recipient. At Class and Charter Day, we will simply recognize those faculty members again, and ask them to stand for applause.

A member of the Faculty spoke in appreciation of the attempt to streamline the Class and Charter Day ceremony, but expressed concern about how the change might impact how students celebrate the faculty accomplishments. Dean Gentry replied that this will enable Class and Charter Day to become more celebratory for the students, focusing on their achievements and awards. We are planning on having more detailed remarks about some of the bigger student prizes.

6. *Remarks by President David Wippman.*

President Wippman spoke on two topics. The first concerned staff hiring. The second was about the open letter to campus concerning student wellness.

Using a series of Powerpoint slides, President Wippman reviewed the history of enrollment and staffing. About 15 years ago we had 1680 students and we have gradually increased enrollment to about 1860. Budgeted enrollment and actual enrollment trends have generally kept pace with each other, though in recent years there have been somewhat fewer actually enrolled than budgeted, due to an increased rate of mental health and other leaves. About 10% actual enrollment growth has occurred in the past 15 years. The 9-1 faculty-student ratio has remained consistent. Faculty has grown by 7%, while staff has increased 17% during this period.

The bulk of staff growth has occurred in Academic Affairs. There have been 18 new faculty positions over 15 years. The faculty size actually fluctuates from year to year, owing to the variation in numbers of visiting faculty. There was a significant change around athletics, in which part-time coaches moved to full time. In addition, the Wellin Museum staff, other technicians and faculty support positions, Writing Center personnel, the Adirondack Program Director, and an Institutional Research position were added.

Outside of Academic Affairs, 38 new positions have been added in a variety of areas. President Wippman mentioned specifically Admissions, which has seen a record high number of applications. There are also additions supporting Diversity and Inclusion, Communications, and Advancement. A new fund raising campaign is being planned. The goal has not been established yet, but it will be at least twice as much as previous goals. Our sources of revenue are constrained to tuition, endowment earnings, and philanthropy. Thus, fund raising remains essential to our endeavors, and it requires staff. In addition, we now have our own office of investment management. This used to be outsourced. We have added staff in Library and Information Technology to support new technologies and multimedia. New buildings require additional staff for maintenance and security as well. New positions in Student Life reflect the growing need to address orientation, health, counseling, campus safety, and Title IX issues.

Summarizing hiring since 2007, we have added 8.2 continuing faculty members, but reduced visiting faculty by 5.2 FTE. However, the number of visiting faculty varies every year. We added

23 positions in Academic Affairs, and 18 positions in other areas. The reduction of visiting faculty is due to a policy change with regard to replacing faculty on leave. Previously, a faculty member on a one-semester leave might be replaced. Now, only those on full-year leaves are replaced with visitors.

There are 7.5 new positions in this year's budget. Two are designated for the Capital Campaign. One is for an administrative assistant in Wellin. One is a science technician initially hired with outside funding, but the College is continuing the position. There are two positions related to the Strategic Plan, one in business intelligence, using analytics to support College operations, and the other for enhancing experiential learning. A Title IX education specialist is being added, and the psychiatrist position in the counseling center is being converted from part-time to full-time.

For next year's budget, we are adding four new faculty positions to support the digital component of the Strategic plan.

Turning to the open letter, President Wippman said that this is an issue that has been ongoing since 2016, a tragedy for the student, his family, and the rest of the Hamilton Community. There have been a number of communications with the parents of Graham Burton. The President takes very seriously the statement in the letter that the College should focus on doing what it can to support the mental health and well-being of its students. He wrote a response discussing some of what the College has done since 2016, including the commissioning of an external review by two people from Duke University. We followed their recommendations by shifting to a case-management model and hiring a new Associate Dean, Lorna Chase. We have expanded staffing around mental health and wellness. The new Health center under construction has been expanded, and new programs and positions have been added. President Wippman commended Dean Martinez on launching a number of new initiatives including the Community of Care. Students and staff have also created a Mental Health Collective. We are focused and taking it seriously.

As the question period began, a member of the Faculty asked whether the Rules of Order would allow for the President and Vice President of Student Assembly to speak to the Faculty about the Town Hall which took place the night before. Faculty Chair Kevin Grant consulted with the Parliamentarian and the student leaders while other questions were being asked.

A member of the Faculty asked for more information about the Gatekeeper training, wondering what others thought about the idea of having faculty members conduct the training within their own departments. Some feel as if the practice puts people in vulnerable positions and this makes the faculty member nervous, especially after having read the open letter. Faculty members are not trained psychologists. The faculty member wondered whether the system might be changed so that the College's liability is not shifted from administration to faculty. President Wippman replied that gatekeeper training is not about shifting liability, and the purpose is not to turn everyone into a psychologist. Rather, the goal is to make people aware of concerns, to help them be able to recognize symptoms and situations where they can reach out to experts and help students get the help that they need. This is our first effort to bring this training to campus. Dean Martinez added that this training model allows a liaison within each department to share information about signs and resources in order to help students, and that person would also be a liaison for department colleagues who have concerns about students. It would be good for everyone to complete Gatekeeper training because it addresses how to facilitate conversations, to develop confidence about the questions you might ask, that might otherwise be avoided. She added that because faculty have regular conversations with students, they might see the signs that warrant these conversations. The training provides a wide net within the community.

A member of the Faculty hoped that there would be more sessions of Gatekeeper training in the fall. President Wippman replied that there would be more opportunities for training. He is open to suggestions for better ways to conduct the training.

A member of the Faculty agreed that the Gatekeeper training is good but is not sure that it's the best way to train trainers. There is a natural tendency for the faculty liaison to condense the material, which is not how it should be done. Thus, it would be more effective to bring in professionals to train everyone, especially since such professionals would be in a better position to answer questions.

A member of the Faculty said that the training went well and suggested that more faculty should be trained. The message was that we should not be afraid to have these conversations. The system works well.

A faculty member responded to Dean Martinez's statement that faculty members will see signs of student distress. The faculty member noted that the training included a slide with photographs of young people who committed suicide, yet the point of that slide was that there were no signs of distress. Faculty cannot always see signs. The faculty member still feels vulnerable.

A member of the Faculty said that the training was good, but the faculty member had difficulty duplicating the training for the department. The faculty member said that it would be better for counseling center staff to train all faculty. The school year is a busy time. Perhaps the faculty training could be done before classes begin. President Wippman replied with thanks for helpful feedback, and we'll look into that possibility.

A member of the Faculty said that the open letter is chilling, and asked about FERPA. What would happen if a faculty member talked with parents? Would there be any repercussions? In the open letter, the parents said they wanted to be contacted. The faculty member has been under the assumption that faculty should never talk with parents, and asked for clarification. Dean Martinez replied that faculty should contact her office if they have concerns about a student, and recommends the faculty member not contact the parents. At the Student Assembly meeting, Dean Martinez had been asked about repercussions for faculty who contact parents, and she replied there that faculty generally do not contact parents, so repercussions are not likely to occur. According to FERPA, if the institution comes to believe that a student, regardless of age, is a danger to themselves or others, and the parents need to be notified, then the Dean of Students will do that. The faculty member replied that it has been the faculty member's policy to ignore all communications from parents under the assumption that faculty might be punished for breaking FERPA rules by talking to parents. Dean Martinez replied that that not engaging with parents around coursework is okay.

A member of the Faculty said that faculty do talk to parents about things other than mental health. In the course of such conversations, sometimes we talk about academics, though not specifically about grades. Is the faculty crossing the line when we do that? If a faculty member has an open line of communication with a parent, and the student vanishes from class for some time, the faculty member might say something to the parent. Dean Martinez replied that in non-emergency cases, about grades and the like, faculty cannot talk to parents without the student's permission. The Dean of Students can contact parents in immediate crisis situations. President Wippman said that he didn't want to overstate the case. Yes, you are allowed to talk to parents about things such as commencement planning and course content, but not academic progress information like grades, unless a FERPA exception applies. Let's not cut off contact, but if you are concerned, do contact the Dean of Students' office.

A member of the Faculty turned the conversation back to the budget. The College has done a good job with the 9-1 student-faculty ratio, but resources are not aligned with current student interest in many departments. The faculty member is concerned about maintaining low ratios in departments with enrollment pressure, continuing to offer excellent curricula, and recruiting and retaining quality faculty members. How do we handle keeping the student-faculty ratio at 9-1, as we believe in the tenure system and its long-term commitments, but we have pressures that aren't matching where resources are currently allocated? President Wippman replied that he, the CAP, and the Dean of Faculty are aware of workload issues. It is a constant effort to manage allocation

requests fairly, taking into account enrollments per FTE in each department as well as curricular concerns. In some departments, if we took faculty lines away, those departments would not have enough faculty to offer majors. We want to continue offering a broad liberal arts education, and not become an institution of only the largest departments. We're aware that when we hire a tenure-line faculty member, if all goes well, that person will likely be with us 40 or 50 years. It's hard to manage these shifts in enrollments. We are not finished adding faculty positions. Under a 4+ course load model, new faculty will be needed, and one of the goals of the capital campaign is to raise money for this. We can't guarantee that everyone will be satisfied. Currently there are 17 requests for 4 positions. But we're working on it.

A member of the Faculty asked if we should be worried about the unexpected increase in financial aid. President Wippman asked Chris Georges to respond. Chris said that the Budget Committee has discussed the issue. The College has committed to need-blind admission, and Monica Inzer has talked with the Committee about projections moving forward. The increase is a byproduct of need-blind admission and accepting excellent students. President Wippman added that a rise in the discount rate is a reflection of success. We prioritize access and affordability for accepted students, and we are a much stronger institution because of it. We knew this would happen when we made the decision to go need blind. Our need-blind peers have even higher discount rates, so Monica and her team have done a good job of keeping it as low as it is, and bringing in excellent students.

7. *Other announcements and reports.*

Student Assembly President Nadav Konforty and Vice President Julian Perricone spoke to the faculty regarding the town hall meeting held on April 2, 2018. The students thanked the Faculty for the opportunity to speak. The town hall meeting was the first of its kind at Hamilton. The topics were race, Title IX, sexual misconduct and harassment, tolerance, mental health, and free speech. Town hall meetings involve the community, including students, staff, and faculty. There were not many faculty members in attendance at the town hall meeting. There were about 400 students in attendance. Many expressed the sentiment that they wished more faculty had attended. While we all lead busy lives, the issues brought up at the meeting should be paramount. The students asked the faculty to consider attending a future town hall meeting. The students also pointed out that while students live on campus, some faculty also live on campus as well, and the issues are pertinent to everyone. The meeting gave the student leaders a chance to hear the concerns of the community, and Student Assembly will be working on solutions.

A member of the Faculty asked when the next town hall meeting will take place. The student leaders replied that they work in conjunction with the Levitt Center, which does the bulk of the organizing. A date has not yet been set, though students want to have another before the end of the semester.

A member of the Faculty asked whether the student leaders were planning to provide any written summary of the meeting. They replied that minutes were not kept so that students would feel free to speak of their concerns. They gave a brief summary of the topics discussed. On the issue of race, students of color voiced a general sentiment that the College does not always feel welcoming. On the issue of Title IX, many expressed desire for increased education on sexual misconduct and sexual harassment. They spoke about the social life and party culture on campus, with concern about the role of binge drinking. On the issue of tolerance and intolerance, several students expressed the view that the campus feels lonely. On the issue of mental health, students said they are seeking information and guidance because they don't always know what to do when a friend needs help. They also addressed the open letter to the community, expressing sentiments very similar to those of the faculty. In addition, there was some concern with the way that faculty responded the day after suicides, and asked that the faculty be trained in having difficult conversations on this topic. On the issue of free speech, some students feel that there are times, even in a classroom setting, when it is not socially acceptable to express their views.



A member of the Faculty spoke to the concern that not many faculty attended the town hall meeting, noting that many have young children and other responsibilities at home. In addition, the meeting happened during advising week, which is a particularly busy time for faculty. The faculty member asked the students to understand that faculty members do care about these issues, but they also have a lot of things to balance. The student leaders responded that they understand the busy lives of faculty members, but hope that more faculty members will try their best to attend next time. They want to address these issues of concern together as a community.

Karen Brewer invited faculty to the Plant Lecture to be given by Dr. Harry B. Gray on “Fuel from Sunlight and Water” at 7:30 PM in the Chapel.

Faculty Chair Kevin Grant moved to adjourn the meeting. The motion passed by unanimous consent at 5:52 PM.

Respectfully submitted,

Alistair Campbell  
Faculty Secretary

## Appendix B

### BALLOT

#### Committee Membership

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

#### Nominations from the Floor

##### Faculty Chair

Term 2019 K. Grant \_\_\_\_\_

##### Faculty Secretary

Term 2019 A. Campbell \_\_\_\_\_

##### Committee on Academic Policy

Term 2019 J. Springer B. Widiss \_\_\_\_\_

Term 2021 S. Keller A. Lacsamana \_\_\_\_\_

Continuing members:

Term: 2019 A. Van Wynsberghe  
2020 R. Knight  
2020 R. Martin  
*ex officio* S. Keen  
*ex officio* T. McKee

##### Faculty Committee on Admission and Financial Aid

Term: 2022 J. Eldevik S. Rivera \_\_\_\_\_

Continuing members:

Term: 2019 S. Cockburn  
2019 M. McCormick  
2020 R. Murtaugh  
*ex officio* M. Inzer  
*ex officio* S. Keen

##### Faculty Committee on Budget and Finance

Term: 2020 P. Hagstrom J. Pliskin \_\_\_\_\_

Term: 2021 D. Boutin B. Collett \_\_\_\_\_

Continuing members:

Term: 2019 D. Bailey  
*ex officio* S. Keen  
*ex officio* K. Leach

Please see the *Faculty Handbook* for descriptions of Committee charges.

**Honor Court**

Term: 2021    Q. Newell                      P. Sundar                      \_\_\_\_\_                      \_\_\_\_\_

Continuing members:

Term: 2019 A. Campbell  
2020 A. List

**Appeals Board**

Term: 2021    E. De Bruin                      J. Weiner                      \_\_\_\_\_                      \_\_\_\_\_

Continuing members:

Term: 2019 Y. Zylan  
2020 B. Collett



## Appendix C

Motion from the Committee on Appointments to revise the *Faculty Handbook* to change the timing of periodic leave applications.

**MOVED**, that the *Faculty Handbook*, Section VI.A.3, be modified as follows. Changes are **underlined, bold, and blue.**

### **SECTION IX. POLICIES RELATED TO FACULTY PROFESSIONAL ACTIVITIES**

#### **E. Periodic Leave Policy and procedures**

**3. Procedure.** Applications for periodic leave should be made to the Dean and the Committee on Appointments by **June 1 August 1**, and **at least one full calendar year approximately one year** in advance of the beginning of the academic year for which the leave is sought.

#### **RATIONALE:**

A more realistic deadline for leave proposals may reduce the number of late proposals which are inconvenient for the Committee on Appointments. The new deadline still allows department chairs one month to provide their letter of support before the Committee on Appointments begins reviewing leave applications in September.

## Appendix D

Motion from the Committee on Appointments to revise the *Faculty Handbook* regarding department chairs sharing departmental reappointment letters with tenure-track candidates.

**MOVED**, that the *Faculty Handbook*, last paragraph of Section VI.G. 3.a. be modified as follows. Changes are underlined, bold, and blue.

### SECTION VI. APPOINTMENT, REAPPOINTMENT, TENURE, AND PROMOTION

#### G. Reappointment, Tenure, and Promotion Procedures

##### 3. Procedures for Reappointment of Faculty in Tenurable Positions

###### a. Role of the Department:

[...]

~~At each reappointment, the Chair shall report the department recommendation and the reasons for it to the candidate, before sending it to the Dean.~~ At each reappointment, the Chair shall share the department's recommendation orally with the candidate after the department has written the reappointment letter. After the candidate has received the official reappointment decision, the Chair shall share the department letter with the candidate.

#### RATIONALE:

Currently departments implement this directive in a variety of ways. The motion is intended to standardize this practice in a way that promotes transparency and that will provide the candidate with as much feedback as possible as the candidate moves towards tenure.

## Appendix E

Motion from the Committee on Appointments to revise the *Faculty Handbook* to explicitly set a six-year limit on term positions.

**MOVED**, that the *Faculty Handbook*, Section VI.A.3, be modified as follows. Changes are **underlined, bold, and blue**.

### **SECTION VI. APPOINTMENT, REAPPOINTMENT, TENURE, AND PROMOTION**

#### **A. Types of Positions**

**3. Term positions.** A term position is created to meet a particular short-term need of the College. Appointment to it is made for a specified period of time. The large majority of term positions are visiting positions created for a term of one year to enable the College to appoint replacements for continuing members of the Faculty on leave. **No term position may be held for more than six years**. Post-doctoral fellows who teach one or two courses have the rank of Lecturer; those who teach at least a three-course load have the rank of Visiting Assistant Professor. Post-doctoral fellows who are not teaching any courses have the rank of Research Associate.

#### **RATIONALE**

The *Handbook* already stipulates a six-year limit for renewable positions. Adding this sentence to the section on term positions would bring the whole *Handbook* in line with current practice and the AAUP guidelines.

## Appendix F

### May 2018 Report to the Faculty from the Committee on Academic Policy

This report documents the CAP activity since the last report in April, 2017.

In April of 2015 the Faculty adopted the following motion:

**“MOVED**, to charge the Committee on Academic Policy (CAP), with the assistance of an *ad hoc* CAP Subcommittee on the Curriculum..., to undertake an examination, and facilitate discussions by faculty members, of substantial issues regarding the Hamilton curriculum over the next 10–12 years.”

The purpose of this report is to share with the Faculty a summary of what the CAP and its long-term planning subcommittee have been working on since last summer. The focus of this report is on curricular planning with specific mention of action items raised in the Subcommittee on the Curriculum report submitted in October.

Faculty members of the CAP are: John Eldevik (fall), Nathan Goodale (chair), Shoshana Keller (spring), Rob Knight, Rob Martin, Cheryl Morgan, and Adam Van Wynsberghe. The members of the *ad hoc* CAP Subcommittee on the Curriculum were John Eldevik, Tina Hall, Anne Lacsamana, Tara McKee (chair), and Zhuoyi Wang.

The CAP Subcommittee on the Curriculum submitted their final report on October 23, 2017. Since that time the CAP has been working with the content of the report identifying action items for the CAP or other constituencies on campus (e.g. VP of LITS, VP of Students, VP of Admissions, VP of Facilities Management, and DOF/VP of Academic Affairs). The CAP also identified items likely to be involved with the implementation of the Strategic Plan. The CAP focused its efforts on action items specifically involving aspects of the curriculum. Work with this report will continue into the 2018-19 academic year.

From preliminary discussion with the sub-committee and then noted in the final report, the CAP identified reoccurring themes involving the Senior Program, an important part of the Hamilton curriculum. Issues identified in the report included parity among student experience across disciplines, how teaching credit was awarded to faculty for teaching the senior program, and situations that make the senior project difficult for students to complete (e.g. when a student has a double concentration). In consultation with the Office of Institutional Research and Assessment (OIRA) and the Dean of Faculty, the CAP initiated an external review of the senior program during the fall semester. This included drafting a self-study that was made available to the faculty before the external reviewers visited campus. The goals of the external review were to: 1) broadly review the effectiveness of the senior program across the departments and programs of the College, 2) review the senior program in light of the fact that it was voted in before we had the open curriculum, and 3) close the circle of assessment on the senior program for the next Middle States accreditation. The external review team consisted of members Philip Meneely (Haverford College), Peter Mowrey (The College of Wooster), and Kate Thomas (Bryn Mawr College).

The external review report is provided here as a public document as well as the CAP's response to the external review. We note that many of the recommendations made by the external review team related to the Senior Program, such as the FTE cap and moving to a 4+ course load, are being worked on in conjunction with the Strategic Plan. The CAP notes that the external review report was extremely positive about the Senior Program and how invested the faculty are in making it successful for our students. The report does provide suggestions for improvement and the CAP encourages all departments and programs to examine the document and see where changes could help their efforts in the Senior Program. In addition, department chairs will see an additional question regarding the Senior Program in the department annual report that will provide OIRA with several years of data in preparation for the next accreditation.

The CAP had a follow-up meeting with the new VP of LITS, Joe Shelley, regarding action items in the sub-committee report and changes to the Library and Information Technology Committee and coordinating technology purchases with new faculty hires coming into Hamilton on July 1, of each year.

The CAP worked on an allocation template and timeline for the consideration of four new FTE in support of the digital initiatives in the Strategic Plan. Executive summaries are due on June 1, 2018 and full proposals will be due during the 2018-19 academic year. The CAP sponsored meetings for discussion around these new FTE on March 8, and are planning a meeting on May 8. An announcement for the May meeting will be sent later this week.

The CAP engaged with a review of the Hamilton Adirondack Program (HAP) during the fall and early spring. The review encompassed developing a general template for reviewing our off-campus study programs. The CAP recognizes the important educational experience that the HAP provides our students and at the same time recommend some changes to make the program sustainable for the College. The faculty voted during the February meeting to extend the pilot phase of the HAP for up to four years to academic year 2022-2023.

The CAP considered a proposal on the creation of a European Studies Department from the *ad hoc* European Studies Committee (John Bartle, Jessica Burke, Alan Cafruny, John Eldevik, Kevin Grant, Rob Hopkins [Chair], Cheryl Morgan). The proposal presented a number of options that were compelling, however, the CAP did not find it likely to gain the support of the faculty as a whole. The CAP encourages anyone who may want to consider future potential for the creation of such a department.

The CAP named Rob Martin as a member of the Task Force for Teaching Load that has started its work to examine moving to a 4+ teaching load.

## Appendix G

### Hamilton Senior Program Review

Fall 2017

External Examiners: Philip Meneely, Peter Mowrey, Kate Thomas

#### Overview

The review team left Hamilton impressed by the Senior Program (SP). It is undoubtedly suffering from staffing pressures, but it is also clearly a program in which investment should be a priority. Its greatest strength is in the diversity of approaches across the college, and in the flexibility departments have demonstrated, being ready to adjust their programs to meet the specific and changing needs of their concentrators.

One of the questions put to us was “is there a common experience? If not, is that a problem?” We feel we can answer this inquiry with clarity and emphasis: though the structures of the senior experience are not the same, the goals are. We saw commonality of experience at the same time that we saw huge variety in the formats used by different departments and programs. We find this variety to be worthy of protection, and expressive of the “bottom-up” and “faculty-led” approaches that appeared to us to be central to Hamilton’s culture. We strongly recommend that no attempt be made to design a “top-down,” more uniform SP. Students and alums seem to leave Hamilton feeling that the SP delivered the culminating experience that they had hoped for, and that it allowed them to ask deep questions that both drew together their work at Hamilton, and set them up well for life after Hamilton. “I talked about my senior thesis in my job interview/graduate application,” was a common refrain. Faculty too, with few exceptions, appreciated the way the senior program “allows us to do work not usually done in the classroom.” All in all, we see the SP as featuring an effective balance between unity and variety.

The strength of the program, however, depends upon sustainability and that sustainability is currently in question. Multiple departments expressed valid concerns that the resources required to maintain the SP drains departments, programs and individual faculty to a point that could become perilous in the near future. Of most concern is the prevalence of multiple faculty and multiple departments/programs not being able to take credits for work done because of how deleterious it would be for their curricula. We say it as strongly as possible: it is bad practice to allow work to be uncompensated; this seems even more true when the work in question has been identified by the institution itself as central to its mission. It is bad for faculty morale and it is a terrible example to set for our students as we send them out to the workplace. This is a situation that must be addressed. A substantial fraction of the current faculty members seem likely to retire soon. These are people who have “grown up” with the current system and have tended to accept its limitations. It is probably unrealistic to expect that incoming faculty members, with no institutional memory and experience, will be so accepting of the inequities in the compensation. The review team has several recommendations to alleviate this potentially damaging pressure, key of which is that the college should consider adopting a 2-2+ teaching load.

#### Strengths

- Expressive of the college’s values; students and faculty work closely together
- Student satisfaction
- Diversity of the program
- Promotes a healthy form of department autonomy
- Stabilizing feature of an otherwise open curriculum affords an opportunity for students to shine in a different way, or for different students to find their moment to excel
- Appropriate emphasis on process and not just product
- Faculty are tremendously dedicated to the enterprise

There was almost unanimous agreement between faculty, students and alums that the SP provides students with a usefully culminating experience. It is both something that draws together what they’ve

already learned, and also provides, in students' final year of the undergraduate career, new challenges. There is a sense of SP being a departure point from their experience thus far: "we do things that aren't usually done in the classroom"; "we address a potentially open-ended problem"; "it is really nice to deeply address a problem—it can be invaluable." On the whole, faculty believe the SP to express "good practice within our discipline" and the review team was impressed by the strong sense of disciplinary autonomy—it fits with the "faculty-led" assessment processes and other aspects of Hamilton culture that encourage students to find a tailor-made pathway through their education. We did not believe that any attempt should be made to impose across-the-board requirements on the SP—for example, asking it to be always interdisciplinary, or always include an experiential component. Where appropriate to the field, departments are already incorporating these elements. Despite the huge range of forms that the SP takes, it was striking when one faculty member noted "it's the most stable thing in our curriculum" and others agreed. ("We've changed everything else," the speaker wryly added.) Another faculty member expressed such strength of belief in the value of the SP that they said they couldn't imagine their department without it. ("If the college took it away, our entire department would be at the dean's office demanding it back.")

The students were just as enthusiastic as faculty in our conversations with them. One student, a double major involved in two intense Senior Projects, reported that she felt "insanely lucky" to have this opportunity, describing it as "a big step past anything I've done to this point at Hamilton... It pushes us to grow and challenge ourselves." Another remarked, "It is strengthening my ability to look at data and make a story out of it." It is "putting theory into practice," and "great preparation for graduate school." "There are areas in which I am still learning," said another, "but I already feel comfortable with the structure of performing research." The students with whom we talked already seemed aware of the transformative influence that the Senior Project was having on their education and on their development as lifelong learners. They recognized, as so clearly does the college, the value not only of the product at the end of their journey but the process that leads them there. There was a strong sense of camaraderie and shared experience among the students. Sources of funding support were described as generous and available. The students were also tremendously appreciative of the personal care, attention, and mentoring that they receive from their supervising faculty members, whose dedication to the enterprise seems extraordinary. Mindful of the studies that show that meaningful interactions with faculty mentors—whether about course-related topics or not—are among the most significant and impactful factors for liberal-arts graduates, we applaud the many ways in which the college and its deeply committed faculty have used the SP to make this a preeminent value.

Admittedly the students with whom we spoke were a small (and perhaps somewhat self-selected) sample, but the impressions we got seem to be borne out in other areas. For example, we learned of a survey of graduates that asked them to identify their most valuable experiences at Hamilton, and around half of the respondents tagged the Senior Project. Graduates are reporting that it is valuable.

This investment of energy, time, and resources in the SP clearly serve to make it a truly defining aspect of Hamilton College. All in all, we believe that it delivers what it promises to deliver for the great majority of students—a meaningful, in-depth project; individual attention and mentoring from faculty; the opportunity to explore significant questions, in many cases involving individual original research or creative work; the chance to see a deep and multifaceted project through from conception to completion; focused time-on-task for students in the era of multitasking, short attention spans, and information overload; the opportunity for students to shine in a different way; and the ability to achieve, as several faculty and students put it, "things we can't do in a classroom." In so many ways, the SP seems to reflect and represent the ethos of the college.

It also seems to be a vehicle able to accommodate a variety of forms and processes. Such a variety of forms and processes is a significant component of what liberal arts colleges are able to offer to their students. It is easy to see how (now and in the future) there could be Senior Projects which are: experiential; collaborative; digital; interdisciplinary; performative; entrepreneurial; and nontraditional in other ways, alongside the more traditional approaches.

The review team was especially impressed by the inclusive capacity of the SP reported by a couple of faculty members: “many of the students who excel at the SP would never have been selected by faculty for honors.” SP produces, in other words, some unanticipated successes. One faculty member remarked that SP has the capacity to “bring out the best in a different kind of student.” Recognition of these benefits of having a non-selective SP falls in line with our own experience. One of our institutions carried out research that found similarly: while we’d expected our strongest students to benefit the most from our SP, it was the middle-range students in whom the SP produced most progress.

We recognize that not everyone thought that all Hamilton undergraduates were capable of rising to the challenges of the SP. Some queried whether the struggles involved in both staffing SP and then guiding weaker students through it outweighed the purpose and application of the final product. This is a very understandable concern, but we concluded that the inclusiveness of SP is valuable for the following reasons:

- Parity between students: avoids the biases of class, race and gender inherent to systems of self-nomination
- Provides an opportunity for students who bloom later
- Puts the emphasis on process rather than product
- Commonality of experience between students
- Its availability as a transformative experience for all students is not only true to the ethos of the college but also can serve as a very attractive selling point to prospective students

#### Concerns

- Is the current system sustainable for all departments and programs?
- What can be done to make the current system more fair for all departments and programs and to bring greater parity in course credits and releases?
- What, if anything, can be done to alleviate some of the structural difficulties for interdisciplinary majors and programs?
- Is the college foregrounding the SP well and accurately to prospective students?
- Is the college articulating the purpose and values of SP to the community, both inside and outside of the College, and to both students and faculty members?
- Is the involvement of junior faculty inconsistent because of workload issues or is this primarily isolated in a few departments? Will Model 2 bring a greater sense of fairness and parity to faculty members, or will it exacerbate the current differences? Model 2 seems to have a higher level of discontent
- What can be done to address the inconsistency in how well students can be prepared enough for the SP?
- Related to the inconsistency in student preparations, what is the impact of study abroad in the junior year on the road to SP and has this changed?
- There are both challenges and possible opportunities with the upcoming turnover in faculty.

Our greatest areas of concern are those of sustainability and parity. Some faculty report that the current systems within their departments are simply not sustainable in the long run due to strain on faculty time and resources. Taking just the most obvious example, it is difficult to imagine how any department that needs to provide around a hundred SP experiences each year can maintain such an endeavor over time without a herculean investment of resources, a serious restructuring, or a compromise in the quality of the academic experiences. We will make some suggestions about how sustainability issues might be addressed in the “Recommendations” section below.

Running hand-in-hand with the sustainability concern is the evident lack of parity between departments in how faculty are compensated for their efforts in this central program. This is a twofold problem: first, many faculty are simply not compensated at all for their efforts in support of the SP (or are compensated on paper but not in reality, such as banked credits that can never realistically be cashed in)—and this is neither ethical nor best practice, as stated above; and second, the faculty who are compensated are done so inconsistently and inequitably. Aside from questions of fairness, this also seems like a formula for low



faculty morale, tension between departments, and bad feelings towards administration (especially when coupled with the college's FTE cap, discussed below).

We would also add that, based upon our own conversations with faculty across the differing departmental models for SP, it seemed clear to us that the greatest level of faculty discontent—at least publicly articulated—is among those who teach in “Model 2,” which occupies a sort of middle ground between the two less ambiguous SP models that cleave more closely to either the seminar or the independent study. We recognize that Model 2 might be a structure that presents unique challenges in terms of balance, transition, coherence, resources, and consistency. Interdisciplinary majors and programs seem to present thorny structural challenges as well so that faculty members are not being asked to oversee senior projects as “volunteers” to be recruited on top of their commitments to departmental majors.

As mentioned above, it is abundantly and gratifyingly clear that Hamilton College—its students, faculty, and administrators—are committed to the ideals and values of the Senior Program. It is one of the things that seem to stand at the very heart of the liberal-arts mission. Having said this, we find it difficult to tease out just exactly how these ideals and values are being articulated coherently to the broader community. It seems clear that faculty, students, and prospective students are getting some sense of what the college perceives the benefits of the SP are, and how the program connects to (for example) the Educational Goals. However, when we pressed for details about this, we got the impression that often these connections are implicit rather than explicit. In some ways, the shared communal vision of what the SP is and what it accomplishes seems more of an “emergent phenomenon,” which may belie the fact that the SP is actually a mission-critical, strategic, a priori, organizing structure to the curriculum. We don't believe that this vision needs to be altered in any way or invented using artificial or top-down rubrics and goal statements. However, it does need to be expressed more openly, and more actively evaluated.

For those faculty who feel their current SP is not the right model—whether because it is overly stressful to students or the product is not useful or appropriate to the students' lives after graduation—we encourage them to consider adjusting their model through departmental discussion. We also hope that the experience of joining with their colleagues to discuss various alternatives might help departments and faculties learn from each other in ways that help them experiment with their own model. It might be that sharing the data gathered for this study and providing opportunities for further cross-college conversation will be helpful. It is often the case that external reviewers or faculty on CAP hear the range of ideas but that colleagues are not so familiar with what other departments are doing. This could be addressed with some informal meetings in which faculty members are free to share ideas about what is working and what is challenging.

We were most impressed by departments/programs that said they had “reverse engineered” their major to shape it towards the SP. Our hope is that all Hamilton departments/programs can produce, within their curricula, an arc that tends towards the SP. It is, in our estimation, a good way of dealing with the natural limitations of the small liberal arts curriculum. It is impossible, with relatively small faculties, to provide comprehensive coverage. (One cannot do all good things; and committing to a program like the SP means some other desirable things must give way.) It is possible, however, to guide students to build a coherent pathway through a discipline. If that coherent pathway leads to the SP, depth can subsidize limitations of breadth. We believe that it is critical for every department to forge such a path; otherwise, the concerns we have for parity among faculty are also replicated at the level of the student experience.

There were worries about the impact of students going away for Junior year abroad for two semesters rather than one. This materially affected the ability of departments and programs to use the junior year to help students prepare for their SP. We did hear expressed at one point the belief that college administration was going to be further emphasizing and promoting the Junior study abroad. We do not know if this is accurate, but in any case we hope that any strategic discussions about the nature and structure of off-campus study will take serious account of the potential impacts on the SP, and specifically on the ability of departments to most effectively prepare their students for the SP. In our own institutions, we have observed firsthand the efficacy of a systematic and thoughtful plan in each discipline to take the students from the beginning of their studies to the culminating senior experience, and we recognize how critical the Junior year can be to such preparations.

We should note that the pressures on the SP, in terms of student expectations, are likely to increase rather than decrease in coming years. As one faculty member put it, “students have more expectation of doing research than we can ever satisfy.” The review team felt this agreed with studies we have seen suggesting that the number one priority of undergraduates seeking liberal arts educations is the close faculty-student relationship that arises naturally during the SP.

Our final area of concern surrounding the execution of the SP is about what we fear to be the inconsistent involvement (between departments) of junior faculty. Anecdotally, most departments seem to employ their junior faculty as equal partners in the administration of SP, and we applaud this. However, we did hear from some departments that there was reluctance to ask junior faculty to advise Senior Projects because of a fear of “exploiting” them; this seemed to be tied to what was perceived to be inequitable or even nonexistent compensation for such advising.

However, we strongly maintain that it is essential for junior faculty to be just as involved in SP as their senior colleagues, in all departments across the campus. As we have noted, the SP is a central and defining feature of Hamilton’s curriculum, and all faculty should be deeply involved in its realization. More prosaically, it is certainly best practice that this central feature of the educational program would be a part of the evaluation of junior faculty in their contract reviews and progress towards tenure. After all, advising a Senior Project differs in core ways from more traditional pedagogy, and it would seem essential that the college get a full picture of the work of junior faculty in this area, as well as the opportunity to provide helpful formative feedback on the supervision of SP from relatively early on. Finally, in many cases junior faculty are uniquely well equipped to supervise individual research projects, often being closely connected to recent developments in their fields. We are also mindful of the fact that, as was reported to us from several quarters, the college anticipates a very great influx of junior faculty over the next few years. Given all of this, we do not believe that it is in the best interests of any individual department, nor the college as a whole, if junior faculty in any department are being excepted from participation in Senior Project supervision.

## Recommendations

- 2/2 +
- re-approach the current cap on FTE
- Look at number of courses for a major – by having a low number of courses for a major, the consequence may be more double majors; more courses required for concentration could act as a gatekeeper for controlling double majors
- Articulate the vision for the SP clearly and specifically connect it to the Educational Goals
- Foster opportunities for communication among faculty (and others!), perhaps through a series of informal meetings among faculty members in departments using related structures for the SP similar to the type of meetings arranged for us
- Consider staffing possibilities (dual career policy/adjuncts on 2- or 3-year contracts)
- Survey faculty and students – get more data – as one example: what actually is the faculty buy-in? We could not determine from the information we had and our brief visit if the students in different departments think that they and their friends are getting common experiences and shared goals despite the variety in the structures of the SP
- Form small working group of faculty across divisions and models to look at it, and study other models at other campuses
- Uniformity of goals but not structures should be the main focus. In many ways, this is already in place but it needs to be re-enforced by administration, faculty, and students.

Our recommendations primarily concern staffing and communication. The first can be costly, the second is resource-neutral or low-cost. Both can be approached with creativity that can minimize cost and amplify impact.

Regarding staffing, we see a clear and urgent need to address staffing limitations that are currently producing both immediate and longer-term crises. Departments like Economics expressed urgency:

because they are under-staffed, their senior program is “unsustainable.” Could they redesign their SP to make it less costly? Possibly. Would it solve the underlying issues? Unlikely. It is important not to make substantial and lasting changes to the SP program simply to address resource issues that might be addressed by other means, and are by nature changeable. Other departments, like Classics, expressed slower-burn but still damaging morale issues. Not being able to cash in banked credits is a serious issue, and lack of uniformity regarding credit for work done produces the conditions in which inequities sediment out along lines of race, gender, class, etc. It seems that these staffing burdens are particularly challenging for the departments/programs that are the biggest and the smallest at the college.

We heard from several people during our visit that revisions to the teaching responsibilities for faculty members are being considered, to what can be referred to as a “2-2+” model—that is, two traditional courses each semester and then something additional rather than the more familiar five course models. A 2-2+ model has the potential to formalize the college’s recognition of work done across the faculty. It could possibly, in one swoop, eradicate inequities that are otherwise corrosive and a bad model for a college community. Undoubtedly this model comes with costs, costs that can be alarming to some faculty members because they are curricular costs in courses that might not be taught so often. It is important to reassure faculty facing such hard choices that a “+” could cover several things, not just SP work. Here are some examples of other ways to fulfill a “+”:

- Most simply, a fifth course. In this case, the 2-2+ model is no different than a five-course teaching load, although no additional “uncompensated” academic work would be included.
- Advising work, improving student-faculty connection. In this case, the + is essentially equivalent to course releases, but often can be more standard than individual course releases. In discussions among our faculty at one of our institutions, this was referred to as “shadow service”, the additional work that we are often asked to do but it is not widely recognized by the administration and so goes uncredited. The + serves to make this more transparent.
- Assessment work—this is an increasing burden in the contemporary academy.
- Communications work—increasingly, departments and programs need to maintain social media presence, do website updating, etc.
- Praxis/experiential learning components.
- Substantial college service roles—in these last few examples, the + is similar to how course releases are probably offered now, but would be more standardized.

We also recommend that the college consider adopting some form of a Dual Career Couple policy, a formal initiative that that can be used to recruit and retain a diverse body of junior faculty. The staffing flexibility offered by hiring dual career couples is a genuine opportunity for the college. We understand that spouses, currently, are restricted to teaching just 2 courses per year<sup>1</sup>. We are not sure about the rationale for this policy but this limit should be lifted. If you produce a robust pool of adjunct labor, labor that is less exploitative, stressful and bureaucratically time-consuming than year-to-year contracts, you could staff courses that would free up TT faculty to staff their SP. It also allows the adjunct faculty members to feel that their work is important to the College and that they are part of the informal College community. It should be noted that having a Dual Career Couple policy and protocol also aids administrations and departments in not hiring spouses when the fit or qualifications are not right. Such a policy, carefully designed and implemented, would benefit everyone.

In the same vein, some interviewees mentioned the difficulty of identifying and hiring adjuncts given Hamilton’s lack of proximity to institutions with graduate programs. Offering longer-term adjunct contracts is a solution to this problem and can be done with advance planning, often bringing together the needs of several departments and most notably the interdisciplinary programs.

Most obviously, the current cap on increasing FTE is a serious issue, and the review team expects that the college trustees also recognize that it is time to ask if the budgetary goals of this cap can be achieved in other ways. When a faculty member says “we’re not fulfilling the promises we make to students upon admission,” that’s a serious problem. On the one hand, increasing FTE always seems like the answer and can rightfully be accused of being too easy an answer. But on the other, our findings indicated that judicious application of a few new tenure-track faculty members would solve the relatively few cases in which the SP and other staffing pressures are too extreme. Another solution would be for the college to

back away from the “study what you love” brand, and to start delimiting students’ increasing reach towards double-majoring, and restricting their access to certain majors, particularly as a second major. (The “study what you love” slogan might be appealing as an admissions strategy, but it is not one of the college’s learning goals.) While this might appeal to faculty members, we wonder how hard it would be to single-handedly run counter to implicitly consumerist models that are increasingly prevalent in our industry and contemporary culture more widely. Students expect choice. To what degree are we prepared to delimit their choices? To go against this grain, a full-scale rebranding of the college’s offerings would be needed. But some of these small steps might be effective.

It’s clear that the booming numbers of double majors<sup>2</sup> can put a strain on resources—whether the obvious bottom-line budgetary impacts of a greater number of SPs, the additional pressures on faculty time and energy, or the extra advising load that double majors entail. One possibly related observation that we would make involves the relatively low numbers of courses required for some majors (at least in comparison with our own institutions and others of our acquaintance). We wonder if one consequence of this is a greater number of double majors, and we believe that more courses required for a concentration could act as a control to help keep the proliferation of additional required Senior Projects at a more manageable level. Obviously, this would have serious curricular implications and would require further study, discussion, and faculty buy-in, but we do believe that this could be a promising direction to explore.

We think that the number of courses required for a major needs to be examined more closely and possibly standardized. We heard that some majors require eight courses (which seems low) and others require fifteen or more<sup>3</sup> (which seems somewhat high). But it was not clear to us in our short visit what these numbers include. Some faculty said that the number of courses for their major included the SP while others said that the number did not include the SP. Some majors may have hidden pre-requisites (for instance, math courses required for a physics major) that may or may not be included in the varying numbers we heard. It seems to us that this needs to be examined, and that SP courses (which are required after all) and hidden pre-requisites should be included in the tally. Perhaps there is actually less disparity that we heard about, but eight to fifteen courses is a wider range of requirements than would be found among majors at our institutions.

As a side note, of course we are aware that some institutions (including one of our own) have addressed the resource challenges of double-major senior projects by allowing for “blended” projects. It is abundantly clear to us that this is not a direction in which the faculty of Hamilton College wish to move, for good reasons, including the difficulty of reconciling such a system to the strong tradition of departmental autonomy. It was also reasonably pointed out that blended SPs might only encourage the further proliferation of double majors. Similar objections were raised to the idea that students with two majors would only be required to do one SP in the discipline of their choice. We do not see either of these options to be tenable, given the lack of support among faculty and the overall culture of the college.

Any large-scale structural and staffing matters have far-ranging implications, and it is clear that the flavor of Hamilton College is very much “bottom-up”; we perceive quite clearly that structure imposed “from above” is not a favored model nor generally welcomed by faculty. This, coupled with a high degree of departmental autonomy, can present challenges when any major changes are being considered. However, a bottom-up ethos and departmental autonomy does not have to result in incoherence, rigidity, or the “silo” effect, as Hamilton already demonstrates in many ways.

Following upon this, we think that one tool that could be quite effective, at minimal cost, would be the bringing together of a small working group of faculty—spanning divisions and SP model types—to look closely at the SP, and also to investigate analogous models at other campuses (including ours—we will be happy to provide lots of easy information, including formal assessment tools), with an eye toward bringing their own insights and recommendations to the Hamilton community for consideration and discussion. We believe this could be quite beneficial. But more than that: for some challenges, such as the development and implementation of a system of faculty credit for SP supervision that is equitable and fair, this may be the only workable way to reach such a solution. It’s clear that faculty must have ownership of this program, and that (as noted) structural change imposed from administration can work



against this sense of ownership and sabotage the capacity for positive change. But ideas emerging from a faculty task force with broad representation can both address large-scale structural issues but also be seen (rightly) as ideas that arise directly from the ground up.

Moving from staffing and resource-related recommendations to matters of communication also happily takes us into the realm of “lower-hanging fruit.” Improvement of communication in all directions is compelling for us to recommend precisely because of how impressed we were with the Senior Project and the institution’s commitment to it. It is truly a wonderful and central aspect of Hamilton College and its mission, and so it is not difficult at all to think about ways in which the vibrancy of this program can be even more effectively conveyed to all the key players—students, faculty, staff, administration, alumni, trustees, prospective students, and the wider community.

More effective communication of the values and benefits of the SP could take any number of forms, and we don’t have the depth of experience with Hamilton to propose detailed approaches. However, as mentioned above, we believe that the college could think more strategically about foregrounding the Senior Project in all of its communications, and in doing so, articulating as clearly and explicitly as possible what the aims, benefits, and ideals are to all the constituents mentioned above.

One organizing principle that could be employed is the excellent structure provided by the Educational Goals. It was abundantly clear to us, in our conversations with faculty, students, and administrators, just how directly the SP connects to the Educational Goals. But again, we kept hearing and perceiving that these connections were often implicit rather than explicit. Our impression, then, is that there may be missed opportunities here, and we feel it would be fruitful for those who have expertise in institutional communications with the public (which the three of us do not possess) to think strategically about how Hamilton can better foreground this remarkable program, its benefits, and its successes to a wide audience.

Effective communication, of course, flows in all directions, and some ways of furthering this have already been mentioned (such as the formation of a faculty task force to look at SP models). In general, anything that fosters more and better opportunities for communication among faculty across disciplines, divisions, and SP models has the potential to bear much fruit.

In addition, the influx of more information is equally likely to reap benefits. Assessment of the SP can (and does) happen in many forms, but some ways of measuring responses to the SP can be relatively simple to employ. Here is an area in which, for example, surveys of current students, graduates, and faculty could be (and perhaps already are) tremendously useful. What do these various constituents and others think about the value of the SP? What does it accomplish? What are the benefits to both students and faculty? What are the liabilities? What sacrifices must/should we make to ensure its thriving? Do students/faculty perceive this as a common shared experience across campus, and in what ways? If not a common experience, is there at least equity of experience? Is there a good balance between unity and variety? Between process and product? In reviews such as this we often hear from a self-selected group of faculty and students who are invested in the program; but to what degree is there actually buy-in from faculty and students? How unanimous is the support? There are dozens of questions that could be useful to explore, and today surveys are so easy to construct and administer. We do not doubt that data like this has already been gathered, and continues to be; but we would always advocate for even more feedback if there are still unanswered questions.

## Conclusion

We have so enjoyed this opportunity to learn more about Hamilton College’s excellent Senior Program, the elements that support it, and the faculty and students who bring it to life. We leave tremendously impressed with everything that we have seen, and a greater understanding of a program that truly has a transformative effect on every student who graduates from Hamilton. To our eyes the Senior Project represents a highly effective and impactful balance between unity and variety, creativity and structure, process and product. It is our hope that our thoughts, perspectives, and recommendations will be helpful

to the college as it thinks towards the future; and certainly our study of the Senior Program has given us valuable insights about the work that we do at our home institutions as well.

We are grateful to Hamilton and to all of the administrators, members of CAP, faculty, and students who made us feel so welcome and were so forthright and honest in their conversations with us. Thank you all so much. We hope that we have made some connections that will endure beyond the confines of this one review and continue to blossom. But as this current process reaches a close, we leave with great admiration for the noble work done by the members of the Hamilton community, and wish you all continued success as you move forward.

Philip Meneely, Haverford College  
Peter Mowrey, College of Wooster  
Kate Thomas, Bryn Mawr College

#### **Endnotes amended by the CAP**

<sup>1</sup>The rationale of a two course limit is because three courses would constitute a benefitted position and would need to go through the normal allocation process.

<sup>2</sup>The CAP has examined data and the proportion of students with double concentrations has remained relatively stable since 2007 with an average of 16% of students double concentrating. There are certain concentrations that are affected more than others with the majority of double concentrators from only a few departments. The number of departments with the most double concentrators has dramatically narrowed since 2012.

<sup>3</sup>Correction – as of 2018, the concentration with the greatest number of required courses is 14.

## Appendix H

To: The Faculty at Hamilton College  
From: Nathan Goodale (Chair), for the Committee on Academic Policy  
Subject: Senior Program External Review  
Date: April 19, 2018

The Committee on Academic Policy (CAP) “review[s] educational policies and requirements for the baccalaureate degree” including the Senior Program. During the fall 2017, the CAP in consultation with the Dean of Faculty and the Office of Institutional Research and Assessment, drafted an internal review of the Senior Program. An invitation was sent to an external review team composed of Philip Meneely (Haverford College), Peter Mowrey (The College of Wooster), and Kate Thomas (Bryn Mawr College). During the campus visit, the review team met with faculty, students, alumni, the CAP, and the Dean of Faculty. The review team produced an external report and this memo serves as CAP’s response to that report. The CAP includes endnotes to the external review report to correct inaccuracies.

The review team makes a number of recommendations based on its findings and the CAP largely agrees with them. The CAP shares the review team’s greatest concern regarding a “lack of parity between departments in how faculty are compensated” for advising senior projects. We urge the faculty to examine the external review report, discuss it in comparison to your department and/or program curriculum, and use the recommendations to help make productive changes. The external report also contains recommendations that pertain to the institution and administration. As we begin our next accreditation in AY 2018-19 the CAP also finds that these recommendations will be helpful in that process. Specifically, the CAP concurs with the external reviewers that it is essential that the Senior Program be formally linked with the College’s eight Educational Goals.



# Hamilton

Vice President for Academic Affairs  
and Dean of Faculty

May 9, 2018

## 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 16, 2018 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 1, 2018 (Appendix A).
2. Election for Committee Membership (Appendix B).
3. Motion from the Committee on Appointments to revise the *Faculty Handbook* regarding titles vs ranks for Term Positions and Special appointments (Appendix C).
4. Motion from the Committee on Appointments to revise the *Faculty Handbook* regarding *ad hoc* reappointment and tenure committees (Appendix D).
5. Report from Associate Dean of Faculty Onno Oerlemans regarding affirmative action (Appendix E).
6. Report from Dean of Students Terry Martinez on the work of the Dean of Students office (Appendix F).
7. Report by Sally Cockburn, Chair of the Faculty Committee on Admission and Financial Aid (Appendix G).
8. Remarks by Interim Dean Margaret Gentry.
9. Remarks by President David Wippman.
10. 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 Barbara Gold, Alfred Kelly, and Edith Toegel.

# 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 2017-18  
Tuesday, May 1, 2018  
Fillius Events Barn

Kevin Grant, Chair of the Faculty, called the meeting to order at 4:12 PM.

1. *Approval of minutes from the Faculty Meeting of Tuesday, April 3, 2018 (Appendix A).*

The minutes were approved as distributed.

2. *Election for Committee Membership (Appendix B).*

The following were elected:

Faculty Chair (2019): Kevin Grant

Faculty Secretary (2019): Alistair Campbell

Committee on Academic Policy (2019): Benjamin Widiss

Committee on Academic Policy (2021): Shoshana Keller

Faculty Committee on Admission and Financial Aid (2022): Sharon Rivera

Faculty Committee on Budget and Finance (2020): Paul Hagstrom

Faculty Committee on Budget and Finance (2021): Debra Boutin

Honor Court (2021): Pavitra Sundar

Appeals Board (2021): Erica De Bruin

3. *Motion from the Committee on Appointments to revise the Faculty Handbook to change the timing of periodic leave applications (Appendix C).*

COA chair Gordon Jones spoke to the motion. Currently, the official deadline is earlier than it needs to be. Thus, in practice, leave proposals are often submitted late. It is hoped that changing the deadline will increase the likelihood that proposals are submitted on time. This will help department chairs and the COA to effectively respond to the applications. The motion simply moves the periodic leave proposal deadline from July to August.

A member of the Faculty asked whether it is still the case that a faculty member must submit a report to the Dean at the conclusion of each periodic leave. Interim Dean Margaret Gentry replied that the policy has not changed. A faculty member may provide the report in one of three ways: (1) at the conclusion of the sabbatical, (2) before applying for the next sabbatical, or (3) as part of their annual report.

The motion passed by unopposed voice vote.

4. *Motion from the Committee on Appointments to revise the Faculty Handbook regarding department chairs sharing departmental reappointment letters with tenure-track candidates (Appendix D).*

COA chair Gordon Jones spoke to the motion. Currently, the *Faculty Handbook* stipulates that a tenure-track faculty member being reappointed will be informed of the department's recommendation and its reasons for that recommendation. This is interpreted in different ways by different departments. The motion aims to clarify a common procedure for all departments to follow: to share the department's recommendation letter with the candidate at the conclusion of the process. The candidate is likely to be more receptive to the important information in the letter after the reappointment has been decided.

A member of the Faculty asked whether the letter would be shared in the case of a negative reappointment decision. Gordon responded that the letter is still shared with the faculty member. There is some concern that the knowledge that the letter will be shared might influence a department chair in writing the department recommendation. The COA is trusting chairs to be honest in their evaluations.

The motion passed by unopposed voice vote.

5. *Motion from the Committee on Appointments to revise the Faculty Handbook to explicitly set a six-year limit on term positions. (Appendix E).*

COA chair Gordon Jones spoke to the motion, saying that term positions do not have provisions in the *Faculty Handbook* for reappointment because such positions are intended only for meeting short-term needs of the College. In the absence of an explicit limit, there is concern that a term position might be continued. The motion seeks to close such a potential loophole, and serves to define current understanding of term positions. This provides a clean foundation from which to proceed should the Faculty decide at a later time to revise the *Handbook* in this area.

The motion passed by unopposed voice vote.

6. *Report by Nathan Goodale, Chair of the Committee on Academic Policy (Appendix F—H).*

Nathan remarked that it has been a busy year for the CAP. He thanked the other members of the Committee as well as the members of the CAP subcommittee on the curriculum. Turning to the work of that subcommittee, he said that in 2015, the Faculty established the subcommittee to consider major curricular issues expected to be important over the next 10–12 years. The subcommittee conducted a comprehensive examination, and met with many constituencies on campus, including all 15 interdisciplinary programs, 26 of 28 departments, and exchanging electronic correspondence with the other two. The subcommittee submitted its report in October 2017. Since then, the CAP has been identifying items on which to act. This work is linked to the Strategic Plan, and continues into 2018.

Some common themes emerged from these discussions concerning the Senior Program. In response, the CAP hosted an external review team after doing its own internal review, which was provided to faculty and the external team. The team spent productive time on campus interviewing faculty and students about the Senior Program, and submitted their report, included as Appendix G. Overall, the external review team was very favorably impressed with the quality of the Senior Program, and offered a number of recommendations. The CAP encourages all departments and programs to examine the document for ideas on how to improve their programs. In addition, department chairs will see a new question on the Department Annual Report form concerning the program. This information will help us prepare for the next Middle States accreditation process.

Other work of the CAP this year included the development of an allocation process for the four new FTEs in support of the digital initiative in the Strategic Plan. Nathan reminded the Faculty that executive summaries of these allocation requests are due June 1. There will be a meeting on

May 8 at noon in Dwight Lounge. This is an opportunity for departments and programs to connect with each other regarding possible collaborations on proposals.

The CAP has also conducted a review of the Adirondack Program, resulting in a vote of the Faculty to extend the program's pilot phase for up to four more years.

An *ad hoc* subcommittee was recommended by the CAP and established by the Dean to consider proposals for the creation of a European Studies Department. While a number of compelling options were received, the CAP and the Dean did not find any of them likely to gain the support of the Faculty as a whole. However, the CAP will continue to consider the potential for creating such a department.

The CAP has named Rob Martin as a member of the Dean's task force, which has started its work to carefully consider a move to a 4+ course load.

A member of the Faculty expressed the hope that the report from the Subcommittee on Curriculum would be made public soon. The faculty member added that, with respect to the Senior Program, while it is good for departments and programs to talk about the program, the faculty member is confident that such discussions will not resolve all issues with the program. The faculty member asked what next steps the incoming Dean and the CAP might take regarding the Senior Program. Nathan replied that one of the objectives of the external review is to close the circle of assessment for accreditation, with regard to Middle States. The next step is the collection and analysis of data from the new question on department annual reports. That question will ask chairs to comment on the changes their department have made in the program. The external review notes that one significant area of concern with the program has to do with those departments conducting the Senior Program under Model 2, which includes a course and a faculty-supervised research project. Thus the CAP encourages those departments to consider a reevaluation of what they are doing. Most importantly, though, the external review team—all of whose members came from institutions with strong senior programs—was extremely positive about what we are doing, particularly about the common goal of focus on process.

The same member of the Faculty responded with a question for the CAP and Dean Gentry. The faculty member first offered some context for the question: The CAP has undertaken a study of the curriculum and developed suggestions for a long-term plan during a time of a large number of anticipated retirements, so that instead of an incremental approach to planning, the Faculty might develop such a long-term plan. In addition, the Strategic Planning Initiative has seen groups of faculty members working on curricular issues, but not in strong coordination with the CAP. There are still major issues that need to be addressed by the Faculty. For example, with allocations, the faculty need to decide whether we should give priority to departments facing enrollment pressures at the expense of departments that may have small enrollments but are generally considered an important part of a liberal arts curriculum. Another possibility is getting more FTE. The CAP, the Dean, and the President address these constraints every year, but it seems to the faculty member that the Faculty need to develop a better sense of its long-term plan. The faculty member asked the question: With regard to the future of the curriculum, what is the CAP going to do next year, and what is the senior staff talking about to address these and other curricular issues? Nathan responded that the allocation process takes into consideration enrollments as well as detailed curricular arguments, and it's a delicate balance. At this time, the CAP does not have a complete answer to this question. Dean Gentry added that as a liberal arts college, we will continue to maintain a liberal arts curriculum, supporting a broad array of departments and programs, including those that may be less popular than they have been in the past. The new Dean will be deeply committed to this as well.

7. *Presentation of Faculty Awards by Interim Dean Margaret Gentry.*

Before presenting the awards, Dean Gentry commented that the student town hall meeting held several weeks ago included conversation about the need for an expanded reading period before

final exams. Academic Council has discussed looking at the calendar next year, and many faculty members have contributed to a discussion on the FACDISC listserv. Dean Gentry asked the Faculty to continue to share comments on issues surrounding the academic calendar, either on the listserv or by contacting members of Academic Council directly.

Dean Gentry continued with the following remarks.

There are three major aspects of a faculty member's job: teaching, scholarship/creative work, and service.

Hamilton is fortunate to have talented, hard-working faculty members who are committed to our mission of educating students, who are deeply engaged with the creation of knowledge, ideas, and art, and who support the individuals and departments that compose our community and carry out the broader work of governing the College. Today we are going to recognize a number of faculty members for their individual efforts, but first, I thank you all for the exceptional work done in educating our students, producing scholarship and art, and sharing in the governance of the College. We've had a large number of award nominations. Thanks to colleagues and students who served on committee making awards.

The Dean's Exceptional Service Awards are made in two categories, Notable Year Achievement and Career Achievement.

There are two Notable Year awards:

The first Notable Year award goes to a faculty member who served on a number of committees this past year: Budget committee, CAS, HEOP Advisory Board; she was a member of the JED Team and the Bias Incident Response team and chaired the Dean of Students search committee. As one colleague writes, "[she] has led the charge in developing innovative curricular and cultural changes across the College that are meaningful to our students; most notably by chairing CAP's subcommittee on our new SSIH requirement." Serving on the Budget Committee this year, she shepherded the caregiving leave policy through the committee and faculty process, for which I am deeply appreciative. Her work extends beyond formal service, as one of her colleagues indicates: "Unofficially, [she] has acted as a caring "campus mom" for many of our students by routinely hosting student dinners at her house; lodging a visiting, former student; or counseling distressed students in her office (she always has tissues and chocolate on hand!)."

The second recipient, as her chair writes, "does more than anyone's idea of her fair share service." In the department last year she coordinated the college-wide writing prizes, served on a search committee, and coordinated the visit of outside writers and internal faculty talks. At the college level, she served on the CAP subcommittee on long-term curricular planning, on the Levitt Council, and on the DHi Advisory Committee. Perhaps her greatest contribution to the College last year, however, was her service as Chair of the Harassment and Sexual Misconduct Board. The cost of the time and emotional energy that chairing HSMB takes is enormous, and she does it with discretion, fairness, integrity, attention to process, patience, and kindness.

Please join me in recognizing Professor of Chemistry **Karen Brewer** and Associate Professor of Literature and Creative Writing **Tina Hall** for their exceptional service.

The Career Achievement Service Award

The Career Achievement Service Award goes to someone who has dedicated a significant part of his career serving the College in a variety of major capacities since he first came to the College in

1983 and took on his first service as a faculty resident in Babbitt. He has been Acting Chair and Chair of his department, Associate Dean of Students for Academic Affairs, Faculty Secretary, served three times on the Committee on Academic Policy, has been a member at one time or other on almost every campus-wide committee, and also participated in or chaired a host of ad hoc committees including recent stints on the Advising Assessment Committee and Long-term Planning Committee. As one nominator wrote, “[He] runs a tight ship as chair of a committee; which I greatly appreciate. He understands that time is a precious commodity to faculty and ensures that committee meetings are efficient and productive. In order for that to happen, [he] needs to spend an incredible amount of time behind the scenes doing the work of the committee (drafting documents; meeting with concerned faculty; running ideas past administrators; etc.).” I also count myself fortunate to have worked with him closely last year when he chaired CAP and am grateful for his guidance and advice.

Please join me in honoring Associate Professor of Music **Rob Hopkins** for his career achievements in Service.

#### Dean’s Scholarly Achievement

These awards are made in three categories: Career Achievement, Early Career Achievement, and Notable Year Achievement.

#### There are two Notable Year awards:

The first award goes to a faculty member whose scholarly work last year spanned a spectrum of topics theoretical, pedagogical, and applied. She published three single-author publications including two peer-reviewed journal articles on preimages of geometric paths and a chapter on the philosophical foundations of mathematics in an edited volume. Her applied work included development of an educational module on graph theory that models vulnerabilities in the power grid and, with a Hamilton math concentrator, she designed and implemented a program to optimize placement of incoming students into adventure orientation trips. And this is on top of chairing the math department, serving on three committees, and teaching five courses with a total of 100 students!

The second recipient spent his sabbatical year as a Senior Associate Member of the prestigious American School of Classical Studies at Athens, serving in the role of the distinguished Elizabeth A. Whitehead Visiting Professor during the spring of 2017. The graduate seminar he presented drew on his internationally acknowledged expertise: The Architecture of Communities in Ancient Crete. The work from his leave on the excavations at Bronze Age town of Gournia, which his colleague called, “the most ambitious 3-D modeling project ever undertaken for an ancient site in the Mediterranean,” has already resulted in numerous journal articles and book chapters. Throughout his sabbatical year, he also participated in international Seminars at British School of Archaeology at Athens, Canadian Institute in Greece, French School at Athens, Archaeological Society of Greece, Swedish School at Athens, Italian School at Athens, INSTAP Center in Crete; etc.

Please join me in congratulating Professor of Mathematics **Sally Cockburn**, and Professor of Art History **John McEnroe**.

#### The Early Career Achievement

This professor brought an impressive record of scholarship on Spanish literature and culture during the 16<sup>th</sup> and 17<sup>th</sup> centuries to Hamilton when he arrived, and has built significantly upon it during his three years here. He is the sole author of two books and co-author of another. He has recent articles in four edited collections as well as numerous book chapters, journal articles, and

reviews. He publishes both in Spanish and English giving Hamilton College great visibility both in American academics and abroad. His departmental colleagues write that he is a committed, engaged scholar; a prolific writer; a talented teacher; and a collegial colleague.

This year's recipient of the Early Career Achievement award is Associate Professor of Hispanic Studies **Xavi Tubau**.

#### The Career Achievement Award

The Career Achievement award is being given to an individual who started his distinguished career by winning his professional society's award for his dissertation in medical sociology. In the years since that time, he has written four books and too many articles to count. His book, "Champions: The Making of Olympic Swimmers" received the Book of Year Prize of the US Olympic Committee; "Beyond Caring: Hospitals, Nurses, and the Social Organizations of Ethics" received the Eliot Friedson Prize of the ASA; "How College Works", written with Hamilton alumnus Christopher Takacs, received the Stone Prize from Harvard as outstanding book of the year on education, the Contributions to Scholarship Prize of ASA; was a featured selection of Chronicle of Higher Education, and listed on the reading lists of Washington Post and Inside Higher Education. He has taken his intellectual work out into the public domain, appearing on hundreds of radio and TV programs as well as given academic addresses and lectures. He has served as a consultant to many colleges and universities, and is active in ASA governance. He shines as a teacher, mentor, and educator as well as a scholar.

Please join me in congratulating Professor of Sociology **Dan Chambliss** for an extraordinary scholarly career.

#### Teaching

The Sidney Wertimer Award was presented by Student Assembly President Nadav Konforty.

The Sidney Wertimer Award is presented by the Student Assembly to a member of the faculty who exhibits enthusiasm and passion for teaching, support of students' extracurricular endeavors, and devotion to Hamilton College. The award was established in memory of Professor of Economics, Sidney Wertimer.

I feel that the best way to articulate the gifts of this year's recipient is through the words of the students in how they describe this professor. And they are as follows: "She is an awesome professor because she is so passionate about what she's teaching and this passion inspires her students to become engaged in geology. Her courses are engaging and include lots of hands on lab exercises that are really helpful for us more fidgety learners. But in general, she is so caring and kind, always looking out for her students and supporting them in all their endeavors. She is a light on this campus and is perhaps one of the most passionate and bright people I have ever met. From day one in her Paleontology class, with the windows fully open and sunlight streaming in as it always is in her classroom, she eagerly explained the fossils we would be looking at and how each and every one is important from the smallest microfossil to the biggest dinosaur. She is a professor that is always willing to lend an ear and is the most encouraging and positive woman I have ever met. She encouraged me to do my best and to strive to achieve all that I could. Even though I am no longer in her class she still makes time for me whenever I need and is forever a positive influence in my life. A cheeky phrase to describe her would be that 'she rocks'. **Cindy Domack**, I am honored to award you, on behalf of the Student Assembly and student body, this year's Sydney Wertimer Award.

#### Jerome Gottlieb '64 Fellowship for Exemplary Coaching

The department writes that this coach is an outstanding colleague, mentor, and friend and a consistent source of inspiration to her teams and colleagues. She has a stellar coaching record,



exemplary teaching, and serves department as race director for Hamtrek, senior athlete wall of fame coordinator, has served on countless campus and departmental committees and was the chief driver behind the Emerson Lobby renovation. An outspoken champion of equity and fairness, she can always be counted on to speak her mind.

Jerome Gottlieb '64 Fellowship for Exemplary Coaching goes to **Collette Gilligan**, Professor of Physical Education and Head Coach of Women's Soccer.

#### John R. Hatch Excellence in Teaching Award

John R. Hatch Excellence in Teaching Award is given to a professor who is described by students as dynamic, engaging, accessible, knowledgeable and connected in her field. Students appreciate the variety of formats in her classes that engage students in active learning such as problem solving, mock negotiations, conducting interviews with the staff at the state department, and drafting policy proposals; they enjoy the opportunity to hear speakers who are experts in foreign policy and international relations in her classes. She is a professor with high expectations of her students who expects independent thought and collaborative work from them. "Meetings with [this professor] during her office hours makes one thing clear: while she will not hold your hand; she will ceaselessly encourage you to take the reign of your assignments and critically think about how to approach them. I have walked away many times from her office with an increased sense of vigor; and a greater faith in my ability to get the work expected of me done."

This year's Hatch Excellence in Teaching Award recipient is Assistant Professor of Government **Kira Jumet** who is currently directing the Term in DC Program.

#### Class of 63 Excellence in Teaching Award

A student writes, "It is a rare experience to be a part of a 9 am class that is always filled with students eager to participate and engage with the material. It's her own passion for the subject; openness and patience for questions; and humor when teaching that creates an atmosphere conducive to learning." Students describe this professor as able to present large amounts of information in a clear manner; as passionate about her field; as approachable, accessible, engaging and dedicated; and as someone who teaches "students how to think for themselves, and discover uncharted territory in the field of ecology. She genuinely cares about her students and their success; and provides her time and resources to ensure that they have all they need to grow and thrive. Students are aware of her effort; and respect her immensely."

Please join me in congratulating Assistant Professor of Biology **Andrea Townsend**, recipient of the Class of 63 Excellence in Teaching Award.

#### The Samuel and Helen Lang Prize for Excellence in Teaching

Students characterize this professor as challenging, intellectually curious, thought-provoking, smart and passionate. "[This Professor] is the best. She gets on your case in a very parent-like way so that although she might seem very confrontational you know she is just training you to become a better student and thinker."

Another student writes that she "has taught one of--perhaps the most--perspective changing class I have taken at Hamilton. Certainly the topic is a part of it, but her teaching has made the lessons unforgettable, lessons that keep me up at night, that I talk to others about, that I read books on just this past spring break because it travels in my thoughts well beyond classroom walls. She is a professor that calls me up at night right away to answer an email question with the phone call turning into a thirty minute conversation about food ethics, who leaves voice mails about apologizing for forgetting to bring me vegan granola bars, and she is the first professor to lend me her copy of a book, which is quite a special thing; and I know I am far from being one of her closer students." A wonderful tribute to her impact on students in her courses.

Please join me in honoring Associate Professor of Philosophy **Katheryn Doran** with the Lang Prize for Excellence in Teaching.

8. *Remarks by President David Wippman.*

Before beginning his remarks, President Wippman congratulated those members of the Faculty who had just been presented with awards, saying that the comments about our colleagues confirm good things about teaching and mentorship at Hamilton.

President Wippman spoke about three subjects: the norovirus outbreak, a prospective change in our relationship with the POSSE Foundation, and an update on the admissions process for the class of 2022.

As of mid-day May 1, four new cases of norovirus infection have been reported, bringing the total to 93 confirmed cases since the beginning of the outbreak. The infection rate has fallen substantially from its peak, and some students have recovered and returned to normal activities. Nevertheless, the outbreak is a rolling process that has not yet fully run its course. The Facilities Management team is part of an aggressive response, has hired about 25 supplemental contract cleaning personnel, and is working around the clock cleaning dorms and offices. Bon Appétit has also changed many of its procedures in response to the outbreak, and has been closing dining halls on a periodic basis for cleaning. The College is in regular contact with the Oneida County Health Department, and has consulted epidemiologists in Albany and elsewhere. The problem is not yet solved, and we can't be sure when it will be. Some have expressed the view that we should close the College, or cancel classes. Neither of these courses of action have been recommended by the experts, and are inappropriate since we are a residential college with students from around the world. Our concern remains with those who have become ill, but the vast majority of students are still well, and should be attending classes and other activities. We will continue with an aggressive regimen of cleaning until the problem is resolved. President Wippman thanked everyone for their extra hours of work to help contain the norovirus.

In 2001, Hamilton began a relationship with the POSSE Foundation with a group of students from Boston. In 2010 we added a second POSSE from Miami. Much has changed since then including increased diversity on campus. We are even diversifying our approach to achieving diversity, partnering with Questbridge and the American Talent Initiative. In a reallocation of resources we are moving back to one POSSE each year, starting in fall 2019. We will retain the Miami POSSE but starting in fall 2019 we will no longer enroll a new group of POSSE students from Boston. We chose to continue with Miami primarily because we are already very successful in our efforts to recruit students from the Northeast region in general, and Massachusetts in particular. This is not as true for Florida. We will also continue to pursue other areas of diversity. President Wippman noted that in the last ten years, students of color have increased from 16% to 24% of the population. In the same time period, socioeconomic diversity has also increased, moving from 11% to 18% eligible for Pell grants. Need-blind admission is helping to improve diversity.

President Wippman concluded with remarks about the process of enrolling the class of 2022. Monica Inzer and the admissions team have done a phenomenal job. The deposit deadline of May 1 has arrived. We have 470 deposits received, with a target of 480–485. We expect to receive a dozen or so more since the deadline is based on mailing date. A small number of additional students may be accepted from the wait list. This situation compares favorably to a similar time last year. It is a very talented entering class, continuing a positive trajectory of improvement over many years. President Wippman noted that he hasn't been on campus long enough to see this trajectory firsthand, but he is always impressed at the caliber of our students. President Wippman congratulated and thanked Monica and her team.



9. *Other announcements and reports.*

Margie Thickstun reminded the Faculty that the Class & Charter Day ceremony will be held on Monday, May 7 at 4:15 in the Chapel. Faculty should line up between the Alexander Hamilton statue and the front doors of the Chapel. This ceremony, celebrating student achievements, will be streamlined as compared to past years. Award recipients will stand and be recognized rather than come forward to receive awards. The featured speaker will be Professor Todd Franklin. Commencement will be held on Sunday, May 20. If anyone would like to borrow regalia, see Margie. Faculty retirees who no longer process in regalia are again encouraged to donate their regalia to others.

Mike DeBraggio said that, as a part of the Capital Campaign, the Office of Advancement is seeking stories about students and recent alumni who doing great things, making a difference in their communities, either professionally or as volunteers. Please send the names of individuals to Mike or Lori Dennison.

Faculty Chair Kevin Grant made two announcements.

- i. Student grades are due to the Registrar no later than 72 hours after the scheduled final exam. Moreover, grades for seniors are due by noon on Wednesday, May 16. Missing senior grades will prevent a student from graduating. All other grades are due before 4:00 PM on May 16.
- ii. The second May Faculty Meeting will be held on Wednesday, May 16 at 2:30 in the Science Center Auditorium. This meeting will be followed by a reception in the Science Center Atrium.

Faculty Chair Kevin Grant moved to adjourn the meeting. The motion passed by unanimous consent at 5:12 PM.

Respectfully submitted,

Alistair Campbell  
Faculty Secretary

## Appendix B

### BALLOT

#### Committee Membership

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

#### Nominations from the Floor

##### **Committee on Academic Policy**

Term 2021 S. Haley E. Rodriguez-Plate \_\_\_\_\_ \

New\* and Continuing members:

Term: 2019 A. Van Wynsberghe  
2019 B. Widiss\*  
2020 R. Knight  
2020 R. Martin  
2021 S. Keller\*  
*ex officio* S. Keen  
*ex officio* T. McKee

##### **Planning Committee**

Term: 2022 E. Jensen I. Rosenstein \_\_\_\_\_

Continuing members:

Term: Chair D. Wippman  
2019 R. Habermusch  
2020 A. Lacsamana  
(Dean of Faculty, Dean of Students, VP Administration & Finance,  
representative from the Office of Advancement, two students)

## Appendix C

Motion from the Committee on Appointments to revise the *Faculty Handbook* regarding titles vs ranks for Term Positions and Special appointments.

**MOVED**, that the *Faculty Handbook*, Section VI.A.3 and VI.A.5 be modified as follows. Changes are underlined, bold, and blue.

### SECTION VI. APPOINTMENT, REAPPOINTMENT, TENURE, AND PROMOTION

#### A. Types of Positions

**3. Term positions.** A term position is created to meet a particular short-term need of the College. Appointment to it is made for a specified period of time. The large majority of term positions are visiting positions created for a term of one year to enable the College to appoint replacements for continuing members of the Faculty on leave. Post-doctoral fellows who teach one or two courses have the rank and title of Lecturer; those who teach at least a three-course load normally have the rank of Assistant Professor and title of Visiting Assistant Professor. Post-doctoral fellows who are not teaching any courses have the rank and title of Research Associate.

[...]

**5. Special Appointments.** Non-tenurable Special Appointments existing as of March 1, 2018 provide coverage of courses when faculty take periodic leaves. These  $\frac{3}{5}$ -time non-tenurable positions were given to departments in lieu of hiring a series of faculty in term positions. Additional leave replacements will not be allocated to departments with these Special Appointments unless the average number of courses to be replaced over three or more years exceeds the number of courses assigned to the faculty member in the Special Appointment. Faculty holding Special Appointments have the rank of Assistant Professor, Associate Professor, or Professor, and the title of Visiting Assistant Professor, Associate Professor by Special Appointment, or Professor by Special Appointment. This description defines existing Special Appointments; it does not provide for the creation of additional Special Appointments or for the transfer of a position to another individual. These non-tenurable Special Appointments may be held for more than six years, but they must remain less than full time.

#### RATIONALE:

Section VI., part C of the handbook lists the different ranks of the faculty as: Research Associate, Lecturer, Senior Lecturer, Assistant Professor, Associate Professor, and Professor. The “visiting” modifier is not part of the official rank of a faculty member. The normally in section 4 accounts for hiring senior faculty into temporary positions.

## Appendix D

Motion from the Committee on Appointments to revise the *Faculty Handbook* regarding *ad hoc* reappointment and tenure committees for faculty appointed to multiple departments or programs.

**MOVED**, that the *Faculty Handbook*, Section VI.G.1 be modified as follows. Changes are underlined, bold, and blue.

### SECTION VI. APPOINTMENT, REAPPOINTMENT, TENURE, AND PROMOTION

#### A. Reappointment, Tenure, and Promotion Procedures

1. ***Ad hoc* Reappointment and Tenure Committees.** Working in consultation with the Committee on Appointments and the department, the Dean may appoint faculty to supplement voting members for reappointment and tenure decisions in a department in two cases. 1) When when it is expected that a department will have fewer than two voting members at the time of reappointment or tenure of a faculty member in a tenurable position. The, the resulting committee shall consist of any all eligible members of the department and up to two tenured faculty from departments outside of the designated faculty member's home department. The committee shall continue through the tenure decision. Whenever possible, the appointed faculty members on the committee shall be chosen from cognate fields. The committee members shall select one of their number to serve as Chair. 2) When a faculty member's appointment requires participation in multiple departments or programs, the resulting committee shall consist of all eligible members of the home department and at least one tenured faculty member from among the additional department(s) or program(s) designated in the faculty member's appointment. If there is no tenured faculty member in the additional department(s) or program(s), the Dean shall appoint a tenured faculty member from a cognate field. Normally, the committee shall be constituted at the time of appointment, and if the committee is created for a tenurable faculty member, then the committee shall continue through the tenure decision. The committee members shall select one of their number to serve as Chair.

The committee shall participate in personnel decisions for the designated faculty member. Specifically, the committee shall consult in the writing of annual reviews, perform class visitations, and participate in any other review and evaluation of a faculty member's teaching, scholarship, or service normally undertaken by voting members of the department. The committee shall vote on reappointment and tenure decisions. The votes of the committee members shall be weighted according to the distribution of courses owed by the candidate to the department(s) or program(s) to which they contribute as set forth in the appointment letter. When appointed prior to the campus visits of the finalists in the search for a new tenure-track hire, all committee members shall be given the opportunity to meet with the candidates and provide feedback to the hiring committee. If an *ad hoc* committee member resigns, the Dean may replace that member

after consultation with the Committee on Appointments, the designated faculty member, and any tenured members of the Department.

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

2. ***Ad hoc* Promotion Committees.** Working in consultation with the Committee on Appointments and the department, the Dean may appoint faculty to supplement voting members for promotion decisions in a department in two cases. 1) When when it is expected that a department will have fewer than two voting members at the time of promotion to the rank of Professor of a faculty member in a tenurable position. ~~The, the~~ resulting committee shall consist of any eligible members of the department and up to two tenured faculty from departments outside of the designated faculty member's home department. The committee shall continue until the designated faculty member is promoted to Professor. Whenever possible, the appointed faculty members on the committee shall hold the rank of Professor at the time of appointment to the committee and be chosen from cognate fields. The committee members shall select one of their number to serve as Chair. 2) When a faculty member's appointment requires participation in multiple departments or programs, the resulting committee shall consist of all eligible members of the home department and at least one tenured faculty member from among the additional department(s) or program(s) designated in the faculty member's appointment. If there is no eligible faculty member in the additional department(s) or program(s), the Dean shall appoint a tenured faculty member from a cognate field. Whenever possible, the appointed faculty members on the committee shall hold the rank of Professor at the time of appointment to the committee. The committee members shall select one of their number to serve as Chair.

The committee shall participate in personnel decisions for the designated faculty member. Specifically, the committee shall consult in the writing of annual reviews, perform class visitations, and participate in any other review and evaluation of a faculty member's teaching, scholarship, or service normally undertaken by voting members of the department. The committee shall vote on promotion decisions. The votes of the committee members shall be weighted according to the distribution of courses owed by the candidate to the department(s) or program(s) to which they contribute as set forth in the appointment letter. If an *ad hoc* committee member resigns, the Dean may replace that member after consultation with the Committee on Appointments, the designated faculty member, and any tenured members of the Department. If an *ad hoc* committee member does not hold the rank of Professor at the time the designated faculty member is nominated for promotion to Professor, that member shall be removed from the committee.

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

**RATIONALE:**

A small number of faculty members have appointment letters that explicitly require that the faculty member teach in multiple departments or programs. These faculty members may get different or even conflicting feedback from the departments that they support. Currently, there is no guidance on how the faculty member, or COA, should weight these opinions if they differ. For reappointment, tenure, and promotion we propose that the dean should assign a committee with representation from both the home department and the additional department or program to insure a consistent message to the faculty member. It is important for the faculty member to have consistent feedback in annual reviews, at reappointment, and at promotion.

## Appendix E

### Affirmative Action Report, Faculty May 2018

#### Hiring profile for 2017-18

The important information in this report is that during the 2017-18 academic year, Hamilton made 13 new tenure-track appointments, of whom 8 are women and 5 are men. Five of these hires are faculty of color, and one is a visa holder. Hamilton also made 12 full-time Visiting appointments, of whom 7 are women, 2 are people of color, and one is a visa-holder. In the previous year (2016-17), we made 12 tenure-track hires, which included 11 female faculty members and 1 male faculty member. Eight of these earlier tenure-track hires are white, and 2 are of color, and 2 are visa holders.

There are at least two important trends to note here: 1) that over the past 4 years we have begun to hire larger numbers of tenure-track faculty, in response to increasing numbers of retirements (so that the total number of assistant professors has gone up); and 2) that the proportion of new hires who are faculty of color has gone up as well.

This profile for new hires excludes teaching fellows, adjuncts, post-docs, and physical education faculty hires following the IPEDS<sup>1</sup> survey procedures for race/ethnicity data. Visa-holders are not included in affirmative action categories. It is worth noting that a majority of visa-holders are people of color.

#### Data on Race and Ethnicity

- Hamilton IPEDS data on racial/ethnic identification for all full-time faculty members in 2017-18 is presented in Table 1. There are now 39 faculty members of color (20% of the faculty), up from 34 individuals (17%) last year. The White, non-Hispanic category contains the most faculty members, followed in order by Asian/Pacific Islander, Hispanic, Black non-Hispanic, and non-resident categories. The graph of Hamilton IPEDS data over the last five years (Fig. 1) shows a general increase in the percentage of faculty of color over the past 3 years.
- Of the 43 faculty members who were in tenure-track positions in 2017-18, 63% (27 individuals) are white, 26% (11 individuals) are faculty of color, and 12% (5 individuals) are non-residents.
- Fig. 2 graphs the percentage of tenured and tenure-track faculty members of color across the past seven hiring seasons. The decline in tenure track FOC from 2011 to 2014 is owing to several factors: FOC being tenured and leaving the College, and an increase in the total number of tenure track faculty because of increased hiring. The percentage of faculty members of color within the tenured rank has increased slightly. The percentage of faculty members of color in tenure-track positions has increased significantly since 2014.
- Information about our standing among our NESCAC peers (excluding Tufts) comes from fall 2016 data, which is the most recent data set available from IPEDS. Based on this data (Table 2), Hamilton's overall percentage of faculty members of color was sixth among this peer group of ten colleges. Table 2a reports that Hamilton is also seventh among the same group in regard to percentages of tenured and tenure-track faculty members of color.

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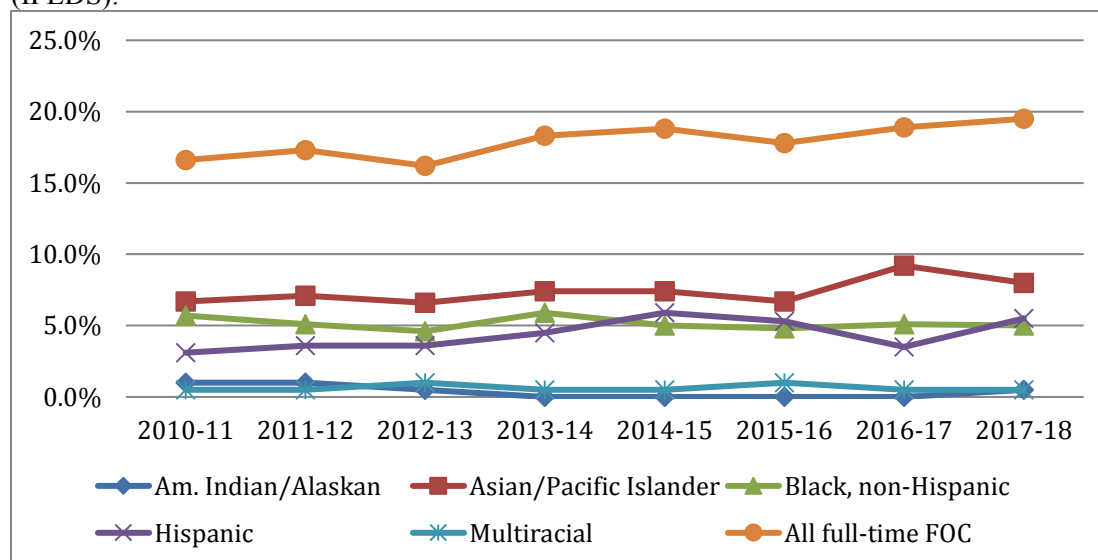
<sup>1</sup> IPEDS = Integrated Postsecondary Education Data System, the federal government's data collection system.

**Table 1.** Full-time faculty count and percentage by race/ethnicity/resident status and sex at Hamilton, Fall 2017 (IPEDS).

	Female		Male		Total	
	Count	Overall %	Count	Overall %	Count	Overall %
American Indian/ Alaskan Native	1	0.5	0	0.0	1	0.5
Asian/ Pacific Islander	8	4.0	8	4.0	16	8.0
Black, Non-Hispanic	3	1.5	7	3.5	10	5.0
Hispanic	6	3.0	5	2.5	11	5.5
Multiracial	1	0.5	0	0.0	1	0.5
<b>Sub-total</b>	<b>19</b>	<b>9.5</b>	<b>20</b>	<b>10.0</b>	<b>39</b>	<b>19.5</b>
White, Non-Hispanic	77	38.7	73	36.7	150	75.4
Non- Resident	5	2.5	4	2.0	9	4.5
Unknown	0	0.0	1	0.5	1	0.5
<b>Total</b>	<b>101</b>	<b>50.8</b>	<b>98</b>	<b>49.2</b>	<b>199</b>	<b>100.0</b>

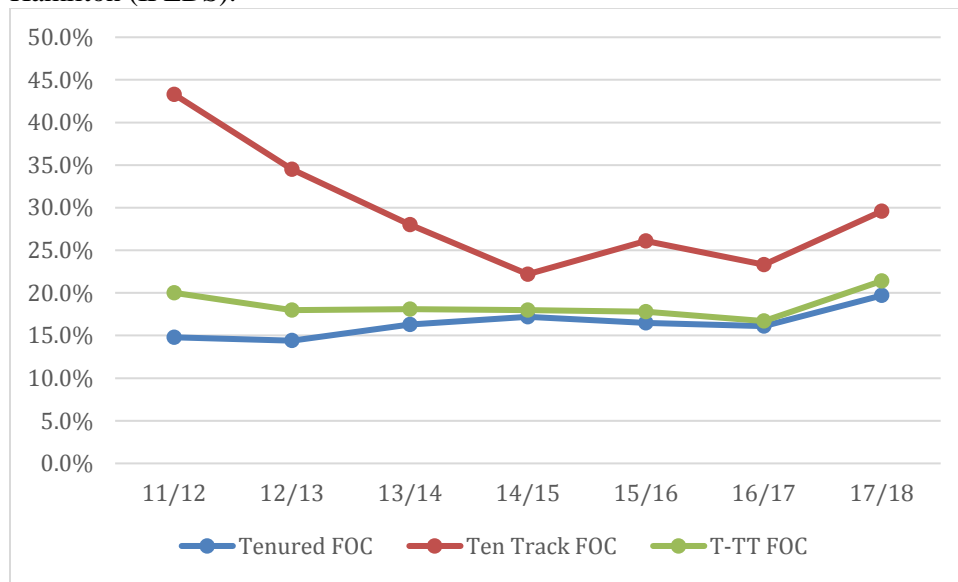
Note: Does not include Physical Education; includes leave replacements.

**Fig. 1.** Percentage of full-time faculty of color by race/ethnicity at Hamilton; White, non-Hispanic excluded (IPEDS).





**Fig. 2.** Percentage of all full-time vs. tenured (associate and full) vs. tenure-track (assistant) faculty of color at Hamilton (IPEDS).



**Table 2.** Percentages of full-time faculty\* by race/ethnicity at NESAC institutions, Fall 2016 (IPEDS). Sorted by the *Faculty of Color* column.

Institution	Faculty of Color	White	Non-Resident	Unknown
Amherst College	25.9%	69.2%	0.0%	5.0%
Williams College	22.8%	71.1%	6.0%	0.0%
Wesleyan	21.0%	70.2%	7.3%	1.6%
Connecticut	20.2%	75.3%	4.0%	0.5%
Trinity College	18.7%	76.2%	5.2%	1.0%
Hamilton College	17.4%	77.6%	4.7%	0.5%
Bates College	16.6%	76.9%	3.8%	1.9%
Colby College	14.4%	69.8%	7.9%	7.9%
Bowdoin College	13.0%	76.0%	5.5%	5.5%
Middlebury College	12.2%	65.9%	3.2%	18.8%
<b>Average</b>	18.2%	73.0%	4.6%	4.3%

\*Includes tenured, tenure-track, and visitors

**Table 2a.** Percentages of tenured and tenure-track faculty by race/ethnicity at NESCAC institutions, Fall 2016 (IPEDS). Sorted by the *Faculty of Color* column.

Institution	<i>Faculty of Color</i>	White	Non-Resident	Unknown
Wesleyan	22.5%	72.8%	4.7%	0.0%
Williams College	22.4%	74.3%	3.3%	0.0%
Connecticut	21.9%	72.6%	4.8%	0.7%
Amherst College	19.7%	73.8%	0.0%	6.5%
Trinity College	19.7%	75.5%	4.1%	0.7%
Bates College	19.7%	76.1%	1.7%	2.6%
<b>Hamilton College</b>	<b>17.9%</b>	<b>80.8%</b>	<b>0.6%</b>	<b>0.6%</b>
Bowdoin College	15.2%	78.5%	3.8%	2.5%
Colby College	14.1%	74.2%	3.9%	7.7%
Middlebury College	12.1%	66.8%	2.0%	19.0%
<b>Average</b>	<b>18.5%</b>	<b>74.5%</b>	<b>2.9%</b>	<b>4.0%</b>

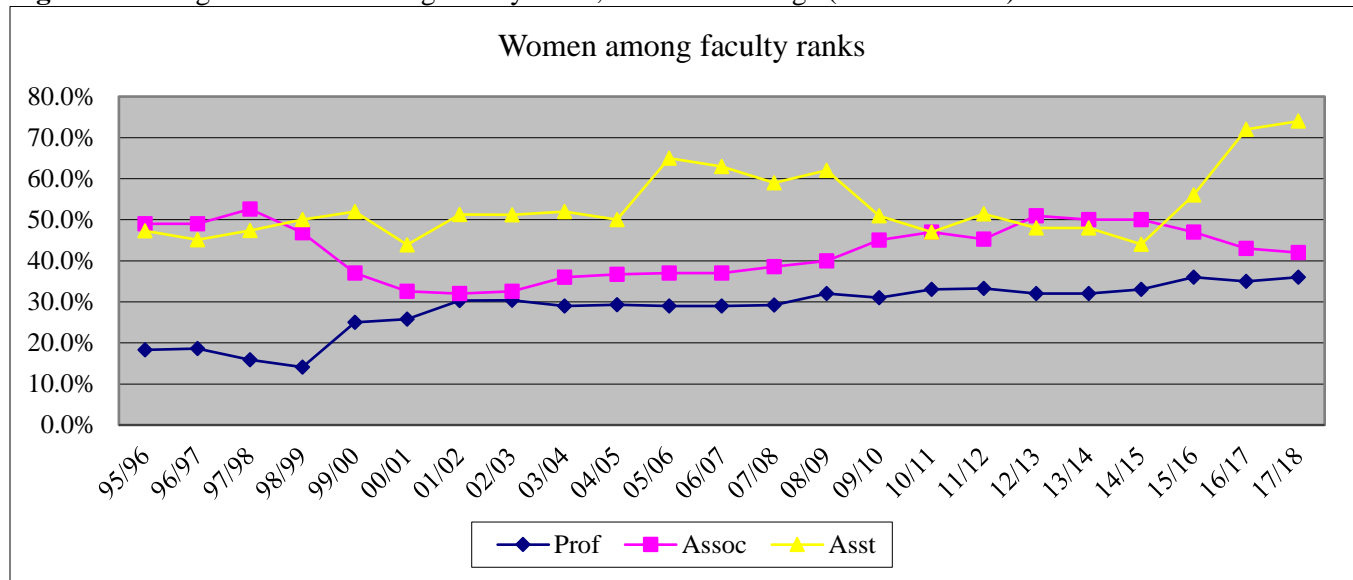
### III. Sex

- Currently, 50.8% of full-time faculty members are female, and 48.5% of tenured/tenure-track faculty members are female. These figures are slightly higher than last year's figures (48.8% and 45.2% respectively).
- AAUP data (Table 3) indicate small changes in the percentages of faculty members at the associate and full professor levels since last year and an increase in the percentage of assistant professors from 56% in 2015 to 74% this year. Over the past 15 years, there has been a gradual increase in the percentage of women in the rank of Professor as Associates have been promoted. (Fig. 3).
- Table 4 reports faculty hiring and retention by sex for cohorts of tenure-track hires made between 2007 and 2016. During this ten-year time period we hired more women (39) than men (25). Overall, women are not leaving the College at higher rates than men. Slightly more women, with and without tenure (8 or 21%, of the women hired) left than did men (6, or 24%, of the men hired).
- Of the ten NESCAC schools for which we have data, Hamilton is 7th in the percentages of female full professors, 10th in percentage of associate professors, and 1st in the percentage of assistant professors.

**Table 3.** Percent women among faculty ranks, Hamilton College (IPEDS/AAUP).

Rank	2013/14	2014/15	2015/16	2016/17	2017/18
Assistant Professor	48%	44%	56%	72%	74%
Associate Professor	50%	50%	47%	43%	42%
Full Professor	32%	33%	36%	35%	36%

**Fig. 3.** Percentage of women among faculty ranks, Hamilton College (IPEDS/AAUP).



**Table 4.** Hires and departures, 2007-2016, by sex and tenure status.

	F	M	Total
Left with tenure	0 0.0%	0 0.0%	0 0.0%
Left without tenure	8 20.5%	6 24.0%	14 21.8%
Tenured	8 20.5%	14 56.0%	22 34.4%
Still on tenure-track	23 59.0%	5 20.0%	28 43.8%
Total	39 100.0%	25 100.0%	64 100.0%

**Table 5.** Percentages of full-time female faculty members among ranks at NESCAC colleges, 2017/18 (AAUP).

Institution*	Professors	Associate Professors	Assistant Professors
Amherst	41.1%	48.3%	53.1%
Bates	43.1%	58.7%	40.0%
Bowdoin	42.6%	58.6%	56.4%
Colby	37.3%	52.2%	50.0%
Connecticut	40.9%	50.0%	68.6%
<b>Hamilton</b>	<b>35.9%</b>	<b>42.2%</b>	<b>74.4%</b>
Middlebury	33.6%	50.7%	51.6%
Trinity	24.2%	53.4%	57.4%
Wesleyan	29.8%	53.8%	55.9%
Williams	40.5%	46.2%	59.3%
<b>Average</b>	<b>36.9%</b>	<b>51.4%</b>	<b>56.7%</b>

### III. Retention

- Among the cohorts hired between 2007 and 2016 a substantially higher percentage of faculty members of color left without tenure than did white, non-Hispanic faculty members. Table 6 shows that of cohorts between 2007 and 2016, 32% of faculty of color left (all without tenure) while 16% of white/non-Hispanic faculty left.
- A higher percentage of faculty members of color and a higher percentage of female faculty members, compared to white faculty members and compared to male faculty members, have left Hamilton over the past ten years. However, an examination of hires and departures by women of color over the same period indicates that it is female faculty members of color who are substantially more likely to leave without tenure (36%, or 5 of 14 individuals) than white female faculty members (12%, or 3 of 25 individuals).

**Table 6.** Hires and departures, 2007-2016 cohorts, by race/ethnicity and tenure status.

	<i>FOC</i>	White	Non-Perm. Res.	Total
Left with tenure	0 0.0%	0 0.0%	0 0.0%	0 0.0%
Left without tenure	7 31.8%	6 15.8%	0 0.0%	13 20.3%
Tenured	10 45.4%	13 34.2%	0 0.0%	23 35.9%
Still on tenure-track	5 22.8%	19 50.0%	4 100.0%	28 43.8%
Total	25 100.0%	38 100.0%	4 100.0%	64 100.0%

**Table 7.** Hires and departures, 2007-2016 cohorts, by women of color and tenure status.

	<i>WFOC</i>	White	Non-Perm. Res.	Total
Left with tenure	0 0.0%	0 0.0%	0 0.0%	0 0.0%
Left without tenure	5 35.7%	3 12.0%	0 0.0%	8 20.5%
Tenured	3 21.4%	5 20.0%	0 0.0%	8 20.5%
Still on tenure-track	5 42.9%	17 68.0%	1 0.0%	23 59.0%
Total	13 100.0%	25 100.0%	1 100.0%	39 100.0%

#### **IV. Conclusions**

The efforts of the College over the past decade, and especially the past 5 years, to increase the diversity of the faculty have produced positive results. This year, slightly more than half our faculty are women, and over a fifth are people of color. These proportions are not equal across ranks, and it will take time and active efforts at retention and mentoring to continue to improve diversity at the ranks of Professor and Associate Professor. The workshops conducted by Romney Associates have done much to increase our collective awareness of implicit bias, and to instill hiring practices that have allowed us to hire a faculty cohort that is significantly more representative of our students and the general population than in the past. We have to guard against complacency, however, and we will thus continue the in-house workshops on hiring we began last year. There will be such a workshop in August, and all departments who are hiring in tenure-track positions will be required to send members of their search committees.

Other continuing aspects of our hiring policies aimed at diversifying our faculty are:

- 1) including language in job advertisements that asks candidates to address the ways in which they would further the College's goal of building a diverse educational environment or how they raise issues of diversity in their teaching, scholarship, and/or service.
- 2) require search committees to develop clear criteria for the evaluation of candidates.
- 3) compare the diversity of the applicant pool to national data.
- 4) designate a Diversity Advocate in each search committee.
- 5) ask each search committee to report its assessments of the strengths and weaknesses of each final candidate.

We will also continue to aspire to creating a welcoming community, and to carefully mentor and support all of our faculty.

Respectfully submitted,

Onno Oerlemans



## Division of Student Life Meeting

May 9, 2018

### The Year in Review

- Mental Health
- Alcohol Use
- Connections and Satisfaction
- Social Life/Fraternities and Sororities



# Mental Health Update

## Counseling Center

Record numbers. To date we have seen 488 students in direct service, which compares to 473 for last year in TOTAL.

Expect we will see approximately 490 students.

Support Groups (sexual assault, eating/body image, grief group), numerous outreaches focused on wellness, a program at the Climbing Wall for "Wellness Climbing")

College SOS – Student initiated and facilitated Gatekeeper Training – nearly 300 students trained

Gatekeeper Training for Faculty and Staff – Will continue this effort

# Mental Health Update

- Students of Concern
  - In the fall Lorna met with 134 different students, for a total of 338 student appointments, and this spring has met with 116 different students for 302
- An unprecedented number of students have taken leaves of absence
  - 40 medical leaves for 2017-2018
  - 6 took a leave in the fall and returned in the spring
  - 23 have been provisionally readmitted for the fall 2018 semester (combination of some fall and spring leaves)
  - Issues for leaving are wide-ranging

## Sample List of Leave of Absences

- A – unhappy at Hamilton
- B – psychotic break, probably induced by marijuana use, hospitalized for months, still heavily medicated
- C – drug and alcohol rehab program for spring
- D – academic suspension turned into medical, unable to attend classes
- E – personal leave, adjustment issues
- F – psychotic break, hospitalized, did not return in the spring
- G – left in fall, readmitted but tenuous; highly anxious, depressed, socially struggling, panic attacks, not able to leave room or attend classes at times
- H – serious suicide attempt in fall, long history of depression and hospitalizations
- I – depressed, short-term hospitalization, sense of urgency about withdrawing in fall
- J – highly anxious, panic attacks, not leaving room, academically struggling
- K – significant history of depression, suicidality; not attending classes or keeping therapy appointments
- L – history of depression and medical leaves; socially isolated and awkward
- M – depressed, not attending classes, academically struggling
- N – Involuntary medical leave; depression, suicidality, dangerous alcohol intoxication and transport to hospital; cut wrists; overly dependent upon peers
- O – highly anxious, not attending classes regularly, academic warning

## Sample List of Leave of Absence (cont'd)

- P – broke wrist and needed surgery; turned into mental health leave for depression
- Q – depressed, wanted to go home to China for remainder of semester
- R – anxious, not leaving room, not attending classes, not going to meals. Father died during fall semester. Not responding to emails/calls/texts from mother or Dean's office.
- S – clinical levels of obsession with ex-girlfriend, stalking, depressed, illogical thinking, suicidal ideation, severe emotional dysregulation, risk of harm to self and other. Hospitalized for three weeks currently)
- T – anxious, depressed, not attending classes, mother seriously ill, felt she could not function without her (untrained, barking and biting) dog being with her
- U – multiple concussions, depressed, emotionally unstable, academically struggling
- V – assessed for paranoid schizophrenia, 3 week hospital-based evaluation and treatment program, history of suicidal ideation and depression
- W – high levels of anxiety, unable to concentrate and do coursework
- X – depressed, not attending classes, not responding to emails, lying to parents about how he is doing academically and psychologically
- Y – anxious, depressed, severe home-sickness after year of study abroad
- Z – severely depressed, not attending classes, socially isolated



## What are we doing about this?

- Student of Concern Meetings
  - Database
  - Threat Assessment
  - Protocols at time of departure for readmission
  - Handoff from Admission

CLASSIFYING RISK	INTERVENTION TOOLS TO ADDRESS RISK AS CLASSIFIED
<b>MILD RISK</b> <ul style="list-style-type: none"> <li>– Disruptive or concerning behavior.</li> <li>– Student may or may not show signs of distress.</li> <li>– No threat made or present.</li> </ul>	<b>MILD RISK</b> <ul style="list-style-type: none"> <li>– confrontation by reporter</li> <li>– behavioral contract or treatment plan with student</li> <li>– student conduct response</li> <li>– evaluate for disability services and/or medical referral</li> <li>– conflict management, mediation, problem-solving</li> </ul>
<b>MODERATE RISK</b> <ul style="list-style-type: none"> <li>– More involved or repeated disruption. Behavior more concerning. Likely distressed or low-level disturbance.</li> <li>– Possible threat made or present</li> <li>– Threat is vague and indirect</li> <li>– Information about threat or threat itself is inconsistent, implausible or lacks detail</li> <li>– Threat lacks realism</li> <li>– Content of threat suggests threatener is unlikely to carry it out.</li> </ul>	<b>MODERATE RISK</b> <ul style="list-style-type: none"> <li>– confrontation by reporter</li> <li>– behavioral contract or treatment plan with student</li> <li>– student conduct response</li> <li>– evaluate for disability services and/or medical referral</li> <li>– conflict management, mediation (not if physical/violent), problem-solving</li> </ul>
<b>ELEVATED RISK</b> <ul style="list-style-type: none"> <li>– Seriously disruptive incident(s)</li> <li>– Exhibiting clear distress, more likely disturbance</li> <li>– Threat made or present</li> <li>– Threat is vague and indirect, but may be repeated or shared with multiple reporters</li> <li>– Information about threat or threat itself is inconsistent, implausible or lacks detail</li> <li>– Threat lacks realism, or is repeated with variations</li> <li>– Content of threat suggests threatener is unlikely to carry it out.</li> </ul>	<b>ELEVATED RISK</b> <ul style="list-style-type: none"> <li>– confrontation by reporter</li> <li>– evaluate parental/guardian notification</li> <li>– evaluate need to request permission from student to receive medical/educational records</li> <li>– consider interim suspension if applicable</li> <li>– evaluate for disability services and/or medical referral</li> <li>– consider referral or mandated assessment</li> </ul>
<b>SEVERE RISK</b> <ul style="list-style-type: none"> <li>– Disturbed or advancing to dysregulation</li> <li>– Threat made or present</li> <li>– Threat is vague, but direct, or specific but indirect</li> <li>– Likely to be repeated or shared with multiple reporters</li> <li>– Information about threat or threat itself is consistent, plausible or includes increasing detail of a plan (time, place, etc)</li> <li>– Threat likely to be repeated with consistency (may try to convince listener they are serious)</li> <li>– Content of threat suggests threatener may carry it out.</li> </ul>	<b>SEVERE RISK</b> <ul style="list-style-type: none"> <li>– possible confrontation by reporter</li> <li>– parental/guardian notification obligatory unless contraindicated</li> <li>– evaluate emergency notification to others (FERPA/HIPAA/Clery)</li> <li>– no behavioral contracts</li> <li>– recommend interim suspension if applicable</li> <li>– possible liaison with local police to compare red flags</li> <li>– deploy mandated assessment</li> <li>– evaluate for medical/psychological transport</li> <li>– evaluate for custodial hold</li> </ul>

## Alcohol Use

### Hamilton College The Freshman Survey (TFS) & Your First College Year (YFCY) 2016-17

TFS | YFCY (Comparative Peer Data)



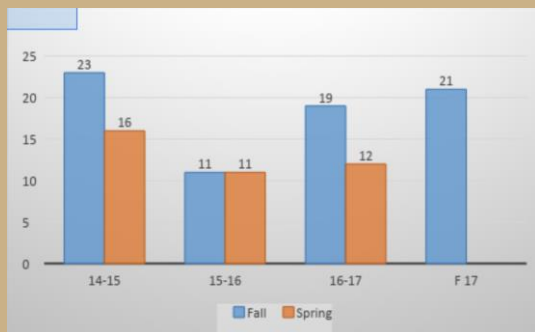
**8% | 35%** (27%)  
frequently consumed beer



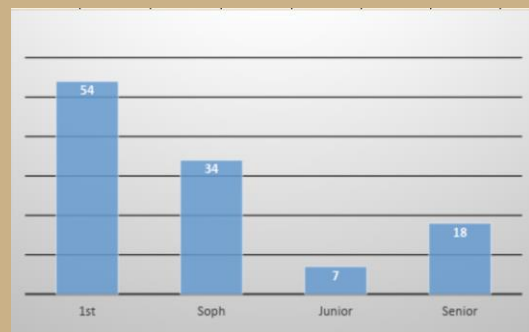
**6% | 43%** (33%)  
frequently consumed wine or liquor

## Alcohol Transports

Academic Years from 2014-2017

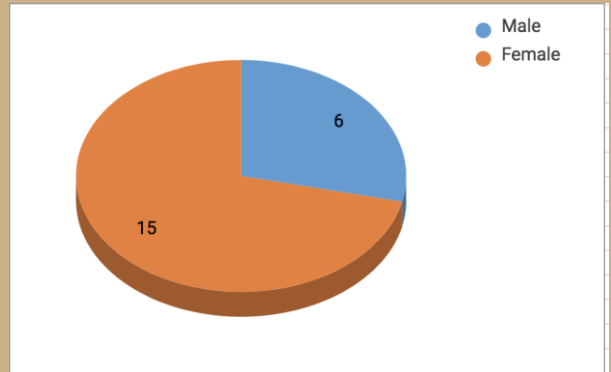
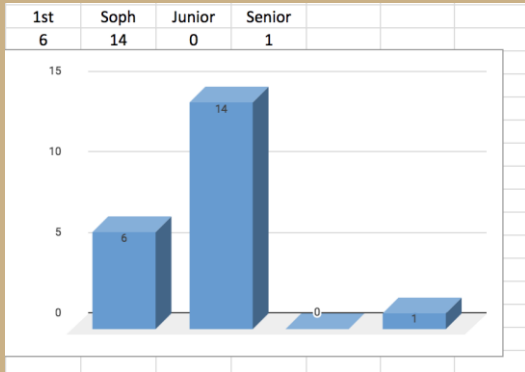


Breakdown by class



# Alcohol Transports

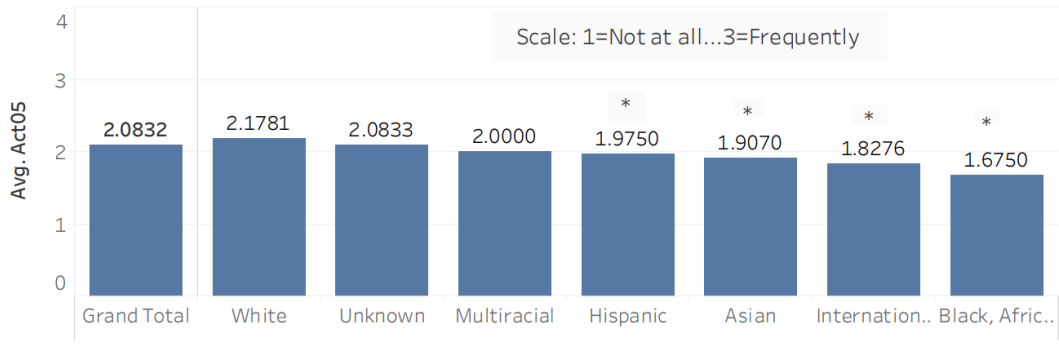
Fall 2017 = 21



# Alcohol Consumption

Frequency of beer consumption, 2014-17 combined

by Race/Ethnicity

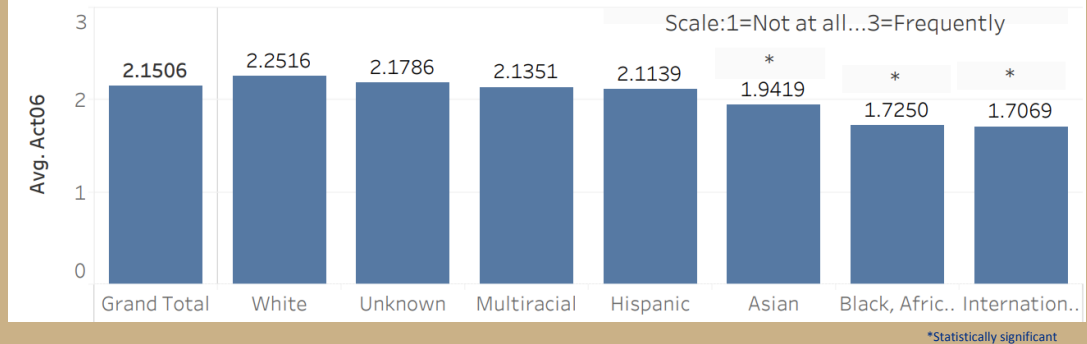


\*Statistically significant

# Alcohol Consumption

Frequency of wine/liquor consumption, 2014-17 combined

by Race/Ethnicity



# Connection and Satisfaction

2017 YFCY Comparative Peer Data Only  
Hamilton | Peer



**14% | 15%**  
frequently felt lonely  
or homesick



**10% | 13%**  
frequently felt isolated  
from campus life



**87% | 81%**  
feel a sense of belonging  
on this campus



**92% | 89%**  
feel they they are a  
member of this college



**13% | 14%**  
frequently felt depressed



**78% | 72%**  
are satisfied with availability  
of campus social activities



**85% | 78%**  
are satisfied with their overall  
college experience



**63% | 61%**  
are satisfied with first-year  
programs



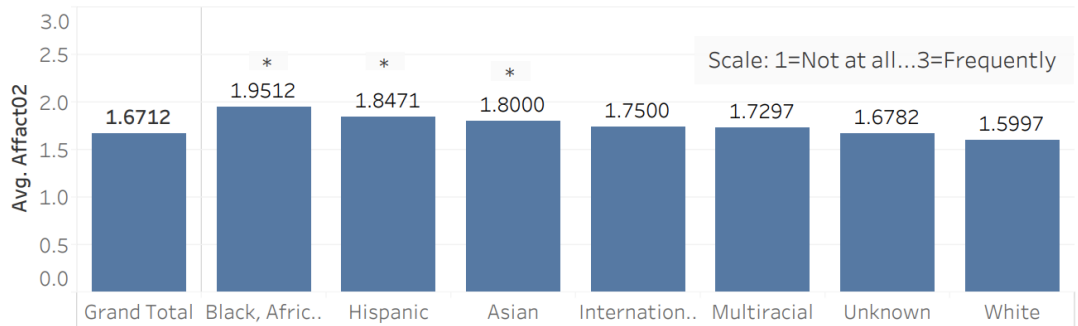
**86% | 78%**  
would still choose to enroll at  
Hamilton/their most recent college



Hamilton College Office of Institutional Research  
February 26, 2018

## Connection and Satisfaction

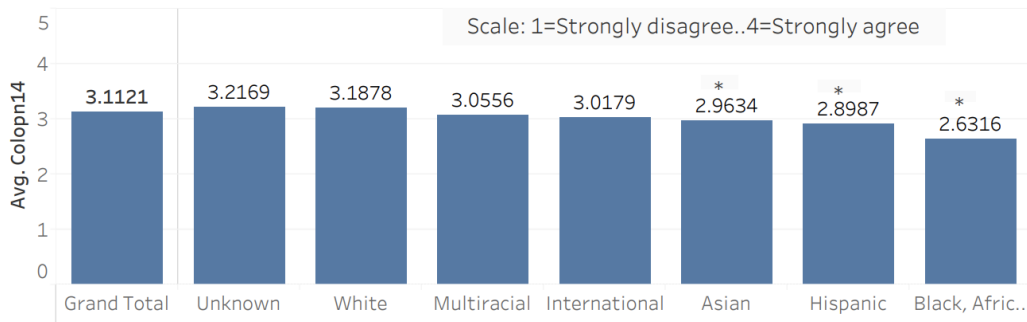
Felt Isolated From Campus Life, 2014-17 combined  
by Race/Ethnicity



\*Statistically significant

## Connection and Satisfaction

I feel a sense of belonging to this campus  
by Race/Ethnicity

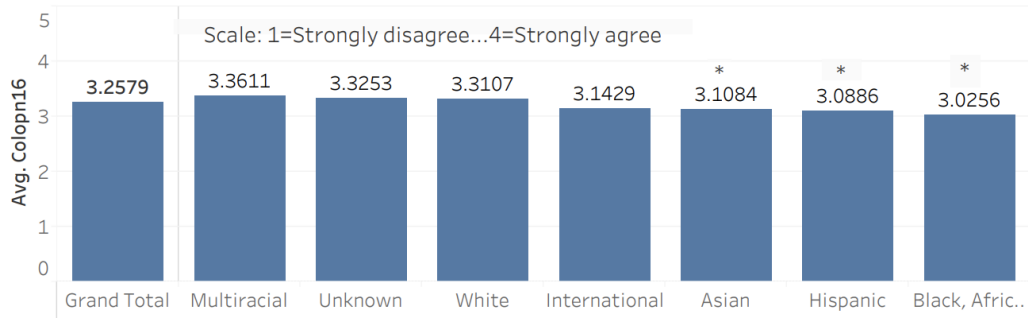


\*Statistically significant

## Connection and Satisfaction

I feel I am a member of this college

by Race/Ethnicity



\*Statistically significant

## Diversity and Inclusion

- Broaden the definition beyond race
- Create opportunities for learning from each other
- Shared responsibility for the work with clear roles
  - Chief Diversity Officer
  - Associate Dean – coordinating efforts focused on the student experience
  - Director of Days Massolo Center
  - Director of Opportunity Programs

## Greek Societies

- 9 Fraternities, 7 Sororities
- Concern with hazing
- Concern about pledging
- Best Practices working groups
  - Rush and Pledging
  - Alumni Relations
  - Philanthropy
  - Leadership and Standards
  - Social Life and Spaces
- External Review



## Residential Community

- Currently a housing model layered with disciplinary reaction
- First-Year Housing disconnected from First- Year Experience
- No articulated outcomes, no intentional programming model
- Nothing to distinguish first year from senior year

## Residential Community

- Currently exploring various programmatic models
- Connection with faculty, advising, community
- Use of spaces
- Staff accountability
- Distinctions between offerings for class years

## How do we create the best experience for our students

- Mental Health- systems and seamless connections
- Alcohol Use- enhance educational efforts and non-alcoholic opportunities
- Connections and Satisfaction- create intentional opportunities
- Fraternities and Sororities –create standards, expectations and accountability
- Residential
  - Define the First Year Experience
  - Create Community Connections
  - Collaborate with Partners



## Opportunities



- Students engaged in the conversations and willing to explore ideas
- Those who are having positive experiences are engaged, connected, and healthy

## Structural Changes Ahead

- Prevention and Education Coordinator
- Director of Community Standards
  - Catherine Berryman
- Associate Dean for Diversity and Inclusion
  - Maria Genao-Homs
- Associate Dean for Student Engagement
- Associate Vice-President

## Appendix G

### May 2018 Report to the Faculty from the Faculty Committee on Admission and Financial Aid

Faculty members of the FCAFA for 2017-18 are: Sally Cockburn, (chair), Emily Conover (spring) Patty Kloidt, Mike McCormick (fall), and Rebecca Murtaugh. The Vice President for Enrollment Management Monica Inzer and the Vice President for Academic Affairs/Dean of Faculty Margaret gentry are both members *ex officio*; this year, DOF was represented by Gordon Hewitt, Associate Dean for Institutional Research and Assessment. Dean of Admission Peaches Valdez and Director of Financial Aid Cameron Feist participated in meetings at the invitation of the chair.

This year the FCAFA:

- proposed new language for the *Faculty Handbook* regarding the composition and functions of the committee;
- discussed the related issues of retention and enrollment, based on data provided by Gordon Hewitt, as part of the committee's new functions;
- discussed recent and ongoing efforts to recruit a talented and diverse student body, including
  - partnering with QuestBridge – a non-profit program that seeks to connect high-achieving, low-income students to selective colleges and universities;
  - joining American Talent Initiative – a Bloomberg Philanthropies-sponsored collaboration between a growing number of colleges and universities and Aspen Institute's College Excellence Program and Ithaca S+R, also aimed at connecting high-achieving, low- to moderate-income students with selective institutions;
  - changing from two to one Posse, starting with the class of 2023;
  - launching MyIntuition, a quick and very easy online tool giving prospective students a first estimate of what attending Hamilton would cost them;
  - making the funding of our need-blind policy a priority in the next capital campaign.

The most significant work of this year's committee was making changes to the Bristol and Schambach Scholars program. The College has an impressively large number of endowed special scholarships; two of these, the Williams M. Bristol, Jr. Scholarships (established 1996) and the Hans H. Schambach Scholarships (established 1983), are aimed specifically at entering students, with the Schambach stipulating a preference for students from the local area. Starting in the mid-to-late 1990's, the admission office and FCAFA members decided to allocate these funds as merit scholarships, with additive research stipends. However, in 2007, the College moved away from merit-based scholarships to allocate more money to need-based financial aid. At that point, the admission office and FCAFA reconfigured the Bristol and Schambach Scholar programs as follows:

1. At the time of admission, top applicants are named as Bristol or Schambach Scholars and are invited to join a community of similarly named, high-achieving students on campus. At the Accepted Student Open House, upper-year Bristol/Schambach Scholars who have recently completed their projects funded by the program present their work at an event for accepted students with Bristol/Schambach offers.
2. If these students have financial need, at the point of admission or in the future, then it is met with grants, and their financial aid package will not include loans. They are also eligible for free music lessons.
3. Regardless of financial need, Bristol/Schambach Scholars have the option to apply for a stipend to fund a project of their own devising, similar to a mini-Watson project. Students usually undertake these projects the summer or winter break, occasionally over spring break, under the guidance of a faculty advisor; the maximum amount of this stipend was most recently \$4000. Worth noting is that the stipends for these projects do not come from the Bristol or Schambach endowments; funding is instead provided from the Dean of Faculty Office.
4. They will have access to an advisor, Ian Rosenstein, who guides them through the process of submitting a proposal for a research stipend and holds them accountable for presenting their work to the community. Ian has also hosted events over the years to help establish an intellectual community among the Bristol/ Schambach Scholars when interest warranted doing so.

The aim was to yield roughly 10 Bristol/Schambach Scholars per year; it was found that this entailed making offers to between 75 and 95 accepted students. To select this pool, admission officers would flag particularly impressive application files in the review process; these would be divvied up among the faculty members of the FCAFA for their recommendations. One of the committee's functions is to observe the admission selection process, and in recent years this was how that mission was accomplished. High school guidance counsellors would provide additional input into the selection process. FCAFA members also reviewed proposals for Bristol/Schambach projects.

In spring 2017, FCAFA members and Ian Rosenstein discussed some concerns with the program, which had been discussed by previous incarnations of the FCAFA.

- Since in the inception of the program, the academic profile of Hamilton's applicant pool and enrolled student body has improved considerably; Hamilton no longer has trouble attracting and yielding top students. Some suspected that the offer of a Bristol/Schambach scholarship might in fact depress the yield of top applicants, by suggesting that they would be outliers in the student body, rather than members of a community filled with high achievers.
- Ian Rosenstein assembled data indicating that the graduating GPA of recent Bristol/Schambach scholars was generally above average, but not consistently the best of the best. Some members of the committee felt that this raised a question of fairness, with certain students having access to scarce project funds based on their high school record, rather than their Hamilton record.
- Reviewing the application folders of potential Bristol/Schambach folder scholars was time-consuming for FCAFA members, and frustrating given the comparatively low yield (between 7% and 8%) of such students, who naturally have tremendous college options. In addition, it gave committee members a skewed view of the admission selection process, based only on the top sliver of applicants.

These considerations led the committee to put the Bristol/Schambach program on semi-hiatus in 2017-18. Admission officers still identified and admitted a pool of Bristol/Schambach scholars from among the top applicants (albeit without input from FCAFA members or guidance counsellors). These students were still given the benefit of having their financial need, if any, met with grants as opposed to loans; they were still named Bristol/Schambach Scholars (just as student receiving Bacot, Gunn, Kempf Family scholarships are named Bacot, Gunn, Kempf Scholars). The one difference is that there was no offer of a stipend for a project. The Admission Office recorded how many of these students accepted Hamilton's offer of admission; in fact, the yield went up to just over 10%, although the numbers so far are too small to be conclusive. FCAFA members decided that the program should be kept on semi-hiatus next year to gather more data.

A major benefit of this semi-hiatus was that it gave us the opportunity to reconfigure the observation of the admission selection process. In February, each faculty member of the committee was paired with an admission officer and given access to a sample of roughly 12 application folders. This sample contained files some students who were admitted, some who were rejected and some who were put on the waitlist. Faculty members were given time to read the files and then meet with the admission officer with whom they were paired to ask questions and raise concerns about the individual students files they read in particular, and the admission process in general. The sense of faculty FCAFA members was that this new system provided much more insight into the nuances, challenges and rewards of the admission process.