



Hamilton

*Vice President for Academic Affairs
and Dean of Faculty*

August 28, 2018

MEMORANDUM

TO: The Hamilton Faculty

FROM: Suzanne Keen, for the Academic Council

SUBJECT: Call to Meet

The Academic Council calls the Faculty to meet on Tuesday, September 4, 2018, beginning at 4:10 p.m. in the Fillius Events Barn.

AGENDA

1. Approval of minutes from the Faculty Meeting of Wednesday, May 16, 2018 (Appendix A).
2. Memorial Minute for Robert Simon, Walcott-Bartlett Professor of Philosophy Emeritus, presented by Associate Professor Katheryn Doran.
3. Election for Committee Membership (Appendix B).
4. Faculty, Staff, and Facilities Management appointments for 2018-19 (Appendix C).
5. Remarks on Attendance Notification form by Associate Dean of Students Tara McKee.
6. Remarks by Dean Suzanne Keen.
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 Ninth Regular Meeting of the Hamilton College Faculty
Academic Year 2017-18
Wednesday, May 16, 2018
Taylor Science Center Auditorium

Kevin Grant, Chair of the Faculty, called the meeting to order at 2:33 PM. Acting on behalf of the Academic Council, he moved to change the order of the agenda, placing Dean Gentry's remarks about retiring faculty after President Wippman's remarks, thus leading naturally to the reception following the meeting. The motion to change the agenda passed by unanimous consent.

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

The minutes were approved as distributed.

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

The following were elected.

Committee on Academic Policy (2021): Edna Rodriguez-Plate

Planning Committee (2022): Ian Rosenstein

3. *Motion from the Committee on Appointments to revise the Faculty Handbook regarding titles vs ranks for Term Positions and Special appointments (Appendix C).*

COA Chair Gordon Jones spoke to the motion, explaining that the motion aims to clean up *Handbook* language, consistently using official titles and ranks in describing Term and Special Appointment positions. There was no discussion.

The motion passed by unopposed voice vote.

4. *Motion from the Committee on Appointments to revise the Faculty Handbook regarding ad hoc reappointment and tenure committees (Appendix D).*

COA Chair Gordon Jones spoke to the motion, explaining that a small number of faculty members have appointment letters that stipulate they are to teach one or more courses in departments or programs other than their home department. However, the other departments or programs currently have no role in the annual review, tenure, and promotion procedures. This applies to a small number of faculty members, and not to faculty with cross-listed courses or to those with unofficial agreements to teach outside their home departments. The motion allows the Dean to make an *ad hoc* review committee to include all members of the home department plus one or more representatives from the other department(s). The committee would be formed upon new faculty hire, and would continue through tenure. The language includes a sentence about how the votes of the committee members should be weighted in order to fairly handle home departments of different sizes.

On behalf of the COA, Heather Buchman moved to amend the motion concerning procedures in both *ad hoc* reappointment/tenure and *ad hoc* promotion committees. The amendment specifies that each additional department or program shall have representation, and clarifies the sentence about vote weights, as follows.

.... 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~~ each of 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. ... The committee members shall select one of their number to serve as Chair....

....The committee shall vote on ... 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.~~ The votes of the committee members shall be weighted so that the fraction of the total vote contributed by each department or program represents the number of courses owed by the candidate to the department(s) or program(s) 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....

There was no discussion of the amendment. The amendment passed by unopposed voice vote.

On behalf of the Academic Council, Seth Major moved to amend motion again, adding a clause to the end of each sentence concerning vote weighting, as follows.

The votes of the committee members shall be weighted so that the fraction of the total vote contributed by each department or program represents the number of courses owed by the candidate to the department(s) or program(s) as set forth in the appointment letter or in a subsequent letter from the Dean updating the distribution of courses.

This amendment supports the possibility that the teaching assignments could be changed during the pre- or post-tenure years.

A member of the Faculty expressed discomfort with the amendment, and asked how quickly and by what procedure a faculty member under such an arrangement might renegotiate the terms of their appointment. Dean Margaret Gentry replied that we need a process where, at reappointment, each relevant department and program might get together with the faculty member and, by mutual agreement, determine whether an adjustment is desired. Then the Dean could approve that, or not. The next Dean could implement such a process.

A member of the Faculty said that normally the committee is constituted at the time of appointment, and asked whether the committee members would change if the appointment letter changes. Dean Gentry and Gordon Jones both replied in the affirmative. Gordon continued, saying that if the appointment changes, or if there is an addendum to the appointment, then the committee would be reconstituted to reflect that new appointment.

A member of the Faculty asked whether this applies to new faculty. Gordon replied that it applies to four current faculty members. The use of "normally" allows the committee to be constituted after hiring, but the ideal is to have the committee in place as soon as possible. Changing the committee would be an exceptional case. Since we are moving toward hiring more interdisciplinary faculty, this motion is particularly relevant to new hires.

A member of the Faculty asked about continuity: what happens if the representative from another department cannot serve due to resignation, retirement, illness and so on? Would that representative be replaced? Gordon replied in the affirmative, elaborating that the same issue applies in the ordinary case: when a department's faculty members leave and new ones come in, the voting members might change.

A member of the Faculty asked about timing. If a faculty member has been working in one department but is asked to teach in another program after three or four years, changing the committee at that point might be unfair to the faculty member. Gordon replied that the assumption is that the appointment letter will not change before tenure. In exceptional cases, he hopes that changes would be mutually agreed among the faculty member, the Dean, and the departments. Dean Gentry replied that a change to the appointment letter would be highly unusual, for example, if a program is discontinued. This motion is being driven in part by the CAP, which has placed such multi-department teaching requirements into some of its allocations. We are trying to ensure that, in the future, the other department or program has some voice in reappointment, tenure, and promotion decisions.

A member of the Faculty expressed their concern about the amendment, encouraging the faculty to vote the amendment down until such time as there is a process in place under which a faculty member can initiate a change in the terms of their appointment. Seth replied that the idea is that the appointment letters would only change after tenure. This would give a consistent, long-term, stable source of feedback for the candidate.

A member of the Faculty noted that the amendment does not apply to tenure cases, only to promotion cases, since Seth said that the appointment letter would not change until after tenure. Gordon replied that he understood Seth to mean that it would be very unlikely, though not impossible, to change an appointment letter before tenure. The faculty member further noted that the notion of an amended appointment letter does not seem to appear in all the places that it should in order to be clear. The faculty member said that the motion should not have been written late, on the floor of the last faculty meeting of the year. It seems rushed, and we don't understand what the implications might be. Instead, the faculty member recommended that the Faculty vote down the amendment, and vote down the motion so that the COA can return with something we can consider more carefully in the fall.

A member of the Faculty recognized the good intentions of the amendment but spoke against it, saying that we don't have the process in place yet. In the absence of an understanding of how the appointment letter would be changed, it is premature to add the clause. The faculty member recommended that the Faculty vote the amendment down, and come back with language for the process, in order to protect those who are working toward tenure.

A member of the Faculty said that the difficulty with the amendment is that there are many unknowns, and we seem to be trying to write a policy into the Faculty Handbook that is chasing appointment letters. That seems to the faculty member to be the wrong approach. Instead we should just specify these kinds of things in the appointment letter. If we would like to do that, we should commit the motion.

A member of the Faculty asked if there were any cases in the past that might guide or inform the process. Dean Gentry replied that there haven't been any cases like this before. In the past, if a faculty member contributed to a program, then a "colleague letter" from the program committee would be included, but the program committee would not see the whole file.

A member of the Faculty commented that this motion presents a better option than the colleague letter, but remains concerned about the process.

A member of the Faculty said that we should consider this in relation to the four digital FTEs, given that those new faculty members may be housed in multiple departments. The faculty member suggested we send the motion back to committee.

The Chair called for a vote on the amendment by show of hands. The amendment was defeated, and discussion returned to the previously amended motion.

A member of the Faculty expressed concern that, under the rules for weighing votes, a single person from the other department or program might have too much influence over decisions. Gordon replied that it's hard because, especially for promotion cases, the home department might have one voting member, or it might have ten. The Dean has discretion with respect to assigning other members to the *ad hoc* committee.

A member of the Faculty asked if there was a reason we were typically appointing one person from the other department. Why not appoint all eligible voting members of the other department and weigh that department's assessment as a fraction? Gordon clarified that there might be more than one member of the other department appointed, so it could be the whole department. He added that with an *ad hoc* committee comprised of all eligible voting members of both departments, it will be more difficult for the committee to come to agreement on feedback for annual reviews. Another member of the Faculty added that the current language provides for flexibility, allowing an entire department to be appointed if it's appropriate to do so, but also allowing for those situations where only a small number of members of the other department overlap in research and teaching areas to the degree that they would be qualified to evaluate the candidate. The first member of the Faculty responded that it makes more sense to protect the tenure candidate by having more people have the ability to give feedback, and the whole department should be appointed.

A member of the Faculty spoke in favor of sending the motion back for reconsideration in the fall. The faculty member asked about the logistics of fractional voting under differently-sized home departments, and would like to see that language more precise. Gordon replied that the purpose of the amendment was to clarify that the sum of votes from a department or program is weighted appropriately.

A member of the Faculty said that logistics might be difficult but it makes sense to appoint the entire department. The faculty member added that though we think of tenure and promotion to Associate Professor as happening through the same mechanism, the anxiety is about the tenure decision. It might be a good idea to think about these differently. The faculty member expressed favor for sending the motion back. Gordon replied that the logistics issues are not about deciding the tenure case itself, but about the candidate getting consistent and useful feedback in the pre-tenure years.

A member of the Faculty wondered whether the motion applies to her as a member of the Government department teaching Islamic Studies. Dean Gentry replied that it does not apply to the faculty member. Gordon added that it's not about cross-listed courses or other sorts of informal arrangements.

A member of the Faculty who *is* affected by the motion echoed the confusion about how one would know this. Gordon replied that it comes down to what's in the appointment letter. Currently, review for tenure and promotion is done by the home department only, even if your appointment letter specifies that your job also includes work in another department or program. The motion's purpose is to make the evaluation based on the whole job rather than just that part done in the home department.

Mark Bailey moved to commit, that is, to send the motion back to the committee. The motion was seconded. Gordon said that the College will be hiring, and that may be relevant. Mark said that the Faculty as a body does not understand everything about the motion, and this is a bad time to vote.

A member of the Faculty said that he generally has faith in the ability of committees to think through issues, and asked Gordon whether he feels there has been sufficient opportunity to do so, and whether he's nervous about it now. The faculty member said that the fact that we are confused doesn't necessarily mean that the motion is confusing. Gordon replied that the idea is sound, and worth getting the idea in place. The vote weighting component is complicated, but

it's been worked out. The amended motion now allows the Dean to create an ad hoc committee to provide consistent feedback to the candidate from the beginning.

A member of the Faculty asked how many new hires this will affect. Dean Gentry replied that this won't affect any new hires starting in the fall. Currently it affects two faculty members now completing their first year.

A member of the faculty asked whether the motion would affect those two faculty members. Gordon replied that the word "may" at the beginning of the motion implies that there would be a conversation. There is a very strong sense that no one will change the rules unless you agree to the change. Dean Gentry concurred that there would be a conversation.

A member of the Faculty spoke in favor of the motion to commit, agreeing with the earlier faculty member concerned about giving one person from another department too much influence, especially in the hypothetical case where the candidate taught more than one course in the other department.

The motion to commit passed by voice vote.

5. *Report from Associate Dean of Faculty Onno Oerlemans regarding affirmative action (Appendix E).*

Associate Dean Oerlemans prefaced his remarks on highlights from the report by saying that the data in this and every affirmative action report is not perfect. The reality is more complicated than what is reflected by the numbers. Some of the fuzziness is due to the IPEDS data, which is a year out of date. Also, the federal reporting guidelines on affirmative action categories do not include visa holders, of which there are several on the Hamilton faculty. Many of these are faculty of color. These do not appear in the data except as nonresidents.

Some key facts are clear: Over the past two years, we have hired 25 new faculty members into tenure-track positions (15 women, 10 men). Seven of these are faculty of color. Three are visa holders. Figure 1 in the report shows that the percentage of faculty of color at Hamilton has increased from 16.5% to 19.5% since 2010. Figure 2 shows that non-visa-holding faculty of color now comprise 20% of tenured and tenure-track faculty (17% last year). 50.8% of all Hamilton faculty are women. 48.5% of tenured and tenure-track faculty are women. Considering the distribution by rank, 74% of assistant professors, 42% of associate professors, and 36% of professors are women. These numbers indicate success in increasing faculty diversity, and also a need to retain incoming faculty and promote them through the ranks so that the numbers will eventually even out.

Tables 6 and 7 of the report concern retention of faculty of color. Though the numbers look specific, there is an important hidden pattern. The tables show that 32% of faculty of color in the cohort hired over the past ten years have left without tenure. This isn't good, but what's not shown is that the majority of those departures occurred in the first three years of that cohort. Therefore, we expect that 10-year retention figures for faculty of color will dramatically improve over the next few years.

The sense of the Dean of Faculty office is that our commitments to increasing diversity—including the Romney workshops and subsequent in-house workshops—have helped Hamilton to increase the diversity of its faculty. We want to continue to do all we can to retain faculty. We must continue to aspire to be a welcoming community to everyone who comes to Hamilton.

A member of the Faculty commented that it would be helpful to see the percentages of faculty of color broken down by rank. The faculty member pointed out that, as far as the faculty member knows, while there are 10 black, non-Hispanic professors at Hamilton, only two of them are junior faculty. This is a concern, especially since both of them are in the same department.

A member of the Faculty asked for clarification about the meaning of IPEDS. Gordon Hewitt replied that it is the Integrated Postsecondary Education Data System (<https://nces.ed.gov/ipeds/>). The faculty member asked how the numbers about departures in table 4 and 6 of the report are determined, remarking that it is not correct that 0 faculty of color left with tenure. Associate Dean Oerlemans said that the report indicates departures of faculty members who arrived with a cohort in the given years, but does not indicate the years that faculty left. Gordon Hewitt clarified that this is one faculty member of color in these cohorts who left more recently than the October 1, 2017 IPEDS data from which the report is derived. Therefore, that person is not counted in this year's report. The faculty member commented that this is unfortunate because the report makes it look like we are retaining faculty when we are not. Associate Dean Oerlemans replied that if someone left this year, they are not included in this year's report, but the report accounts for everyone from the given cohort years who left, whether tenured or not.

A member of the Faculty clarified that if a faculty member started in 2005, got tenure, and then left, that departure would not be represented in the report. Associate Dean Oerlemans affirmed this, saying that we are counting the faculty who are in the cohorts starting in the last ten years, and repeating the point that the departures are more heavily represented in earlier cohorts.

A member of the Faculty asked whether anyone was considering the role of student evaluations in the tenure and promotion process, since student evaluations tend to be biased against women, and, especially, women of color. Gordon Jones replied that the COA has not addressed this issue directly, for example by connecting with exit interviews. The COA has read about bias in evaluations. He said that this issue is worth considering.

A member of the Faculty noted that the report makes no distinction between those who left because they were denied reappointment or tenure and those who left because they got a job elsewhere. Associate Dean Oerlemans agreed, saying that there are many reasons faculty leave.

A member of the Faculty asked for clarification on Figure 2, which shows a drop in percentages of faculty of color between 2011 and 2014. Associate Dean Oerlemans said the drop comes from an increase in faculty hiring.

A member of the Faculty expressed concern about the effect on students. Because we have only 20% faculty of color, many students will never have a professor who is a faculty member of color. The effect is hidden by the statistics, and it's a problem.

A member of the Faculty returned to the issue of the percentage drop in Figure 2, saying that the high peak in 2011-2012 comes from the fact that very few hires happened that year.

A member of the Faculty asked for clarification on Figure 2: Do the percentages represent percentages from that category, or percentages of the whole faculty? Gordon Hewitt replied that it was separated by category: percentage of faculty of color among tenure-track faculty, among tenured faculty, and among the combined group of tenure track and tenured faculty.

6. *Report from Dean of Students Terry Martinez on the work of the Dean of Students office (Appendix F).*

Dean Martinez said that it has been a great first year. She discussed a number of topics: mental health, alcohol use, student connections and satisfaction, and social life with respect to fraternities and sororities. Dean Martinez said that she spent the first part of the semester talking with as many students as possible. Those conversations, together with those with faculty, have helped greatly. Dean Martinez thanked faculty members for their willingness to discuss issues.

On the issue of mental health, the Counseling Center continues to provide support for students. It has seen an increase in the number of students served, which is consistent

with national trends. Dean Martinez thanked the faculty members who have gone through Gatekeeper Training, and encouraged as many as possible to take advantage of this training, which will be revised based on initial feedback.

Cases of academic concern are intertwined with mental health concerns. Lorna Chase was hired as Associate Dean for Student Support Services, so that there is someone with clinical experience to help students. As the report indicates, Lorna met with several students of concern. Many students have taken medical leaves of absence for mental health. The report notes some particular examples.

There is a weekly Students of Concern meeting, which includes members of the Dean of Students office, Athletics, Financial Aid, Title IX, and Residential life. The purpose of this meeting is to discuss information collected about students of concern from various sources. Dean Martinez expressed appreciation for timely faculty responses to requests for information. Students come to the attention of the Dean of Students office via email from faculty, staff, or parents; and sometimes the students themselves will reach out. The group uses a rubric, shown in the report, to guide the classification of risk level and to suggest intervention tools based on level of risk.

Students are not always asked to take a leave of absence, but it is a possibility. Only one student has been asked to leave against their wishes, and that student is expected to return in the fall. Many students need to take a break; they've never had an opportunity to just stop, in order to get the help that they need, refocus, and come back stronger. We want to help students realize that this is okay. Hamilton cannot provide all the services of a residential treatment center, so it's important that students are able to function in their academic work and other activities. In addition, the community needs to be in conversation about accommodations for (a) mental health and (b) disabilities. These two are often conflated, and the distinction can be confusing to many. We want to provide faculty members with guidance on making decisions about academic accommodations.

There are protocols for departure and return. For students who have taken a leave, communication with their treatment providers confirms that the student is making progress with treatment. This allows for the student to be provisionally readmitted, meaning that they can participate in the housing lottery and course pre-registration. There have also been conversations with Monica Inzer about the "handoff" between admission and matriculation so that we can become aware of student concerns as early as possible.

The second issue is alcohol use on campus. Dean Martinez thanked Gordon Hewitt and Chau-Fang Lin for their work in aggregating data from surveys done at the beginning and end of the first year. The data indicates that the first year yields a significant increase in the percentage of students who regularly consume alcohol, and that Hamilton has higher rates than our peers for alcohol use among students finishing their first year. We will work on addressing this using evidence-based practices. Dean Martinez showed graphs illustrating alcohol transports. Of note is that the majority of fall semester transports are sophomores, correlated with fraternity and sorority pledging. Prompted by conversations with students of color, Dean Martinez also showed data about alcohol use broken down by race and ethnicity. It shows that students of color have a statistically significantly lower rate of alcohol consumption than average.

On the issue of connection and satisfaction, data is collected on frequency of various feelings. Dean Martinez said that, overall, Hamilton is on par with its peers in terms of loneliness, isolation, depression, a sense of belonging, being a member of the college, and sense of satisfaction; and that Hamilton is doing better than its peers in terms of satisfaction with the first-year program, overall satisfaction, and whether they would choose to enroll at their college again. However, when the data is broken down by race

and ethnicity, we see that students of color are statistically significantly less satisfied than average with respect to feeling connected, a sense of belonging, and being a member of the college. While admissions is doing a wonderful job of diversifying the student body, we are not doing as good a job of receiving those students and making them feel at home.

As President Wippman said earlier in the semester, we are implementing structural changes that will ensure that the work of improving diversity and inclusion is spread across the campus. Phyllis Breland has been doing an excellent job wearing three full-time hats, but it is the responsibility of all of us to think about how we welcome, include, and receive students. Dean Martinez said that she met with four graduating seniors who wanted to share heartbreaking and disturbing stories about incidents that are happening, both outside and inside the classroom. Dean Martinez will be working with individual faculty to share what she has heard, and will also work with department chairs and the Dean of Faculty to consider what's happening in the classroom. President Wippman has appointed Dean Martinez to serve also as Chief Diversity Officer. She has made an offer, which has been accepted, to an individual to serve as Associate Dean of Diversity and Inclusion, to be housed in the Dean of Students office. Dean Martinez is working on a job description for the Director of the Days-Massolo Center. We will be seeking faculty support as we put together an advisory group to be able to look more closely at the information we are receiving.

Greek societies on campus have an influence on the social life, drinking, and the feeling of belonging. Dean Martinez has approached the societies with concerns about both structure and unspoken expectations with respect to behavior and standards. Dean Martinez said that The Inter-Society Council has responded with its own investigation, which concluded that the societies are not doing as good a job as they should to meet basic standards. They also made recommendations for changes in pledging, including a minimum grade point average and an examination of student judicial records. That led to a student-supported external review which has just recently concluded. We hope that its final report will lead to the establishment of good expectations for society membership beyond simply belonging to a social drinking organization.

Dean Martinez addressed the residential community component of the Strategic Plan, noting that, at present, Hamilton has only a housing model coupled with disciplinary procedures. Plans are being developed for a more well-defined residential community, having an intentional approach to connecting students with their peers and with the College. We need to articulate learning outcomes and create a progressive housing model with appropriate programming for each year. This will be connected with academic advising, peer advising, and career advising.

Dean Martinez said that there are opportunities for students to be engaged in conversations about student life. Bringing them in helps in smoother community integration. Those students who are having a positive experience on campus are healthy, engaged, and connected. We need to make sure that everyone is provided with that opportunity.

Some structural changes are planned. Cori Smith will continue as the *Title IX Education Specialist*, broadening to include education on alcohol. Catherine Berryman has been hired as the new *Director of Community Standards*, which is the Title IX position expanded to also cover discipline and campus conduct issues. Other new titles are *Associate Dean for Diversity and Inclusion* and *Associate Dean for Student Engagement*. Jeff Landry has been promoted to *Associate Vice President*.

A member of the Faculty asked how students may be placed on the Students of Concern list. Dean Martinez replied that an online form is forthcoming. Meanwhile, faculty should telephone, email, or visit the Dean of Students Office.

A member of the Faculty asked what kinds of structural or institutional pressures the Dean of Students faces when working with students who might need to take a leave of absence, especially considering that they might not want to do that. Dean Martinez replied that, for students, the concern is about how a leave will impact their plans to complete a course of study, including study abroad, and maintaining financial aid. Often, there is pressure from parents. Another student consideration is graduating with their peers. Perhaps we should talk about making participation in the commencement ceremony separate from conferring a degree. The faculty member clarified the question, wondering about pressure from the institution to ensure that students earn their degrees in four years. Dean Martinez replied that even though that is the typical culture of a small residential campus, she has not met resistance to placing students on a leave of absence.

A member of the Faculty asked whether there is collaboration with the Dean of Faculty to address issues of inclusion more broadly in the community. Dean Martinez replied that she has met with Dean Gentry regularly, sharing concerns. She has also been invited by Associate Dean of Faculty Penny Yee to serve on the Advisory Committee on Academic Advising. This committee is examining ways to integrate co-curricular advising. There is a good partnership with the Dean of Faculty office.

A member of the Faculty asked about the analysis of alcohol consumption, noting that the data seem to indicate higher drinking among females, and among white students, with a possible link to Greek society activity. He wondered if there were any more insights. Dean Martinez replied that she has requested more detailed data of the demographics of alcohol transports, and further analysis is forthcoming. The faculty member asked if the student satisfaction survey provided a mechanism for a student to indicate a reason for their dissatisfaction. Gordon Hewitt replied that it does not.

A member of the Faculty asked whether the issuing of an Academic Warning will put a student on the Students of Concern list. Dean Martinez replied that students who receive Academic Warnings are invited to meet with Lorna Chase. Depending on that conversation, a student might be added to the list. The faculty member also asked about continuing support in the areas of membership and belonging for students in light of the recent discontinuation of one of the Posse programs. Dean Martinez replied that she and Monica Inzer met with some faculty members concerned about the loss of the Posse program. They have had continuing conversations about structures to support students in that program, and, more broadly, how to support students of color. Two faculty members have offered to serve as mentors. The QuestBridge program also has requirements which we will have to meet.

A member of the Faculty asked if there were plans to collect data for queer and non-binary students. Dean Martinez replied that as more trans students are coming from high schools to college, we can examine that data from the survey, but we have not yet done so.

A member of the Faculty noted that the senior week events are heavily alcohol-based and that they cost \$120 extra. The faculty member wondered what happens if a student cannot afford that. Dean Martinez replied that she has noticed that we charge extra for many things, and those costs add up. Some students have to make choices about how to spend limited resources, which raises a concern that we are excluding students from regular on-campus activities. The SEAS fund provides emergency funding, and eligible students can get a free senior week pass. Dean Martinez said that she is also concerned about the activities and the length of senior week, and hopes that the community can engage in conversation about these issues.

A member of the Faculty raised a concern about religious holidays, noting that senior week and commencement coincide with Ramadan. Since Ramadan fasting ends at 8 PM, Muslim seniors can't participate in any events during the day, including the Senior Gala and the post-commencement picnic. The faculty member suggested creating alternative events in the evening to include everyone. Dean Martinez replied there has been a conversation about this issue, and that we need to consider religious observations in all that we do. Jeff McArn often brings these issues to her attention. We need to think about alternatives in non-religious terms as well. For example, many students don't drink, and might like for some events during the week to be less focused on alcohol.

7. *Report from Sally Cockburn, Chair of the Faculty Committee on Admission and Financial Aid (Appendix G).*

After outlining the individuals who serve on the Committee, Sally began by reporting on some of the Committee's activities this year. In the fall, the Committee proposed, and the Faculty passed, changes to the *Faculty Handbook*. These updates to the membership and functions of the Committee include a new focus on the interrelated issues of enrollment and retention. The Committee also discussed a number of recent and ongoing initiatives to recruit a talented and diverse student body. These include affiliations with QuestBridge and the American Talent Initiative, both of which are programs that seek to connect low-income high-achieving students with selective colleges. There have been some changes to the Posse program, as President Wippman reported at the last faculty meeting. MyIntuition is a new on-line tool for prospective students that can quickly give them an idea of what their financial aid package would look like at Hamilton, with a more detailed analysis also possible. The Committee has also discussed the continued funding of need-blind admissions in the capital campaign.

Sally then discussed changes to the Bristol/Schambach Scholars program. The Bristol scholarships were established in 1996, and the Schambach scholarships were established in 1983. Both were designated for entering first-year students. In the mid-to-late 1990's the Committee and admissions officers decided to allocate these as merit scholarships with a research stipend. At the time, it was thought that the prestige of these scholarships would entice more of the top applicants to enroll. In 2007, the College moved away from merit scholarships in favor of need-based financial aid. The program was reconfigured as a community of Bristol/Schambach scholars whose benefits included eligibility for free music lessons, meeting of financial needs with grants rather than loans, and eligibility for up to \$4,000 in research stipend funds from the Dean of Faculty.

Each year, by offering the scholarships to 75–95 applicants, the Committee aimed to yield about 10 Bristol/Schambach scholars. These were selected starting from a pool of applicants identified by admissions officers. Each faculty member on the Committee would review 12–16 applicants and make recommendations. In this way, the Committee fulfilled its function to observe the admission selection process. In addition, high school guidance counselors came to campus and reviewed applications. Faculty members on the Committee wrote letters to accepted Bristol/Schambach scholars and encouraged them to accept the award. They also reviewed the associated research stipend proposals. All these efforts were considerably time consuming.

Over a number of recent years there have been some concerns about the program. In particular, the academic profile of Hamilton applicants has improved significantly since the program began, and we no longer have trouble yielding top applicants. In addition, it's possible that being singled out as a Bristol/Schambach scholar may have a negative effect on yield. Another concern is that high performance in high school isn't a guarantee of similar success in college. Sally showed data indicating that, usually, the Bristol/Schambach scholars are not always at the very top of their graduating class. Indeed there have been some extreme outliers near the bottom of the class. This raises issues of fairness, as Bristol/Schambach scholars are awarded research stipends based on their high school records, while other students have to compete for these funds based on their

performance in college. Finally, the members of the Committee were getting a skewed view of the Hamilton admissions process because they were only reviewing the top applicants.

In response to these concerns, the Committee has placed the Bristol/Schambach program on a semi-hiatus. Currently, the research stipend is no longer offered as part of the program, but Bristol/Schambach scholars will have the same eligibility as other students to apply for research funding. While it is too soon to come to a definitive conclusion, data indicates that the yield rate for the entering class in the fall of 2018 is improved over previous years. The program will remain on semi-hiatus for one more year in order to collect more data.

The protocol for faculty observation of the admissions process has also changed. Each Committee member is paired with an admissions officer, reviews 12–16 applications across the spectrum of provisional admission decisions (denied, waitlisted, accepted), and has the opportunity to discuss all aspects of the process with the admissions officer. This gives the Committee a much better understanding of how admissions decisions are made.

8. *Remarks by President David Wippman.*

President Wippman began by responding to the recent article¹ in the *New York Times*. He expressed disappointment in the content of the article, the timing of its release on Mother's Day, and its placement on the front page. President Wippman referred to another article² from *Inside Higher Ed* which makes the important point that people tend to assume that whenever there is a suicide, it indicates some sort of institutional failure. However, that is not often the case. It simply isn't possible to ensure that no one will ever take his or her life. It is a tragedy when it happens. It has happened at Hamilton twice in two years, with extraordinary impact on the whole community.

The administration spent a lot of time with the reporter, both on and off the record, in order to present the position of the College and to provide background and context. The reporter assured us that the story would be fair, representing the perspectives of both the College and the parents. However, the story began and ended with the parents' perspective, which was that their son had committed suicide, they were not contacted by the College, and therefore the College was at fault. Over the last 18 months President Wippman has spent considerable time connecting with the parents of Graham Burton, including a trip to visit them in Toronto. They are, of course, devastated by what has happened. The story's headline implies that the College had reason to believe that Graham intended to take his own life. This is not the case. We knew that he was having trouble academically. He was offered both counseling and academic support. FERPA allows the contacting of parents in the case of an emergency, or if it is believed that a person is likely to harm self or others. But, at the time, Graham was actively involved on campus, and neither his classmates nor his parents believed that he was at risk of self-harm. Nor did we. In hindsight, this turned out to be wrong.

We've made many changes since 2016, including the professionalization of the Care Team, improved sharing of information, and increased faculty support. President Wippman acknowledged concerns of faculty vulnerability in addressing these issues with students, but noted that this case was exceptional. Many of the issues are unlikely to recur but if they do, support will be provided. We need to be extremely careful about what we say in public, for the sake of confidentiality and legal reasons. Everything we do is in the shadow of possible litigation. The President has received two lawsuits against the College this year, and two more have been threatened. This is not unusual among our NESCAC peers these days. President Wippman concluded his remarks on this topic by reiterating his disappointment in the New York Times article, while highlighting the significant improvement in how we approach these issues.

1 <https://www.nytimes.com/2018/05/12/us/college-student-suicide-hamilton.html>

2 <https://www.insidehighered.com/views/2018/05/16/colleges-should-not-expect-suicide-be-100-percent-preventable-opinion>

President Wippman thanked Margaret Gentry for her extraordinary service to the College for the last two years as Dean of Faculty. He said that there is no one who has been more important to him in getting to know the College, and no one who has been a more constant and reliable partner. With an office in close proximity, Margaret has welcomed many unannounced visits to discuss topics big and small. She has been a guide, and a pivotal player at a time of enormous transition, particularly among personnel, with a new president, new members of senior staff, and 25 new tenure-line faculty. She has revamped the structure of Dean of Faculty office and led the strategic planning process. She has frequently offered wise counsel to the President regarding the process of shared governance.

The Faculty stood and applauded Dean Gentry.

9. *Remarks by Interim Dean Margaret Gentry.*

Dean Gentry made the following remarks about outgoing Associate Dean of Faculty Penny Yee, and about retiring faculty members Edith Toegel, Barbara Gold, and Al Kelly.

I was glad to have the opportunity to turn my focus for a bit on the wonderful faculty and colleagues it has been my privilege to work with as Dean over the past two years.

Penny Yee

Penny accomplished much in her five years as Associate Dean of Faculty: she initiated the Talk About Teaching series; facilitated SSIH course development, worked with FYC, set up the advising advisory group, chaired numerous administrative searches, served on multiple task forces and working groups. She is hosting a lunch tomorrow to discuss standards and student well-being. As important as all that work and as grateful as the Dean of Faculty office is for it, what we will miss are Penny's thoughtfulness, patience, ability to listen, and kindness.

Associate Dean Onno Oerlemans writes, "I want to stress how absolutely patient and supportive Penny has been with me, especially in my early days as Dean, when I pestered her with questions, probably hourly, about how I was supposed to do things. . . . She is unfailingly calm, helpful, and cheerful, and has given faultless advice when I've asked her for it"

Director of Academic Finance and Resources Gill King writes, "Penny is one of those rare people who make you feel like you are the only one in the room, even when you are in the middle of a crowd. She makes you feel like your problem, or issue, or question is as important to her as it is to you. You can always count on her undivided attention and thoughtful consideration."

Senior Assistant to the Associate Deans of Faculty Kelly Walton writes, "Penny will join the ranks as one of the best Associate Deans (I do keep a short list!). She is kind, hard-working, tough (when needed), and always very thoughtful."

I can't thank Penny enough for her support, wisdom, and good judgment over the time I've worked with her. I envy her ability to take meticulous records/minutes/notes, her ability to organize data and see the big picture emerging from the data, and her speed at answering email. All of which have made the lives of those in Academic Affairs easier. Most of all, I have incredible respect for her judgment and integrity; I am deeply grateful for her support over the past few years. We will miss her as she leaves the Dean's office to take up her ACE Fellowship.

We are here today to express our gratitude to three individuals who have dedicated a significant part of their lives to our students, their colleagues, their disciplines, and the College. I appreciate the comments from all their colleagues whose thoughts, remembrances, and praise I am using freely. Thank you for those remarks.

Edith Toegel

Edith Toegel, also known as ET by her department colleagues and as Frau Toegel by her students, is not here today but I want to make these remarks for the record.

Edith arrived at Hamilton in 1992 as a Visiting Assistant Professor in the German and Russian Department after receiving her Ph.D. from the University of Washington and teaching at Vassar for a number of years. She chaired the Department of German and Russian multiple times, served seven years in the Dean of Students offices first as Coordinator of the Study Abroad Program /Associate Dean and later a year as Interim Director of Off-Campus Study, and has served on many committees during her time including the Committee on Academic Standing.

During her time here, she has taught German language courses as well as courses on German literature and culture, including German Women Writers. Her scholarly work focuses on literature of Austrian and German women writers, including her recent work on Barbara Frischmuth (Edith is one of the world's experts in her work) and Maja Haderlap, and her earlier book and publications on the work of Marie von Ebner-Eschenbach.

Her department is in awe of Edith's outstanding organizational skills and her ability to meet deadlines on the day they are announced—the Dean of Faculty office seconds that accolade and suggests other chairs might take lessons from Edith. She always had her syllabi perfected a full semester in advance. She submits reports before anyone else even thinks about writing them. While her colleagues admire those abilities, what they will miss is “her early-morning enthusiasm, her passion for Duke University's basketball team, and her expertise in cars and real estate.”

I know how dedicated Edith is to her students and to the German Program. It shows in every fiber of her being in her teaching evaluations, her time as Associate Dean of Students, her time as Chair, and during her discussions with me about the future of German at Hamilton. A fierce, but always professional, advocate for her department and the languages in general, in her last annual report she wrote, “Foreign languages are among the cornerstones of a liberal arts education. These cornerstones must be defended at all cost.”

Students recognize her passion and commitment. They describe her as “positive, kind and supportive, but tough when she needs to be.” They write that she expects a lot from her students but is always there when you need her, eager to help and mentor. Allison (Allie) Zuckerman wrote: “Frau Toegel is a force to be reckoned with. Whether mastering the German cases or figuring out someone's future, she is determined to help every one of her students reach their full potential. I am so grateful for her strength and her tenacity. She believes so firmly that every student has the ability to be amazing, to do amazing things, that after one moment in her office, you leave believing that you will achieve something amazing too. She is the kind of woman who makes you want to make her proud. I wish her well in her retirement. She deserves to have the rest of her life in company of as much love and care as she gave her students.”

I agree.

Barbara Gold

Barbara came to Hamilton in 1989 as an associate professor after teaching at a number of universities including University of Texas and Santa Clara. Part of an incredibly talented cohort of faculty, including Carl Rubino and Shelley Haley who were hired to help the Classics Department, her letter of appointment states, “reemerge as one of the central bridge-building disciplines on campus”, and she has been a central part of doing that and more. Barbara has taught a wide variety of courses at Hamilton, including mainstays of the departmental curriculum such as Latin, Greek, and Myth, as well as more specialized courses in her area of scholarship such as Women in Rome and Byzantium. In addition to teaching about her work on women in

antiquity, Barbara has been committed to teaching her students about difficult topics. She does not shy away from addressing controversial topics in her classroom or her life outside the classroom. In her field, Barbara has fought to include gender and sexuality as mainstream and major subfields in Classics and to make the discipline of classics more inclusive. She is committed to justice both for people and animals. To that end she continues to be a devoted and doting dog lover and owner.

Although her teaching career at Hamilton is drawing to a close, her career is far from over. Barbara continues to turn out internationally recognized publications with scholarship of the very highest level. She is known in her field for her original work and her edited volumes. We will never make it to the reception if I were to list all her scholarly accomplishments, so I will simply point out the incredibly wide range of recent work. She just published an article on Simone Weil recently and her book on Perpetua will be out shortly with Oxford University Press. Barbara maintains multiple regional, national, and international leadership roles in the field.

On campus, she is a dogged advocate for the Classics department, having served as Chair numerous times. She has been on too many campus committees to count, including the Committee on Appointments several times; she served as Associate Dean of Faculty; and she worked tirelessly as the Director of the Humanities at Hamilton.

Shelley Haley also points out that “During her nearly 29 years at Hamilton Barbara has garnered several important “firsts”: nationally, she was the first woman editor of the American Journal of Philology and because of that, it was the first time that journal was housed at a college and not a university; locally here at Hamilton, she was the first woman to hold the Edward North Chair of Classics.”

Jesse Weiner writes that when he was considering a visiting job offer from Hamilton and one from another NESAC school, he called his advisor to talk through which job he should take. “About three seconds into the call, I’d gotten through, “With Hamilton, I see the pros as --” and my mentor cut me off. He interjected: “The opportunity to work with Barbara Gold is reason enough to go to Hamilton.” Our conversation ended right there.”

I have benefitted from and delightfully enjoyed my many conversations with Barbara, especially when our offices were next to each other in Couper. As a Brent Plate wrote, “Conversations with her can move seamlessly from Perpetua to dogs to coffee and back again. Not just smart, she’s thoughtful, and puts her intelligence to good use in the service of broader, collaborative work. She embodies the liberal arts.”

Al Kelly

Al arrived at Hamilton in 1981 with a Ph.D. in History from the University of Wisconsin and several years of teaching experience at Shimer, VCU, and the University of Richmond. Hired to teach Modern European Intellectual History, his area of scholarship is centered on modern Germany. Along with numerous articles, he has published a book on popularization of Darwinism in Germany, another on the German worker, has the translation of a memoir under consideration for publication, and is working on another book on Franco-Prussian War.

During his time here, he has taught courses on Nazi Germany, the Holocaust, History of European Thought, Marx, and Nietzsche. He is a consummate teacher who is described by a Chair in one annual report as having only one shortcoming: students can’t read his writing. Students praise Al on all fronts: he is thought provoking, rigorous, and lectures but moves seamlessly in and out of discussion as he does so. As one student wrote, “Kelly may be the smartest and most knowledgeable professor that I have ever had at Hamilton College. He was a great instructor, and I was honestly always a little disappointed when class was over.”

Shoshana Keller writes, “Al has been the center of this department for so long that it is hard to know where to start. Among the students he has been renowned for his bone-dry sense of humor that he used to leaven the great seriousness of what he was teaching them. I have known students who kept notebooks dedicated to Prof. Kelly’s jokes, sayings, and off-the-cuff remarks. Many students, and some faculty, could find Al’s dryness and intellectual intensity intimidating, but the true, dark secret of Al is that he is really a sweet guy who cares deeply about his students, ideas, and historical truth.”

Al served the College selflessly as a leader among the faculty: Chair of the History Department, Chair of the Committee on Appointments, Chair of a Presidential Search Committee, and the first Chair of the Faculty back in the 80’s, when the position began. He still serves, although often behind the scenes: participating in Admissions events, fervently supporting the Writing Center and advocating for the Library, and he possesses a keen awareness of the physical maintenance of campus and the ways we have affected the surrounding woods and fields. However, as Dan Chambliss writes: “really his biggest contribution to Hamilton has been as an intellectual role model for students, and exemplar of the life of the mind. His combination of erudition, curiosity, and kindness has made him a leading light in the classroom . . . From the history of evolutionary theory, to the topography of the Franco-Prussian war, to Hegelian dialectics, the psychology of time perception, the dilemmas of translation and even the hydrology of College Hill, Al is always sharing the sheer joy of *thinking* with his students.”

Kevin Grant shared with me 20 lessons of History According to Professor Kelly. Full of gems such as “Chicken Little is usually wrong . . . but only has to be right once and then we’re screwed.” I need to point out, however, that Al recently violated the last of his 20 Lessons—“Stay humble. Someday the gods will nab you too”—when he bragged in his annual report last year: “And since this is my last report, let me just add (bragging) for the record that in 36 years at Hamilton I have never missed a single class. That’s right, not a single one. Attribute that to anything you want—from pigheadedness, to an overactive thyroid gland, to a Protestant Ethic run amok. But it’s a fact.” As impressive as that accomplishment might be, Al’s enduring gift to his students and colleagues is the wit, intelligence, and joy in thinking that have *enlightened* many of us during his 37 years here.

10. *Other announcements and reports.*

Margie Thickstun announced that she has parking permits for Commencement weekend. If a faculty member would like one, or if there are other questions, please see her.

Kevin Grant invited the Faculty to a reception in the Atrium honoring retiring faculty.

Faculty Chair Kevin Grant moved to adjourn the meeting. The motion passed by unanimous consent at 4:50 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 C. Latrell J. McEnroe _____ _____

Continuing members:

Term: 2019 J. Borton
2019 W. Chang
2019 R. Krueger
2020 L. Trivedi
2020 S. Wu
2021 K. Brewer
2021 R. Kantrowitz (Chair)

Appeals Board

Term: 2018 S. Bahr J. Weiner _____ _____

Continuing members:

Term: 2019 Y. Zylan (F)
2020 B. Collett
2021 E. De Bruin

ad hoc Advising Committee

Term: 2019 K. Brewer G. Jones _____ _____

Term: 2019 J. Burke J. Eldevik _____ _____

Term: 2019 R. Thiruchselvam A. Townsend _____ _____

Continuing members:

Term: 2019 T. McKee, co-chair
2019 N. Goodale, co-chair

Appendix C

Faculty Appointments for 2018-19

Manuel Barrantes, is a Visiting Assistant Professor in Philosophy. He earned his philosophy M.A. and Ph.D. from the University of Virginia, and his philosophy B.A. from the Pontifical Catholic University of Peru. Manuel's area of specialization is the Philosophy of Science, and he has related interests in the History of Philosophy, especially the Early Modern period; History of Science; Philosophy of Mathematics; and Ethics and Technology.

Dylan Blackston is the Elihu Root Peace Fund Postdoctoral Fellow and Visiting Assistant Professor in the Women's & Gender Studies Department. Dylan received a B.F.A. in Photography with a minor in Women's Studies from the University of Georgia, a M.A. in Women's Studies from Georgia State University, and a Ph.D. in Gender and Women's Studies from the University of Arizona. Dylan's research examines the vital connections between LGBTQ philanthropy, regenerative science, and aesthetics to discern how life becomes hierarchized politically and socially, and how these hierarchizations might be reconfigured toward more liberatory ends. In his teaching, Dylan strives to create spaces of collaboration, open discussion, and transdisciplinary thinking. He is excited to join the Hamilton community.

James Bloom comes to Hamilton as Visiting Associate Professor of Art History from Centre College, where he served as Associate Professor of Art History & Visual Studies and Chair of the Art Program. His research interests include the cultural anthropology of images, economic histories of the arts, and the history of art history. He teaches courses such as "Copies, Forgeries, & Fakes," "Introduction to Visual Studies," and "The Portrait from Pharaoh to Facebook," and is committed to explorations of digital humanities, visual communication, and curriculum design. He holds degrees from Dartmouth College (B.A.) and Duke University (Ph.D.).

Amy Buchholz '80, is a Lecturer in the Art Department. Amy is a graduate of Kirkland and Hamilton Colleges, and holds an M.F.A. in Printmaking from the University of New York at Buffalo. She has been the recipient of a New York Foundation for the Arts Fellowship, and has recently won awards for her etchings from the Society of America Graphic Artists, The Washington Printmakers National Small Works Exhibition, and Arkansas State University's Bradbury Art Museum, which purchased her work for their permanent collection. Amy has been an adjunct instructor in Art and Art History at Utica College, and a Lecturer in Art at Hamilton, as well as Scholar-in-Residence at Hamilton, and technical assistant for the Hamilton printmaking studio. She is a founding member of Atelier Four, a unique project involving two Hamilton alumni printmakers, and two faculty printmakers, who work together in the collaborative spirit of the printmaking studio, and exhibit their work collectively. The group has had thirteen shows during the past ten years.

Chris Burwick is a Visiting Assistant Professor in the German & Russian Studies Department. He holds degrees from Pitzer College (B.A.), the Humboldt Universität zu Berlin (M.A. in History), the University of Washington, Seattle (M.A. in Germanics), and the University of Minnesota, Twin Cities (Ph.D. in German Studies). His scholarship explores the intersections between Materiality Theory and Material Culture in Literature and Media. He is interested in the role objects play in life and culture, and how that role is expressed in language, museums, and the visual arts. He is currently working on a book that investigates this intersection in the works of the Austrian author Josef Winkler. Chris also has a passion for Science Fiction, the History of Science, and Cold War History. He has recently taught courses on the Berlin Wall, Ecology in Youth Literature, Folklore and Fairy Tales, and the History of Museums. He is dedicated to teaching undergraduates, and enjoys helping students make connections with their own background and the body of German Cultural offerings, including the language, and the role of German speaking regions in the world. When he's not reading or writing, you'll see Chris hiking, playing games, and building tiny models. He also possesses encyclopedic knowledge of The Simpsons, Star Trek, and Star Wars.

Todd Carmody comes to Hamilton as a Visiting Assistant Professor in the Literature & Creative Writing Department. His research and teaching interests span American and African American literature from the mid-nineteenth century to the present, including the novel, poetry, and nonfiction prose; the sociology of literature; the health humanities; the environmental humanities; media studies; the history of criticism; and the history and theory of information. Before arriving at Hamilton, he held a number of postdoctoral fellowships, including appointments at Harvard, UC Berkeley, Rutgers, the Freie Universität Berlin, and the Freiburg Institute for Advanced Studies. This past summer he was the inaugural Norton Strange Townshend Fellow at the University of Michigan. He is presently completing a book entitled *Work Requirements: Race, Disability, and Reform in Progressive America*.

Marcelo Carosi joins Hamilton as a Visiting Instructor of Hispanic Studies. He earned his B.A. in Business from Universidad Nacional de Lujan (Argentina) and his M.A. in Latin American Literatures and Cultures from New York University where he is currently a Ph.D. candidate in Spanish (degree expected in August 2018). Marcelo's research focuses on cultural representations of feminine labor. His current book project "Dangerous Maids: Representation of Domestic Labor in Latin America" explores the figure of the maid in literature and cinema. His findings challenge its prevalent association with obedience, docility, and compliance, or, more negatively, theft, prostitution, gossip, and betrayal. He argues that avant-garde representations in which domestic labor emerged as a central topic facilitated the shaping of women subjectivity. His recent writings examine how transgender violence is depicted in contemporary Latin America.

Lacey Carpenter is a Visiting Instructor in the Anthropology Department. She received her Bachelor's degree in Anthropology from Northwestern University (2010) and her Master's degree from the University of Michigan (2013). Her ongoing archaeological research focuses on daily life and households during a time of political transformation in the Oaxaca Valley, Mexico where she directed excavations beginning in 2014. More broadly, she is interested in how ordinary people participated in and reacted to major changes in their political, economic and social systems. Lacey also works closely with the community in the contemporary town of San Martín Tilcajete. Archaeologists and artisans collaborate to find new ways to celebrate Zapotec cultural traditions and innovations.

Justin Clark is joining the Philosophy Department as Assistant Professor. He holds degrees in Philosophy from the University of Iowa (B.A.), Western Michigan University (M.A.) and the University of California, Santa Barbara (Ph.D.). His research concentrates on ancient theories of virtue, as well as various problems in moral psychology. His dissertation focused primarily on the theory of virtue in early Plato, and the moral psychology of Plato's "dialogues of definition." He is a proponent of virtue ethics as a viable alternative to deontological and consequentialist theories. In addition to classes related to his research, he enjoys teaching environmental ethics, social and political philosophy, aesthetics, and the philosophy of religion. He also enjoys basketball, hiking, coffee, and all kinds of music.

Mackenzie Cooley is an Assistant Professor of History. Mackenzie earned her Ph.D. and M.A. from Stanford University where she specialized in early modern history and history of science. After her doctorate, Mackenzie joined the Cornell University Society of Fellows as a Presidential Postdoctoral Fellow. One strand of her work considers the history of ideas in Renaissance Italy and the Spanish Empire, especially the role that practice and experience played in informing theories about nature. Another strand of her research focuses on history with science, particularly the ways in which genetics and bioarchaeological evidence can provide new datasets for historians to transcend archival sources. Her current book project, *Artifice Embodied*, traces ideas of breeding, inheritance, and race to analyze how projects for bringing the Old World to the New intersected with utopian trends in Renaissance thought. Mackenzie founded the Natural Things|Ad Fontes Naturae research group in global natural history. Her research has been supported by the Max Planck Institute for the History of Science, Council on Library and Information Resources (CLIR), Fulbright Foundation, Mellon Foundation, and Renaissance Society of America.

Inés Corujo Martín joins Hamilton as a Visiting Assistant Professor of Hispanic Studies. Inés earned her Ph.D. in Hispanic Literature and Cultural Studies from Georgetown University in 2018. She holds several degrees from the Universidad Complutense de Madrid including: B.A. in Hispanic Philology, M.A. in Teaching Spanish Language and Literature, and M.A. in Modern and Contemporary Spanish Literature. Her interest in teaching Spanish led her to pursue a master's degree in Teaching Spanish as a Foreign Language from the Instituto Cervantes-Universidad Internacional Menéndez Pelayo. Currently she is working on her book project, *Women's Fashion Accessories: Gender, Modernity, and National Identity in Nineteenth-Century Iberian and Latin American Cultures*, which examines the representation of gender and modernity in Spain and postcolonial Latin America through the lens of fashion and material culture from a transnational perspective. Inés previously taught at Georgetown University and was a Fulbright scholar at the University of St. Thomas (MN).

Rhea Datta joins Hamilton as Assistant Professor of Biology. She received a B.A. in Biology from Macalester College and her Ph.D. in Molecular Cellular and Developmental Biology from Indiana University, Bloomington. Rhea was a Postdoctoral Fellow at New York University, where she studied how proteins distinguish between specific DNA-binding sequences to regulate gene expression in the embryo. At Hamilton, Rhea will continue her work on gene regulation to address biological processes during eye and embryo development, ranging from neurodevelopment to tissue patterning. Rhea is committed to increasing representation within STEM communities. She strives to foster an inclusive learning environment, and looks forward to developing innovative ways to teach and mentor young scientists at Hamilton. As a recent New York City transplant, Rhea is especially excited to explore the hiking trails of central NY with her four-year-old daughter.

Maximilano Ferro joins Hamilton College as a Visiting Assistant Professor in the Art Department. He is an artist who works in drawing, animation, painting, print, sound, sculpture, video and performance. Currently, he is making an animated short film that explores the mind's creative ability in relation to personal growth. Other interests of his include: improvisational music, outer space exploration and the psychological power of architecture. He received his B.F.A. from The Cooper Union for the Advancement of Science and Art and his M.F.A. from the Mason Gross School of the Arts at Rutgers University. He has taught at Rutgers University, Colgate University and Pratt. He is excitedly looking forward to being a part of the Hamilton College community and teaching courses in drawing and animation.

Susan Finque joins Hamilton as Visiting Assistant Professor of Theatre; she will be teaching performance classes as well as history/literature courses. Susan's B.A. in *Theatre And Communities* is from UC Santa Cruz, her M.F.A. in Directing is from Yale School of Drama, and her freshly minted Ph.D. in Theatre History and Theory is from the University of Washington. Research and practice include Peruvian theatre history, processional performance, sacred clowns, LGBTQ theatre, crossing gender in performance, devising work with culturally specific communities, African American performance studies, and pedagogical models employing theatre practices at the center of whole person education. Susan was the Founding Co-Artistic Director of Seattle's Alice B. Theatre, Associate Artist at The Group Theatre, Visiting AD for NYC's Dixon Place, and has taught at Cornish College of the Arts, University of Wisconsin, the original Antioch campus, and under the auspices of the American Friends Services Committee. She is a theatre artist for life.

Philip Friedrich joins Hamilton as a Visiting Instructor of Religious Studies. He obtained a B.A. from Bowdoin College, an M.A. from the University of Chicago Divinity School, and is currently a Ph.D. candidate in South Asia Studies at the University of Pennsylvania (expected 2018). His research interests include the religious, political, and social history of medieval and early modern South India and Sri Lanka, interactions between Buddhism and other religious traditions, and relations between courtly, mercantile, and monastic domains of thought and practice. His dissertation examines the emergence of the "minor" royal courts of thirteenth- and fourteenth-century Sri Lanka as sites of trans-regional political and religious dynamism. His research has been supported by an ACLS - Robert H.N. Ho Family Foundation Dissertation Fellowship in Buddhist Studies and grants from the American Institute of Sri Lankan Studies and the University of Pennsylvania.

Mahogany Green (Mo) is the Head Coach, Women's Basketball and Assistant Professor of Physical Education. Mo earned her Bachelor's degree in Psychology from Cleveland State University and her Master's Degree in Sports Administration from Central Michigan University. Over the past 16 years she served as Assistant Women's Basketball Coach at the University of Loyola Chicago, University of Kansas, Central Michigan University, Eastern Kentucky University, Indiana University, Eastern Michigan University, and most recently Colgate University. Mo enjoys using athletics to foster and grow strong, independent women that will lead in our society with a focus on working together and holding each other accountable and trusting each other in all areas of life. When not on the court, she loves being a mother to her three-year old daughter Kennedy and a daughter to my mother Jeanette Green. She is excited for the opportunity to be part of the Hamilton College Family!

Reza Hadisi is a Visiting Assistant Professor of Philosophy. He is joining Hamilton from the University of Illinois at Chicago where he recently completed his Ph.D. He earned his M.A. in Philosophy from Concordia University in Montreal, B.A. in Philosophy from the University of Sheffield, and a Bachelor of Computer Science from the University of Science, Malaysia. Reza studies the philosophy of Immanuel Kant, especially the intersection of his theoretical and practical philosophy. By extension, he is also interested in Kant's predecessors in the Early Modern period, and his successors in the post-Kantian German tradition (especially, Hegel). He has an active and growing interest in Islamic philosophy, particularly the philosophy of Mulla-Sadra. At Hamilton, he will be teaching courses on German philosophy, Islamic philosophy, and contemporary debates in epistemology and ethics. Besides that, he enjoys hiking and all kinds of (non-scary) animals.

Susan Jarosi (Ph.D., Duke University) joins the faculty as Associate Professor of Art History. Before coming to Hamilton, she held joint appointments as Associate Professor of Art History and Visual Studies in the Women's & Gender Studies Department and Fine Arts Department at the University of Louisville. Susan specializes in art and visual culture since 1950. Her research and teaching interests include art and social justice, trauma studies, performance art, economic histories of the arts, and interchanges between art and science. She is a member of the American Association of University Professors (AAUP) Committee on College and University Governance and past president of the AAUP chapter at the University of Louisville.

J. Christopher Kern (Chris) is a Visiting Assistant Professor in the East Asian Studies Department. Chris received his Ph.D. in Japanese from The Ohio State University in 2014. Currently, he is working on his book, *Fear of Fiction: Pre-Modern Scholarship on the Tale of Genji*. This study uses commentaries of the 12th to 19th centuries to show how the *Tale of Genji* has been read and interpreted in Japan. The main focus of the study is how the early scholars' disdain of fiction led to interpretive strategies that were strikingly different from our modern approach to fiction, and yet these strategies continue to affect our reading of the *Genji* today. Chris' main research has focused on pre-modern commentary and reception, but he is also interested in classical *waka* poetry and pop-culture transformation of classic literature. Prior to coming to Hamilton, Chris taught at the University of Maryland, Kenyon College, and Oberlin College.

Jinwon Kim is a Visiting Assistant Professor in Sociology. Before joining Hamilton, she was a Visiting Assistant Professor in Sociology at Oberlin College and Hobart and William Smith Colleges. Kim earned her Bachelor's degree in Sociology from University of Seoul, M.A. in Sociology from Seoul National University in Korea, and M.Phil. and Ph.D. in Sociology at the Graduate Center, City University of New York. Her research and teaching explore themes of urban sociology; transnational and global sociology; migration; Asian/Asian American studies; and consumption.

Amy Koenig is a Postdoctoral Fellow and Visiting Assistant Professor of Classics. She received her Ph.D. in Classical Philology from Harvard University in May 2017; her research concentrates on Greek and Latin literature of the Roman Empire, and her current book project is a study of loss of voice in Roman imperial literature, illuminating ways in which voicelessness enables a paradoxical kind of liberation in these texts. She has also published work on the ancient novel, completed several entries for the *Thesaurus Linguae Latinae* in Munich, and produced editions of Greek papyrus texts from the Oxyrhynchus collection at the University of Oxford, where she received a Master of Studies degree in

2010. Amy has previously taught at the University of Miami, offering courses on Latin and Ancient Greek, sexuality and gender in antiquity, and ancient medicine. She is thrilled to be joining the Classics Department at Hamilton.

Wesley Kramer is a Visiting Assistant Professor of Chemistry. Wesley comes to Hamilton from the California Institute of Technology in Pasadena, CA. He earned his B.S. from Colorado State University, Fort Collins, and his Ph.D. from the University of California, Irvine. Wesley's dissertation was entitled Exploring Directional LL'CT in (donor)M(acceptor) Complexes. His research experience includes spearheading the development of new tungsten isocyanide complexes for their application as two-photon absorbers. Wesley was recently involved in projects that range from supporting NASA and JPLs mission to Mars, to the development of environmentally friendly water soluble catalysts.

Rita Lombardi joins the Art Department at Hamilton College as a Lecturer in Photography for the spring 2019 semester. She holds an M.F.A. from the University of Connecticut and a B.F.A. (Photography and Art History) from the Massachusetts College of Art and Design. She is currently Associate Professor of Photography at Pratt Munson Williams Proctor in Utica. Her work has been exhibited in museums and galleries nationally; in Los Angeles, New York, Boston, Louisville, and throughout New England. She has been published in both print and online publications, including F-Stop Magazine, Afield Magazine, Redivider Literary Journal, and Blank Canvas Magazine. Her photographs can be found in the collection of the Munson Williams Proctor Art Museum and private collections. Her recent work was an exploration of the role of the public library in the United States. Rita is currently working on a variety of projects using both digital and antique processes, color and black and white, abstraction and realism.

Clare Mullaney is a Visiting Instructor in the Literature & Creative Writing Department, specializing in nineteenth- and early twentieth-century American literature and disability studies. She received her B.A. from Bryn Mawr College and will receive her Ph.D. from the University of Pennsylvania this August. Her dissertation considers how bodily and mental impairments—from eyestrain and word-blindness (the late nineteenth-century term for dyslexia) to war wounds, melancholy, and old age—transformed everyday practices of reading and writing. While scholarship about disability in literary studies has attended mainly to representations of disabled characters in novels and autobiographies, her project argues that acknowledging the text as a “made” object brings into focus how turn-of-the-century authors grapple with disability at the level of textual form. Clare looks forward to returning to her early roots at a liberal arts college.

Kendra Murray joins Hamilton as a Visiting Assistant Professor of Geosciences. She received her B.A. in Geology from Carleton College and M.S. and Ph.D. in Geosciences from the University of Arizona. She comes to us from a Postdoctoral Research Fellowship at the University of Michigan. Kendra uses geochemistry, along with fieldwork and numerical modeling, to study the evolution of landscapes and mountain ranges over millions of years. She has worked in Nova Scotia, Tierra del Fuego, the Antarctica Peninsula, Nepal, the central Andes of Chile and Argentina, and across the western United States. Much of her active work is focused on the tectonic and landscape evolution history of Colorado Plateau and Rocky Mountains. She is excited to explore the rocks of central New York with students at Hamilton.

Roseann Pluretti joins Hamilton College as a Visiting Assistant Professor in the Communication Department. Roseann received her Ph.D. from the School of Journalism and Mass Communication at the University of Kansas. She also received a graduate certificate in Women, Gender, and Sexuality Studies at the University of Kansas. Her dissertation *Digitally Performed: Adolescent Gender and Identity Development through Social Media* examined adolescent girls' social media use and how this use shapes their personal and gender identity development. Roseann's research revolves around media, gender, and identity. She is also passionate about teaching, and has taught communication at the college-level since 2012 across varying institutions including The College of Brockport, SUNY Geneseo, and the University of Kansas. In her spare time, she enjoys the outdoors and attending concerts and theater productions. Roseann is looking forward to working with Hamilton students and encouraging them to become critical media creators and consumers.

Tyler Saxon is a Visiting Assistant Professor of Economics. He grew up in Chandler, Arizona and earned his B.S. in Finance from the University of Arizona. Tyler worked as a Financial Institution Specialist for the Federal Deposit Insurance Corporation shortly after the 2008 financial crisis, before attending Colorado State University where he earned his Ph.D. in Economics. Tyler's research focuses on how militarization of the economy influences gender in the economy. Outside of economics and political economy, Tyler is also really interested in film, jazz, classical music, biking, and playing basketball.

William Schmitt is a Teaching Fellow in the French & Francophone Department. He is currently pursuing a M.A. in European and International studies at the University of Sorbonne Nouvelle in Paris. Before that, he received a dual B.A. in Law and Modern Languages from the University of Nantes. William's current research involves the origins and contemporary history of conservative politics in the U.S., in particular those branches of the right which mobilize themes of race and identity. His first dissertation project examines the social dynamics behind Donald Trump's 2016 Presidential Election. Prior to Hamilton College, he held a French Teaching Assistant position at Allegheny College, Pennsylvania and another in Madrid where he taught French to Spanish children. He is an American history/Politics buff and enjoys watching talk shows.

Franziska Schweiger joins us as a Visiting Assistant Professor of German. She studied German Literature, Art History, and Physical Education at Universität Regensburg in Germany and received her Ph.D. in German Studies from the University of Colorado, Boulder. Franziska's areas of teaching and research include 19th and 20th century German literature and culture and their intersections with artistic practices. She is particularly interested in the relationship between the canonical and the quotidian in representations of bourgeois material culture, concepts of new materialism, and the theory of the novel. Her book project *Text: Fabrics and Narration in the Modernist German Novel* examines references to textiles and textile practices as instances in which modernist novels address their own production and form.

Joseph Stanco is a Lecturer in Chemistry for the fall semester. He earned his B.S. in Mechanical Engineering with a Minor in Chemistry from Ohio Northern University and M.S. with concentration in Materials Engineering from Northeastern University. He has been teaching a course in Materials Science Applications at SUNY Polytechnic Institute since 2005. As a materials scientist and engineer, much of his research has been in development of advanced materials ranging from polymer composites to bioinspired materials incorporating nanomaterials for regeneration of bone tissue. He also solves process related issues and conducts failure analysis of chemicals and materials used in various industries. He enjoys fixing cars, home improvement, traveling and brewing beer with his wife, Karen, and hanging out with his three sons.

Branden Stone is joining the Mathematics Department as a Visiting Assistant Professor of Mathematics. He holds degrees in Mathematics from College of the Ozarks (B.S.), Missouri State University (M.S.) and the University of Kansas (M.A. and Ph.D.). He spent two years as a post doc in the Bard Prison Initiative at Bard College and four more years as an Assistant Professor at Adelphi University on Long Island. His doctoral research focused on the classification of graded countable Cohen-Macaulay rings. Currently, his projects relate to decomposing Betti tables of complete intersection rings as well as implementing symbolic powers of ideals and modules for the computer algebra system Macaulay2. In addition to a passion for teaching, he enjoys incorporating research into the undergraduate setting. In his limited spare time, he enjoys spending time with his family, outdoor activities, and board games.

Darren Strash joins Hamilton College as an Assistant Professor of Computer Science. He earned his B.S. in Computer Science from Cal Poly Pomona in 2006, and his Ph.D. from the University of California, Irvine in 2011. For the past two years, Darren was a Visiting Assistant Professor at Colgate University; before that, he spent two years in Germany as a postdoctoral researcher at Karlsruhe Institute of Technology's Institute of Theoretical Informatics and worked for three years as a Software Engineer at Intel. His research interests center on graph algorithms for large social networks and web-crawl graphs,

and his additional areas of expertise include computational geometry, graph drawing, subgraph counting and listing, dynamic data structures, combinatorial optimization, and heuristic algorithms. In his free time, he enjoys playing strategic board games, reading sci-fi/fantasy novels, and contributing to openstreetmap.org.

Aaron Strong joins Hamilton as an Assistant Professor of Environmental Studies with a focus on climate change. Aaron received his B.A. in Biology and Political Science from Swarthmore College, his M.A. in International Climate Policy from Tufts University, and his Ph.D. from the Emmett Interdisciplinary Program in Environment and Resources at Stanford University. For the past two years, Aaron was an Assistant Professor in the School of Marine Sciences and the Climate Change Institute at the University of Maine. Trained as an interdisciplinary sustainability scientist, Aaron's research focuses on understanding the impacts of climate change and the dynamics of climate feedbacks in both terrestrial and marine systems, including work on ocean acidification, carbon sequestration, and sea-level rise. Concerned with both the biophysical and human dimensions of climate change, Aaron's work also employs participatory scenario-based, spatially-explicit assessments that seek to enhance climate justice and provide actionable information to decision-makers.

Danan Tsan joins Hamilton College as a Visiting Assistant Professor of Music and the Director of Choral Activities. She earned her B.M. in Vocal Performance at Southern Methodist University and her M.M. and P.C. in Vocal Performance and Literature at The Eastman School of Music. Her performance career has spanned the genres of classical music, musical theater, and rock and roll. Her original songs have been played on radio stations since the late 90's, and have been featured in indie films in the US and Japan. Since moving to Syracuse 10 years ago, she has been the featured soloist with Symphoria for their Holiday Pops and the Alto/Mezzo Soprano Soloist for many oratorio, including Handel's *Messiah*, Bach's *Mass in B Minor*, and Lily Boulanger's *Psalm 80* (with the Hamilton College and Community Masterworks Chorale). Currently, she is playing the title role in *Pushed Aside: Reclaiming Gage*, an opera about the life of relatively unknown women suffragist Matilda Jocelyn Gage. Danan has been teaching at LeMoyne College for the past five years as a Vocal Instructor and Director of the LeMoyne College Singers and Chamber Singers.

Chialan Sharon Wang returns to Hamilton as a Visiting Assistant Professor of Chinese in the East Asian Languages & Literatures Department. Sharon received her Ph.D. in Comparative Literature at the University of Southern California. Her research focuses on Chinese-language film and literature, postcolonial studies, and cultural studies. She previously taught at Wenzhou-Kean University in China and Feng Chia University in Taiwan. She was a visiting professor of Chinese at Hamilton College from 2011 to 2012.

Szu-Yun (Tiffany) Wang is a Teaching Fellow in Chinese in the East Asian Languages Department. She received her B.Ed. in English Language Education, with a specialization in Secondary Education, from the Education University of Hong Kong in 2018. She has also studied at the National Institute of Education in Singapore and York University in Toronto. In 2017, she taught 10th grade English in a Hong Kong Secondary school and was in charge of various whole-school English activities. Tiffany is particularly interested in how popular culture and social media influences language learning and VR for education. She looks forward to working with the faculty members and Hamilton College community.

Jonah Yuen is a Visiting Assistant Professor in the Economics Department. Jonah's research interests include macroeconomics and industrial organization with a focus on prices. His most recent research explores why identical goods have different prices and how consumer behavior influences price dynamics. He received his Ph.D. and M.A. in Economics from Vanderbilt University and earned a B.A. in Mathematics and Economics at Claremont McKenna College.

New Staff Appointments

Office of Administration and Finance

Christopher Alter - Custodian
Hannah Dillon – Mail Services Assistant
Christopher Tower – Preventative Maintenance Mechanic
Amir Zeric – Maintenance Mechanic Level 1

Office of Admission & Financial Aid

Martha Redmond – Assistant Dean of Admission

Office of Advancement

John Brady – Director of Data and Analytics
Stephanie Brady – Major Gift Officer
Briana Mahoney – Associate Director of Advancement Marketing

Office of the Dean of Students

Jennifer Campagna - Psychiatrist
Richard Doherty – Alternate Safety Officer
Katelynn Faulkner – Psychologist
Glen Garnsey – Alternate Safety Officer
Maria Genao-Homs – Associate Dean of Diversity and Inclusion
Antonio Harris – Alternate Safety Officer
Jae Jaeger – Area Director
Kira McClusky – Alternate Safety Officer

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

Brogan Barr – Assistant Men's and Women's Swimming and Diving Coach
Nicole Dean – Academic Office Assistant, Science Center
Michael Fiore – Wellin Safety Officer
Hannah Fleckenstein – Assistant Men's and Women's Tennis Coach
Samuel Haimann – Assistant Women's Volleyball Coach
Bennett Hambrook – Assistant Men's Hockey Coach
Karmen Hutchinson – Empirical Research Specialist
Crystal Jadwick – Staff Assistant, Registrar's Office
Suzanne Keen – Vice President for Academic Affairs and Dean of Faculty
Sebastian Lissarrague – Engaged Learning Fellow, Levitt Center
Nanyamka Moore – Assistant Women's Basketball Coach
Julia Perdue – Costume Coordinator
Emma Pfeifer – Office Assistant, Wellin Museum of Art
Jeffrey Pierce – Assistant Strength & Conditioning Coach
Bethany Romesser – Assistant Athletic Trainer
William Wainwright – Wellin Safety Officer



Hamilton

Vice President for Academic Affairs
and Dean of Faculty

September 25, 2018

MEMORANDUM

TO: The Hamilton Faculty

FROM: Suzanne Keen, for the Academic Council

SUBJECT: Call to Meet

The Academic Council calls the Faculty to meet on Tuesday, October 2, 2018 beginning at 4:10 p.m. in the Fillius Events Barn.

AGENDA

1. Approval of minutes from the Faculty Meeting of Tuesday September 4, 2018 (Appendix A).
2. Election for Committee Membership (Appendix B).
3. Motion from the Academic Council to revise the *Faculty Handbook* to change the timing of elections in the spring semester for the subsequent academic year (Appendix C).
4. Report by Vice President for Enrollment Management Monica Inzer on Admission and Financial Aid (Appendix D).
5. Presentation by Director of Community Standards Catherine Berryman and Title IX Education and Compliance Coordinator Cori Smith on Title IX (Appendix E).
6. Remarks by Dean Suzanne Keen.
7. Remarks by President David Wippman.
8. Other announcements and reports.

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

FACULTY MEETING

Appendix A

Minutes of the First Regular Meeting of the Hamilton College Faculty
Academic Year 2018-19
Tuesday, September 4, 2018
Fillius Events Barn

Kevin Grant, Chair of the Faculty, called the meeting to order at 4:13 PM. He offered the following opening remarks.

This monthly meeting is the forum in which the faculty participates in college governance. In this forum only faculty have formal standing to debate and vote, although, of course, other colleagues in the college will participate, given their expertise or the issues at hand. Before speaking in the meeting, everyone should first wait to be recognized by the chair (that's me). Just raise your hand, bearing in mind that in the course of discussion I will try to spread out the conversation, so that—generally—others may speak before I return to someone who has already spoken. When you address the meeting, please speak forward, to the chair, rather than across the room. I ask everyone who speaks to identify themselves and their department before proceeding. There are a lot of new and relatively new colleagues in the room, which is why I'm doing this little introduction.

1. *Approval of minutes from the Faculty Meeting of Wednesday, May 16, 2018 (Appendix A).*

The minutes were approved as distributed.

2. *Memorial Minute for Bob Simon, Walcott-Bartlett Professor of Philosophy Emeritus, presented by Associate Professor Katheryn Doran*

I've drawn what I have to say from many sources. Thank you, sources.

Robert L. Simon died peacefully at home on May 31, 2018, of pancreatic cancer. There will be a memorial service and celebration of Bob's life in the chapel this Saturday, September 8, at 4:00, followed by a reception in the Science Center Atrium. Please join us and the family for it.

Bob was a deeply loved teacher, compassionate mentor, thoughtful, wide ranging, and incisive writer, respected coach, tenacious competitor – and fan -- and loyal friend.

It says a lot about Bob that several colleagues wrote that while Bob was the kindest person around they urged me to highlight his superb work as a philosopher: his scholarship ranged deftly, responsibly, and insightfully across a host of issues united by ongoing concerns of great importance... And several *other* colleagues wrote that while certainly Bob's professional record as a philosopher was stellar they urged me to highlight the fact that he was the kindest of colleagues and friends, an important counterexample to the claim, (sadly) still widely held in the profession, that good philosophy must be brutally honest. In his work and in his life, Bob showed that while philosophy must be honest, it need not be brutal.

Bob was born on May 12, 1941, in Brooklyn, NY. He earned his BA from Lafayette College in 1963, and a Ph.D. in Philosophy from the University of Pennsylvania in 1969. Bob was hired as assistant professor of philosophy at Hamilton in 1968, and he and his wife Joy moved to Clinton as newlyweds then. An expert on the ethics of sport, his courses on political, social, medical, and legal philosophy affected the lives of thousands of students. His courses had waitlists a mile long.

Bob embodied the spirit of community excellence not only through his loving commitment to students, but also through his modesty, humor, and devotion to family, friends, and colleagues. Over the course of his nearly 50-year career at Hamilton, Bob held four endowed chairs, the last of which was the Walcott-Bartlett Professorship of Philosophy Emeritus, won five prestigious

national fellowships, and received many awards from the college, most notably the Dean's Scholarly Achievement Award, the Student Assembly's Sidney J. Wertimer Award, the Alumni Association's Distinguished Service Award, and the Samuel & Helen Lang Prize for Excellence in Teaching.

Indeed Bob was a smart, delightful, and inspiring colleague from whom generations of people in the department saw the most important pedagogical virtues in action every day. He was crystal clear in reconstructing sophisticated arguments, open to and generous with critics of the positions he was defending, and happy to continue conversations with students and faculty alike after (and then again before) class.

So it came as no surprise that for the 2011 ceremony that marked the start of Hamilton's Bicentennial, Bob was the person asked to deliver a "Why I Teach" talk, in which, true to form as a philosopher, he reframed the topic as a question.

An authority on sports ethics and the author of the signature text in the field *Fair Play: Sports, Values and Society*, Bob was named one of the 100 Most Influential Sports Educators by the Institute of International Sport.

In 2016, in the first ever *Journal of the Philosophy of Sports* Festschrift, which was dedicated to Bob's scholarship, the editor wrote: "I'm sure my fellow contributors would agree with me that no Festschrift or other tribute can adequately capture the remarkable influence that Bob Simon has had on our field. We have followed his lead on many issues; we have argued with him on others; we have proposed alternate answers. But most important of all, we have never ignored him."

Through radio and television interviews, several op-ed articles in nationally syndicated newspapers, and in his articles and six books, Bob raised or responded to important public issues such as gender equity, comparable worth, moral judgment, and the legitimacy of the use of performance-enhancing drugs in sports. He was celebrated in many fields, and was elected President of the Philosophic Society for the Study of Sport, and inducted into the Kirkland Sports Hall of Fame.

From 1986 to 2000, Bob coached the Hamilton men's golf team, which competed in the 1998 NCAA Division III National Championship, and was often nationally ranked. He also served many years as a rules official for the New York State Golf Association. Bob believed strongly that participation in sports and intellectual life go hand and hand.

In October 2017, President David Wippman announced that a new golf practice facility would be built and named in Bob's honor. The Bell Ringer Award, the College's highest alumni honor, was presented in his memory this past June.

Bob and Joy celebrated their 50th anniversary last year. They were *singularly* ardent fans of Clinton High School and Hamilton sporting events, and they were especially passionate about Hamilton's women's and men's basketball teams, almost never missing home games and making it to most away games too. You know this if you ever went to any of our games or matches.

Bob loved spending time with his two sons, Bruce (valedictorian, class of 1991) and Marc (class of 1994), and their families with whom he and Joy shared an abiding love of both learning and sports. He cherished his time with his six grandchildren. He was a long-time supporter of the Kirkland Town Library, A Better Chance Program, and the Clinton Central School Foundation. Truly, as Todd Franklin wrote to me: there's no way to summarize the immense impact Bob has had on me (or us). He set the finest example of what it means to be a professor: he cared deeply, spoke respectfully, gave of himself generously, and never missed an opportunity to connect with and encourage students and faculty alike.

Russell Marcus wrote: Bob and Joy would come to our Hanukkah party with toys for the kids and Bob would get down at their level and ask them questions, tell them jokes and stories, offer suggestions of sci-fi books to read, and play with them. Then he'd get up and talk with me about my work and my life, always listening carefully to whatever I was working on, and offering what can only be called wisdom on whatever we discussed. He knew pretty much all of the moves, pretty much all of the time. But he respected the students and heard their questions as they themselves saw them, as new and exciting, and he tried to figure out exactly how to show them a different way of thinking of the matter, a new perspective or approach that they could understand and embrace.

Bob and I had offices directly across from each other, by choice, in both our oldest and newest philosophy buildings, for a total of about 20 years. Though of course we often talked we also used two devices to connect: first, the lure of my bowl of Hershey kisses which brought us together pretty much daily. And, in the olden days, I'd regularly stick on his door one of those pink WHILE YOU WERE OUT BLANK _____ CALLED MESSAGE slips—remember those, some of you?—with the blank filled in with the name of the legendary UNC Basketball Coach Dean Smith, whom we both adored. For better or worse we never stopped thinking that same damn slip was funny! They always provided us with an opportunity to talk basketball, DI to DIII, and to trash talk—or what passed for trash talk from that gentlest of men—some of Smith's rival coaches, from which we'd wander off into other conversational thickets, including, say, a funny story about my kid or one of his grandkids, or any number of our favorite philosophical topics like what kinds of cancer screening should be done routinely, who has the burden of proof in a disagreement, or whether professors have an obligation to be neutral in the classroom: all fair game.

Bob set the standard for scholarship, mentorship, and friendship. And for being a mensch.

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

The following were elected.

Committee on Appointments

Term 2019: **John McEnroe**

Appeals Board

Term 2018: **Jesse Weiner**

ad hoc Advising Committee

Term 2019: **Karen Brewer**

Term 2019: **John Eldevik**

Term 2019: **Ravi Thiruchselvam**

4. *Faculty, Staff, and M & O appointments for 2018-19 (Appendix C).*

Dean of Faculty Suzanne Keen introduced new members of the Faculty, asking each to stand and be recognized.

Dean of Students Terry Martinez introduced Associate Dean of Diversity & Inclusion Maria Genao-Homs, and Director of Community Standards Catherine Berryman.

5. *Remarks on Attendance Notification form by Associate Dean of Students Tara McKee.*

Associate Dean McKee described a new procedure for early identification of students who may be struggling. The Attendance Notification form, similar to the Academic Warning form, provides a means for faculty members to report students whose attendance is, in any way, a cause for concern. Checkboxes for reporting include (a) changes in attendance pattern, (b) missed three

classes in a row, (c) total number of absences equivalent to two weeks of class or more, and (d) reached the maximum number of allowable absences in a course. Faculty members can also submit the form if their reasons for doing so are other than those listed. There is room for narrative remarks.

As with Academic Warning forms, submission of the Attendance Notification form will result in an automatic email to the student, the Dean of Students staff (Tara McKee, Lorna Chase and Allen Harrison), and the Registrar's office, who will forward the email to the student's advisor.

If a faculty member has a concern about a student that they don't want the student or others to see, they are always welcome to contact any of the Dean of Students staff directly. There will be a forthcoming memo reminding faculty to use the Attendance Notification form. The form is accessible at any time through [myhamilton](https://www.hamilton.edu/offices/registrar/forms/attendance-notification) under **Tools:Academic Resources**. The direct link is: <https://www.hamilton.edu/offices/registrar/forms/attendance-notification>.

6. *Remarks by Dean Suzanne Keen.*

Thank you for the warm welcome that you have given to me and to Fran. Over the next year I'll be working hard not only to learn your names, but to learn what you do. Later in the fall Fran and I will resume having groups of you over to 15 College Hill Road so we can get to know each other over a weekend brunch or after work drinks. If you would like to invite me to your departments and programs, I'd be very pleased to join you in your spaces for meetings, events, or even just a tour of your workspaces.

Under the header of "Don't Believe Everything you Read, "(Hold up *Spectator*) I want to reassure you that I know that the *faculty* own and operate the curriculum. Nobody interviewed me for that profile, so I can't account for this sentence: "Keen will be a part of the College's study into potential changes to its open curriculum." As I am sure I made clear during my interview, I am a big fan of the open curriculum, and it's part of what attracted me to Hamilton. I will be focusing on supporting faculty as scholars and teachers so we can do the best possible job in delivering on Hamilton's educational goals. To that end I have put out a CFP for AHA! Groups, so that groups of 5 or more faculty with shared projects related to faculty development, can receive funding. The deadline is 30 September. That's a Sunday, so practically speaking I will look at them starting 2 October. I'll have decisions about funding by the end of that week.

It is true that I will be cooperating with Margaret Gentry in the strategic initiative around experiential learning, that I will be involved in the broad development of digital pedagogy, and that I will be looking for ways to support interdisciplinarity: all these points of emphasis come from your strategic plan. I see these goals as compatible with the open curriculum, and consistent with broad liberal education and deeper knowledge developed in a concentration. For the sake of our students, I am interested in the transferable skills that go along with disciplinary knowledge. A lot of elite small liberal arts colleges specialize in the provision of social and cultural capital. I think that Hamilton goes way beyond providing mechanisms of upward mobility, though we certainly do that. I am less interested in the metrics of salary in the first job after graduation, and more concerned about pathways into networks of opportunity and lives well lived. The teaching that we do inside and outside our classrooms, including *cura personalis* (or whole person) advising, is the linchpin that keeps the wheels on the vehicle of our students' education. I believe that the toolkits that we share with our students equip them to be judged on the merits of their capacities—so that in the wider world "Hamilton College graduate" means not a representative of entrenched social privilege, but a skillful, resourceful, collaborative, and capable agent: a person you would want to recruit, cultivate, and learn from. There are many paths, as many as we have courses of study, to that destination.

In the next several years we will be further enhancing students' opportunities to work with contemporary digital tools, as the curricular part of the strategic initiative Digital Hamilton. Your participation in this College-wide effort is voluntary, and it will be much appreciated. For our

students, it can mean one or more of an array of things, from understanding when and how to employ algorithmic thinking to using creative tools. A digitally competent graduate might be able to program, to encode text, to query, analyze, exchange, and visualize data—the territory of quantitative reasoning—but we should also expect to see, all over the curriculum, digital pedagogy that enhances students’ capacities as writers, speakers, people of discernment and civic engagement, ethical thinkers. The pedagogical work that we will be doing together will extend well beyond the four digital positions, and I think we will have a lot fun exploring the possibilities. Speaking of the allocation of those positions, the CAP deadline for final proposals is Sept. 17. They plan to get me their recommendations to me right around Thanksgiving.

I want to turn now to some terrific news about Hamilton’s COACHE results. For those who are new here, COACHE is a census, in which 67% of faculty participated—that’s a higher percentage than either our peers or our larger cohort of small liberal arts colleges. So many thanks to those who participated in the survey last year. It had been previously administered in 2015. The 2018 administration was our 5th go-round. In the deeper past big improvements, such as clarifying tenure standards, were stimulated by less-than-satisfactory COACHE results. Gordon has made our results accessible to faculty and I encourage you to poke around in the analyses. You can find them by navigating to the Institutional Research page and clicking on COACHE. (Show slide; Analyses and Visualizations; Benchmarks Dashboard)

https://www.hamilton.edu/college/institutional_research/COACHE/index.html

When looking at results, look at the mean satisfaction score (e.g., at the top left 3.64 on a 5 point scale) and also look at the color coded arrows. Left pointing arrows compare us to our chosen peers: Amherst, Bates, Colby, Colgate, and Middlebury. Right pointing arrows compare us to the 14 similar schools in our cohort. The red arrows indicate that we fall below peers or cohorts in satisfaction level, and green arrows show that we feel better about something than our peers or cohorts.

Look at all that green! There's tons of good news in this 2018 report. COACHE sees our areas of strength as:

- Appreciation and Recognition
- Collaboration
- Departmental Collegiality
- Departmental Engagement
- Departmental Quality
- Facilities and Work Resources
- Productivity of our Governance:
- Mentoring
- Promotion to Full
- Clarity of Tenure Expectations AND
- Tenure Policies

These are phenomenal results! At the COACHE workshop I saw cohort results that had only 2-3 positives and a list of areas of concern as long as our list of strengths.

COACHE identifies one area of concern, compared to peer and cohort satisfaction rates. You can see the red arrows running across the top of the chart:

• **Health and Retirement Benefits.** Note that this is an area where our mean is 3.64—not a disastrous score—but we are going to do some further investigation. Karen Leach has agreed to add a set of more fine-grained queries about these topics to our anonymous employee survey, and if you have had a negative experience that you think we should know about that you feel comfortable sharing, please write directly to Karen. We always want to get better, and to do that we need to know what to work on.

Notice that support for interdisciplinarity could also use some work, with a mean of 2.8. That area, along with **support for dual career couples**, **balancing service**, and **improving faculty diversity** are projects that I knew when I accepted this position you all had already identified as important to you. We will work on them together.

Those who took the COACHE survey were also asked for comments about the worst and best aspects of working at Hamilton. They categorize the answers into themes.

WORST:

Geographic Location
Spousal/Partner hiring program
Too much service AND
Lack of Diversity

Note our "Worst" list doesn't include "Health and Retirement Benefits." That is because our average satisfaction score in that area is good—3.64—and it wasn't emphasized by responders as one of the most important things to change about Hamilton. While we can't alter our geographic location, we can try to help newcomers to the community acclimate, find resources, and in some cases find jobs. To that end, Hamilton has partnered with M3, a confidential contracted service, to offer Professional Pathways to assist accompanying partners with career coaching and guidance in making a transition to the area. The link is on the dual career and relocation resources pages. If your partner calls M3, please mention Hamilton so we can pay the bill!

I'll end by reflecting back to you the best aspects of Hamilton College according to COACHE and your free responses. You especially value the **Quality of our Undergrads**, the **Quality of your Colleagues**, the **Support of your Colleagues**, and your **Academic Freedom**. That's part of what I saw in Hamilton when I was making the decision to move here, and I'm so glad that you see those strengths, too.

I'm told that on First Fridays the first drink is on me! And the snacks. See you all at the Little Pub this Friday.

7. *Remarks by President David Wippman.*

President Wippman welcomed the Faculty at the start of the new academic year. He noted that our wonderful new group of students is a tribute not just to Monica Inzer and her team, but also to the Faculty, thanks to their engagement in the admissions process. He enjoyed meeting many new faculty colleagues at dinner a few weeks ago and is looking forward to an exciting and productive year.

President Wippman talked briefly about two areas of focus: The Strategic Plan and the Capital Campaign. He expects to devote considerable time on both of these over the next five years.

President Wippman encouraged everyone to read the email that he sent outlining steps to be taken with respect to the implementation of the Strategic Plan. Suzanne Keen and Joe Shelley will be in charge of the Digital component of the plan. With input and feedback from the Faculty, they will analyze needs—including, perhaps, the arrangement of a physical space for a digital learning hub or some kind of center of innovation.

Terry Martinez will be leading the Residential Experience component. This will include improving campus social life, addressing mental health, Title IX, and other issues, as well as the development of programming addressing student changing needs through the different stages of their experience at Hamilton. Another possibility under consideration is the creation of neighborhoods on campus.

Margaret Gentry is leading the implementation of the Experiential Learning component of the plan. Her office is considering infrastructure needs. We already have many programs that involve Experiential Learning, but we can make them more accessible and effective. Margaret is also chairing a newly formed Committee on Advising which is working on the creation of an integrated advising network to ensure that students get the advising that they need at any given point of their time at Hamilton. This may include academic advising, career advising and other forms of advising. Other members of the committee are Karen Brewer, Nathan Goodale, Travis Hill, Terry Martinez, Tara McKee, and Janine Oliver. The committee will consult with everyone, possibly develop an advising mission statement, explore the use of technology, examine advising models at other institutions, and report back to the Faculty in the spring.

The Strategic Plan has many components and is not a static document. Karen Leach has offered to oversee the work and to help the senior staff stay on track with the development and implementation of the various components of the plan.

Another major area of focus for President Wippman is the upcoming comprehensive fundraising campaign. We will formally launch this campaign at the 1812 Leadership Weekend. The soft launch will be this fall on campus. Meetings will be held in October to work on setting the campaign goal. Once the goal is set and made public, the campaign will run for five years. We are following the usual rule of thumb under which we will try to collect a nucleus fund of half—or almost half—of the goal before going public. President Wippman is reasonably confident that we will collect at least 40% of the goal in advance, which gives some assurance that we will achieve the overall target goal.

The largest component of the overall goal will be in the area of financial aid. That goal will be at least \$100 million to strengthen our capacity for continuing student support including need-blind admission. Other substantial portions of the campaign will support components of the Strategic Plan. These include the Residential Experience, Digital, and Experiential Learning initiatives.

We also have ongoing facilities needs, including the need for some response to the increasing frequency of exceptionally warm weather rendering classrooms uncomfortable. Some short- and long-term solutions are being discussed with Facilities Management, Karen Leach, and others. Constraints include current electrical load limits and class schedules. In addition, some buildings such as Benedict, Cooper, and Root are in need of renovation. Funding for these renovations will come from the capital campaign and from borrowing, in proportions yet to be determined.

8. *Other announcements and reports.*

Rebecca Murtaugh, Chair of the Faculty Committee on Admission and Financial Aid, asked for eight or ten more faculty volunteers for *Hamilton Saturdays*, informal meetings with prospective students and parents, for September 15 and 22, and October 6 and 20.

Faculty Chair Kevin Grant moved to adjourn the meeting. The motion passed by unanimous consent at 5:08 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

Judicial Board

Term: 2020 Kate Brown Nigel Westmaas _____ _____

Continuing members:

Term: 2019 Adam Stockwell

Appendix C

Motion from the Academic Council to revise the *Faculty Handbook* to change the timing of elections in the spring semester for the subsequent academic year.

MOVED, that the *Faculty Handbook*, Section IV.A.1, be modified as follows. Changes are **underlined, bold, and blue**.

SECTION IV. FACULTY SERVICE ON COMMITTEES AND BOARDS

A. Standing Committees of the Faculty....

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

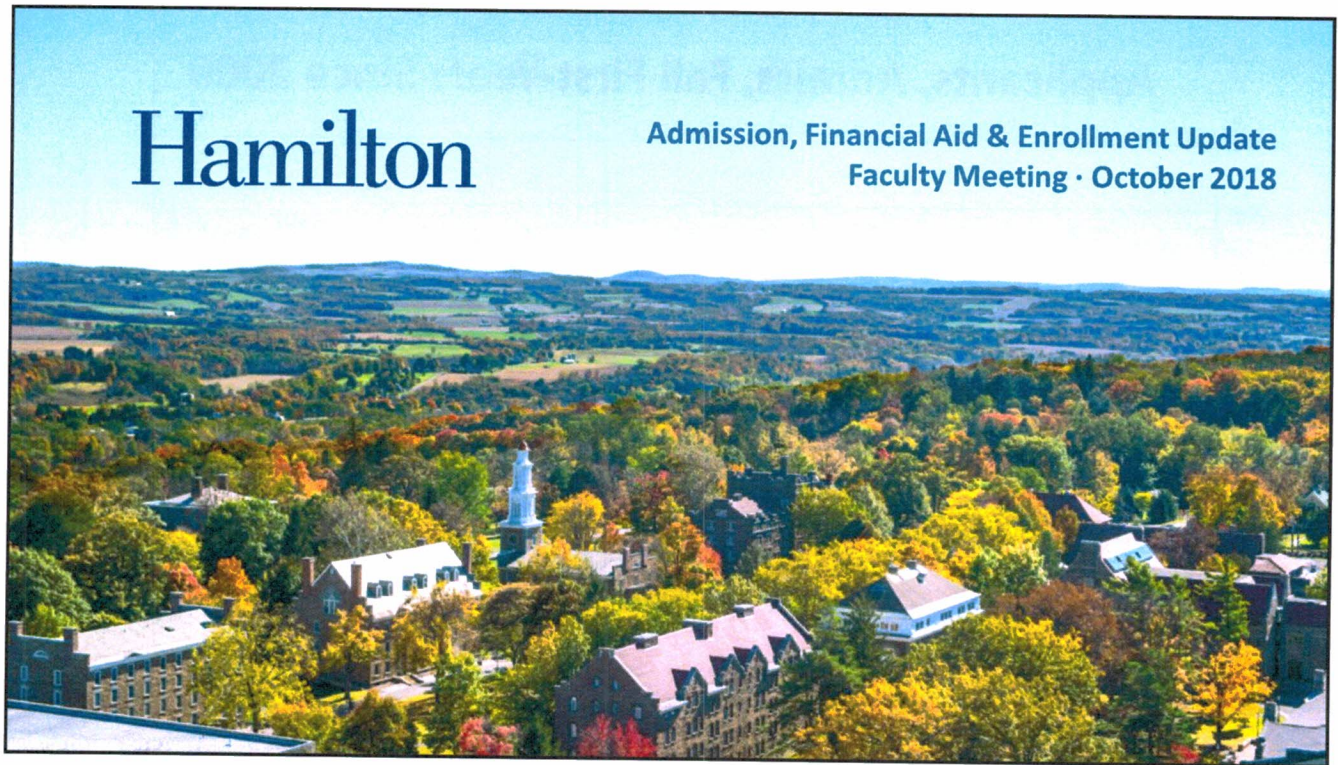
With the exception of the Faculty Appeals Board, each committee through its Chair shall by ~~March~~ February 1 advise the Academic Council about needs regarding future committee membership for upcoming vacancies, including, if they so choose, suggestions of particular candidates for vacancies. The Council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

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

RATIONALE:

The option of beginning the spring elections in March will provide for greater flexibility in constructing the ballots for major committees. This flexibility would be helpful in addressing the relatively limited number of faculty eligible and available to staff these committees over the next several years due to recent retirements. The motion furthermore proposes to move the deadline by which committees should provide information about prospective ballots to Academic Council. The previous deadline was March 1, a month before the April election. The revised deadline would be February 1, a month before the proposed March election.

Appendix D



Recruiting the Class of 2022

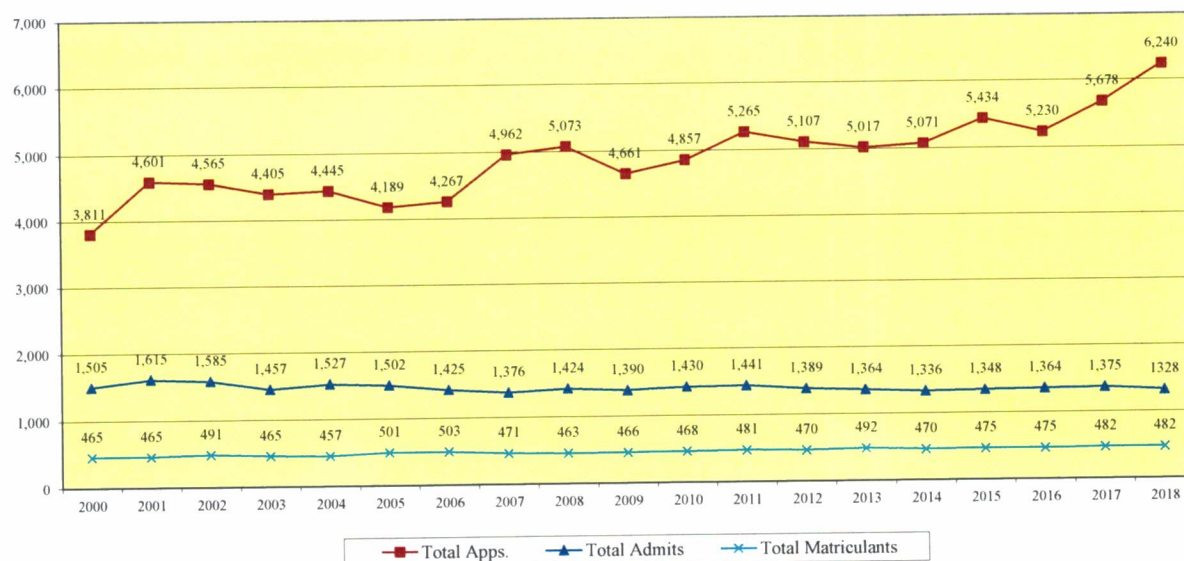
Received a record-high
6,240 applications

Admitted 21%, lowest
percentage on record

Opening day enrollments:

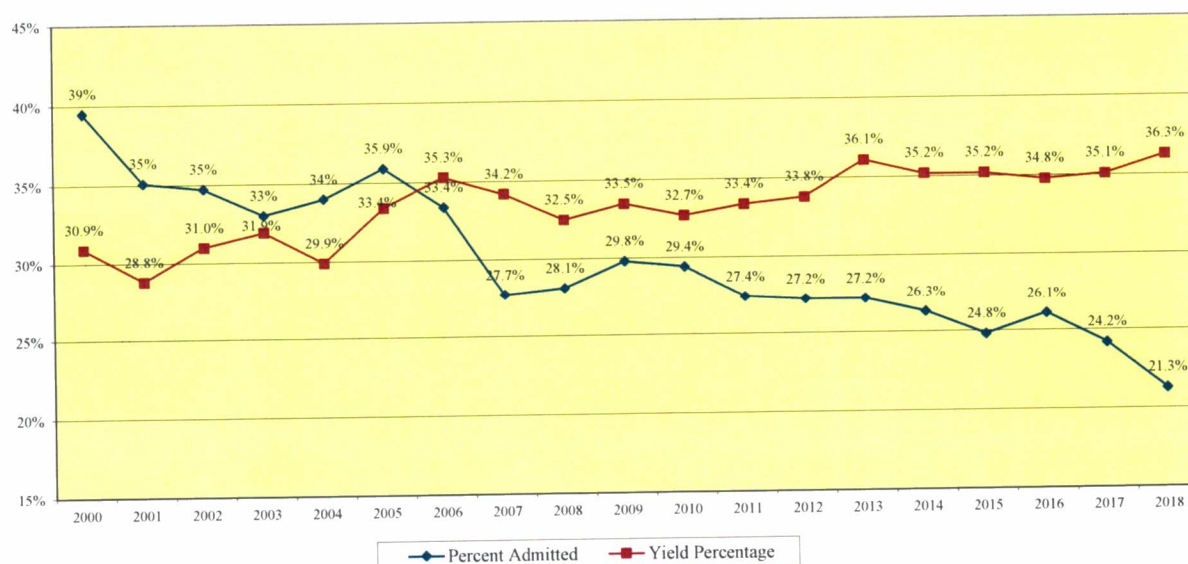
- 482 fall first-years (target 485)
- 48 "jans" (target 45)
- 17 fall transfers (target 18)

Applicants, Admits, Fall First-Years Since 2000



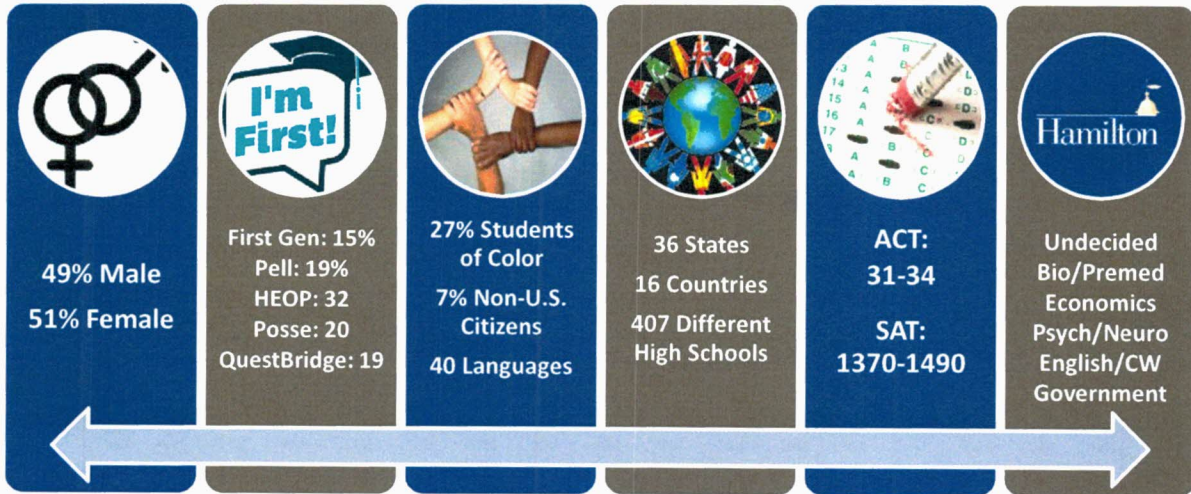
Hamilton

Acceptance Rate & Yield Since 2000



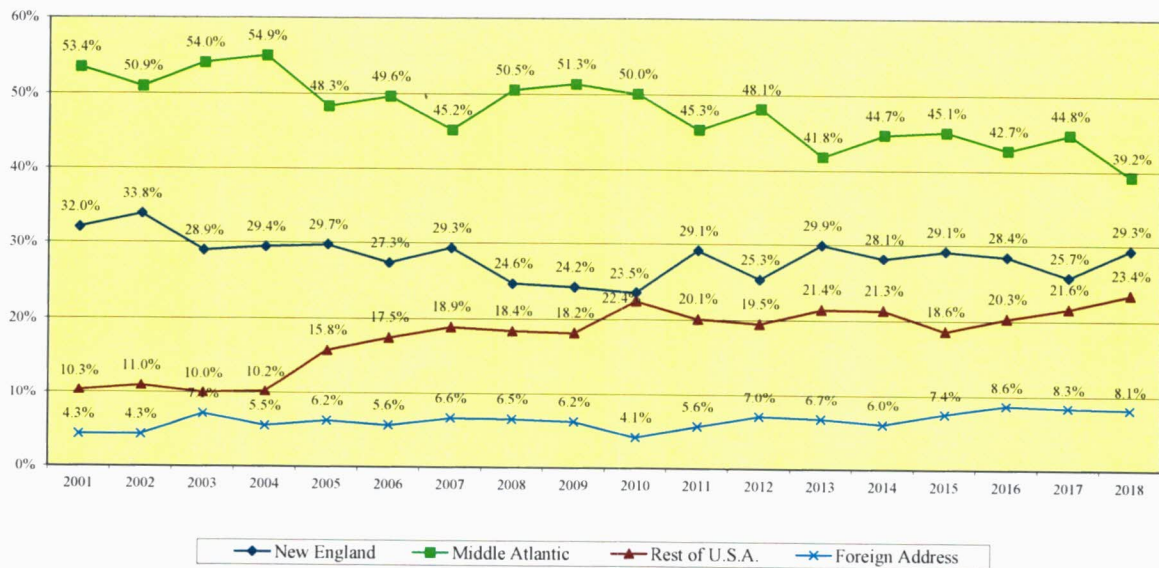
Hamilton

Introducing Hamilton's Class of 2022



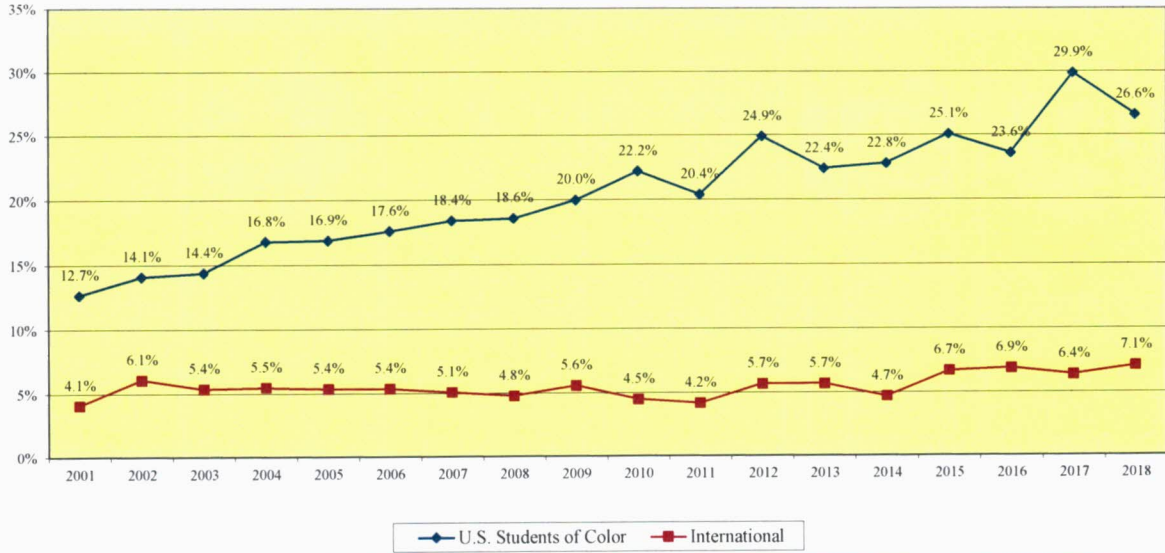
Hamilton

Geographic Diversity Since 2000



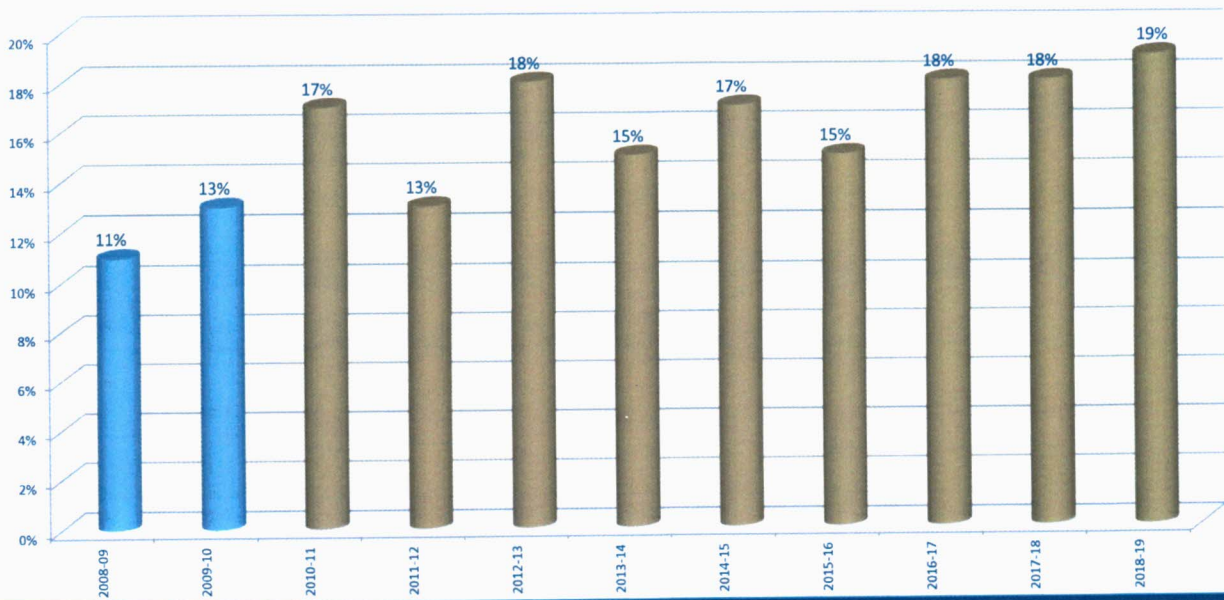
Hamilton

Ethnic/Racial Diversity and Non-U.S Citizens Since 2000



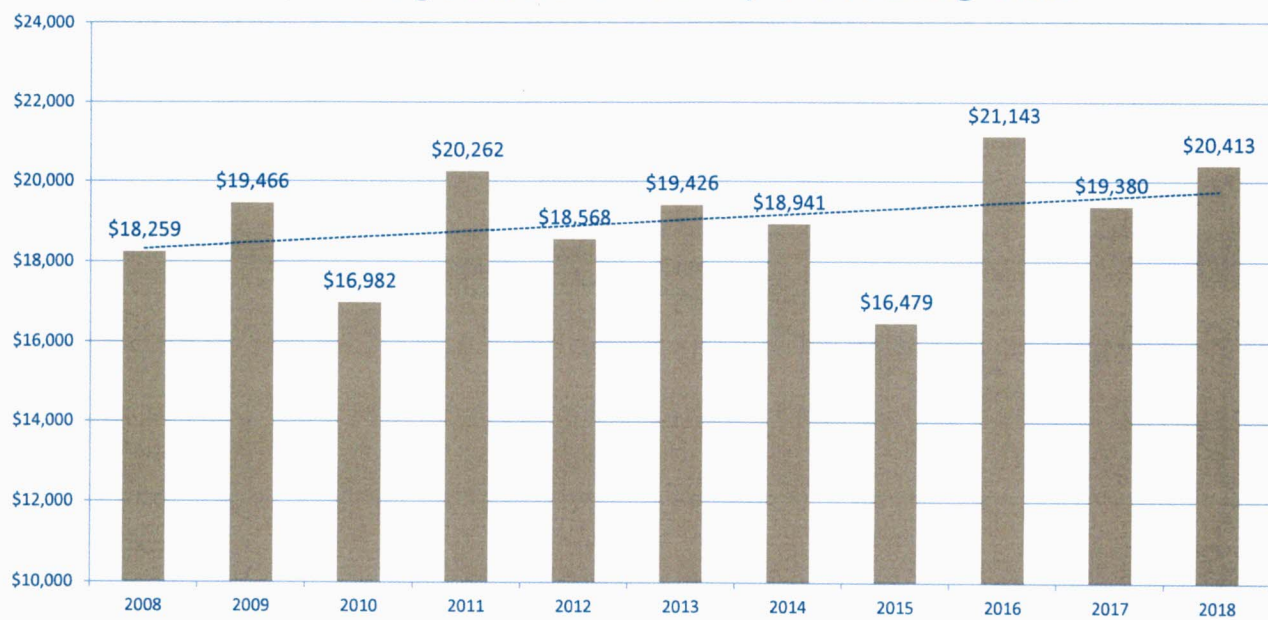
Hamilton

Percent of First-Year Students Receiving Pell Grants



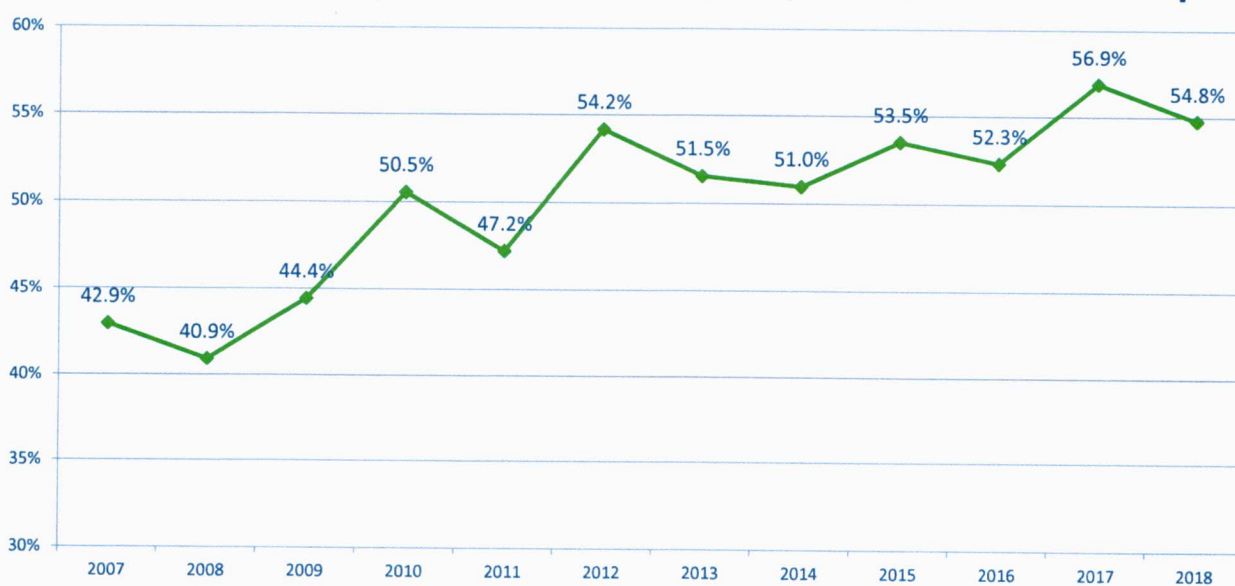
Hamilton

Average Student Debt by Graduating Class



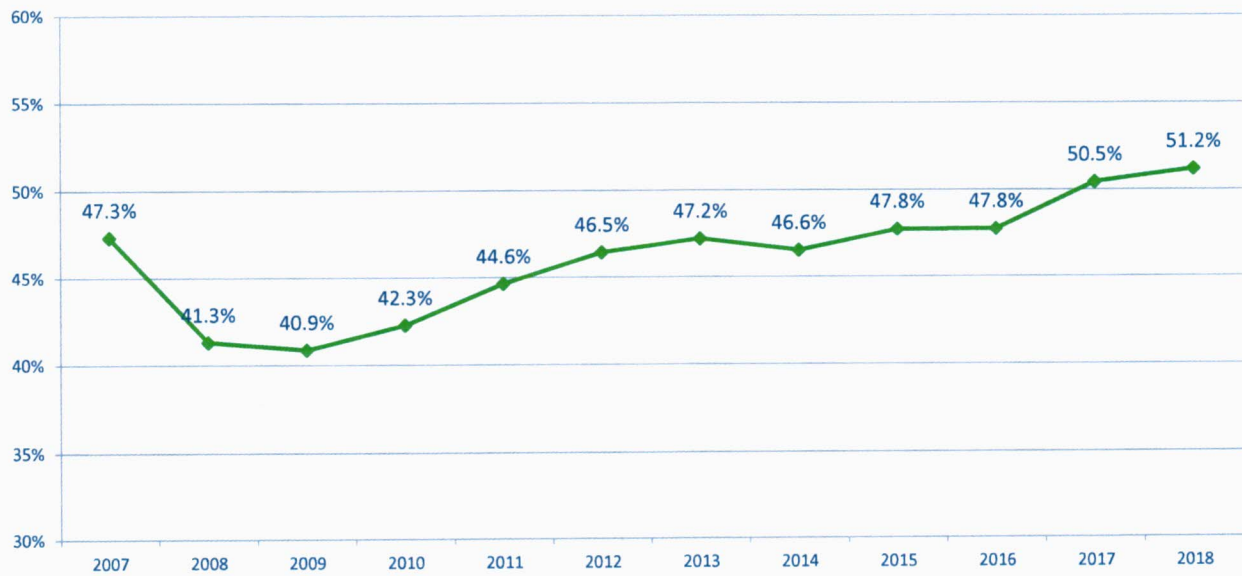
Hamilton

Percent of First-year Students Receiving Hamilton Scholarship



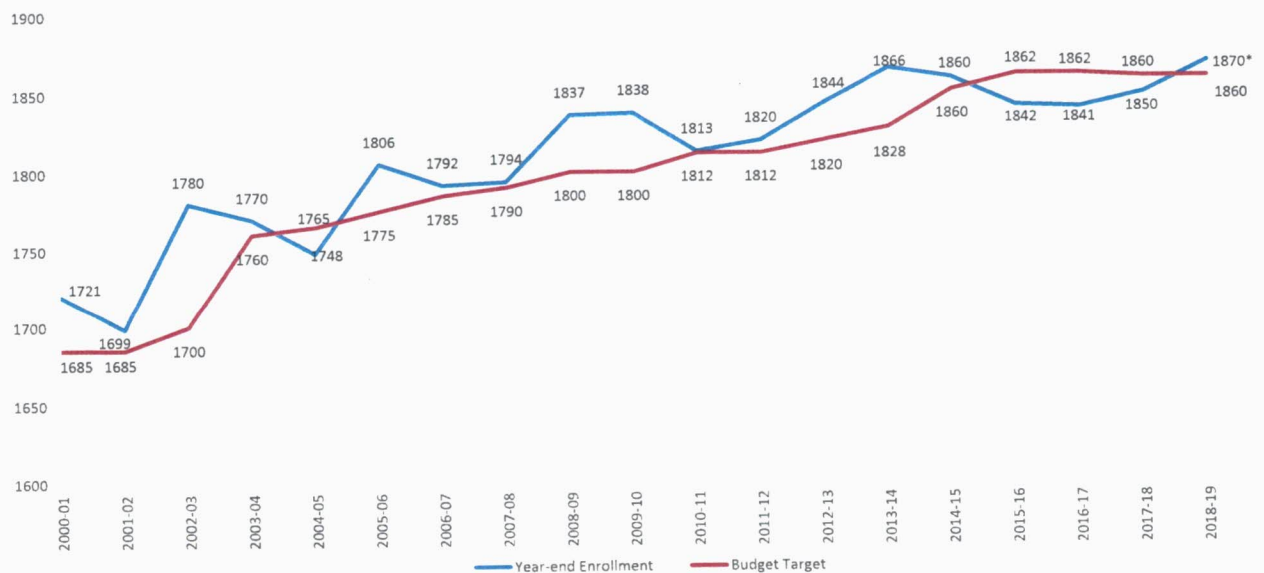
Hamilton

Percent of All Students Receiving Hamilton College Scholarships



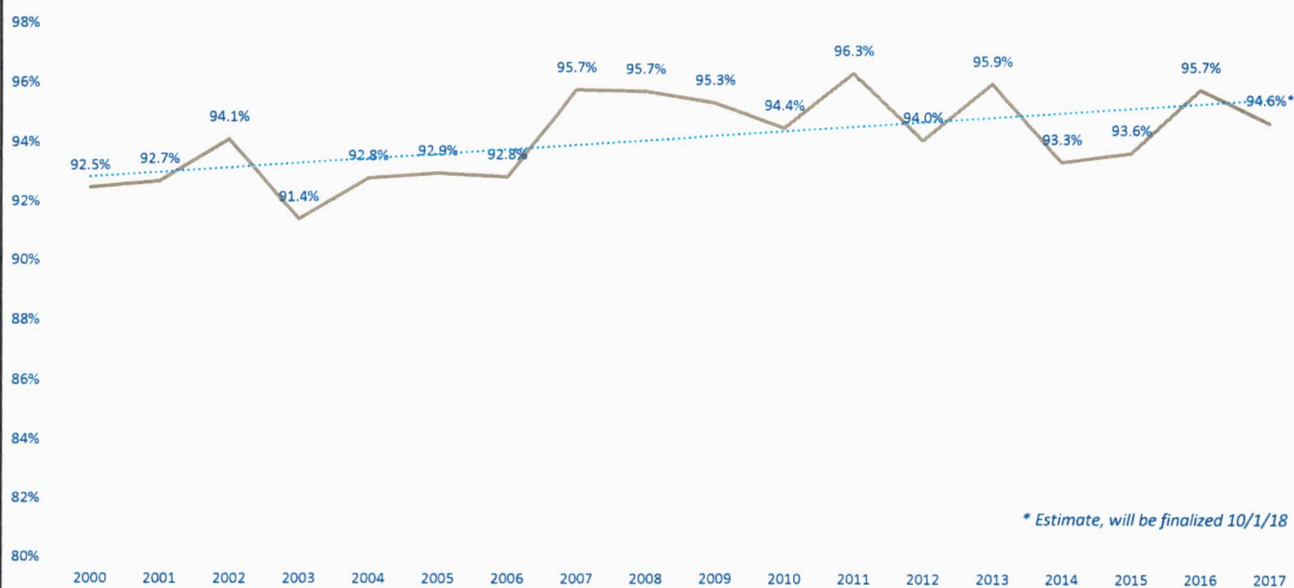
Hamilton

Annual Enrollment vs. Budget Target



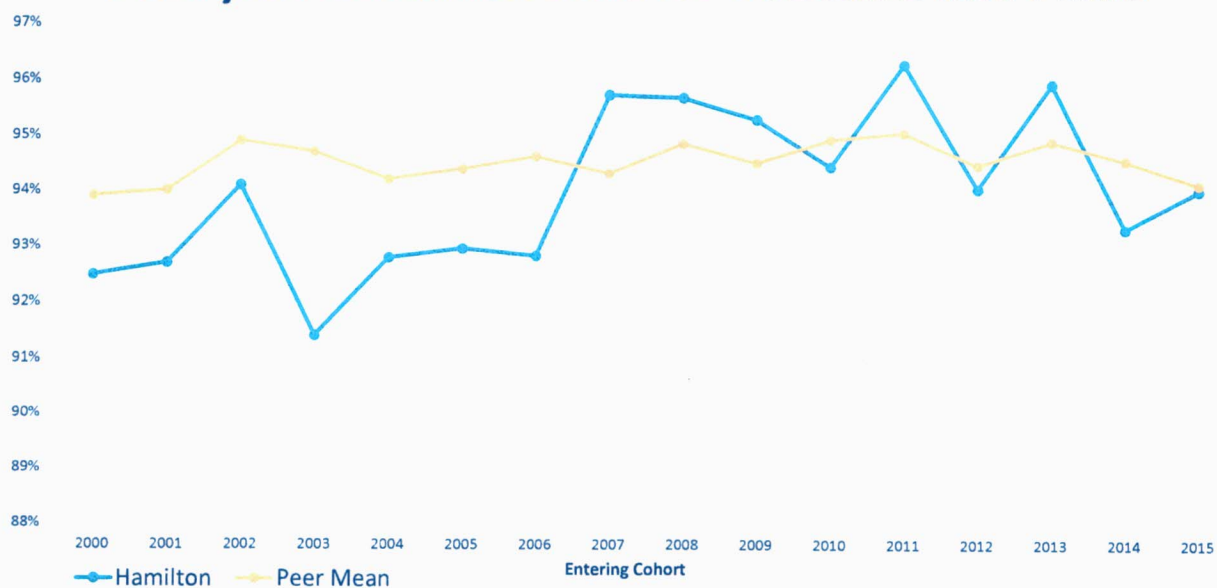
Hamilton

First-year Retention Rate by Entering Cohort



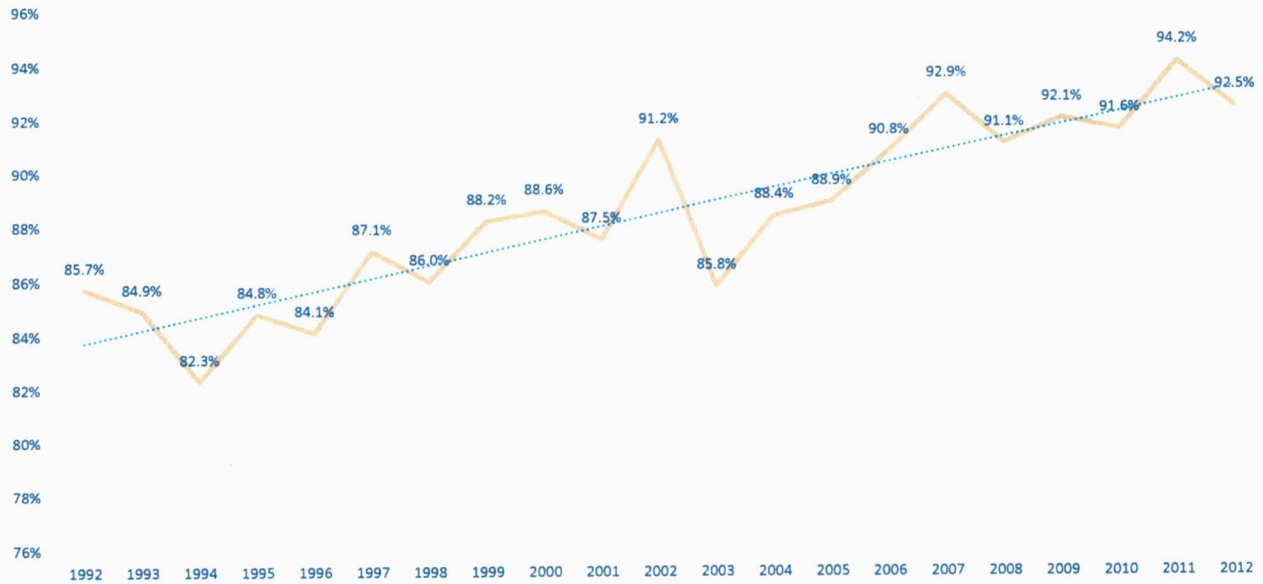
Hamilton

First-year Retention Rate for Hamilton and Peers



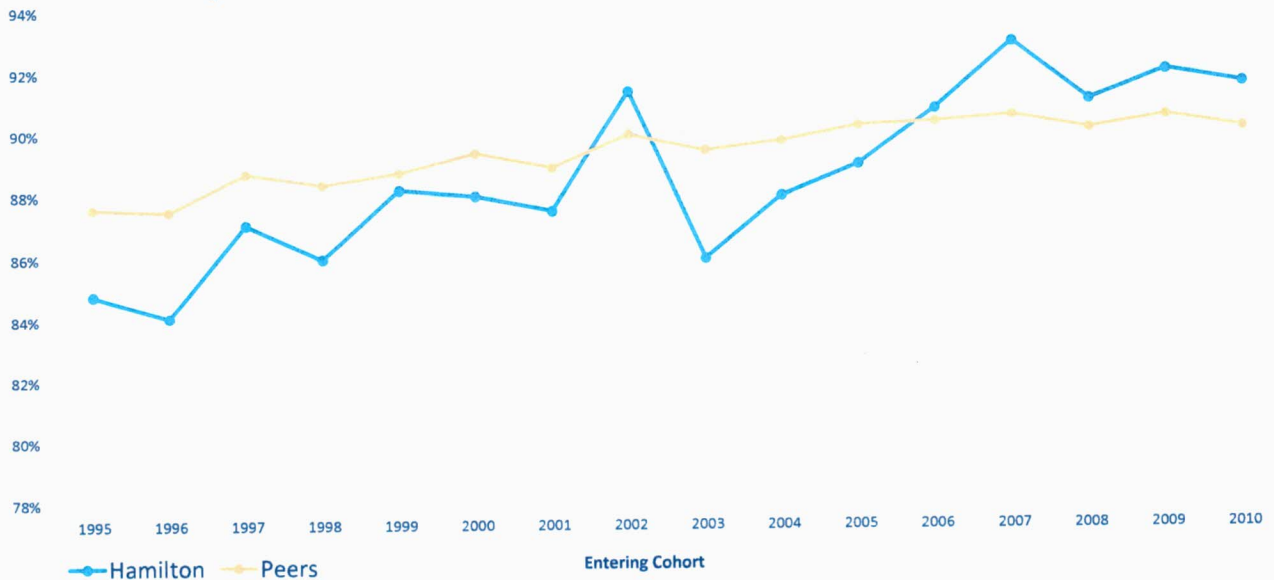
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Six year Graduation Rate by Entering Cohort



Hamilton

Six-year Graduation Rate for Hamilton and Peers



Hamilton

A Finger in the Wind...

CHALLENGES

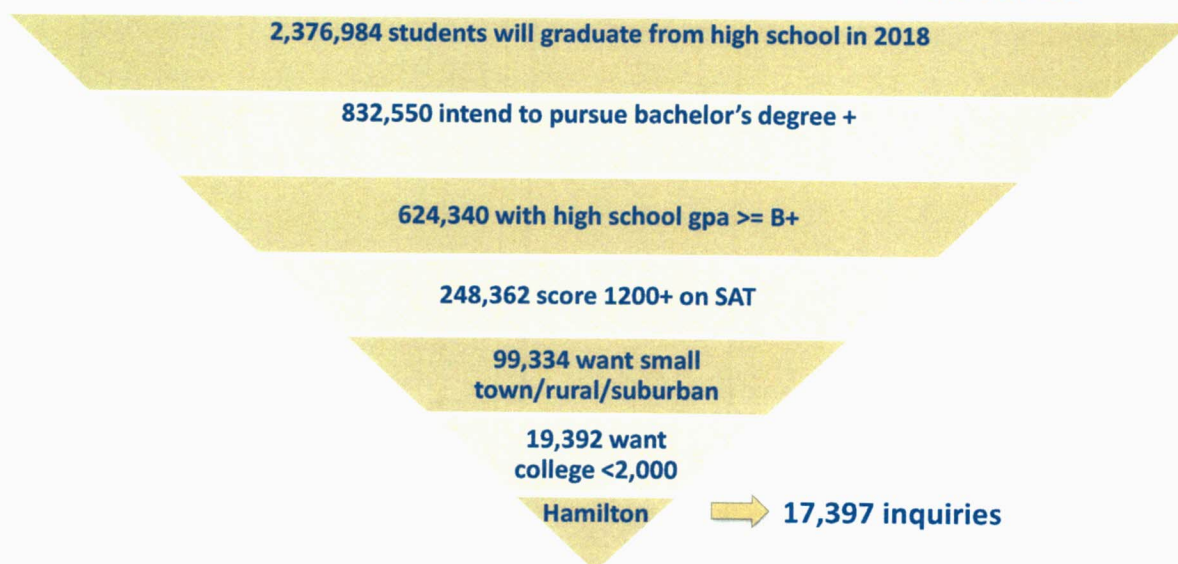
- Demographic shifts continue
- Affirmative Action Redux
- Economic Pressures and Realities: for Hamilton & as well as our families
- Gen Z (and their Gen X parents)
- Technology advances have changed college admission process
- Unprecedented student leaves and less reliable retention models
- Admission staffing turnover

OPPORTUNITIES

- Strong and stable leadership in Enrollment Division
- Best in class platforms: Slate, NPC/Cost estimators, Powerfaids up next
- Strong market position without compromising values
- New partnerships: QuestBridge, ATI
- Increased intentionality about handoff and partnership with Student Affairs
- Strategic Plan Initiatives
- Fundraising Campaign

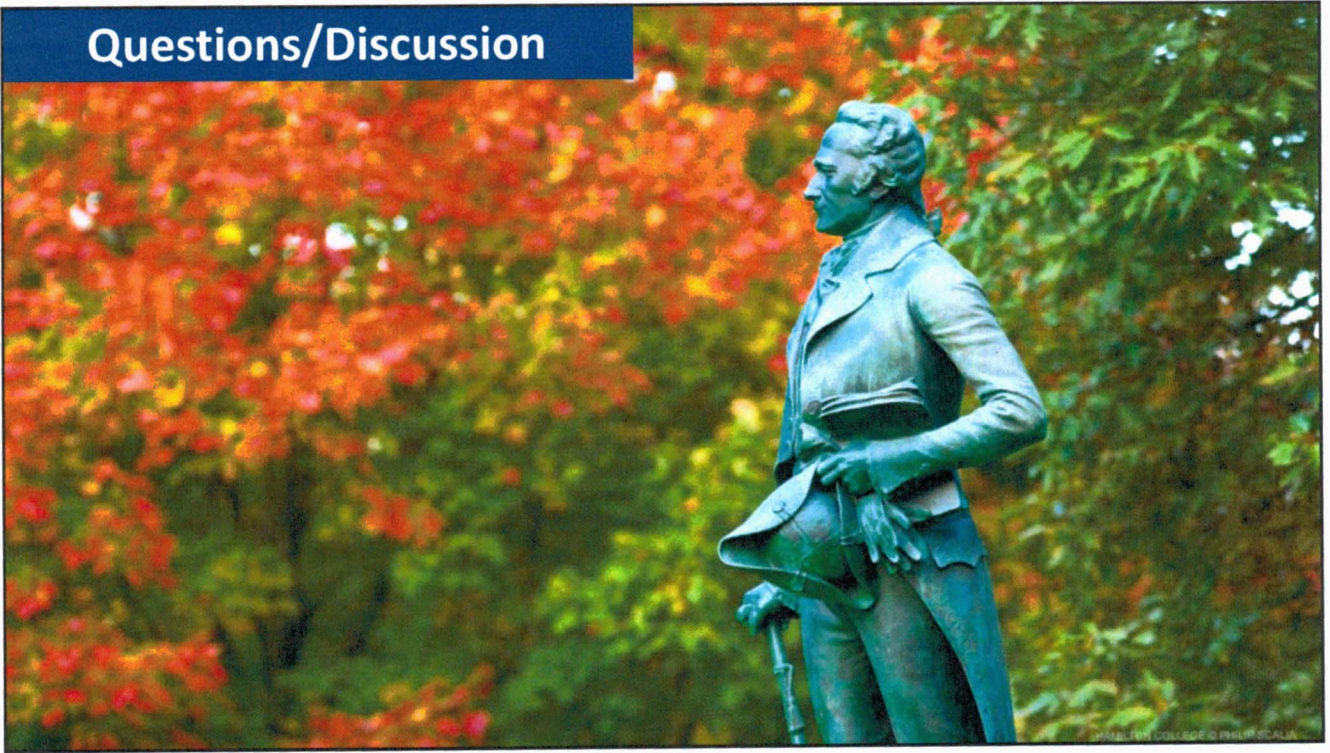
Hamilton

2019 Hamilton Admission Funnel



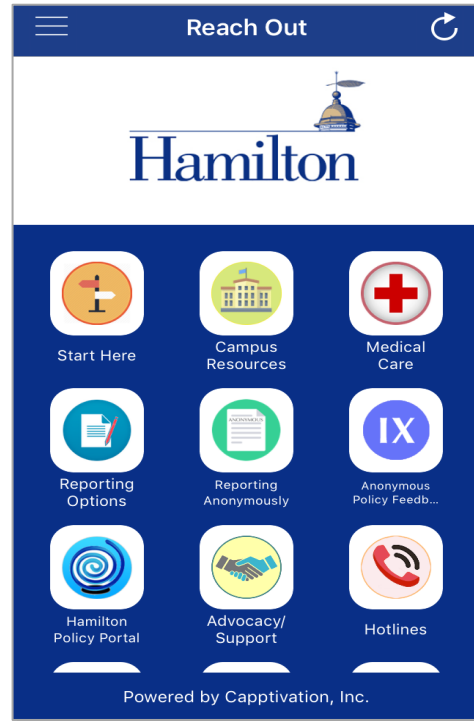
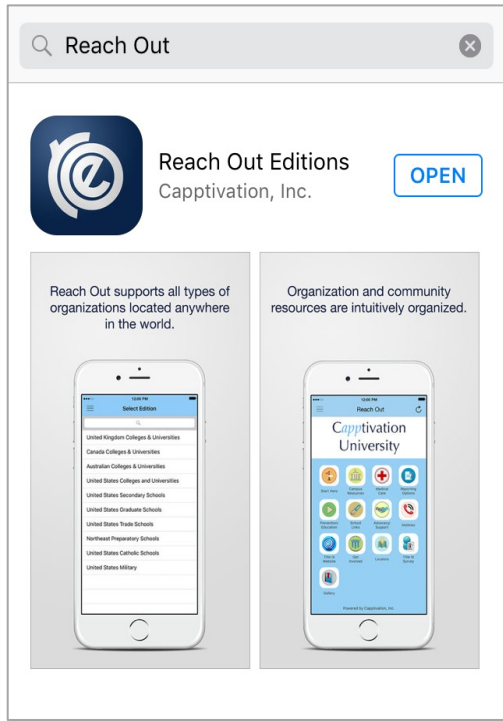
Hamilton

Questions/Discussion



Appendix E

If you have a smartphone, download Reach Out!



Hamilton

Harassment and Sexual Misconduct: Faculty Obligations Under Title IX

September 13, 2018

Presented by:

Catherine Berryman

Director of Community Standards

Cori Smith

Title IX Education and Compliance Coordinator

Overview

- What is a Title IX Coordinator?
- Hamilton's definitions and current policy
- Employee obligations
- Resources
- Questions



What is Title IX?

- Harassment (including sexual harassment and sexual misconduct) is a form of discrimination prohibited by Hamilton and by the federal government under Title IX.
- Every college and university receiving federal funding (including Hamilton) is required to have a Title IX Coordinator.
- Title IX Coordinators are responsible for educating the community and for insuring that proper policies and procedures are in place to address any instances of harassment and sexual assault, relationship violence and stalking.



Title IX at Hamilton



Catherine Berryman

DIRECTOR OF COMMUNITY STANDARDS

cberryma@hamilton.edu

315-859-4020

Catherine Berryman serves as the College's Title IX Coordinator and oversees the College's Code of Student Conduct. Catherine coordinates the activities of the Harassment and Sexual Misconduct Board and the Judicial Board.



Cori Smith '17

TITLE IX EDUCATION AND COMPLIANCE COORDINATOR

cmsmith@hamilton.edu

315-859-4020

Cori Smith '17 is the Title IX Education and Compliance Coordinator. She is responsible for developing and implementing Hamilton's sexual assault prevention and education curriculum.



Forms of Harassment and Sexual Misconduct

- Verbal or physical harassment
- Sexual Harassment
- Non-Consensual Sexual Contact
- Non-Consensual Sexual Act
- Sexual Exploitation
- Retaliation
- Domestic Violence
- Dating Violence
- Stalking



Forms of Harassment and Sexual Misconduct

- **Harassment:** any action, language or visual representation, that has the effect of **unreasonably interfering with a person's work or academic performance**, or that **creates a hostile working, educational, or living environment**.
- **Discriminatory Harassment:** any action, language or visual representation, **based on any characteristic protected by law** (other than gender) including race, ethnicity, religion, disability, age, veteran status, that is so sufficiently severe or pervasive that it **has the effect of unreasonably interfering with that person's work or academic performance**, or that **creates a hostile working, educational, or living environment**.



Forms of Harassment and Sexual Misconduct

Sexual harassment is defined as **unwelcome** action, language or visual representation of a sexual nature that has the effect of **unreasonably interfering with an individual's work or academic performance or that creates a hostile working, educational, or living environment**.

- A form of **quid pro quo** (this for that) sexual harassment exists when submission to or rejection of unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature results in adverse educational or employment action, or the threat of such adverse action, or limits or denies an individual's educational or employment access, benefits, or opportunities.
- Sexual harassment also includes **gender-based harassment**, which may include acts of verbal, nonverbal or physical aggression or hostility based on gender, sexuality or sex- or gender-stereotyping, even if those acts do not involve conduct of a sexual nature.



Forms of Harassment and Sexual Misconduct

- Verbal or physical harassment
- Sexual Harassment
- *Non-Consensual Sexual Contact*
- *Non-Consensual Sexual Act*
- *Sexual Exploitation*
- *Retaliation*
- *Domestic Violence*
- *Dating Violence*
- *Stalking*



Affirmative Consent

Affirmative Consent **IS**

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

Affirmative Consent **IS NOT**

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



Employee Obligations

- All Hamilton employees not otherwise licensed as confidential resources are designated as “**responsible employees**”
- You are **required** to report any possible incident of sexual misconduct to the Title IX Coordinator
 - “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.”



You Are a Resource

Option A Get Confidential Help

Counseling Center
College Chaplain
Health Center
YWCA
RAINN

Option B Report the incident and/ or pursue a formal complaint

Director of Community
Standards
Catherine Berryman

Option C Pursue a criminal complaint

NYS Police

*Can happen simultaneously
with college complaint
process*



Reporting - What Happens?

A Hamilton Faculty member, staff member, coach, or residential advisor receives information about a possible incident.



Catherine receives a report of Sexual Misconduct.



Catherine contacts the person who may have experienced Sexual Misconduct to extend an invitation to meet.

The person chooses not to meet with Catherine

OR

Catherine and the person meet to discuss options and review resources

- Room changes
- Extensions
- Connections to confidential support
- Information about college policies and procedures



Sexual Misconduct Policy Highlights

- No hearings – written Investigation reports are gathered by an Investigation Team
 - Parties are allowed an advisor of their choosing, including attorneys
- Investigation Reports are reviewed by a Review Panel who will determine responsibility and recommend a sanction
 - Preponderance of evidence standard (more likely than not)
- Appeal process available to all parties
- Senior Staff Member delivers the final finding and sanction



HSMB Members

- **Phil Klinkner**, Chair HSMB, Professor of Political Science and Professor of Government
- **Allen Harrison**, Associate Dean of Students for Multicultural Affairs and Accessibility Services
- **Jessica Burke**, Associate Professor of Hispanic Studies
- **Kristin Strohmeier**, Research and Outreach Librarian
- **Kaity Stewart**, Assistant Director of Student Activities
- **Forrest Warner**, AVS Multimedia Systems Technician
- **Scott Barnard**, Head Men's Lacrosse Coach and Associate Professor of Physical Education
- **Cheryl Morgan**, Professor of French
- **Sally Cockburn**, Professor of Mathematics
- **Ian Rosenstein**, Associate Professor of Chemistry



Further Training Opportunities

Title IX Fundamentals

45 Minutes- Basic Introduction

Title IX Policy and Process

60 Minutes- In Depth Look at the Formal Process

Bystander Intervention

90 Minutes- Discussion Based Training on Student Culture

On Going Conversations

2 Hour Dinner Discussions for 6 Weeks on Sex and Sexuality





Questions/ Conversation

Catherine Berryman: cberryma@Hamilton.edu
Director of Community Standards

Cori Smith: cmsmith@Hamilton.edu
Title IX Education and Compliance Coordinator

October 30, 2018

MEMORANDUM

TO: The Hamilton Faculty

FROM: Suzanne Keen, for the Academic Council

SUBJECT: Call to Meet



The Academic Council calls the Faculty to meet on Tuesday, November 6, 2018 beginning at 4:10 p.m. in the Fillius Events Barn.

AGENDA

1. Approval of minutes from the Faculty Meeting of Tuesday, October 2, 2018 (Appendix A).
2. Motion from the Committee on Academic Standing to revise the *College Catalogue* to clarify the policy regarding repeating a course (Appendix B).
3. Motion from the Committee on Academic Standing to revise the *College Catalogue* regarding procedures for grades of incomplete and grade changes (Appendix C).
4. Motion from the Committee on Academic Standing to revise the *College Catalogue* to change the requirements for participation in Commencement (Appendix D).
5. Motion from the Academic Council to revise the *Faculty Handbook* regarding the election of Faculty Officers (Appendix E).
6. Motion from the Committee on Appointments to revise the *Faculty Handbook* regarding Procedures for Promotion in Special Appointments Positions (Appendix F).
7. Report by Dave Bailey, Chair of the Faculty Committee on Budget and Finance (Appendix G).
8. Remarks by Dean Suzanne Keen.
9. Remarks by President David Wippman.
10. Other announcements and reports.

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

Appendix A

Minutes of the Second Regular Meeting of the Hamilton College Faculty
Academic Year 2018-19
Tuesday, October 2, 2018
Fillius Events Barn

Kevin Grant, Chair of the Faculty, called the meeting to order at 4:14 PM. He reminded the faculty to be recognized before speaking, and to identify themselves by name and department.

1. *Approval of minutes from the Faculty Meeting of Tuesday, September 4, 2018 (Appendix A).*

The minutes were approved as distributed.

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

The following faculty member was elected.

Judicial Board

Term 2020: **Kate Brown**

3. *Motion from the Academic Council to revise the Faculty Handbook to change the timing of elections in the spring semester for the subsequent academic year (Appendix C).*

Lydia Hamessley, a member of the Academic Council, spoke to the motion. Currently, elections for the subsequent academic year may be held in April and May. The motion adds March as a month in which elections may be held. This will spread the elections over more ballots, allowing more faculty members to be nominated from among those who were not elected on a previous ballot. The Academic Council has found it increasingly difficult to find nominees for all ballots, so adding this flexibility will mitigate that problem. Also, in support of this change, the deadline for committee chairs to inform the Academic Council of their needs regarding future committee membership changes from March 1 to February 1.

The motion passed by unopposed voice vote.

4. *Report by Vice President for Enrollment Management Monica Inzer on Admission and Financial Aid (Appendix D).*

Vice President Inzer thanked the Academic Council for its invitation to present the report. She said that students are more than just numbers, but the data is one way we evaluate our success in attracting and enrolling students who are aligned with our values and mission.

This year there were 6,240 applications, a record number, and a 10% increase over last year. The acceptance rate was also a record low at 21%. Enrollment targets were achieved. Vice President Inzer also noted that the degree to which prospective students procrastinate: the majority of applications were submitted in the last hours before the deadline.

Vice President Inzer showed the application, admission and matriculation trends over a span of years since 2000, remarking that, since the national demographics are currently going in a different direction, we should be proud of our increased application numbers. This year's number of admission offers (1,328) is the lowest in the span, largely because of increasing numbers of admitted students who choose Hamilton. Percent admitted is decreasing while yield is increasing, indicating that applicants perceive Hamilton as a good value, even as we increase quality and diversity of our admits (and their options are the best colleges in the country, including Hamilton).

Vice President Inzer referred the Faculty to her earlier email with more detailed demographics of the class of 2022. The gender ratio is closer than it has been in the past, at 49% Male, 51% Female. The national average is 44–46% Male, and lower at small liberal arts colleges. Socio-economic diversity is increasing, particularly with help from our new partnership with QuestBridge. More than 1/3 of students identify as students of color from the United States or International students. The number of students from New York State is lower, possibly due to generally decreasing population in the Northeast. The middle 50% of reported test scores range from 31–34 (ACT) and 1370–1490 (SAT). There is no cutoff: we admit students from a wide range of test scores. Students also report a wide variety of intended majors. Some top choices given on the Common Application are: Undecided, Biology, Pre-med, Economics, Psychology, Neuroscience, English, Creative Writing, Government, Chemistry, Computer Science, Mathematics, Engineering, Music, Education, and Art.

Vice President Inzer showed a chart of geographic diversity since 2000 and said that our diversity is increasing in this regard. The number of students from outside New England and the Middle Atlantic states continues to rise. Top states in the class of 2022 are New York, Massachusetts, Connecticut, New Jersey, Pennsylvania, Florida, California, Illinois, Texas, and Maryland.

Ethnic and racial diversity is down from last year's record 30% U.S. Students of Color. The class of 2022 has 26.6% students of color, the second-highest ever (last year was 30%). Breaking this down: 10% identify as Hispanic or Latino, 7% identify as Asian American, 5% identify as African American, and 5% identify as multi-racial. The overall trend in ethnic and racial diversity since 2000 is steadily increasing. 7.1% of the class are Non-U.S. citizens.

Another record has been set this year, in the area of Pell grant recipients. 19% of first year students are receiving these U.S. government grants earmarked for those in lower income brackets. Pell grant percentages have increased notably as compared to the time before admission was need-blind. On the other side, average student debt is well below the national average. 43% of students graduated with debt, though not all of these are financial-aid recipients. Students sometimes take on additional debt for a variety of reasons. Adjusted for inflation, debt levels are on the decline.

Hamilton scholarship recipients are increasing for several reasons including the economy, a shrinking pool of full-pay families who want a liberal arts college, our success in attracting a wider range of students to Hamilton, and our need-blind admission policy. We are watching these trends closely. While it's good to enroll a more socioeconomically diverse student population, it's also important to balance the budget. All first-year students who are U.S. citizens are considered need-blind. Financial status is considered for transfer students, January admits, and International citizens, and provide a means for some of the balancing. Last year, financial aid was over budget by \$1 million, but this appears to have been an anomaly, and it was offset by some savings in health insurance costs. This year financial aid is under budget by at least \$500,000.

Over the past few years our enrollments have been below our budget targets. We have hit our new student enrollment targets, but more students have been taking leaves of absence. These are sometimes for off-campus study, but more recently there has been an increase in those taken for personal and medical reasons. This year, due to great success enrolling first years, together with many students returning from leaves, the anticipated enrollment by the end of the year is slightly higher than the target given in the budget. The first-year and sophomore retention rate is the best predictor of the six-year graduation rate. Vice President Inzer showed several charts comparing such rates with our peers. Generally, Hamilton has higher retention rates than our peer institutions.

There are a variety of concerns that make national headline news. Vice President Inzer said that she is considering several challenges and opportunities. In particular, demographers predict that the number of college age students will drop by 15% in the next ten years, due in large part to a drop in the birth rate following the 2008 financial crisis. Another concern has to do with the increasing numbers of individuals who are supporting both elderly parents and college-aged children. Family struggles of this sort have an effect on classroom dynamics, mental health, financial concerns, and other areas.

There are also a number of opportunities. Among these are the digital, experiential learning, residential life, and financial aid components of the strategic plan. All of these are essential to the success of the admissions process as parents and students both want to choose a quality educational experience of high value, with skills that will serve them in their careers and life.

Vice President Inzer concluded her report by discussing the “Hamilton Admission Funnel,” in which, from an initial pool of over two million high school graduates, through self-reporting, items desired in a college, high school GPA, and testing, we surmise that 19,392 are qualified for and desire a small college like Hamilton. Hamilton has received over 17,000 inquiries so far, and 75 applicants.

A member of the Faculty asked Vice President Inzer to comment on her sense of the factors that lead low rates of acceptance. Could it be the case that students are applying to more colleges? Vice President Inzer responded that there is an “illusion of selectivity,” because there is a shrinking number of students applying to a small number of colleges. According to data from the Common Application, students apply to an average of 4 schools, but among private high schools, and particularly in the northeast, the average is 6–7. Some of our peers have made changes to their applications in an attempt to attract more applicants. For example, some have removed entirely the testing requirement, but Hamilton has not done this. One of the reasons we are more selective now is that we have improved techniques for finding students who are a good fit for Hamilton. The faculty member replied that acceptance rate is not a good measure for success. Vice President Inzer added that U.S. News has changed its ranking criteria, dropping acceptance rate from their metric, in favor of Pell grant recipients.

A member of the Faculty asked Vice President Inzer to comment more on (1) the January admit numbers, which seem a little higher than usual; and (2) the financial aid packages that may be available for January admits and transfer students. Vice President Inzer replied that the January admit number was a little higher because of the large number of leaves of absences. It’s problematic to make up this shortfall by admitting a larger first-year class in the fall, as that introduces problems such as shortages in available student housing and seats in first-year courses. Instead, we spread this out over January admits and transfer students. Another reason is to balance the budget, as admission to January and transfer students is not offered in a need-blind environment. At the same time, the admission office works hard to not dilute the good diversity in the fall, first-year class, and has offered admission and financial aid to students in both groups. SEA semester has been added to fall options for January admits as a science vetted option that, unlike the London program, can come with financial aid. Students who do not participate in such programs can take courses at home, saving money by taking only 7 semesters at Hamilton. We try to reserve financial aid for transfers, but often this is not practical as the selection process occurs immediately after yielding first-year students, and is dependent upon what financial aid remains.

A member of the Faculty asked what fraction of first year students were admitted early decision. Vice President Inzer replied that it’s around 45%. Early decision applicants are roughly 12% of the applicant pool, and 17% of the offers of admission. The Posse and QuestBridge programs also help with yield.

A member of the Faculty asked if there was a way to separate the data on debt actually assumed by students from other debt arrangements that would be paid by family members. Vice President

Inzer replied that she can provide a more detailed analysis of the data upon request, and clarified that her report has the figures for all debt that is in the students' names, including subsidized, unsubsidized, and alternative loans. There is also family debt, some of which may be paid by parents.

A member of the Faculty asked Vice President Inzer to comment on the trade-off between Posse and QuestBridge, with respect to diversity. Vice President Inzer replied the class of 2022 is the first class having both Posse and QuestBridge participants. Both programs provide means for increasing diversity. In the area of socio-economic diversity, however, Posse is a merit scholarship, where not all applicants qualify for financial aid. On the other hand, there were 600 QuestBridge applicants, all of whom were from the top of their high school classes, and from the lowest income bracket. For this reason and others, including our desire to diversify our diversity recruitment programs to broaden our reach, we decided to reduce the number of Posse cohorts. Nevertheless, Posse is still important, and our commitment to a Miami posse remains. In fact, some former Posse mentors now serve as advisors to QuestBridge students.

Vice President Inzer spoke on three additional topics not covered by questions from the floor.

In addressing standardized testing in light of the fact that many colleges are dropping standardized testing as a requirement for admission, Vice President Inzer said that standardized test scores remain a good predictor of success, though they are not the best. The best predictor is the admission rating, followed by the SAT subject test, ACT, and SAT. This supports our policy under which applicants can choose from a variety of standardized testing options. The Faculty Committee on Admission and Financial Aid will be studying the issue of standardized testing this fall and will report to the Faculty.

Vice President Inzer also thanked Rebecca Murtaugh for her work as chair of this committee, particularly for organizing the Hamilton Saturdays events; and also thanked the Faculty for their participation.

The admitted student questionnaire asks students to identify qualities that were very important in their decision to attend Hamilton. In the following categories most identified as important, we rate higher than our peers: *personal attention, quality of faculty, academic reputation, and quality of academic facilities.*

5. *Presentation by Director of Community Standards Catherine Berryman and Title IX Education and Compliance Coordinator Cori Smith on Title IX (Appendix E).*

Catherine began by pointing out that many resources are available through the Reach Out app. They explained that Title IX is federal law that prohibits discrimination in the form of sexual harassment and sexual misconduct. Under Title IX, every college receiving federal funding must have a Title IX Coordinator whose responsibility is education and procedural compliance. As Director of Community Standards at Hamilton, Catherine Berryman bears this responsibility. Catherine receives reports of sexual misconduct and coordinates the college response via the Hamilton Sexual Misconduct Policy. Cori Smith develops and implements educational curriculum concerning Title IX, and works with state and federal education departments to help ensure compliance.

Cori emphasized the evolving nature of her work, noting that New York State has just released new legislation on the subject. She listed forms of sexual misconduct and defined some of the terms contained in the Sexual Misconduct Policy, adding as an example that *quid pro quo* sexual harassment can occur between faculty and students because faculty have the power to control student grades. More information about prohibited conduct can be found in the brochures distributed at the meeting, posters in bathrooms, the Reach Out app, and on the website <https://www.hamilton.edu/offices/hsmb>.

Cori defined and discussed issues surrounding affirmative consent. As further explained in the Sexual Misconduct Policy, affirmative consent is “a knowing, voluntary, and mutual decision among all participants to engage in sexual activity.” By law, this language is uniform across all colleges and universities in New York State.

Catherine explained that, under Title IX, every faculty member is a “responsible employee” required to report any possible incident of misconduct to the Title IX coordinator. She emphasized that because students may approach faculty they trust, faculty are encouraged to continue speaking with and supporting students in those conversations. Afterward, faculty should explain that they are required to report the incident for the purpose of ensuring that students get the support they need, and to help prevent an incident from happening to someone else.

As outlined in the report, there are a variety of resources to support community members as they pursue any among three of courses of action after an incident: getting confidential support, pursuing a formal complaint with the College, and pursuing a criminal complaint. Catherine elaborated on the third option, saying that the State Police has a dedicated unit for campus sexual assault, with specially trained investigators who work closely with the Title IX coordinator. Arrangements can be made for an officer of any gender to meet with students discreetly on campus or at another location.

Responsible employees can report incidents to Catherine by any means with which they are comfortable: phone, text, email, using the Reach Out app, etc. After she receives the information, she will reach out to the person who may have experienced the misconduct, suggesting resources and asking whether that student would like to meet. If so, during the meeting they will discuss options and review resources. These may include room changes, extensions or other accommodations in classes, connections to confidential support, and information about policies and procedures. As any process moves forward, information is always kept as private as possible.

Cori addressed the often-expressed concerns about the role of faculty as responsible employees, and the tension between the reporting requirements and their existing supportive relationships with students. She said that the resources of the Dean of Students office extend beyond faculty support but do not supersede it. She thanked faculty members for maintaining supportive relationships with students, and encouraged those with additional questions or concerns to reach out to her and Catherine.

Cori described the formal complaint process. There are no hearings. Evidence is collected through written reports gathered by an investigation team. All parties are allowed an advisor, who could be a faculty member, an attorney, or someone else of their choice. A review panel examines the reports and, using a preponderance of evidence standard, makes a determination of responsibility and recommended sanction. The panel communicates these to the appropriate senior staff member, who makes a final determination. There is an appeal process available to both parties. Questions and expressions of interest in serving in this process can be directed to Catherine.

Catherine said that, in addition to supporting potential complainants, she also coordinates support for respondents, which can include all the aforementioned accommodations like room adjustments, extensions, and other sorts of support. Faculty are encouraged to connect all parties with Catherine for support.

Cori concluded by listing the members of the Hamilton Sexual Misconduct Board (HSMB) and outlining opportunities for further training that they provide. The majority of students have received the 45-minute Title IX Fundamentals training. In addition, all athletes, resident advisors, members of the Student Assembly, plus some members of Greek life organizations have received the 90-minute Bystander Intervention training. Faculty are encouraged to participate in both the Policy and Process training and the On Going Conversations opportunities.

A member of the Faculty asked the presenters whether they had a sense of what percentage of colleges and universities, both nationally and among our peer group, require all faculty to be mandated reporters. Cori replied that it should be 100%, but it is not. Some schools may make a distinction by professor rank, and some may have professors licensed into more confidential roles. Catherine added that she has not worked with or heard of a school in which professors do not act as responsible employees. While this could change under new Department of Education guidelines, if such an arrangement does exist currently, it is very uncommon.

6. *Remarks by Dean Suzanne Keen.*

Dean Keen outlined some necessary work on the part of the faculty in preparation for Middle States accreditation. Our next accreditation happens in 2021. In the past, accreditation has happened every 10 years, with a 5-year review in between. Moving forward, the midterm review will be eliminated, but accreditation will happen every 8 years. In order to be ready for these reviews, each department and program will need to have an external review every 7 years, and there will be no more than 8 external reviews in any given year. (There are 8 external reviews this year.)

Accreditation is an evaluation and validation process for institutions of higher learning. We participate by setting our own goals, evaluating our own work (department and program review), and by checking how well students are meeting our Department/Program and Educational Goals (est. 2011). Our major mechanism for this is the Senior Program (est. 1987-88). Our peers (faculty from accredited colleges and universities in our region) serve on an external peer review board, evaluating our work in terms of Middle States standards. Accreditation is important because it affirms our good reputation, secures federal funding—including Pell grant money benefiting 18.6% of current students, and provides advice and feedback on improving our work from trusted peers.

In 2001, our Middle States accreditation report indicated the need “to establish a systematic college-wide assessment program to evaluate student progress.” In our 2009 preliminary report to Middle States on Senior Programs and Assessment, we said that “the ‘open curriculum’ has no general education distribution requirements.” In this regard, we are unique among Middle States institutions in lacking such requirements. All of the other schools with open curricula are in the New England region. The Middle States standards *require* both (i) appropriate assessment of student achievement, and also, in fact, (ii) a general education program.

The 2011 Middle States Review External Report states that “[t]he College should develop a more formal institution-wide assessment plan that maximizes the use of data to motivate and document improvement in programs and initiatives across college.” Indeed, the same report cites the 2006 midterm evaluation, in which we had been asked to do this. The 2011 report again asks for “the systematic use of direct outcomes measures to improve teaching and student learning.” Also in 2011, Hamilton’s Educational Goals were adopted by the Faculty. These came out of a Mellon-funded initiative to review and strengthen the open curriculum.

The 2016 external report, responding to the periodic review report, notes that the Senior Program is an appropriate place to do direct outcomes assessment, but states that there is not evidence in the periodic review report to demonstrate that the college is actually doing such assessment.

The 2017 Senior Program External Review was overwhelmingly positive in terms of its content and implementation. However, the Senior Program does need to be explicitly connected to the Educational Goals because the Senior Program was initially framed to be used as an assessment for general education. Indeed, according to our own CAP self-study of the Senior Program, senior projects act “as a ‘proficiency examination’ in general education and as a measure of

proficiency in the field of study.”¹ For this reason, in order to prepare for the 2021 accreditation, we need to use direct measures and assess the senior projects, starting this fall.

Assessing the senior projects will show that students are fulfilling their educational goals, as these are a proxy for general education distribution requirement required by Middle States. While it is clear that the Senior Program connects to the goals, without assessment, the connection is implicit rather than explicit.

Direct measures cannot be self-evaluations, opinion polls, grades, or end-of-course evaluations written by students. Rather, they are professional evaluations of student performance not only with respect to achievements in their concentrations, but also with respect to the Educational Goals. The assessment will happen each semester a student is fulfilling senior projects. We will take the collected assessment data, consider areas of improvement, and make adjustments in 2019–20 and beyond.

The assessment data *will not* be used for any of the following: (a) grading student work, (b) evaluating faculty performance for reappointment, tenure, or promotion, (c) allocating positions or resources, and (d) imposing change or uniformity on the Senior Program. Instead, the data *will* be used for (i) fine-tuning curricula, (ii) considering how students are fulfilling our Educational Goals, (iii) better advising students about course choices and co-curricular activities, and (iv) making a good faith effort to fulfill Middle States’ expectations.

Dean Keen thanked Associate Dean of Faculty Nathan Goodale and the Assessment Working Group members Chaise LaDousa, Tara McKee, and Stephen Wu for their work, including the creation of an online tool for making the assessment process as painless as possible. She asked Associate Dean Goodale to speak about the assessment tool.

Associate Dean Goodale said that the Assessment Working Group was established in 2010 as part of the preparation for Middle States accreditation. He also thanked the members of the group, as well as Gordon Hewitt, for their help. The assessment tool, developed with the assistance of Mike Sprague and Jason Quatrino, can be found as a form on the Dean of Faculty page. The direct link is <https://my.hamilton.edu/offices/dof/handbooks-and-forms/senior-program-assessment>. This form allows us to assess the Senior Program in relation to the College’s Educational Goals. It’s important that the form be filled out by someone other than the person grading the senior project. There is a field for indicating the type of project: presentation, paper, exhibition, portfolio, or performance. If others are needed, faculty can contact Associate Dean Goodale and have them added as choices. Next are fields for department and semester. Then, to enter a student, the assessor will start typing the student’s email address and select from the choices that will pop up. The name and id number fields will be automatically populated from that selection. The student id number will serve as a way to anonymize the data but at the same time provide a unique identifier for each student, so that if more than one faculty member assesses the same student, an average can be provided for that student. For each of the eight Educational Goals, the assessor can choose an option on a 5-point Likert scale. A sixth option, “N/A,” can be used to indicate that the senior project in a department or program does not provide an opportunity to assess that goal. “N/A” should not be used to avoid a low score for an educational goal, but rather, that the particular senior project did not allow for that educational goal to be assessed. Finally, the same scale can be used to assess how well the project demonstrates achievement in the department/program goals. Upon submission, the user can easily proceed to enter another assessment. The tool is mobile-friendly, accessible on laptops, tablets, and phones.

A member of the Faculty asked Dean Keen whether this is to be done when the senior projects comprise 80–100 lengthy papers. Dean Keen replied in the affirmative. The faculty member asked Dean Keen to confirm that this work is to be done by faculty who are not teaching the

particular student. Dean Keen again replied in the affirmative. The faculty member asked how seriously we are to take this work. Dean Keen replied that we should take it seriously, because we care about whether students are achieving our desired ends. That doesn't mean the assessment should become a laborious process. We are fortunate that we only have a single point of assessment opportunity in the senior program. It would be more complicated to have to assess—as many other colleges must—multiple parts of a large general education curriculum. Dean Keen offered to discuss options for managing large numbers of students, and noted that any senior project culminating in a presentation, poster session, performance, or other such venue may be easily assessed at the time of that presentation. In addition, senior honors theses usually have second readers, who could do the assessment. Alternatively, in the case of papers from a capstone seminar, it may be feasible to swap papers with a colleague.

A member of the Faculty asked for clarification on the assessment time frame for senior fall theses. Dean Keen replied that the assessment should be done this semester. Year-long or spring-only senior projects would be assessed at the end of the spring semester.

A member of the Faculty said that the senior project isn't necessarily meant to achieve every educational goal in the curriculum. Instead, a student may achieve one or more goals by taking courses and participating in activities outside the department or program of concentration. The faculty member asked if it is a problem that a senior project does not address a goal. Dean Keen replied that it's not a problem. Indeed, that is the role of the "N/A" response. Next year, using the data, we will be able to see whether any goals are not well-represented in the Senior Program. That may lead to discussion on modifying the goals so that they are more co-curricular. Alternatively, a department may want to use a portfolio review to assess goals that are not represented in the senior project itself.

A member of the Faculty asked why the professor with the most interest in the senior project, that is, the one who grades it, is not able to separate the grading task from the assessment task. Dean Keen replied that the professor is still doing the evaluation and giving the grade, which is the most important evaluation from the student's point of view. But from the point of view of direct outcomes assessment measures, it's considered valid to ask someone who is knowledgeable but not invested in the student's performance. This is a nationally embraced practice. At some institutions, external evaluators are employed to avoid even a hint of self-interest. This cleaner way of gathering data will allow us to properly demonstrate direct outcomes assessment across the college, as requested by Middle States.

A member of the Faculty commented that the senior project is not intended to demonstrate that a student has met all the educational goals, and thus is not a good proficiency exam in general education. We seem to have put ourselves in a corner by asserting this with Middle States. As a result, in this assessment activity, we are setting ourselves up to fail. Dean Keen responded that the way to fail is not to do the assessment. We will succeed if we do this work in good faith. Not every student will receive a top rating in every goal. That would indicate that we aren't taking assessment seriously. The Faculty did adopt the Senior Program in the 1980's with language that establishes it as a proficiency examination in general education as well as a measure of disciplinary proficiency. This principle has been reiterated on numerous occasions in correspondence with Middle States. Again, it's fortunate that we aren't having to assess multiple components of a complicated general education requirement, with more processes and data gathering, as that's what our peers are doing. Dean Keen acknowledges that the connection between the Senior Program and general education has been forgotten. The good news is that once we have done this assessment, we will have an opportunity to engage in conversation about the results. That could lead to an evolution in the way our curriculum is constructed. The best time to start changing our curriculum is after Middle States accreditation in 2021. We won't be able to demonstrate that a new curriculum is more successful than the old one unless we first gather data on what we are doing now.

A member of the Faculty commented that in many cases, the senior project is more about the journey than the destination: that it may be difficult to see evidence of an educational goal that was met during the process, but does not appear in the final result. The faculty member asked whether an assessor might talk to the advisor to gather more information. Dean Keen replied that, in such a case, the portfolio review might be the best option. The student could be asked to write a short essay discussing the educational goals in the context of the whole process of doing the senior project. That essay would then be assessed along with the senior project artifact. This is one of possibly several creative ways through which we may discover how students meet the educational goals.

Dean Keen thanked the Faculty in advance for this important work.

7. *Remarks by President David Wippman.*

President Wippman spoke on three topics: fraternity and sorority life issues, ongoing union negotiations, and fundraising campaign signage.

Fraternities and sororities have begun the pledging period, which is unusually long relative to most institutions, ending at fall break. The Phi Beta Chi sorority has been placed on interim suspension due to reports of hazing and other behaviors.

By way of background, last spring the College received reports of possible hazing activity in fraternities and sororities. Dean of Students Terry Martinez and President Wippman met with the leadership of the Intersociety Council and organized a collaborative external review with team members chosen by the Council and the Administration. Dean Martinez and President Wippman also made clear to members of the Council that there were possible behaviors that the College cannot accept, and that if it were discovered that a fraternity or sorority were engaged in hazing, or if individuals were found responsible for prohibited behavior, a variety of sanctions could be imposed depending on the severity of the behavior. These might include the suspension or expulsion of individuals, and the suspension or shutting down of the fraternity or sorority. Thereafter, the external reviewers produced a report with a series of recommendations on safety and risk management, the pledging process, the role of fraternities and sororities in campus social life, and some other things. Following one such recommendation, Dean Martinez has created the Blue Ribbon Committee, which is responsible for prioritizing and implementing the other recommendations. This committee includes students, faculty, alumni, and staff.

The College has received reports from the parents of current students concerning hazing and other behaviors in the Phi Beta Chi pledging process. Dean Martinez and her staff met with the leaders of that sorority, notifying them that hazing activity cannot occur. However, it appears, based on more recent reports, that hazing practices have continued. Reports indicate that members of the pledge class were (i) subjected to sleep deprivation, and (ii) required to be “on call” to drive senior members of the sorority on demand, sometimes with open containers of alcohol in the car. We have responded by meeting with all the members and prospective members of the sorority. Based on the information we gathered, Phi Beta Chi has been placed on interim suspension. Dean Martinez is continuing the investigation. Once the investigation is concluded, we will make a determination about what should happen with the sorority and whether any individuals should face judicial board proceedings.

This raises a set of issues around fraternity and sorority life in general. It is possible that we may receive similar information about other fraternities and sororities. We are also aware that there are broader campus culture issues, having to do with drinking, sexual misconduct, issues of race, and other important concerns on campus. Dean Martinez has created a working group to study alcohol use on campus.

Turning to union negotiations, President Wippman referred to a recent article in the *Spectator*, saying that about 100 employees subject to the bargaining process of their union continue to work

without a contract. The contract expired on July 15. It is not uncommon for the negotiations for a new contract to continue past the expiration date of the prior contract. Every three years, the negotiation process for a new contract begins a month or two prior to the expiration date, and often continues afterwards. One of the subjects of the negotiations is whether, and to what extent, benefits and issues agreed upon in the new contract will be made retroactive to the prior contract. All the employees are being paid, and, and, as a practical matter, are operating as if the prior contract were still in force. There have been some issues around scheduling the negotiations, since there is a group of about 15 people on both sides who typically need to meet. Though there have been some suggestions that the College has not been flexible around meeting times, President Wippman believes that we have been as flexible as we can, and hopes that it will be possible to reach a satisfactory outcome for everyone soon.

Finally, regarding signage for the comprehensive capital fundraising campaign, President Wippman said that Vice President for Advancement Lori Dennison and Associate Vice President for Communications Mike Debraggio have directed work on ways to communicate campaign goals to different audiences. In addition to videos and text, they have created signs with the theme of “Because Hamilton...” These will allow prospective donors and others to see what we are trying to accomplish. Some examples in the theme include “Because Hamilton Innovates,” “Because Hamilton Inspires,” and “Because Hamilton opens doors.” Such signs should be appearing on campus in the near future.

8. *Other announcements and reports.*

Margie Thickstun announced that *Suture*, a student-run publication for student work in discursive disciplines, is soliciting submissions. Faculty members with students whose writing is excellent are encouraged to contact them and suggest they contribute their work.

Faculty Chair Kevin Grant moved to adjourn the meeting. The motion passed by unanimous consent at 6:00 PM.

Respectfully submitted,

Alistair Campbell
Faculty Secretary

Appendix B

Motion from the Committee on Academic Standing to revise the *College Catalogue* to clarify the policy regarding repeating a course.

MOVED, that the College Catalogue be modified as follows. All changes are in blue. Additions are underlined and bold. Deletions are crossed out.

~~Failure in a Course~~ **Limitation on Repeating Courses**

Students who earn a passing grade in a course may not repeat the course for credit. Students who fail a course may repeat that course; if the failed course is repeated, however, both grades will be included ~~both~~ on the permanent transcript and in the cumulative average. A failed course may not be counted toward the course credits required for graduation. ~~but it is counted toward the 37 courses that a student may elect without extra charge.~~

RATIONALE

This motion eliminates any ambiguity on the College policy regarding repeating courses. This revised policy addresses the repetition of courses in general, so the section title has been expanded beyond failed courses in particular. This revised policy was conceived in view of the College's decision no longer to charge students the over election fee, which eliminated the upper limit on the number of courses that students can take.

Appendix C

Motion from the Committee on Academic Standing to revise the *College Catalogue* regarding procedures for grades of incomplete and grade changes.

MOVED, that the *College Catalogue* be modified as follows. All changes are in blue. Additions are underlined and bold. Deletions are crossed out.

Grades of Incomplete and Grade Changes

Any grade of incomplete reported by an instructor must first be approved by the Chair of the Committee on Academic Standing in consultation with the Associate Dean of Students for Student Support and the student. Such approval is given rarely and only in circumstances beyond a student's control, such as a medical or family emergency. Approval permits the student to complete the required work for the course ~~by a deadline set by the instructor and the chairperson of the Committee on Academic Standing.~~ Normally this deadline will be no later than four weeks from the end of the semester for which the grade of incomplete was assigned, unless completing the work requires being on campus. If all remaining work is not submitted by the deadline ~~specified when the incomplete is granted~~, the grade will automatically be changed to F. **Deadlines for incompletes will be extended only for compelling extenuating circumstances and only with approval from the Chair of the Committee on Academic Standing in consultation with the Associate Dean of Students for Student Support and the instructor.** **Extensions, if granted, will normally be for another four weeks.**

An instructor may not change a grade, other than the removal of an incomplete within the deadline, without the approval of the Chair of the Committee on Academic Standing.

RATIONALE

More and more students are taking incompletes at the end of each semester. The proposed change would prevent the situation where an instructor extends a deadline without a compelling reason from the student and without letting the Dean of Students Office or Registrar know. In such situations the Registrar/Associate Dean of Students is then left to follow up on outstanding incompletes individually by contacting both students and instructors. Some incompletes end up extending past the end of the following semester because of lack of response from instructors and/or students.

Appendix D

Motion from the Committee on Academic Standing to revise the *College Catalogue* to change the requirements for participation in Commencement.

MOVED, that the *College Catalogue* be modified as follows. All changes are in blue. Additions are underlined and bold. Deletions are crossed out.

Conferral of Degrees

All qualified students receive the degree of Bachelor of Arts, which is conferred once a year at the graduation ceremony. The degrees are conferred only upon students who have completed all the baccalaureate requirements described above, who have no outstanding bills at the College and who are present to receive their diplomas (unless they have requested and received authorization from the Committee on Academic Standing for conferral in absentia). ~~Only students who have completed all the requirements for the degree may participate in the graduation ceremony.~~ Any student who has completed the **Writing-intensive, Quantitative and Symbolic Reasoning, Physical Education, and concentration requirements (or the department/program agrees to a plan to complete concentration requirements)**, has completed at least 30, but fewer than the 32 credits required for graduation, and has a plan for completing the remaining credits can be allowed to participate in the graduation ceremony upon approval of a petition submitted to the Committee on Academic Standing.

RATIONALE

Seniors who are not eligible to graduate due to failure in a class are notified on Wednesday afternoon of senior week and must inform their families, who may already be on their way to campus for Commencement. In addition, seniors who are struggling/in crisis at the end of the semester are less willing to take an incomplete because they will not be able to participate in graduation with their classmates. Situations such as these cause a great deal of distress for our students and their families.

The Committee on Academic Standing (CAS) is proposing a 5-year pilot of removing the requirement that students must have all degree requirements completed in order to participate in Commencement. At the end of the pilot the CAS will evaluate the effects of the new procedure and make a recommendation to either change or continue the procedure.

There is only one section in the *College Catalogue* that needs to be changed in order to enact this new procedure. However, such a new procedure will require changes to the Commencement program and other logistics surrounding Commencement, which are described below.

Students who take advantage of this changed procedure would not be eligible to participate in Commencement more than once. If they successfully petitioned CAS to participate they would be in line alphabetically with the rest of the graduating class and would receive a blank scroll from the President. Such a process already occurs for students whose diplomas were not printed correctly.

In terms of the Commencement program, we would first remove the heading of “Rite” under the “Candidates for the Degree of Bachelor of Arts in Course” section. In the year in which these students are participating, their names would be listed in alphabetical order along with other students who did not earn Latin honors. A notation would be included in the program stating, “Degrees are awarded upon completion of all baccalaureate requirements.” The Registrar’s office would remove such students from the class list when calculating honors and would generate a list of graduates for the Board of Trustees to certify that would be different from the list of participants in the Commencement program. It is already current practice that the graduation program is not certified by the Trustees because students are allowed to use a preferred name in the program. Instead, a separate list of graduates gets certified.

For students who petition to participate, their class year would correspond to the graduation year during which they completed all requirements (e.g., if students finished an incomplete in the summer following their “senior” year their class year would be that of the next graduating class) and they would be mailed their diploma after the Commencement that corresponds to that class year. In the Commencement program for their class year, these students would be listed in the appropriate section (depending on whether or not they received Latin honors), but their names would not be called during the ceremony. We already print the names in the program of students who have requested to receive their degree *in absentia*.

The Registrar's Office and Dean of Students' Office will work with those offices involved with Commencement to be sure that students are properly identified in programs and messaging related to their status.

Appendix E

Motion from the Academic Council to revise the *Faculty Handbook* regarding the election of Faculty Officers.

MOVED, that the *Faculty Handbook*, Section IV.A.1, be modified as follows. Changes are underlined, bold, and blue. [Red marks changes approved at the October meeting but pending Trustee approval.]

SECTION IV. FACULTY SERVICE ON COMMITTEES AND BOARDS

A. Standing Committees of the Faculty....

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

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

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

RATIONALE

This motion addresses the difficulty Academic Council faces in constructing ballots for Faculty Officers. This motion does not preclude nominations from the floor. The Council recognizes that in recent years faculty have, in fact, run unopposed for positions as Faculty Officers when the Council could not select a second candidate who was eligible and willing to run. The *Handbook* defines Faculty Officers as Chair of the Faculty, Secretary of the Faculty, and Parliamentarian of the Faculty.

Appendix F

Motion from the Committee on Appointments to revise the *Faculty Handbook* regarding Procedures for Promotion in Special Appointments Positions.

MOVED, that the *Faculty Handbook*, Section V1.G.6 be modified as follows. All changes are in blue. Additions are underlined and bold. Deletions are crossed out.

SECTION VI. APPOINTMENT, REAPPOINTMENT, TENURE, AND PROMOTION

G. Reappointment, Tenure, and Promotion Procedures

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 **for decisions on promotion from Visiting Assistant Professor to Associate Professor and from Associate Professor to Professor for faculty in Special Appointments.** In addition, Section F part 4 (“Additional Principles for Promotion to Professor”), applies to decisions on promotions **from Associate Professor** to Professor for faculty in Special Appointments. The dates provided in this section **apply to both promotions from Visiting Assistant Professor to Associate Professor and from Associate Professor to Professor for faculty in Special Appointments.** **Dates** are ~~guidelines~~ intended to enable candidates to learn of the decisions as soon as possible ~~They~~ **and** are not deadlines in the strict sense that failure to meet them would constitute procedural impropriety.

RATIONALE

The *Handbook* is silent concerning the procedure and timeline for promotion to Associate Professor for Special Appointment positions; for example, in cases when promotion to Associate Professor is to be considered without a tenure application. The proposed motion seeks to explicitly address these issues.

2019-2020 BUDGET PROCESS OVERVIEW

Committee on Budget & Finance
Report to Faculty
November 6, 2018



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.

(Faculty Handbook, 2018)

COMMITTEE MEMBERS 2018-2019

• Faculty

- Dave Bailey, Geosciences (Chair)
- Paul Hagstrom, Economics
- Debra Boutin, Mathematics

• Student Observer

- Jake Engelman

• Ex Officio

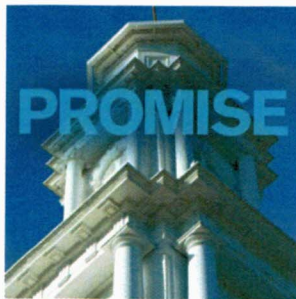
- Suzanne Keen, Dean of Faculty
- Karen Leach, VP Admin. & Finance

• Advisors

- Carol Gable
Associate Vice President for Finance & Controller
- Gillian King
Director of Academic Finance & Resources
- David Vore
Associate Director: Budget & Financial Reporting

3

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

4

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

5

KEY BUDGET DRIVERS: REVENUE

Driver	2018-19 Dollars (x 10 ⁶)	2018-19 % of Revenue
Student Fees (Tuition, Room & Board)	\$130.7	
(Financial Aid)	(\$43.8)	
Net Fee Revenue	\$86.9	61%
Endowment	\$41.9	29%
Annual Fund	\$7.2	5%
Gifts & Grants	\$3.7	2.5%
Other: (e.g. Summer Programs, Interest)	\$3.7	2.5%
Total Net Revenue	\$143.4	

6

KEY BUDGET DRIVERS: EXPENSES

Driver	2018-19 Dollars (x 10 ⁶)	2018-19 % of Expense
People: Faculty Salaries & Benefits (n=223)	\$32.3	23%
People: Staff Salaries, Wages & Benefits (n=465)	\$40.1	28%
Program & Research & Operations	\$48.6	34%
Plant: Debt Payments, Facility Maintenance, Utilities, Technology	\$22.4	15%
Total Expenses	\$143.4	

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

7

BUDGET LEVERS

- **FEES & 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:**
 - By formula, but a 0.5% increase in draw increases annual revenue by \$4.2 million
- **DEBT SERVICE**
- **FUNDRAISING**

8

SOME HEADWINDS

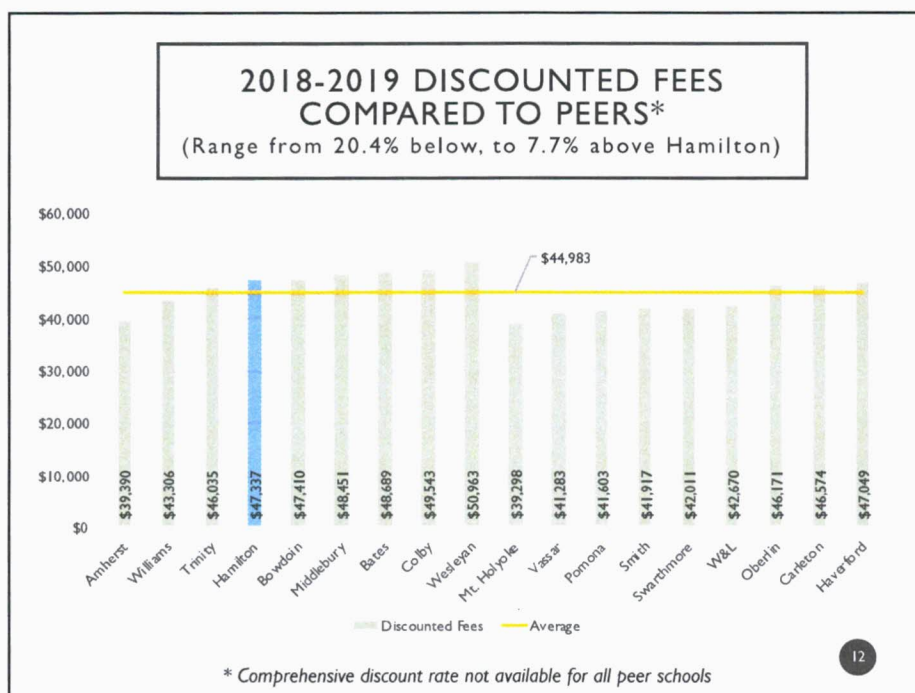
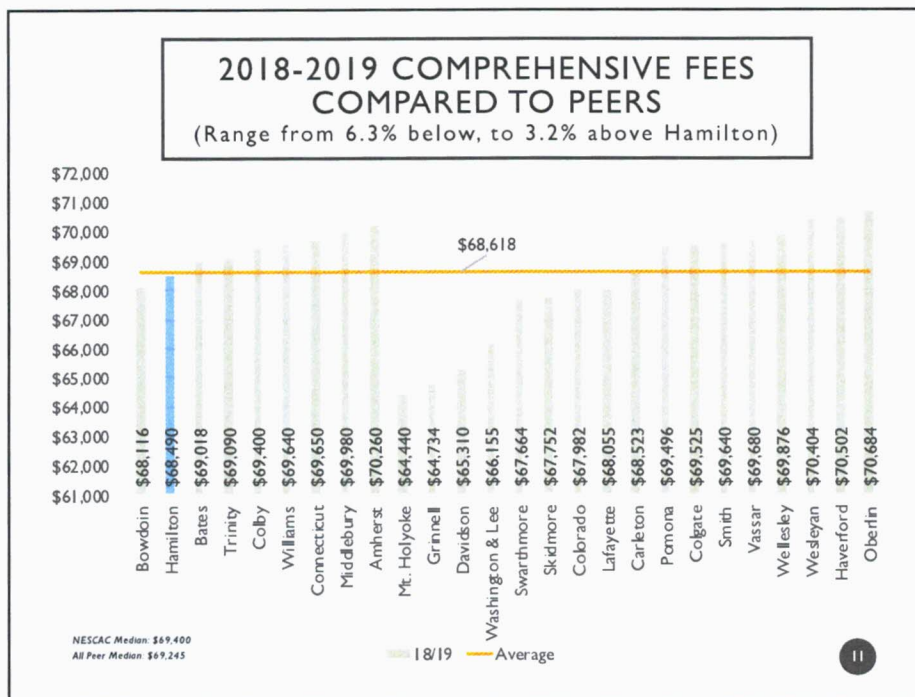
- Future increases in financial aid discount rate (?)
- Market pressure to restrain tuition growth
- Slowed growth of endowment draw (under smoothing rule)
- Challenges of annual fund giving
- Minimum wage and FLSA & FMLA increases
- Uncertain impact of new tax laws
- Student enrollment and retention

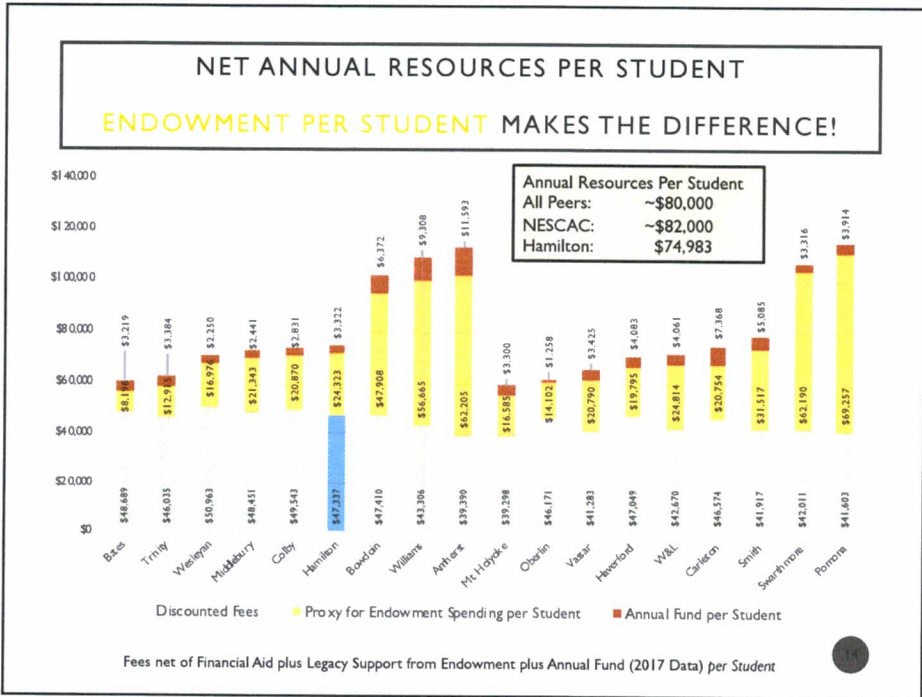
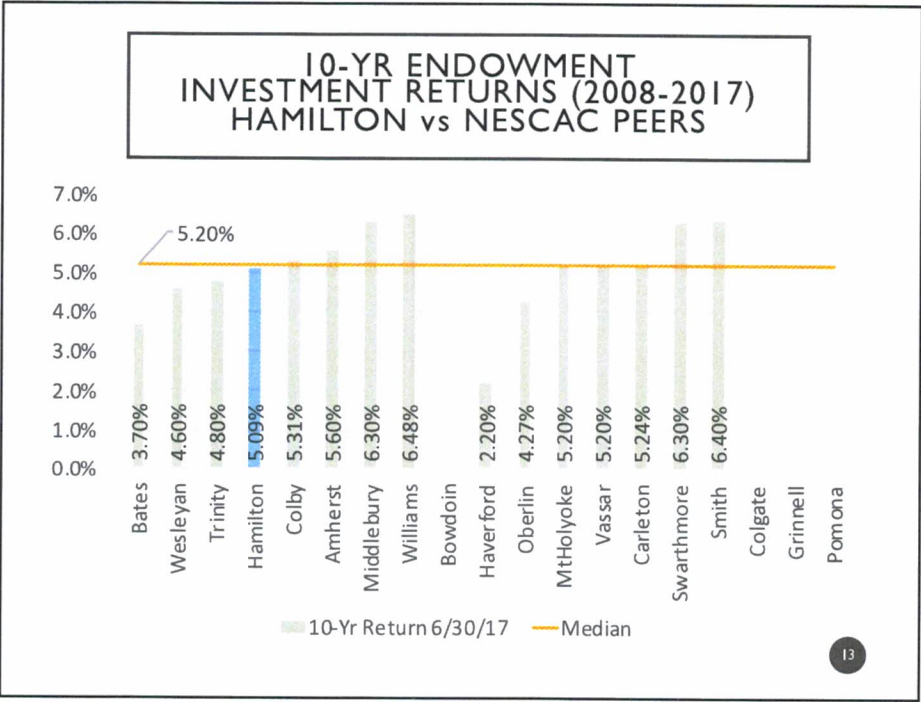
9

SOME TAILWINDS

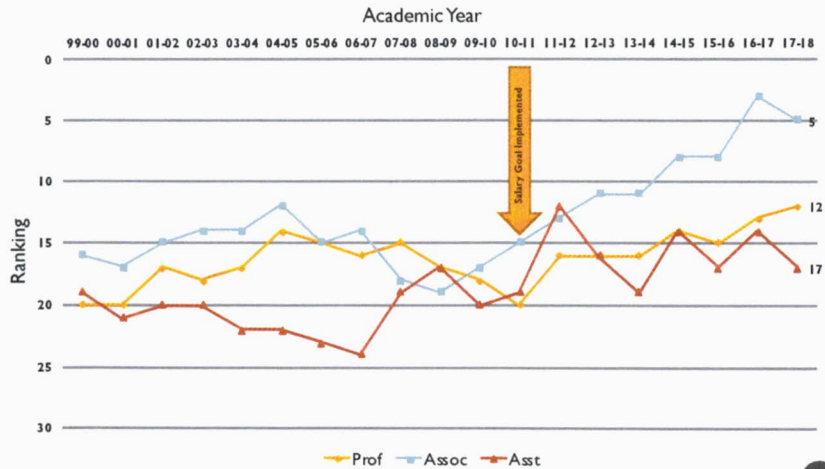
- Good health insurance experience continues
- Advantageous energy contracts
- Faculty and staff turnover is moderating total salary and wage growth

10





**FACULTY SALARY GOAL:
RANK ORDER OF 11 TO 15 IN REFERENCE
TO GROUP OF 25 PEER INSTITUTIONS**



15

**10-YEAR COST CATEGORY ALLOCATION CHANGE
(INCLUDING FINANCIAL AID)**

	FY 2008	FY 2018	FY08 % of Budget	FY18 % of Budget	Change in Budget Share
Plant Operations	\$15,051,555	\$15,787,064	12.1%	8.8%	-3.3%
Faculty and Academic Departments	\$23,520,118	\$30,557,550	18.9%	17.0%	-1.9%
Off Campus Programs	\$4,461,853	\$4,217,150	3.6%	2.3%	-1.2%
Debt Service	\$8,211,100	\$10,002,900	6.6%	5.6%	-1.0%
LITS & Tech Equip	\$8,877,913	\$11,005,278	7.1%	6.1%	-1.0%
C&D	\$6,357,615	\$7,620,217	5.1%	4.2%	-0.9%
Dining	\$4,149,900	\$5,234,000	3.3%	2.9%	-0.4%
Administration	\$5,326,050	\$7,214,286	4.3%	4.0%	-0.3%
Admission & FA	\$2,254,100	\$3,176,853	1.8%	1.8%	0.0%
Research	\$2,152,500	\$3,138,800	1.7%	1.7%	0.0%
Dean of Students	\$4,355,622	\$6,509,295	3.5%	3.6%	0.1%
Career Services	\$625,466	\$1,179,802	0.5%	0.7%	0.2%
Diversity & Posse	\$62,178	\$608,450	0.0%	0.3%	0.3%
Contingency*	\$900,000	\$2,022,700	0.7%	1.1%	0.4%
Plant R&R and Equipment	\$4,050,000	\$7,061,300	3.3%	3.9%	0.7%
Athletics	\$3,538,992	\$6,878,517	2.8%	3.8%	1.0%
DOF and Acad Supp	\$4,392,839	\$8,685,937	3.5%	4.8%	1.3%
General Endowment & Gift Support	\$4,464,400	\$8,903,300	3.6%	5.0%	1.4%
Financial Aid	\$21,723,000	\$39,730,800	17.5%	22.1%	4.7%
	\$124,475,200	\$179,534,200	100.0%	100.0%	

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 \$650,000 for strategic initiatives that was then allocated for FY19

16

**10-YEAR RELATIVE ALLOCATION CHANGE
TOP & BOTTOM THREE CATEGORIES**

	FY18 Budget	FY18 % of Budget	10-year Change in Budget Share
Plant Operations	\$15,787,064	8.8%	-3.3%
Faculty and Academic Departments	\$30,557,550	17.0%	-1.9%
Off Campus Programs	\$4,217,150	2.3%	-1.2%
DOF and Academic Support	\$8,685,937	4.8%	1.3%
General Endowment & Gift Support	\$8,903,300	5.0%	1.4%
Financial Aid	\$39,730,800	22.1%	4.7%

17

FACILITIES: CURRENT PROJECTS

Recently Completed / Under Construction (Gifts and R&R Budget)	\$ estimate (x 10⁶)
Johnson Health & Wellness	\$8.9
Athletic Upgrades: Indoor Practice facility, Simon Golf Facility	\$4.4
Wally J. Carnegie	\$3.8

18

FACILITIES: FUTURE PROJECTS

In Discussion / Planning (still to be funded)	\$ estimate (x 10 ⁶)
Humanities: Root Hall, Benedict, Couper, New Building	\$55
List for Swing Space	\$5
Library 1 st Floor; New Digital Hub Building	\$17
Athletics: Alumni Gym, Stadium, Boathouse	\$11
Bristol for Alumni Center, Communications	\$15
Bundy Dining Hall; New/Modified Student Housing	\$26.5
Chapel Steeple, Martin's Way Bridge, Other R&R	\$10

19

WHAT WE WILL BE TALKING ABOUT THIS YEAR.....

- Funding Strategies for Future Facilities
- Adequacy & Allocation of Faculty Resources
- On-going Capital Campaign / Annual Fund Strategies
- Budgetary Impact of Strategic Plan Proposals
 - 4+ Load
 - Digital Initiative
 - Experiential Learning

20

QUESTIONS?





Hamilton

Vice President for Academic Affairs
and Dean of Faculty

November 27, 2018

MEMORANDUM

TO: The Hamilton Faculty

FROM: Suzanne Keen, for the Academic Council

SUBJECT: Call to Meet

The Academic Council calls the Faculty to meet on Tuesday, December 4, 2018 beginning at 4:10 p.m. in the Fillius Events Barn.

AGENDA

1. Approval of minutes from the Faculty Meeting of Tuesday, November 6, 2018 (Appendix A).
2. Election for Committee Membership (Appendix B).
3. Motion from the Academic Council to revise the *Faculty Handbook* regarding terminal degree requirements for hiring Assistant Professors, Associate Professors, and Professors. (Appendix C).
4. Remarks by Dean Suzanne Keen.
5. Remarks by President David Wippman.
6. Other announcements and reports.

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

FACULTY MEETING

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

Appendix A

Minutes of the Third Regular Meeting of the Hamilton College Faculty
Academic Year 2018-19
Tuesday, November 6, 2018
Fillius Events Barn

Kevin Grant, Chair of the Faculty, called the meeting to order at 4:14 PM. He reminded the faculty to be recognized before speaking, and to identify themselves by name and department.

1. *Approval of minutes from the Faculty Meeting of Tuesday, October 2, 2018 (Appendix A).*

The minutes were approved as distributed.

2. *Motion from the Committee on Academic Standing to revise the College Catalogue to clarify the policy regarding repeating a course (Appendix B).*

The CAS proposed to amend the motion, by inserting additional language in purple:

Failure in a Course—Limitation on Repeating Courses

Students who earn a passing grade in a course may not repeat the course for credit except for those courses where the *Catalogue* description states, “May be retaken for credit.”

Students who fail a course may repeat that course; if the failed course is repeated, however, both grades will be included ~~both~~ on the permanent transcript and in the cumulative average. A failed course may not be counted toward the course credits required for graduation, ~~but it is counted toward the 37 courses that a student may elect without extra charge.~~

The amendment was adopted by unanimous consent.

Associate Dean of Students for Academics Tara McKee spoke to the amended motion, explaining that the issue arose at the beginning of the semester when, in two separate cases, students contacted Associate Dean McKee wanting to repeat a course they had previously passed in order to get a better grade. Both indicated that it was not explicitly prohibited in the *Catalogue*. The motion seeks to clarify the policy.

The motion passed by unopposed voice vote.

3. *Motion from the Committee on Academic Standing to revise the College Catalogue regarding procedures for grades of incomplete and grade changes (Appendix C).*

Associate Dean of Students for Academics Tara McKee spoke to the motion. The Registrar estimates that there are 60–80 incompletes each semester. As of August—12 weeks past the end of the spring semester—there were 25 outstanding incompletes. After contacting all of those professors and students, it was found that 18 of those students had received some kind of extension. In addition, there were 4 students with extended incompletes from before the spring 2018 semester. The motion seeks to regularize the procedure by having all the incompletes due on the same date so that following up with professors and students can happen at the same time. Students who need an extension (of up to four more weeks) can complete an on-line form requesting the extension and providing supporting documentation. If, after 8 weeks, there are ongoing mental or physical health problems, then the student can petition the CAS for a withdrawal from the course (W) in lieu of failing (F). In truly exceptional cases, the student can petition for a second extension. Associate Dean of Students for Student Support Services Lorna Chase, who was involved in the development of the policy change, agrees that having a broadly

flexible policy is not in students' best interests. For this reason, combined with improved ability to administer the policy, the CAS proposes this change.

The motion passed by unopposed voice vote.

4. *Motion from the Committee on Academic Standing to revise the College Catalogue to change the requirements for participation in Commencement (Appendix D).*

Associate Dean of Students for Academics Tara McKee spoke to the motion, saying that the proposed changes have been in discussion for some time. Many of our peer institutions already have similar policies in place. The change involves many issues of logistics, as explained in the rationale. The change is supported by senior staff and, if passed, will be presented to the Trustees for their approval in March. The Registrar believes that the College would be able to implement these requirements for the May 2019 Commencement.

The motion passed by unopposed voice vote.

5. *Motion from the Academic Council to revise the Faculty Handbook regarding the election of Faculty Officers (Appendix E).*

Lydia Hamessley, a member of the Academic Council, spoke to the motion. As she explained, even after considerable efforts, it is often the case that the Academic Council is unable to recruit two colleagues to run for each of the faculty officer positions (Chair, Secretary, and Parliamentarian). To address this issue, the motion allows the Academic Council to run any of these three positions unopposed. It does not address election to committee service, nor does it preclude nominations from the floor. For want of candidates, the Academic Council has recently run some of these positions unopposed, so this change also brings the *Handbook* into compliance with the current practice.

A member of the Faculty noted that it's also difficult to find candidates for elected committee service, and asked why the Academic Council did not also change the requirement for committee elections. Professor Hamessley replied that this had been considered by the Academic Council. Though it is occasionally difficult to find candidates for committee service, such difficulty occurs much less often. For this reason, the Council decided to separate faculty officers from committees in the motion.

A member of the Faculty wondered if the Academic Council might be willing to consider a more transparent nomination process involving a call for nominations, including self-nominations. Perhaps more candidates might be identified through such a process. Professor Hamessley replied that the Academic Council has discussed strategies for identifying those willing to serve, including a survey of faculty service interests, as has been done in the past. It is a good idea to adopt a broader approach, but that does not preclude action on the motion, just in case it remains difficult to find faculty officer candidates. These positions, particularly Chair and Secretary, are quite time-consuming, and thus harder to fill.

The motion passed by unopposed voice vote.

6. *Motion from the Committee on Appointments to revise the Faculty Handbook regarding Procedures for Promotion in Special Appointments Positions (Appendix F).*

Rob Kantrowitz, Chair of the COA, spoke to the motion. Last year, when the Faculty approved the Special Appointments positions, it was probably an oversight that procedures and the timeline for promotion were not also included with these non-tenurable positions. The motion seeks to address this oversight, making explicit such procedures and the timeline for promotion.

The motion passed by unopposed voice vote.

7. *Report by Dave Bailey, Chair of the Faculty Committee on Budget and Finance (Appendix G).*

Professor Bailey began by explaining that his presentation would cover a great deal of detailed information quickly, highlighting the main points. Questions about the details are welcome after the presentation and after the meeting.

The Faculty Committee on Budget and Finance consists of three faculty members and several administrators. This Committee advises the senior staff and administration and reports to the Faculty at least once per year, though in recent practice there have been two reports each year: in the fall as the budget is being prepared, and again in the spring as the budget is finalized for approval by the Board of Trustees. Anyone who is interested in serving on the Committee should contact Professor Bailey or the Academic Council.

The goal of the budgeting process is to support and improve the strengths of the College while maintaining affordability. In the fall, budget managers such as department chairs submit their budget requests. These are analyzed during December and January, with final decisions made in February. The proposed balanced budget is sent to the Trustees for approval in March.

The budget for 2018-2019 is \$143.4 million. More than 60% of revenue comes from net tuition; 30% is from endowment revenue. Salaries and benefits comprise over 50% of expenditures. Other expenditures include facilities and plant management.

There are several issues of concern. One is the cost of financial aid under need blind admissions, as that is difficult to predict. (Last year's costs were higher than this year's.) Another concern is that it is becoming more difficult to raise money in the current market as donors' giving priorities change. New tax laws affecting institutions with large endowments may also present challenges. Student enrollment and retention is a relatively new concern as more students are transferring or taking leaves of absence for a variety of reasons. This makes the financial target harder to manage.

There is also good news. Self-insurance has moderated increasing health care costs. In addition, energy costs have been well-regulated through advantageous contracts and energy conservation efforts. Faculty and staff turnover has moderated the growth of salary and benefit costs.

Comprehensive fees average \$68.6 thousand across our peer group. Hamilton is very close to this average at \$68.5 thousand. The discounted fees average \$45 thousand. Hamilton's is \$47.3 thousand. Interestingly, many schools with higher comprehensive fees have lower net fees. Net annual resources per student consist of discounted fees, endowment revenue, and annual fund. Hamilton's net annual resources per student is \$75 thousand. Our peer group average is \$80 thousand, and the NESCAC average is \$82 thousand. Some outliers have over \$100 thousand. Endowment income makes the biggest difference in this measure.

In 2010, Hamilton instituted a goal of having faculty salaries in the middle of our peers: 11th – 15th of our 25 peer institutions. Broken down by rank, in 2017-2018, Hamilton was 17th, 5th, and 12th in salaries for Assistant Professors, Associate Professors, and Professors, respectively.

Approximately \$15 million has been spent on recent and ongoing facilities upgrades including the new Health and Wellness Center, athletic upgrades such as a new indoor practice facility, and renovations to the Wallace Johnson and Carnegie residence halls. Under discussion are several future facilities projects totaling over \$100 million. These projects will be financed via some balance of debt service and capital campaign funds.

The Committee is also starting to discuss issues of faculty allocation, desiring to maintain a strong liberal arts institution. It's important to give students in all disciplines the kind of quality

education they deserve, especially under the open curriculum and shifting student interests. Another big part of the conversation is the strategic plan, as implementation proposals will have impacts on the budget.

There are many difficult decisions to be made. Faculty input and advice are important as the process moves forward.

8. *Remarks by Dean Suzanne Keen.*

Dean Keen provided the following remarks.

Just over a week ago I experienced my first Hamilton College Trustee Meeting, and I was very impressed. I met a committed and energetic group of people who truly understand the liberal arts. In the Committee Formerly Known as “Instruction,” the Trustees set the stage for a vote the following morning to promote three colleagues to Professor. Please join me in congratulating Peter Cannavò, Tina Hall, and Sharon Rivera on their promotion. (The new name of the Instruction Committee is “Academic Affairs.”) This change and other tweaks to governance through Board committees were adopted. The main event of the meeting was the soft launch of the campaign, and I’ll defer to the president on that topic. I thought the mood was upbeat and supportive. Thank you to the coaches who came to dinner with Trustees on Thursday and to the many chairs who attended the Friday night dinner. The Trustees really enjoyed conversing with you.

The last time I spoke to you I broached the subject of direct outcomes assessment for our upcoming reaccreditation review. I very much appreciate efforts that you and your colleagues have already made in reviewing your departmental or program goals, and the plans you have made for assessing senior projects. That process will be rolling out for students completing fall senior projects in the coming weeks! Thank you. Thank you for responding so capably to an urgent task. We will need to keep at it, using the method and device that Nathan showed you in October, all the way through 2021—when reaccreditation review occurs. But that doesn’t mean that we can’t make improvements between now and the arrival of the Middle States team.

I’m just going to repeat some very basic points in case you missed last month’s meeting. We need to heed the advice of Middle States, offered repeatedly since 2001, to make direct measures of students’ performance on departmental and program curricular goals and Hamilton’s Educational Goals, using their senior projects. Direct measures cannot be self-evaluations, opinion polls, grades, or end-of-course evaluations written by students. Rather, they are professional evaluations of student performance, carried out by a faculty member *who isn’t grading or supervising the project*. We will collect assessment data in fall and spring, consolidate it, consider areas of improvement, and make adjustments in 2019–20 and beyond. Think of this as the starting point of a conversation about the ambitions of our open curriculum and the demonstrable attainments of our students in meeting our goals.

The assessment data *will not* be used for any of the following purposes: (a) grading student work, (b) evaluating faculty performance for reappointment, tenure, or promotion, (c) allocating positions or resources, or (d) imposing change or uniformity on the Senior Program. Instead, the data *will* be used for (i) fine-tuning curricula, (ii) considering how students are fulfilling or not fulfilling our Educational Goals, (iii) better advising students about course choices and co-curricular activities, and (iv) making a good faith effort to fulfill Middle States’ expectations.

I see this project as part of my effort to understand how your supervision of senior projects fits into your teaching responsibilities, and it will inform not only curricular conversations, but also future discussions of the 4+ teaching load. I recently hear other possible language could be the “flexible five.” Issues of equity, recruitment and retention of the best faculty, and curricular oversight as a component of fulfilling work lives are interrelated. I recognize that you are all

doing a lot, and I thank you once more for pulling together to get this necessary bit of housekeeping taken care of.

Just after the last meeting AHA! Groups formed. These Autonomous Hamilton Affiliation groups will be active throughout the academic year. I funded eight AHA! groups.

Decolonizing Education Group

Focusing on critically examining and unsettling colonial legacies such as Eurocentrism, white supremacy, racism, patriarchy, sexism, capitalism, classism, xenophobia, and ableism, that are structurally embedded in higher education, this group aims to produce diverse and inclusive knowledges and educational/pedagogical literacies anchored in values of social justice and transformative possibility. PI: Meredith Madden

In Search of the Female in Archetype: Intersections of Drama, Literature, and Visual Culture

Sharing research methodologies and intersecting identities, participants in this interdisciplinary cohort will meet throughout the year to discuss methods, exchange scholarship, and study representations of the female in literature, drama, and art. Amongst their goals is a public presentation of an evening of readings by professionals and students, featuring a collage of excerpts of women's voices from the margins (from antiquity to the renaissance) possibly at the DMC. PI: Susan Finque

KILLJOY STUDIES: Feminist Praxis Towards a More Just Academy

A group of feminist scholars will create a feminist reading circle focusing on Sara Ahmed's book *Living a Feminist Life* (Duke, 2017). Aligned with the SSIH requirement, this feminist reading circle aims to create interdisciplinary conversations about how feminist theory would be useful to scholarly sociality across disciplinary boundaries. They plan to produce a coauthored article that will examine and apply Ahmed's key conceptual arguments. PI: Mariam Durrani

Letterpress Training

This group will bring an established expert for a short residency or a series of workshops on using the letterpress so they can incorporate it into their teaching. The workshops could accommodate at least three to five additional participants, if other faculty are interested. The letterpress is a vibrant part of Hamilton's history, and it has great potential to be included in both curricular and extracurricular interdisciplinary, experiential offerings. PI: Tina Hall

Making Scientific Knowledge: An Interdisciplinary Focus Group

This group will create space to learn more about each other's fields and departmental requirements and develop the social and intellectual foundations for a series of team-taught courses that bridge the sciences and humanities. They will host a monthly lunchtime talk roving among departments where a faculty member will facilitate a conversation about innovative methods within their discipline, pedagogical challenges, how their fields' practice can enrich other disciplines, how their field may benefit from more interaction between science and humanities, and how to recognize, critique, and dismantle existing hierarchies that shape knowledge-production (you'll hear themes of SSIH). PI: Mackenzie Cooley

Meaningful Experiences: Critical and Creative Reflections on Experiential Learning

With the new College-wide emphasis on experiential learning, and ongoing work emphasizing experience-centered student projects, this group aims to chart ways to reflect on, critically engage with, and creatively extend experiential learning in the curriculum. Supporting a working proposal for a Utica/Mohawk Valley Experiential Learning project that aims to establish a program in Utica similar to Hamilton programs in NYC and DC, they plan to develop a one-credit course focused on experiential learning methods, providing structured critical reflection to transform their internship experiences into knowledge." Through the group-sourced creation of a syllabus for such a course, they will establish one or multiple models and modules that would be shared with and accessible to all Hamilton faculty. They also hope to create a related webpage

with links to ideas, projects, syllabi, and resources for critical and creative responses. They will articulate a set of practices that prompt critical reflections on experience, and identify transdisciplinary readings that could stock syllabi for any field. They hope to develop ways for faculty to create assignments and assessments that capture diverse ways of demonstrating learning from experience. PI: Brent Rodriguez-Plate

Physics Faculty Journal Club: Building a More Inclusive Department

Supports a journal discussion group around issues of inclusion for underrepresented groups in physics. They will educate themselves on effective inclusive practices, look at curricular materials on diversity and inclusion from the physics education community, and discuss strategies that might be employed in their department. They will workshop their developing SSIH course and promise to share results with other STEM disciplines. PI: Kristen Burson

STEM Active Learning Lunch Group

Focused on the use of active learning in STEM teaching, this group includes faculty who already use active learning techniques and those who want to learn more about active learning pedagogy. They will explore active learning in STEM classrooms and labs; new active learning techniques to try; papers or websites from the active learning literature; and examples of successes (and failures) of active learning. These methods have been shown to be very effective in STEM education, and this group will also share results. PI: Tom Helmuth

As this list suggests, active learning and experiential learning are getting a lot of attention, and faculty are grappling with the implementation of the SSIH requirement. I thank the over five dozen faculty involved in AHA! groups for these contributions to our strategic initiatives.

The good people at LITS have been helping out with another initiative. **Digital Pedagogy lunches** have begun, and some of you have already received invitations to come to one. At these lunches we hear from faculty who have already integrated digital pedagogy in one of many possible forms into their teaching. We get a chance to ask questions and discuss possibilities, and LITS experts are on hand to help turn the resulting ideas into projects. I'm very grateful to Joe Shelley and Beth Bohstedt and their team for helping make these conversations a reality. My hope is that by the time we welcome the new hires in the four new Digital positions, we will have a lively set of pedagogical experiments rolling already. It will make both supporting and also benefiting from the presence of those new colleagues easier. So I thank you in advance for your interest, if you are interested!

It goes without saying that a faculty like ours is interested in a wide variety of topics and our work contributes to many different conversations, some of them in the public sphere. That is terrific. But sometimes one or another of us might find ourselves subject to unwanted attention that tips in the direction of online harassment because of our work. There are no safe spaces and protected enclaves anymore! And indeed some of us actively seek roles crossing over as public intellectuals. Some of us may be vulnerable to attack because of our identity or our subjects of research and teaching. I want to use just a minute to advise you about what to do if you should find yourself subject to online baiting, trolling, or overt harassment. First, prophylactically, if you have a name that isn't shared by zillions of others, set up a Google alert on yourself. Along with a Google Scholars Citation site, this can help you monitor online activity mentioning your name. If you see bad stuff targeting you or your work, snap a screenshot of it. Send it to me, or at the very least to Frank Coots in Public Safety. Communications and LITS can collaborate with you to help you navigate such a situation. Normally publicity waves last just 24-48 hours, and we can set it up so that Communications responds for you if you find yourself with an inundated email box. We can also offer advice about engaging with online critics—including whether or not to do it. Your work is your own intellectual property and you have an ironclad guarantee of academic freedom here—we are simply interested in your welfare and safety. I wish I could say that I am inexperienced in these matters, but I have supported faculty colleagues who were subjected to bomb threats and death threats. We would take any such attack on you very seriously indeed (it doesn't have to be a bomb threat!), and we'd want to know about it, so that

we can do our best to assist you and protect the most vulnerable members of our community, including our students. So please know that there is a protocol, and don't go it alone.

In case there's anybody out there who hasn't had a chance to get to the polls, I'm going to stop right there. I'm told if you are in line by 9 pm they have to let you vote!

A member of the Faculty clarified that the Making Scientific Knowledge group was co-founded by Rhea Datta. Dean Keen explained that each group has a single PI for bookkeeping purposes, but many were collaborative.

A member of the Faculty noted that many groups involve lunch meetings, which can be limiting for those faculty who teach during the usual lunch hour. The faculty member suggested that, in the future, the College might arrange the schedule so that there is a time when no one is teaching, in order to facilitate such meetings.

9. *Remarks by President David Wippman.*

President Wippman spoke on three topics: a change to New York State's sexual harassment law, the status of union negotiations, and an update on the capital campaign.

New York State has adopted new legislation, and has recently issued guidance and regulations concerning sexual harassment in the workplace. As a result the College will issue a supplement to its sexual misconduct policy. New York State now requires that every employee of the College must be trained on the requirements of the new legislation by October 2019. The training must be interactive—not simply watching a video—but it can be done on-line. SUNY is working on a set of on-line modules that we might use. Title IX Coordinator and Director of Community Standards Catherine Berryman will be inviting Faculty to this mandatory training. There are some peculiarities with the new legislation. In some ways, it appears to be inconsistent with some of the requirements in the “Enough is Enough” legislation. Under the latter, the College does not have to proceed with an investigation if a complainant does not desire it. However, under the new legislation, once a responsible official is notified, the College must move forward with an investigation. It appears that the complainant and witnesses may be required to participate in the investigation. Those who decline may have to be subjected to disciplinary measures. In addition, disciplinary action may be taken against a supervisor or manager who has knowledge of sexual harassment taking place but does not take appropriate action in response. We are waiting to see how this new legislation is interpreted and applied, and whether there will be further regulations. More information will be forthcoming.

There was another lengthy union negotiation session on October 30, involving a federal mediator. We have had some success using a federal mediator in the past. Unfortunately, the session did not produce any significant results. There have been economic and non-economic issues placed under discussion by both the College and the union. At one point, the College withdrew its non-economic proposals in the hope of reaching resolution on the economic issues. The College also offered a 2.5% salary increase this year, and a 2% increase in each of the next two years, with an escalator clause guaranteeing that members of the bargaining unit would receive increases equivalent to those of other staff members if their increases were higher than 2%. However, there was no movement on the union position since the prior negotiating session, so the session ended with no resolution. There is an agreement between the parties to continue negotiations on November 26. President Wippman expressed disappointment in not being able to come to resolution, but has confidence in the College representatives to the negotiations, including Vice President for Administration and Finance Karen Leach, Associate Vice President for Facilities and Planning Roger Wakeman, Director of Human Resources Steve Stemkoski, and an attorney with the College's outside law firm, Bond, Schoeneck & King.

The capital campaign goal has now been set. That goal, which will be announced publicly on November 30, is more than double the goal of any prior campaign at Hamilton. Specifics of the

campaign will be discussed at the upcoming meeting of the Board of Trustees, and over the coming months. The largest area of the campaign concerns financial aid, for which the college is seeking \$120 million. Hamilton remains committed to the promise we made ten years ago to adopt a need-blind position in our admissions process. In order to sustain that promise we need to raise additional resources. We have all seen the benefits of need-blind admissions. On stage at commencement were the James Soper Merrill Prize winner Marquis Palmer, class speaker Eleni Neyland, and valedictorian Natalie Poremba, all of whom were able to attend Hamilton because of our financial aid policies.

Other campaign goals reflect strategic plan priorities. One of these is the digital Hamilton initiative. We hope to raise money for some kind of “digital hub” facility, professorships, and faculty funding. We also are raising money for residential life initiatives. Dean of Students Terry Martinez has a working group with three subcommittees on wellness, residential life, and leadership. There are also fundraising goals for residence halls, including Bundy, where there are plans to create a multi-use space with a cafe and event space. We are also looking for resources to support other facilities needs. After having made substantial progress on facilities in the areas of Science, Social Science, and the Arts, Humanities is next, and so we are trying to raise money for the renovations of Root, Benedict and Couper. There are additional facilities needs concerning athletics and Bristol. At the November 30 meeting, the Trustees will discuss the balance between fundraising and borrowing for these initiatives.

The Annual Fund also plays a role. We expect to continue to raise about \$7 million per year through the annual fund, supporting, among other things, student internships and summer research. Once the campaign goal is announced, we will unveil a campaign website showing the various initiatives and our progress toward reaching the five-year campaign goal.

A member of the Faculty asked for President Wippman to clarify the escalation clause in the salary increase part of the union negotiation process. President Wippman said that not every member of the bargaining unit is a member of the union. There are 102 employees eligible for union membership. Of these, 65 are union members; 37 are not. All members of the bargaining unit would get a 2.5% salary increase, which is the increase that was given to all staff this past year. The College proposed that, for the next two years, the increase would be 2% per year, but if other staff at the College get a higher increase, then all members of the bargaining unit would also get that higher increase. Vice President for Administration and Finance Karen Leach offered a clarification that, in general, faculty have received higher salary increases than administration and staff. Under the college proposal, facilities employees would receive the same raises as administration and staff.

A member of the Faculty asked about plans for a dedicated, centralized Humanities building. President Wippman responded that we haven’t given up on the idea of a Humanities center of some kind, and no final decision has yet been made. If we are able to move forward with the renovations in Benedict, Root, and Couper, we would lose space in each of those buildings, so we would need some additional space for Humanities. We haven’t yet determined how Humanities space needs will be met.

A member of the Faculty noted the \$17 million budget allotment for a digital hub, and asked whether that facility would be located on campus or off campus. President Wippman replied that the plans were still being considered. The \$17 million figure is a place holder. Dean Suzanne Keen and Vice President for Libraries and Information Technology Joe Shelley are working on the digital initiative generally. One possibility is a digital space within the library. Another option is a separate dedicated space including classrooms, maker spaces where students could work on projects, and other technology spaces. The final configuration of the digital hub will depend on fundraising efforts.

10. *Other announcements and reports.*

Associate Dean of Students for Academics Tara McKee reminded the Faculty to complete the survey on advising evaluation tools before Sunday. In the interest of achieving broad participation, an email reminder will be sent.

Faculty Chair Kevin Grant announced that a holiday party will take place on December 19th from 12:30–3:30. Please save the date. More details will be forthcoming.

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

Appeals Board

Term: 2019 Vincent Odamtten Heather Sullivan _____ _____

Continuing members:

Term: Zylan, Yvonne 2019 (F)
 Collett, Brian 2020
 De Bruin, Erica 2021 (S)
 (2 students)

Appendix C

Motion from the Academic Council to revise the *Faculty Handbook* regarding terminal degree requirements for hiring Assistant Professors, Associate Professors, and Professors.

MOVED, that the *Faculty Handbook*, Section VI.C.6 and Section VI.C.7, be modified as follows. Changes are underlined, bold, and blue.

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

C. Ranks of the 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....

6. Associate Professor. This rank is normally attained after serving as an Assistant Professor. It may be offered at the time of hire to qualified individuals who have completed the doctoral or other appropriate terminal degree and have begun their professional career at another college or university. 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....

7. Professor. This rank is normally attained after serving as an Associate Professor. It may be offered at the time of hire to qualified individuals who have completed the doctoral or other appropriate terminal degree and have begun their professional career at another college or university. 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....

RATIONALE

The purpose of this motion is to bring consistency to the terminal degree requirements for hiring Assistant Professors, Associate Professors, and Professors. The *Faculty Handbook* currently indicates regarding the rank of 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” (Section VI.C.5). The *Faculty Handbook* omits mention of terminal degrees in defining the ranks of Associate Professor and Professor. The proposed revision corrects this omission for future hires onto the faculty. This revision will not affect the rank of any Faculty member previously hired under different contractual terms.



Hamilton

Vice President for Academic Affairs
and Dean of Faculty

January 29, 2019

MEMORANDUM

TO: The Hamilton Faculty

FROM: Suzanne Keen, for the Academic Council

SUBJECT: Call to Meet

The Academic Council calls the Faculty to meet on Tuesday, February 5, 2019, beginning at 4:10 p.m. in the Fillius Events Barn.

AGENDA

1. Approval of minutes from the Faculty Meeting of Tuesday, December 4, 2018 (Appendix A).
2. Election for Committee Membership (Appendix B).
3. Motion from the Committee on Appointments to revise the *Faculty Handbook* regarding *ad hoc* tenure and appointment committees (Appendix C).
4. Remarks by Dean Suzanne Keen.
5. Other announcements and reports.

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

FACULTY MEETING

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

Appendix A

Minutes of the Fourth Regular Meeting of the Hamilton College Faculty
Academic Year 2018-19
Tuesday, December 4, 2018
Fillius Events Barn

Kevin Grant, Chair of the Faculty, called the meeting to order at 4:14 PM. He reminded the faculty to be recognized before speaking, and to identify themselves by name and department.

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

The minutes were approved as distributed.

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

The following faculty member was elected.

Appeals Board

Term 2019: Heather Sullivan

3. *Motion from the Academic Council to revise the Faculty Handbook regarding terminal degree requirements for hiring Assistant Professors, Associate Professors, and Professors (Appendix C).*

Before proceeding, Faculty Chair Kevin Grant moved to amend the motion to delete the language “and have begun their professional career at another college or university” from sections VI.C.6 and VI.C.7. This amendment, made on behalf of the Academic Council, responds to colleagues’ concerns that parts of the original language of the motion were too restrictive. The amendment accounts for the possible appointment of people into the ranks of Associate Professor and Professor who have not previously held academic positions, as has been the case in the past, and is the case now. The amended motion reads as follows. The changes proposed in the original motion are in blue; the amendment is shown in purple.

MOVED, that the *Faculty Handbook*, Section VI.C.6 and Section VI.C.7, be modified as follows. Changes are **underlined, bold, and blue**.

VI. APPOINTMENT, REAPPOINTMENT, TENURE, AND PROMOTION.... C. Ranks of the 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....

6. Associate Professor. **This rank is normally attained after serving as an Assistant Professor. It may be offered at the time of hire to qualified individuals who have completed the doctoral or other appropriate terminal degree and have begun their professional career at another college or university.** 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....

7. Professor. This rank is normally attained after serving as an Associate Professor. It may be offered at the time of hire to qualified individuals who have completed the doctoral or other appropriate terminal degree ~~and have begun their professional career at another college or university.~~ 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....

The amendment passed by unanimous consent. Professor Grant further clarified that the amended motion concerns only sections VI.C.6 and VI.C.7, which means that other sections of the *Handbook* cannot be amended at this time.

Chair of the Academic Council and Dean of Faculty Suzanne Keen spoke to the motion. She reminded recently-hired assistant professors that having a terminal degree was an expected requirement at the time of their hire. Dean Keen noted an omission: that a similar requirement is not present for hires at higher ranks, presumably because most people rise to these ranks after having been assistant professors. Nevertheless, sometimes people are hired into these higher ranks. This change only applies for future hires. The desire is to correct this omission by filling in details that were not present in the *Faculty Handbook*, creating a degree of equity and fairness by holding those hired at higher ranks to the same standard as we hold for those hired as Assistant Professors.

Dean Keen then addressed concerns about exceptions. She noted that we often hire “ABD” faculty, but this is done with the expectation that they will finish their degree. We also hire distinguished visitors into non-tenure-track positions. Using André Previn as a hypothetical example, Dean Keen said that if such a distinguished scholar might like to work at Hamilton, the Dean and hiring committee could, after careful discussion, and perhaps consulting the Faculty, consider that person’s academic record as equivalent to a terminal degree, and make an exception.

In summary, the motion seeks equity and fairness with degree standards across all ranks of faculty hires. Dean Keen said that even if the motion fails, she will still normally look for appropriate credentials during the search process.

Margie Thickstun expressed appreciation for the motion’s goals of clarity and consistency, but also noted that a Dean who strictly reads the *Handbook* might believe it impossible to hire a qualified visiting scholar who lacks a terminal degree. In addition, it may be cumbersome to consult the Faculty each time such a scholar might be hired. She moved to extend the sentence (which occurs in both sections VI.C.6 and VI.C.7) as follows (underlined):

It may be offered at the time of hire to qualified individuals who have completed the doctoral or other appropriate terminal degree or significant appropriate experience.

The amendment was seconded.

A member of the Faculty asked the Dean how she felt about the amendment. Dean Keen replied, “I feel fine.”

The amendment was adopted by unopposed voice vote.

The amended motion was adopted by unopposed voice vote.

4. *Remarks by Dean Suzanne Keen.*

Dean Keen made the following remarks.

After the meeting, we're going to send out a survey to elicit faculty opinion on service opportunities—committees and other roles. My little touch was adding a box in which you can nominate friends and colleagues for these roles, so do open it even if you don't intend to volunteer yourself! Faculty at Hamilton College are admirably committed to faculty self-governance, but it's the work of many hands, and it's important to share and spread around that work.

Now I am going to do something I've not done before:

"I acknowledge that the land we currently reside on was the ancestral land of the Oneida Nation, one of the Six Nations of the Iroquois Confederacy."

It wouldn't be Dean's remarks without something about accreditation! Thank you to all who've tackled revision of departmental or program goals and who've used the assessment tool for fall term senior projects. This shared effort is truly appreciated. With the Middle States accreditation review coming up in 2020-21, we're now underway. This fall the co-chairs attended an Institute hosted by Middle States on the subject of the Self-Study process. Soon a privileged number of you will be tapped by President Wippman to serve on the steering committee. These groups, assisted by Gordon Hewitt, will begin developing an outline of the report, start collecting documents, reports and data, and will get us organized with shared folders and an inventory of the required evidence to support our narratives about Middle States' seven standards. Gordon is working on scheduling a visit, probably in April, of the Middle States VP liaison, Ellie Fogarty.

This spring term, which is to say, as soon as January, the newly constituted Steering Committee will meet for a kickoff, to discuss the design report, and to put together working groups. Yet more faculty will be invited to participate in the working groups, and help us get ready for Ellie Fogarty's visit. We anticipate a late spring retreat with the working groups and steering committee to discuss the standards and the frame of the evidence inventory.

Needless to say, we'll be working hard over the summer in Buttrick to compile documents, reports and data and begin to populate the evidence inventory with actual evidence!

Next fall (2019) we'll launch the self-study formally, and working groups will begin deliberations, results of which will be reported back out to you.

Next Spring (2020), the working groups will finish their reports, and the master document, the self-study report, will be drafted. Again, we'll keep you apprised. The self-study report will be fully drafted during summer 2020 and circulated for comment and revision in fall 2020.

At that point things get serious. That fall we will host the visiting team Chair for a preliminary visit, and Institutional Research will complete the HEA compliance report. I would be lying if I told you I knew what that stands for. But it will be completed! In winter 2021, we'll submit our self-study, backed up by two solid years of direct measures of student learning, to Middle States. In spring 2021 we will roll out the buff and blue carpet for the visiting team and await their report and Middle States' response to their recommendations.

By enduring this proleptic chronicle, you have helped us fulfill a required step in the process, by which you all learn how we will be undertaking the self-study and reaccreditation review. Congratulations. And thank you.

I wrote to you a few weeks ago about the steps we are taking towards implementing the strategic initiative, Digital Hamilton. I agreed with CAP's recommendation to allocate two of the four available digital positions, one in Digital Arts, an interdisciplinary position in the Arts Division (to be appointed as appropriate in Art, Dance and Movement Studies, Music, and/or the Theatre Department) and one in Environmental Studies, an appointment to the interdisciplinary program, also supporting offerings of Biology, Anthropology, Geosciences, Chemistry, and/or Physics.

CAP has reopened the process for a second round, with new or revised or hybridized proposals due April 8, 2019. Their goal is to make recommendations to me for an announcement around Commencement. Ideally we will search for a cohort of new faculty next year, and we'll welcome them to a campus already deeply engaged in digital scholarship and pedagogy.

I wrote to you recently about my aims in implementing this pedagogical project, and it won't surprise you that I'm especially interested in what our students will gain from this cross-curricular emphasis. I often speak about these student learning outcomes in the same language that I was accustomed to using at W&L, and I want to reassure you both that Hamilton is up to something different than the W&L Digital Humanities initiative, and that the people at W&L are fine with the verbal repetitions: they carry out their digital work in an open-source, open-access spirit of free sharing. When courses infused with digital pedagogy permeate the curriculum, our students will have many opportunities to do creative and analytical projects that stretch their exposure to and facility with digital media. They will better grasp how their access to information and others' access to information about them impacts their experience. More of them will learn how to code, and many of them will be able to use professional-level suites of digital tools. Digital projects will encourage collaboration among students and with faculty in areas where collaborative work is not the norm. Through courses that integrate theory and critique with hands-on practice, our students will gain facility with technological platforms, complex information resources, and analytical and creative design tools, but Digital Hamilton won't just be about acquisition of technical skills. The ethical and critical scrutiny of digital artefacts and practices will be vital components of their emerging expertise. We will ask them to reflect on the underlying structure of information, to learn to discern when and to what ends algorithmic thinking should be used to solve problems, to examine the ethics of data use, and to become better informed citizens and professionals as a result. Unlike the Digital Humanities Initiative that led to the establishment of a minor at Washington and Lee, Digital Hamilton isn't about offering a new credential for the transcripts of a bunch of minors, though I'm interested in the discussions going on about a data science minor, if we can staff it! Because we'll do it all over the curriculum, and support the development of pedagogical experiments no matter what your department or program, Digital Hamilton will complement any concentration.

My hope is that both digital capabilities and subtlety about the uses and abuses of information and information systems—the WHY NOT TO as well as the HOW TO—will become a hallmark of Hamilton College graduates. At the Leadership Weekend in New York over the past few days I had the chance to speak with Trustees about what we are up to at Hamilton, and this was one of the projects I mentioned. People who work in many different fields and professions find this a resonant project, and that's important not only because they might make donations to help us do it—and to pay for the four professorships!—but also because their responses are windows into the professional worlds where we hope our students will prosper. One message that we hear loud and clear is that the blend of ethical evaluation and critical scrutiny with skillful use of critical and creative tools enhances but does not displace our liberal arts commitments.

I'm really looking forward to supporting your pedagogical experiments this year and next, as we get ready to welcome four new colleagues to Hamilton in the digital cohort.

I recently learned that it falls to the Dean to recognize retiring colleagues.

Is Tim Kelly here?

Tim came to Hamilton in the fall of 1982, with a BA from the University of Scranton, an MA from Stanford (where he was a National Science Foundation Scholar), and an MSc and PhD in mathematics education from the University of New Hampshire. Over his career, he became the mainstay of the statistics portion of the department's curriculum.

Tim's interest in and commitment to student success in introductory level courses was shared by another long-time member of the department, J.T. Anderson, with whom he wrote a textbook on College Algebra. They were an unusually complementary team:

- J.T. was John Timothy, and Tim is Timothy John;
- John's birthday was 1/2, and Tim's is 2/1;
- John had a sister of Tim's age, and Tim had a brother of John's age.

(Tim can tell you just how statistically unlikely this sequence of coincidences was.)

Tim's teaching skills are legendary. He won the Class of 1963 Excellence in Teaching Award in 1995, and the Lang Prize for Excellence in Teaching in 2000. As one colleague puts it, "his devotion to his students exemplifies the highest ideals of the College." In 2016, he was appointed the Samuel F. Pratt Professor of Mathematics.

Tim has a long history of service to the College. He served on CAP, the Health Professions Advisory Committee, and the Q-Lit/QSR Advisory Committee. He and Dick Bedient traded being department chair for 20 years. Dick writes, "while that might sound terrifying, having Tim's wise council makes that time a fond memory. Tim's positive outlook has rubbed off on the entire department, making 'going to work' a real pleasure. Tim is both a gentleman and gentle man." Writes another colleague, "he has been a wonderful friend and has helped me in countless ways to grow into who I am today." Another comments, "a five-minute conversation with Tim can brighten the rest of my day."

Might I ask Professor Kelly to join me at the podium?

Hamilton is indebted to Tim for over three decades of devoted service and unwavering commitment to the College's mission, and for the lasting beneficial impact he's had on all those who have had the pleasure of working with him.

5. *Remarks by President David Wippman.*

President Wippman spoke about the Capital Campaign, the recent meeting of the Board of Trustees, New proposed Title IX regulations, and Admissions statistics.

The Capital Campaign has launched with a goal of \$400 million. This goal won't be easily achieved, but we are confident that it can be achieved. We entered the launch weekend with \$191 million in hand, consistent with the customary idea of raising about half the goal before going public. At the end of the weekend we had \$204 million. The campaign will run for 4.5 years. President Wippman acknowledged Lori Dennison, Mike Debraggio and their teams for their hard work toward the successful launch of the campaign. Visitors to the Hamilton website will see a pop-up window directing attention to the campaign website. The weekend began with a dinner on Thursday evening honoring and thanking Jeff Little, who recently stepped down as Vice-chair of the Board of Trustees. Jeff has chaired the last three capital campaigns and is now co-chairing his fourth. As far as we know, no one else in higher education has chaired this many campaigns. A campaign launch celebration happened on Friday night, featuring the "Because Hamilton" video, a cameo appearance by Joan Stewart, and a performance by the College Choir. Saturday brought seminars and Broadway plays, followed by an evening event geared toward younger alumni at the Up & Down Club. This event featured David Solomon, CEO of Goldman Sachs, performing as a DJ.

The board meeting included serious discussion about the College's financial model. Hamilton is not alone among higher education institutions in having a negative margin business. There is

more concern about this now as compared to the past. Some of that concern is generated by market volatility. Bull markets won't last forever. Each year we become more dependent on endowment earnings--currently about 30% of the budget. This carries the expectation of a 6.5% return on endowment investments. Last year's return was 10%, but this year's return may be a negative 5%. The discount rate is also growing. We expect an annual tuition increase of 3.5%, which substantially exceeds the inflation rate. The Board discussed possible modifications to the endowment payout formula, in order to even out endowment expenditures over a period of years in response to a down market. Most of the money raised for the capital campaign is already baked into the current budget. Much of it will go into the endowment, and some of it will come in as bequests, so we won't see its effect for a number of years. Thus, while the campaign is necessary, and will help sustain what we are already doing, it won't solve all of our financial concerns. The Board also discussed the timing and sequencing of various priorities over the next 4–5 years. Some of these are programmatic, related to the strategic plan. Some are facilities needs, including, for example, the Humanities facilities and renovations to Bristol & Bundy. The Board's discussion concerned the management of such projects in the context of an expected tightening in the financial market. No final decisions were made at the Board meeting, but the conversations included the possibility of deferring or canceling some projects.

The Department of Education has proposed new Title IX regulations, currently under a notice and comment and period which will conclude near the end of January. Hamilton intends to submit comments. We have also talked to peer institutions about submitting joint comments, perhaps as NESCAC or as the New York Six. There will probably be changes, but if these regulations are adopted as currently written, we would have to drastically change our process for handling sexual misconduct. Our current process, which is compliant with Obama administration guidance, involves two investigators, an outside attorney and a member of the HSMB. It also has neither live hearings nor cross examination. Under the proposed regulations, we would be required to hold live hearings, and we would be required to allow cross examination. The parties would not be allowed to cross examine each other directly, but would be permitted to have an advisor of their choice to conduct the cross examination. That advisor could be an attorney. Furthermore, if one of the parties did not have an advisor to conduct the cross examination, the College would be required to provide one. There is a concern that, under this sort of process, individuals who would otherwise bring a complaint might refrain from doing so. There are other significant changes in the new regulations. For example, the standard of evidence may change. Currently, we use a *preponderance of evidence* standard in sexual misconduct cases. Under the new regulations, we may choose either a preponderance of evidence standard or a *clear and convincing* evidence standard. However, if we use a preponderance of evidence standard for sexual misconduct proceedings, we must use the same standard for all other misconduct proceedings, including complaints against faculty members and other employees. Unifying the evidence standard across all sorts of proceedings may be difficult. (Currently, we use a clear and convincing evidence standard for other misconduct proceedings.) Other provisions of the new regulations will narrow the definition of sexual harassment. Finally, under the new regulations, if a College official has knowledge of sexual misconduct and does not respond appropriately, the College may be held liable. We will continue to study the proposed regulations, which are nearly 150 pages long. Anyone who wants to share their views is invited to do so.

Applications to Hamilton are currently 68% higher than they were at this time last year. However, we don't expect that jaw-dropping statistic to hold throughout the admission season. Instead, we expect to end up 5–6% ahead, which would be consistent with the application growth rate of the past few years. We have made some changes to our admission process that we think may have led to the front-loading of applications. For example, we have waived application fees for first-generation students. We are also allowing students to self-report standardized test scores at this stage. These and other changes that allow students to apply earlier in the process have contributed to the increase in applications at this time. President Wippman congratulated Vice President for Enrollment Management Monica Inzer and her team.

6. *Other announcements and reports.*

Faculty Chair Kevin Grant announced that a holiday party will take place on December 19th from 12:30–3:30. Please save the date. More details will be forthcoming.

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

BALLOT

Committee Membership

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

Nominations from the Floor

Appeals Board

Term: 2019 Katherine Terrell Jesse Weiner _____ _____

Continuing members:

Term: Sullivan, Heather 2019
 Collett, Brian 2020
 De Bruin, Erica 2021 (S)
 (2 students)

Appendix C

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*, Sections V.D., VI.A, and VI.G be modified as follows. Changes are **underlined, bold, and blue.**

V. DEPARTMENTS AND PROGRAMS OF THE FACULTY

D. Appointments

2. Programs. Where appropriate, responsibility for advising the Dean on personnel matters related to the program lies with the members of the program. ~~committee according to the procedures outlined above.~~ Whenever possible, the Dean shall ensure the appointments of program committee voting members provide continuity in all decisions relating to reappointment, tenure, and promotion. ~~of faculty members serving in programs.~~

3. Joint Appointments. Following consultation with the Dean of Faculty and all departments, program committees, and faculty involved, the President may appoint a tenured faculty member to ~~a second department or to a program~~ **multiple departments or programs.** A person teaching at least two-fifths time in such a position will be a voting member in the added department **and will be eligible to participate in personnel decisions** ~~or program.~~

VI. APPOINTMENT, REAPPOINTMENT, TENURE, AND PROMOTION

A. Types of Positions

Appointments to the positions described here may be either full-time (those appointed to teach a five-course load in an academic year) or part-time (defined as at least half-time but less than full-time). The College normally allocates full-time rather than part-time positions to departments, and allocations will normally be housed in departments instead of programs. ~~If an allocation is housed in a program, then the procedures described in Sections VI.C. through VI.G will have “program” substituted for “department” in all relevant locations.~~ Professional qualifications shall be the same for full-time and part-time positions. A full-time position may be shared by two appointees, each of whom shall normally teach a five-course load over a two-year period and who shall be considered as separate part-time appointees for the purposes of reappointment, promotion, and tenure.

Throughout Sections VI.C through VI.F, “department” refers generically to a faculty member’s home entity, which is normally a single department or program. Section VI.G.1.c details explicit procedures surrounding personnel actions for faculty members appointed in multiple departments or programs.

G. 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 in a department 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 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 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.~~

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. 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.

1. Ad hoc Reappointment and Tenure Committees. The Dean shall appoint an ad hoc reappointment and tenure committee in the following three cases.

a. 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. Working in consultation with the Committee on Appointments and the department, the Dean shall constitute an ad hoc reappointment and tenure committee to supplement voting members in the department. The resulting committee shall consist of all eligible members of the department and up to two tenured faculty from departments or programs 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; each committee member shall have one vote.

b. When a faculty member is appointed in a program. Working in consultation with the Committee on Appointments and the program committee, the Dean shall, at the time of appointment, constitute an ad hoc committee of no fewer than three tenured faculty members for reappointment and tenure decisions. The ad hoc committee shall normally consist of at least one tenured member of the program committee and at least one additional tenured faculty member from a cognate field. If 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; each committee member shall have one vote.

c. When a faculty member is appointed in multiple departments or programs. Working in consultation with the Committee on Appointments and the relevant departments or program committees, the Dean shall, at the time of appointment, constitute an ad hoc committee of no fewer than three tenured faculty members for reappointment and tenure decisions. The ad hoc committee shall normally consist of at least one tenured faculty member from each department or program in which the faculty member is appointed and shall fairly represent the duties of the candidate as well as the interests of the departments or programs in which the appointment is made. If there are too few tenured faculty members in a department or program in which the faculty member is appointed, then the Dean shall appoint tenured faculty as needed from cognate fields. If 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; each committee member shall have one vote.

In each of the cases above (a., b., c.), the ad hoc committee shall function as the surrogate department for the purposes of personnel decisions for the designated faculty member. Specifically, the chair of the committee shall write annual reviews, and the committee members shall perform class visits and participate in any other review and evaluation of a faculty member's teaching, scholarship, and service normally undertaken by voting members of a department in accordance

with the Faculty Handbook and the Dean's Guidelines for Department Chairs. The committee shall vote on reappointment and tenure decisions. When appointed prior to the campus visits of the finalists in the search for a new tenure-track hire, all committee members shall be given the opportunity to meet with the candidates and provide feedback to the hiring committee. If the number of *ad hoc* committee members drops below the threshold required, then the Dean may appoint replacements in consultation with the remaining members of the committee, the designated faculty member, and the Committee on Appointments.

Rationale:

As the College makes appointments that do not conform to the traditional department model, the COA recommends that the *Handbook* provide procedures for the Dean in constituting reappointment, tenure, and promotion committees for faculty in those appointments. Since we have already made such appointments and anticipate making more, it is important to codify these procedures. Please note that the motion does not apply to those appointed in one department who contribute to programs or who cross-list courses.

The goal of this motion is to provide consistency and transparency for candidates from appointment through tenure. It builds upon the principles expressing in existing *ad hoc* procedures outlined in section VI, part G1 (p. 34) of the *Handbook*. The Dean, in consultation with the COA and the relevant departments or programs, appoints the personnel committee. To provide consistency in mentorship and evaluation, the personnel committee is normally constituted at the time of appointment. The motion maintains the Dean's flexibility to ensure that the committee members' areas of expertise are appropriate for the candidate.

Based upon the feedback we received at the 16 May 2018 faculty meeting, our conversation with the Dean, and our own deliberations, we have removed from the motion the language about fractional voting on personnel decisions. We were persuaded that this procedure would have been too complicated to ensure equity across personnel cases.

In addition, the new language in Section VI G 1 b and c details procedures for faculty appointed into more than one department or program, consistent with the principles and existing language applicable to departments.

Please note that the motion sets the minimum number of committee members for faculty appointed in programs, or departments and programs, at three (in contrast to two for a department), given that candidates in programs are likely to contribute widely across the curriculum. Having three committee members will further contribute to the candidate's professional development.

Once the faculty has agreed upon the principles here, the COA will proceed to draft language that will amend Section VI, part G2 (pp. 34-35) of the *Handbook* regarding *ad hoc* procedures for promotion to Professor.



Hamilton

Vice President for Academic Affairs
and Dean of Faculty

February 26, 2019

MEMORANDUM

TO: The Hamilton Faculty

FROM: Suzanne Keen, for the Academic Council

SUBJECT: Call to Meet

The Academic Council calls the Faculty to meet on Tuesday, March 5, 2019 beginning at 4:10 p.m. in the Fillius Events Barn.

AGENDA

1. Approval of minutes from the Faculty Meeting of Tuesday, February 5, 2019 (Appendix A).
2. Election for Committee Membership (Appendix B).
3. Motion from the Academic Council regarding filling vacancies on certain committees (Appendix C).
4. Motion from the Committee on Academic Standing to revise the *College Catalogue* regarding Grades of Incomplete and Grade Changes (Appendix D).
5. Motion from the Committee on Academic Standing to revise the *College Catalogue* regarding Academic Probation (Appendix E).
6. Motion from the Committee on Academic Standing to revise the *College Catalogue* regarding Concentrations (Appendix F).
7. Motion from the Committee on Academic Standing that the Faculty go into a Committee of the Whole for a maximum of 15 minutes to discuss the Credit/No credit policy (Appendix G).
8. Report from the *ad hoc* Advising Committee (Appendix H).
9. Remarks by Dean Suzanne Keen.
10. Remarks by President David Wippman.
11. Other announcements and reports.

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

FACULTY MEETING

Appendix A

Minutes of the Fifth Regular Meeting of the Hamilton College Faculty
Academic Year 2018-19
Tuesday, February 5, 2019
Fillius Events Barn

Kevin Grant, Chair of the Faculty, called the meeting to order at 4:14 PM. He reminded the faculty to be recognized before speaking, and to identify themselves by name and department.

1. *Approval of minutes from the Faculty Meeting of Tuesday, December 4, 2018 (Appendix A).*

The minutes were approved as distributed.

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

The following faculty member was elected.

Appeals Board

Term 2019: Katherine Terrell

3. *Motion from the Committee on Appointments to revise the Faculty Handbook regarding ad hoc tenure and appointment committees (Appendix C).*

COA Chair Rob Kantrowitz spoke to the motion. He noted that at the time of his own appointment, his letter indicated a single department: Mathematics. On the other hand, appointment letters for some recent faculty hires explicitly designate an interdisciplinary program. This is a trend that is likely to continue with further appointments possible even in multiple departments or programs. For example, two new digital positions have recently been approved. One of these is in Environmental Studies, an interdisciplinary program, also supporting offerings in a variety of the sciences. Another is in digital arts, an interdisciplinary position in the Arts division, to be appointed as appropriate in Art, Dance & Movement Studies, Music and/or Theater. The motion is intended to establish an effective infrastructure for faculty appointed to interdisciplinary programs or to multiple departments or programs. The COA views an effective infrastructure as a purposefully and intentionally constituted *ad hoc* committee of tenured faculty that would function as a surrogate department for the purposes of mentoring and guiding a new faculty member, providing feedback in evaluation before tenure, hopefully leading to positive reappointment, tenure, and promotion outcomes. This protocol is based on one already in place for situations in which there is an insufficiently number of tenured faculty members in an existing department to offer mentorship and evaluation for a new hire. The Dean would constitute the *ad hoc* committee in consultation with the COA and the relevant departments or programs. The motion does not change existing conditions of appointment. Rather, it is intended for new hires whose home entity is not a single academic unit. The motion does not apply to current faculty who teach cross-listed courses or faculty who currently contribute to existing interdisciplinary programs or to departments outside their home departments.

A member of the Faculty asked about the formation of the *ad hoc* committee. At what stage of the hiring process would decisions be made about the constitution of the committee, and who would be involved? Would the CAP be involved during allocation, or does it happen afterwards with the Dean of Faculty, departments, and the candidate? Dean Keen replied that it would vary depending on the circumstances. For example, with the hiring of a new Islamist in the Asian Studies Program, we constituted a search committee of people who have already agreed to have their names submitted to the COA to be part of the reappointment and tenure committee. In other cases in which the search has already occurred and the faculty member is on campus, the COA

will have an opportunity to review the constitution of those tenure and promotion committees. Perhaps the faculty member's question is suggesting that change in the nature of the position might occur during the search process. Because the allocation process provides for very specific recommendations about the nature of a position, this sort of change is very unlikely. In a well-organized scenario, the constitution of the search committee is the first place where that effort will be made. Nevertheless, sometimes search committees have members who are not qualified to serve on tenure and promotion committees. In such cases, we would still have to add an appropriate additional person in order to meet the minimum committee size. In the case of an appointment to more than one department or program, the committee size will be at least what a faculty member would expect in a single-department appointment, but not limited to the stated minimums.

A member of the Faculty expressed concern that the motion does not specify how the *ad hoc* committee will address requirements for tenure, either at the time of hire or at a later stage. Professor Kantrowitz replied that this is a valid point. Every department has posted tenure and promotion guidelines. Situations such as those under consideration would not begin with such an established set of guidelines. For those serving in multiple departments, this would need to be addressed.

A member of the Faculty added that when the Asian Studies Program submitted the proposal for the Islam position, they were told by the CAP and the Dean that tenure and promotion guidelines would need to be formulated and approved by the CAP. The faculty member assumes that this would be the norm.

A member of the Faculty who is a subject of the motion spoke in favor of the motion section concerning faculty appointed to interdisciplinary programs. At the time of his hire he was informed about the four tenured faculty members who serve on his *ad hoc* tenure and promotion committee. Three of them are from the Environmental Studies program committee, and the other is from a cognate department. At the time of hire he had not received the tenure and promotion guidelines, but subsequently received them. He assured the faculty that he has a committee that he likes, that he has guidelines, and that he understands them. We should normalize and standardize this process so that guidelines are in place for new hires in interdisciplinary programs. There are interesting questions with respect to searches that have options, or where it's unclear which departments or programs would be involved as constituents of the committee and in establishing the guidelines.

Professor Peter Rabinowitz moved to divide the motion so that sections G.1.a, G.1.b, and G.1.c would be voted on separately, with the understanding that if only some parts of the motion pass, the accompanying language referring to those parts would be automatically changed as well.

The Parliamentarian of the Faculty clarified that such a motion to divide needs a second, and is not debatable.

The motion to divide was seconded.

A member of the Faculty raised a point of order, questioning what happens to the last paragraph, which summarizes the function of the *ad hoc* committee in all three cases. Professor Rabinowitz said that that would be a fourth part. Faculty Chair Kevin Grant asked for a second to divide the motion into four parts. It was seconded.

A member of the Faculty raised a point of order, saying that the last paragraph is not separable from the other three sections. The Faculty Chair ruled that the motion to divide was out of order.

A member of the Faculty spoke against section G.1.c, allowing appointments in multiple departments. There are important problems to solve in a scenario where a faculty member is in two departments, serving under two chairs, and potentially having two committees. It's important

that there be just one committee. This puts the departments in an awkward position if one of the department chairs is not involved with the faculty member's promotion and tenure. It is possible to appoint everyone in both departments to serve on the *ad hoc* committee, but this is not required in the motion. Some people who would normally get a vote will be denied that vote. In addition, the selection of members from a department (and the exclusion of others) may raise problems. This solution seems unmanageable. An alternative solution could be to identify primary and secondary departments. In the normal situation, every member of a department, whether tenured or not, may participate in the process. It is not clear that this would be the case for all departments involved in an *ad hoc* committee. In fact, the language seems to imply that only members of the *ad hoc* committee will participate. Professor Kantrowitz replied that when a new hire is to be appointed in two departments, presumably those departments have been working together on the allocation request for the CAP, and thus they are likely to be of like mind about these issues. The goal of the motion is to the benefit and interests of the new hire, not at the expense of the departments. The motion provides a structure for a surrogate department with members whose expertise most closely match that of the candidate. For example, if the Math department were to be involved in a joint hire whose expertise is statistics, then it would not be considered a slight to exclude a mathematician whose area diverges from that field. This committee would be in the best position to advise and evaluate the candidate. The constitution of the committee would be in consultation with the departments, their chairs, and the COA in order to assemble the best possible committee.

A member of the faculty shared concerns over part G.1.c, noting that the *ad hoc* committee "shall fairly represent the duties of the candidate as well as the interests of the departments or programs in which the appointment is made." What happens if those interests change? Even if there are guidelines in place at the time of hire, what if a department changes its guidelines? Something more definitive is needed.

A member of the Faculty noted that the use of "*ad hoc*" is awkward. In his experience, "*ad hoc*" usually means not having enough resources, so it's a bit of an insult. Professor Kantrowitz responded, saying that "*ad hoc*" means a committee that is brought together for a particular purpose, and then disbanded after its purpose is complete. These *ad hoc* committees are for guiding the candidate through the pre-tenure years.

Professor Margie Thickstun moved to divide the motion, separating section G.1.c and the reference to G.1.c in the final paragraph. The motion was seconded, and passed by voice vote.

Discussion continued on the first part of the divided motion. A member of the Faculty asked why it's necessary that someone from a cognate field would be involved in the process, given that the committee already has people from multiple departments. A member of the COA responded, saying that it was the view of the COA that program committees change regularly. At any point in time a program committee might not include personnel from a candidate's particular discipline. The COA wanted to ensure that when the committee was formed, there would be appropriate representation.

A member of the Faculty noted that the revised motion still does not address tenure guidelines. Professor Kantrowitz replied that there are tenure guidelines for some existing interdisciplinary programs. If a candidate were hired in two departments, then it is not clear which department's guidelines would be relevant.

A member of the Faculty noted that the *Faculty Handbook* doesn't include information about departmental tenure and promotion guidelines. Rather, it specifies tenure and promotion requirements in more general and abstract terms for all members of the Faculty. The guidelines provide clarity for the COA, and allow departments to articulate a specific vision. They do not have the force of the *Handbook*. Therefore, there isn't any need to mention guidelines in the motion. The faculty member observed that the deleted text in section G.1 addresses tenure, and wondered if there was a separate section addressing promotion to full Professor. Professor

Kantrowitz replied that there is a subsequent section in the *Handbook* concerning such a promotion. Revisions to that section will be the subject of another motion to be brought at a future faculty meeting.

A member of the Faculty wondered about the use of the phrase “cognate field” when it concerns the candidate’s main field of study. The member of the COA responded, returning to the example of an interdisciplinary hire in statistics. There are a variety of faculty engaged in statistics within their respective disciplines. Such a person is part of a cognate field but not a member of the program to which the candidate is being appointed. The faculty member replied that it’s not a cognate field from the perspective of the candidate. It’s the candidate’s field. The intention is understood but the wording is not accurate. Professor Kantrowitz replied that intention of the motion is to afford the Dean, in consultation with departments and the COA, the widest latitude to fashion the best committee to offer not only evaluation of scholarly work, but also guidance and mentorship. The language intentionally includes the word “normally.” The member of the COA responded again, saying that motion follows the original language of the *Handbook*. The COA tried hard to adhere to principles stated there, including the use of cognate fields.

Professor Ann Owen moved to amend the motion, striking the phrase “and the Dean’s Guidelines for Department Chairs” from the middle of the last paragraph, as follows:

... normally undertaken by voting members of a department in accordance with the Faculty Handbook and the Dean’s Guidelines for Department Chairs. The committee shall vote on reappointment and tenure decisions....

The amendment was seconded. Professor Owen explained that she is uncomfortable with reference to an external document over which the Faculty have no control.

The amendment was adopted by unopposed voice vote.

The amended motion (excluding section G.1.c) was adopted by voice vote.

Discussion of the second motion (section G.1.c) proceeded.

A member of the Faculty asked about the role of department chairs when candidates are appointed to multiple departments. Addressing concerns that a department chair might be cut out of the process, the faculty member observed that the language doesn’t seem to specify that, and could be interpreted to mean that department chairs would participate. More clarity would be helpful. Is there anything that would bar a department chair from participating, if desired? Professor Kantrowitz replied that the intention of the motion is for a new hire in multiple departments to have their own *ad hoc* committee with members whose scholarship is close to that of the candidate. The committee would have its own chair, and would function in the role of a department as the department functions for most faculty members. Yes, it could be the case that the chair of a department of the candidate’s appointment is not a member of the *ad hoc* committee.

A member of the Faculty noted that the chairs of departments may change during the six-year period in which an *ad hoc* committee is constituted. Professor Kantrowitz agreed, and pointed out that, likewise, a department’s personnel may change between the time a new hire is made and when a candidate stands for tenure. Not only does the chair change, but department colleagues become tenured or retire. Thus there is also a shift in the constitution of traditional departments.

A member of the Faculty spoke in favor of the motion. Because of the allocation process, the College is already committed to this sort of position. There exists a tension between the interests of the junior faculty member and the departments. The motion serves to protect the faculty member if there is a change in department priorities, and ensures that the people evaluating the

faculty member are familiar with the relevant areas of research and teaching. That would not include everyone in a department.

A member of the Faculty member wondered if the chair of an *ad hoc* committee would be compensated, as department chairs receive compensation. Professor Kantrowitz replied that he didn't know.

A member of the Faculty questioned the wisdom of making such appointments in the first place, as there are implications for department service load, department meetings, and issues surrounding the candidate having to communicate their concerns about the added burden of being in two departments. Such an appointment seems untenable, and the idea of a primary department makes more sense, coupled with inter-departmental memoranda of understanding. Professor Kantrowitz responded that the COA is working from the axiom that a new hire would be in multiple departments or programs. Their charge was not to question the wisdom of an appointment, but consider how a candidate would be handled given such a multi-department appointment.

Faculty Chair Kevin Grant clarified that the motion is not about the positions but rather the process through which an *ad hoc* committee is appointed to support the faculty who occupy the positions. Discussion should focus on that process.

A member of the Faculty asked about the allocation of personnel to courses. If a candidate is appointed in multiple departments, who has access to materials, such as teaching evaluations, that would be relevant in deciding which courses the candidate will teach? Professor Kantrowitz replied that such details would be specified clearly in the letter of appointment. That letter would indicate how many courses in each department the candidate would be expected to teach. Also, there might be new courses that span both departments. The idea is that the appointment, starting from the allocation process to the actual letter of appointment would specify these details.

A member of the Faculty spoke in appreciation of the concern for the junior faculty member, but doesn't think that the current language is in their best interest. In practice, joint appointments will involve responsibility to multiple sets of people. Thus, the *ad hoc* committee structure doesn't effectively stand in place for a department because the new hire will be responsible to others outside of that committee. The alternate option of primary and secondary departments should be considered.

Faculty Chair Kevin Grant reiterated that this is not the time for discussions of policy, but rather to address the motion concerning the constitution of an *ad hoc* committee.

Professor Margie Thickstun spoke with concern for the junior faculty and wondered what sort of community is created for the candidate. She moved to commit the motion, sending it back to the COA.

The motion to commit was seconded.

A member of the Faculty spoke in support of the motion to commit, saying that we need to think about this some more. Suppose a department needs to offer some course, and the faculty member wants to teach it, but the committee does not want the faculty member to teach it. There are many such places for conflict. The junior faculty is not necessarily protected. Professor Kantrowitz responded that more than one Committee on Appointments have thought long and hard about these issues and noted that this is the second time such a motion has been brought to the Faculty. It sounds as though the rationale to commit is so that the COA can reconsider the issues, but that is not the purview of the COA. Rather, it concerns allocation, which should be considered by the CAP and the Dean. He suggested that a better course of action would be to vote against the motion. Then the proper body can address the issue of appointments to multiple departments.

A member of the Faculty noted that if the motion is committed, it could be sent back to another committee. If we vote to send it back, we should give clear instructions about what we want to do. For example, we could form an *ad hoc* committee of members from both the CAP and the COA and other interested parties.

A member of the Faculty spoke in favor of sending the motion back to the COA, saying that it is their responsibility to devise procedures that deal with issues surrounding such conflicts concerning faculty review. The COA could come back with language for the *Faculty Handbook* that limits the number of departments to which a faculty member may be appointed, or that specifies a primary and secondary department. The faculty member expressed appreciation for the difficulty of the task. The COA should consider it a success that the first two thirds of the motion have passed. Nevertheless, we need to get the last part right, considering what's in the best interest of the faculty appointed to these positions. The faculty member noted that we already have a model for those who are appointed to departments and contribute to programs. This might be adaptable to a multiple department appointment.

A member of the Faculty expressed concern that paragraph D.3 in the motion that was passed includes language that a faculty member could be appointed to multiple departments. Professor Kantrowitz replied that that language will be adjusted if the current motion is not adopted. Another member of the faculty added that paragraph D.3 only applies to tenured faculty.

A member of the Faculty noted that there are already letters of appointment that address teaching in multiple departments. He added that the original version of this motion had a strong primary department component, and was sent back to committee. The current motion does not have such a component. If it is also sent back, there will need to be clear direction about how the Faculty would like it to be revised. In addition, the faculty member thinks it should go back to the COA. Professor Kantrowitz replied that the Dean has already approved an interdisciplinary position covering multiple departments. The appropriate body to decide the allocation of positions is the CAP and the Dean. The Chair of the CAP replied that he thinks joint appointments are the purview of the COA, and that the aforementioned interdisciplinary position does not yet have an established appointment structure. It might be jointly appointed, but other possibilities exist. Professor Kantrowitz replied, setting aside the question of which committee is responsible, urging that if paragraph G.1.c is not acceptable, the faculty should vote against it so that a new process might consider the principle of whether or not joint appointments are sound and workable.

A member of the Faculty returned to paragraph D.3, again noting that only tenured faculty members may be appointed to multiple departments or programs. Thus, there currently is no process in the *Faculty Handbook* for an untenured faculty member with a joint appointment. The COA should come back with language about how such an appointment could be made. This should be done before considering how such a candidate would be evaluated.

A member of the Faculty spoke against the motion to commit, saying that we should adopt it in order to give it a try. The motion provides sufficient flexibility in making appointments to allow combinations of disciplines in appropriate ways.

A member of the Faculty spoke in favor of the motion to commit, saying that her concern was not about the wisdom of joint appointments, but rather the process. In order to have joint appointments we need to think more deeply about the infrastructure that we put in place.

A member of the Faculty commented that the process matters. As a department chair, he has worked with the COA on a case. This sort of arrangement is lovely in theory but in practice can be quite ugly, especially to the person who is to be protected.

A member of the Faculty spoke against the motion to commit, saying that the structures created by paragraphs G.1.b and G.1.c are similar. Therefore if paragraph (b) is acceptable, we should

trust that paragraph (c) could work. If it can't work, then don't hire people in multiple departments. If a primary/secondary structure is proposed, who wants to be secondary? The previous arguments can be used against such a structure as well. Also, there is concern about multiple chairs' authority to review the candidate, and who would write the annual review. Rather than send it back, send a clearer message to the COA by voting yes or no.

The motion to commit was defeated by voice vote. There was confusion on the floor about what had been voted on. A second vote by rising was taken on the motion to commit. The motion to commit was defeated.

Professor Kantrowitz began to speak. A member of the Faculty made a point of order, saying that when the chair of a committee brings a motion, the chair may present the motion and answer questions that are directed to him or her. But it not the case that every time a person speaks, the chair has liberty to respond with an opposite position. The chair, at this point, has no greater participation in the conversation than other members of the Faculty, and should wait until others have spoken before speaking again.

Faculty Chair Kevin Grant responded that Professor Kantrowitz will not speak now. He added that when he had recognized him previously, it was because he felt that others were directing their statements to him.

The motion (paragraph G.1.c) was defeated by a rising vote.

4. *Remarks by Dean Suzanne Keen.*

Dean Keen made the following remarks.

Right now, as you know, we are in our first year of the *Because Hamilton* campaign, which will raise \$400 million in six priority areas of the College, of which \$120 million will go toward financial aid and scholarship.

I wanted to mention this to you today because next week, on February 11, we celebrate "STOP" day, which stands for starting today others pay, and it's really a way to recognize, symbolically the day that students stop paying for their Hamilton education. That's because tuition, room and board fees provide 62% of the cost, and the rest — 38% comes from donations from alumni, parents, and friends, and spending from the endowment.

February 11, that's when the 38% kicks in. That's pretty remarkable — the impact that giving has on our institution and the work that we are able to do as faculty.

Without the generosity of our donors, the 9:1 student faculty ratio would be 13:1, significantly impacting class size, research opportunities, and personal interactions in and out of the classroom.

The \$25 million in available spending from endowment funds support academic and extracurricular programs, faculty and student research, career-related experiences, and more.

Hamilton is one of fewer than four dozen U.S. colleges to make admission decisions without considering an applicant's ability to pay and then meets accepted students' full demonstrated need.

For those of us who stay in touch with former students, please take the opportunity, next week (or any time!), to thank those who have given to Hamilton.

And thank you, for your guidance and dedication. And of course, we thank our students for inspiring us, with their hard work, promise and commitment.

“I acknowledge that the land we currently reside on was the ancestral land of the Oneida Nation, one of the Six Nations of the Iroquois Confederacy.”

I’m just over six months into my Hamilton experience, and I’m still forming first impressions of the place. I want to take a few minutes to reflect back to you some of what I am learning about the faculty. So I’ve been reading fall course evaluations. In fact, I’ve read them all. And believe me, I am aware of the limitations of those instruments. They should *never* be the only way that we evaluate teaching, because they are subject to biased responses. But they did give me a window into what’s going on in our classrooms. I wanted to show you a bit of what I saw in this past fall’s evaluations.

Dean Keen invited the Faculty to read anonymized excerpts from course evaluations, projected onto the screen. During the slide show, she noted several themes:

- Professors challenge students to contend with uncomfortable ideas. At the same time, there is no evidence that professors press political agendas in the classroom.
- Many courses are both really hard and really great.
- Students notice class sizes, and appreciate being able to participate, even in large classes. Students are especially grateful to professors who sign students into already-full classes.
- Professors have a vested interest in students as people. The ethics of care makes a difference.
- Students appreciate when professors work with them on writing well.
- Students appreciate interactions outside the classroom.
- Students notice and appreciate professors’ organization and clarity.
- Students who struggle testify to the impact of a faculty member who reaches out to help.

Dean Keen continued:

What you’ve just seen was excerpted from course evaluations in a wide variety of subjects across campus. It balanced evaluations of women and men. It included several of our very newest faculty as well as mid-career and eminent senior scholars. All six of the faculty up for tenure this year were represented in the slides. I have been so very pleased and encouraged by what I have read in these evaluations, especially about your commitment to responding to student writing.

In the past month I’ve had the opportunity to talk with many alumni of this place, in meetings in Chicago and Atlanta—where I was for professional conferences. This was a great way to get to know what a Hamilton education means to its graduates. They spontaneously mention the advantage gained by their superb preparation in oral and written communication.

As you know, aside from having a concentration, the single most substantial graduation requirement is that each student take at least three Writing Intensive courses. Because it is a graduation requirement, we have an obligation to assess that students are indeed becoming better writers. The Quantitative requirement, which is similar but requires only one course, has an assessment strategy in place—and I’m very grateful to those who have worked on it. Writing doesn’t yet have such a plan, and it’s vital that we get one and implement it swiftly. The recent writing program review a couple years back praised Hamilton for its longstanding commitment to writing, but also pointed out that we lack direct evidence—or any evidence—of student development in that area. This is a case of simply needing to be certain that our beliefs about our writing program are borne out in reality. Since I’ve been on campus, more than a few faculty have approached me urging that we recommit ourselves as a campus to the writing program. I have begun conversations with the Writing Advisory Committee about devising student learning outcomes for Writing Intensive courses—these would accompany the existing course descriptions—and about hosting a series of workshops on writing pedagogy. I am hopeful that

we can recommit to writing pedagogy and renew the writing program, with the help of many of you.

Here's what I understand about the status of the Writing Program at Hamilton.

First, it's important to us. Hamilton's eight educational goals include **Communication and Expression**—"expressing oneself with clarity and eloquence, in both traditional and contemporary media, through writing and speaking, and through visual, aural, gestural and other modalities."

Second, we have a Writing Center. Students and faculty receive support from the Writing Center, where trained student tutors help their peers effectively communicate with clarity and good organization, by coaching them on the structural features of their drafts, theses, and unfolding arguments, and by identifying patterns of error in grammar, mechanics, and style.

Third, we've integrated it into our teaching: Faculty across the curriculum contribute by assigning substantial writing in their courses, and, as part of that, we require that students complete three Writing Intensive (WI) courses for graduation. In designated Writing Intensive courses—which are clearly not the only place in the curriculum where lots of writing is going on—instructors offer timely feedback on structure, argument, grammar, and style as well as content. Students get the opportunity to revise work and incorporate improvements into a fresh start. Although Writing Intensive courses do not require a set number of pages or papers, they typically involve the writing of four essays, or larger papers composed in stages with formal drafts. They emphasize the writing process, and they give students ample opportunity to hone communication skills in higher- and lower-stakes assignments.

Hamilton faculty from diverse departments and programs express strong commitment to writing pedagogy, and have gathered advice—available on the Writing Center website—about best practices for their colleagues about writing assignments, giving written feedback on drafts, and other matters of teaching.

Prospective students are attracted to Hamilton as a college with a strong emphasis on writing, and alums and employers both express appreciation for the demonstrable written communication skills of Hamilton College graduates.

I want to continue this tradition of excellence and recommit to Hamilton's distinctive blend of free inquiry in an open curriculum and focused study in concentrations, combined with superb writing pedagogy diffused throughout our course offerings. Unlike many of our peers, we do not focus our efforts on a first-year seminar or composition course. (We have first-year seminars, but they aren't required.) Our goal is to make engaging writing pedagogy ubiquitous.

To make that so for the future, we need to acknowledge both challenges and opportunities:

- Sound writing instruction “1. emphasizes the rhetorical nature of writing; 2. considers the needs of real audiences; 3. recognizes writing as a social act; 4. enables students to analyze and practice with a variety of genres; 5. recognizes writing processes as iterative and complex; 6. depends upon frequent, timely, and context-specific feedback from an experienced postsecondary instructor; 7. emphasizes relationships between writing and technologies; and 8. supports learning, engagement, and critical thinking in courses across the curriculum.”¹ This sort of writing pedagogy requires professional development opportunities for faculty.
- Generational turnover in the faculty is bringing to Hamilton new colleagues with fresh ideas about writing pedagogy as a vital component of active learning. We should benefit from their

1 <https://cccc.ncte.org/cccc/resources/positions/postsecondarywriting>

energy and involve them in the WI offerings, across the curriculum. Sharing advice and best practices is a step in the right direction. I plan to increase the frequency of pedagogical workshops for integration of writing instruction into any discipline with the advice of the Writing Advisory Committee, and hosted by the Dean of Faculty Office.

- Forms of student writing have morphed over time, extending well beyond the essay and the research paper to include hybrid, blended forms that cross over into oral communication and digital communication skill sets. Core principles of thesis-making, structuring, presentation and analysis of evidence, editing, and citation of sources persist in these new forms, yet matters of attunement to audiences, design, web accessibility, and integration of oral and visual components take on new importance. Contemporary writing pedagogy embraces these new emphases.
- Class sizes in Writing Intensive classes should be kept under 20, with 18 students as an appropriate cap. The Conference on College Composition and Communication (CCCC) recommends a cap of 15, with 20 as an outer limit of acceptable class size. Smaller class size enhances the student-faculty interaction, one-on-one conferencing, and rapid turnaround of submitted work that characterize high-quality writing pedagogy. Smaller class sizes have been demonstrated to contribute to higher retention rates, to student success, and to authentic dialogue that supports the oral communication component of learning. Students who can readily join the give and take of a guided discussion every day become engaged learners; faculty who interact with their students in small classes can challenge and support them as individuals. Starting in the fall, WI courses will be capped at 18. I realize that in the past section sizes have occasionally risen above 20. We will endeavor not to let that happen, for the sake of the attention to individual students' writing process. (This cap of 18 is divisible by both two and three, and writing pedagogy contains elements of pair- and trio-work.)

To make certain that all Hamilton College graduates express themselves with clarity and eloquence, we are going to need to

- assess student achievement in communication and remedy any discovered shortcomings—including a plan to anonymously sample first and last papers in WI courses this fall;
- offer ample WI courses (capped at 18) across the curriculum;
- work with the Writing Advisory Committee and the Director of the Writing Center to develop awareness of best practices in writing pedagogy;
- review syllabi of WI courses to ensure that they live up to faculty expectations to fulfill the purpose of the designation;
- run and participate in frequent professional development workshops on good writing teaching, and;
- as much as possible, connect written, oral, and digital modes of communication where possible.

An aspect of writing pedagogy that concerns every one of us, even those of us who *never teach* writing intensive courses, is academic integrity. I spoke about this subject at the convocation at the beginning of the year, when the new students turned in their signed Honor Code cards. I won't repeat myself, but I will say that I am freshly aware of the challenges of instructing our students in self-reliant learning and conscientious citation in a world where so much help is available online. Some of that help is perfectly fine, little different from a flipped classroom. Some of it is an appropriate supplement to textbooks, especially when a student does not have the benefit of a small liberal arts college faculty member's office hours. Some of it is stolen work; to use some of what is presented as homework help would be to plagiarize or cheat.

I want to reassure you that our bookstore has removed stickers, ads, and online “recommendations” of Bartleby study guides from all book lists and textbooks on the shelves. I also want to caution you, especially those in textbook fields, that the publishing companies now routinely include so-called study guides that extend to provided answers, solutions, and sample papers. We all need to be guiding our students with explicit instructions about whether or how to use such resources, and we also need to understand the imitations of our admonitions. Like King Canute, we will fail if we command the tide not to come in. But we can find ways to channel it. For my part, this begins by having a conversation with the students on the Honor Court, a conversation I hope to repeat annually. I hope that we can also engage in productive sharing of strategies that help our students choose to do their own honest work.

That’s all I’ve got for now. Thank you for your attention.

5. *Other announcements and reports.*

Dean of Students Terry Martinez introduced the new president and vice president of Student Assembly – Amanda Kim and Gianni Hill.

Faculty Chair Kevin Grant moved to adjourn the meeting. The motion passed by unanimous consent at 5:58 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: 2020 David Bailey Debra Boutin _____ _____

Faculty Secretary

Term: 2020 Cat Beck Andrew Dykstra _____ _____

Committee on Appointments

Term: 2022 Ella Gant Tina Hall _____ _____

Term: 2020 Tom Wilson Steve Yao _____ _____

Term: 2020 Jen Borton Gordon Jones _____ _____

Continuing members:

Term: Trivedi, Lisa 2020
 Wu, Steve 2020
 Brewer, Karen 2021
 Kantrowitz, Robert 2021

Appendix C

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

MOVED, that vacancies for the Committee on Academic Standing, Committee on the Library and Information Technology, and Committee on Athletics for the academic year beginning July 1, 2019 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 D

Motion from the Committee on Academic Standing to revise the *College Catalogue* regarding Grades of Incomplete and Grade Changes.

MOVED, that the *College Catalogue* be revised as follows. Additions are underlined, bold, and blue.

Grades of Incomplete and Grade Changes

Any grade of incomplete reported by an instructor must first be approved by the Chair of the Committee on Academic Standing in consultation with the Associate Dean of Students for Student Support and the student. Such approval is given rarely and only in circumstances beyond a student's control, such as a medical or family emergency. Approval permits the student to complete the required work for the course no later than four weeks from the end of the semester for which the grade of incomplete was assigned, unless completing the work requires being on campus. If all remaining work is not submitted by the deadline, the grade will automatically be changed to F. Deadlines for incompletes will be extended only for compelling extenuating circumstances and only with approval from the Chair of the Committee on Academic Standing in consultation with the Associate Dean of Students for Student Support and the instructor. Extensions, if granted, will normally be for another four weeks.

An instructor may not change a grade, other than the removal of an previously approved incomplete within the deadline, without the approval of the chair of the Committee on Academic Standing.

Rationale

Currently, the Registrar cannot prevent a faculty member from entering a grade of I when submitting grades. Therefore, students who do not have approved incompletes could receive incomplete grades from faculty. The original language implies that those non-approved incompletes could be changed to regular grades without the knowledge of the Committee on Academic Standing. The new language makes it clear that any grade change form received by the Registrar's Office that involves an incomplete will not be processed automatically unless the student is on the list of approved incompletes.

Appendix E

Motion from the Committee on Academic Standing to revise the *College Catalogue* regarding Academic Probation.

MOVED, that the *College Catalogue* be revised as follows. Additions are underlined, bold, and blue.

Academic Probation

The Committee on Academic Standing will place on academic probation for the succeeding semester a student who has completed at least two semesters at Hamilton and whose GPA for the most recent semester is below 2.0.

A student who is on academic probation is ineligible for study abroad. The Committee on Academic Standing may also prevent or limit participation by students on academic probation in prize competitions, intercollegiate athletics and other extracurricular activities, including the holding of offices in chartered undergraduate organizations.

The Committee on Academic Standing ~~will normally~~ may recommend that a student's degree be withheld for one year if a senior's record during the final semester at Hamilton would have resulted in probation.

Rationale

It is common practice for the Committee on Academic Standing to approve petitions for exceptions to the policy of withholding a student's degree for one year if the last semester at Hamilton resulted in probation provided the student has a compelling explanation. The new language is more consistent with current practice and still provides the Committee with the option to withhold the degree if a student does not provide such an explanation in the petition.

Appendix F

Motion from the Committee on Academic Standing to revise the *College Catalogue* regarding Concentrations.

MOVED, that the *College Catalogue* be revised as follows. Additions are underlined, bold, and blue.

Concentration

A student must complete the requirements for a regular concentration, a double concentration or an interdisciplinary concentration with a cumulative average of at least 1.7 in all courses taken at Hamilton that are approved for the concentration. Seniors ~~must~~ are expected to take at least one course each semester in their concentrations ~~unless granted an exemption by the department or program chair~~. All students must complete the Senior Program in their concentrations.

Each student elects a concentration in the second semester of the sophomore year. For each student the requirements for the concentration elected are those specified in the edition of the *College Catalogue* published for that student's sophomore year.

Rationale

The Registrar has no way to check that a student is taking courses in the department of their concentration (or not later dropping those courses) other than doing so manually. Further, we have many students who are on various completion schedules so it is hard to determine which students are in their “last year.” The Registrar has also reported that all department and program chairs provide seniors with exemptions to this regulation. Therefore, it doesn’t make sense to have a regulation in the *Catalogue* that is not getting enforced and the language should be changed to reflect current practice. The Committee wanted to retain the expectation instead of removing the sentence completely in order to provide another means of dissuading students from front-loading their concentration requirements.

Appendix G

Motion from the Committee on Academic Standing that the Faculty go into a Committee of the Whole for a maximum of 15 minutes to discuss the Credit/No credit policy.

Moved, That the Faculty go into a Committee of the Whole for a maximum of 15 minutes for a discussion of possible changes to the Credit/No credit policy.

Rationale

The Committee on Academic Standing has been working on updating the current *Catalogue* language regarding the Credit/No credit policy to improve clarity. We sought feedback from Department Chairs and Program Directors on the revised language, which resulted in a few questions being raised that the Committee wanted the faculty as a whole to discuss. In addition, a recent FACDISC conversation around the educational philosophy of the Credit/No credit policy indicated that a broader conversation could be beneficial.

First, the Committee would like to hear from faculty about the pros and cons of two restrictions in the current policy: that no first-year student can use the Credit/No credit option in the first semester and that a student cannot withdraw the Credit/No credit option once it has been elected.

Second, the Committee wanted the faculty to discuss the current deadline, particularly in relation to the drop deadline: students must elect the Credit/No credit option by the 4th Friday of the fall semester or the 3rd Friday of the spring semester, whereas the drop deadline is the end of the 8th week of classes.

The Committee has gathered the attached information from our peer schools (both NESCAC and curricular peer group) about their Credit/No credit deadlines and policies as well as their add/drop/withdrawal deadlines and policies.

School	Add period	Pass/Fail deadline & policy	Drop/Withdrawal deadline	Other
Hamilton College	7th day of classes	declare until 4th Friday of fall semester or 3rd Friday of spring semester (~ 3 weeks); cannot remove; cannot use in first semester; max 4 courses	end of 8th week can drop with no transcript notation; can petition CAS for late drop, if approved W on transcript	
Amherst College	1.5 weeks	1.5 weeks to declare; max 2 courses; need instructor permission	academic calendar has end of 6th week for all but seniors, written policy states end of 10th week for all but seniors; only permitted if student has exhausted all resources and requires class dean signature, W on transcript	can graduate with 31 credits if dropped only one course; otherwise need to make up credit deficiency during summer prior to next academic year
Bates College	2 weeks	declare until end of 2nd week, can remove until final day to drop; max 2 courses (none in Maymester)	end of 8th week for fall/winter and end of 1st week for Maymester with no transcript notation; can petition for late withdrawal for medical/personal emergency-if approved W on transcript	Maymester
Bowdoin College	2 weeks	declare/remove until end of 6th week; cannot elect if enrolled in less than 4 courses in a semester; cannot elect for FY seminar; max 4 courses (but can take more once reach 32 credits)	two weeks to drop w/o signature or transcript notation; extended drop up to 6 weeks with no transcript notation, but need permission and limited to 2 courses (any taken in first semester don't count toward limit); after 6 weeks need to petition and get a W if approved	

School	Add period	Pass/Fail deadline & policy	Drop/Withdrawal deadline	Other
Carleton College	1 week	7th Friday for 10-week courses, 3rd Friday for first 5-week courses, 8th Friday for second 5-week courses; max 5 courses; need instructor permission; cannot petition to remove or to invoke after deadline	7th Friday for 10-week courses, 3rd Friday for first 5-week courses, 8th Friday for second 5-week courses w/ DRP notation (some courses can't be dropped: 100 and 400 level, capstone courses)	trimesters
Colby College	1.5 weeks	1.5 weeks to declare; can remove up to end of 7th week; max 4 courses	end of 7th week; first years can withdraw from deadline until last day of classes and will receive transcript notation of W or WF depending on standing at time of withdrawal	Jan term
Colorado College	first two days of a block	choose grading track at time of registration (regular or S/Cr/NC); no option to change track after 4th day of classes; no limit on number of courses in each grading track	second Tuesday of a block	8-block system where students take one principal course at a time for 3.5 weeks
Connecticut College	first week students can add on own, second week need approval	declare until end of 6th week, only allowed for juniors and seniors, max 4 courses	first two weeks can drop with no record on transcript; withdraw period from 2nd week to 5 weeks before last day of classes (middle of 9th week of classes) and will get a W on transcript	
Davidson University	first week students can add on own, second week need approval and pay \$20 fee	declare until end of 9th week of last semester of senior year for any prior/current course, max 3 courses, cannot be removed	first week students can drop on own, second week need signature and pay \$20 fee, no drops allowed after second week	

School	Add period	Pass/Fail deadline & policy	Drop/Withdrawal deadline	Other
Grinnell College	2 weeks	two weeks to declare/remove	first two weeks can drop with no record on transcript; from 2nd to end of 9th week can withdraw and will get a W on transcript	
Middlebury College	2 weeks (or 3rd day of winter term)	end of 4th week to declare; end of 5th week to remove; cannot use for Jan term courses; max 2 courses	first two weeks can drop on own, from 2nd to end of 5th week need approval	Jan term
Mount Holyoke College	2 weeks	up to 50th academic day of classes (~10 weeks) to declare/remove; max 4 courses	first two weeks can drop on own, from 2nd week to end of 50th academic day of classes (~10 weeks) need approval and will get a W on transcript	
Pomona College	2 weeks	declare until end of 9th week; 1st years and sophomores limited to three per year, juniors and seniors have unlimited number outside of their majors	end of 7th week	
Swarthmore College	2 weeks	all grades for first semester are Cr/NC; after that need to declare within first 9 weeks; max 4 courses; have until second week of following semester (or Tues. before Commencement for seniors) to remove, but still counts toward limit of 4	first two weeks can drop on own with no transcript notation; 2nd to end of 9th week can drop and get a W on transcript; after 9th week can drop and get NC on transcript, which is not calculated in the GPA (there are no F grades)	
Trinity College	6 class days	6 class days to declare; can remove up to last day of classes, but still counts toward max of 4 courses	first 6 class days can drop with no transcript notation; 7th class day to end of 4th week can drop and receive a W on transcript	

School	Add period	Pass/Fail deadline & policy	Drop/Withdrawal deadline	Other
Washington & Lee University	first week of fall/winter term (first 2 days of spring term) students can add on own; during second week of fall/winter term (remainder of first week of spring term) need approval and pay \$100 fee	one week to declare/remove; not allowed for first years; not allowed for spring term courses; max 18 credits (~6 courses)	first week of fall/winter term (first 2 days of spring term) students can drop on own with no transcript notation; during second week of fall/winter term (remainder of first week of spring term) need approval and pay \$100 fee, but no transcript notation; W notation starts after 2nd week of fall/winter term (or 1st week of spring term); WP or WF notation starts after mid-term	12-week fall and winter terms and 4-week spring term
Wellesley College	2 weeks	declare until end of 4th week; unlimited number of courses	end of 4th week to drop with no transcript notation; from 5th week to last day of classes can drop and receive WDR on transcript	
Wesleyan University	2 weeks (5 working days for 4th quarter)	declare until end of 4th week only for courses that have a choice of grading mode	first two weeks can drop on own with no transcript notation; 2nd to penultimate week of semester (for either quarter or full-semester classes) can drop and receive W on transcript	quarter system
Williams College	3 weeks	declare between 3rd and 10th week; can't remove; max 3 courses	first three weeks can drop on own with no transcript notation; extra-graded (5th) class can be dropped through 6th week with no transcript notation; 4th to 10th week can drop one course per year and receive a W on transcript	Jan term--all classes are pass/fail

Appendix H

Advising Assessment Report February 2019

Background

In May 2014 the faculty approved implementation of two advising evaluation tools (one for sophomores and one for seniors) for a trial period of three years, starting in the spring of 2015. The approved motion stated: "At the end of the three-year trial, a Faculty-elected *ad hoc* Advising Committee shall gather feedback from faculty advisors to determine if the surveys need adjustment. The Committee shall propose a motion to the Faculty to continue with the same survey instruments or to revise one or both of them." The *ad hoc* Advising Committee was elected in September, 2018 (Karen Brewer, John Eldevik, and Ravi Thiruchselvam) and they, along with Associate Dean of Faculty Nathan Goodale and Associate Dean of Students Tara McKee, conducted an online survey to solicit feedback about these advising evaluation tools from all faculty who are assigned advisees.

Results of Faculty Survey

A total of 88 faculty provided answers to the survey items: 23 Assistant Professors, 22 Associate Professors, and 42 Full Professors. Approximately a dozen more faculty opened the survey, but did not provide any answers or ratings for the questions. Of those who responded, 88% reported serving as both pre-concentration and concentration advisors and 66% indicated they have reviewed their own advising evaluations in the past year. When asked to indicate the extent to which they have used (or would use) the information from their advising evaluations to improve their own advising, faculty averaged at the mid-point of a scale that ranged from 1 = Not at all to 5 = Extremely ($Mean = 2.95$, $SD = 1.38$).

As part of the survey we reminded faculty that there are five sets of questions for students to answer on the current advising evaluation tools (click [here](#) to see recent individual feedback from these tools--scroll down to the blue box on the right-hand side). We then asked faculty to rate each of the five sets of questions on a scale from 1 = Not at all to 5 = Extremely in terms of their usefulness to 1) improve advising and 2) evaluate "individual student achievement of the College's learning goals," which was the goal of the evaluation tools based on feedback from the Middle States review. The table below contains summary data for the faculty ratings. Note that values in the table represent means across all faculty who responded with standard deviations in parentheses.

	Faculty rating of the extent to which each question students answered was:		
	Useful to improve faculty's own advising	Useful to the College to improve the advising system	Evaluating "individual student achievement of the College's learning goals?"
Questions that students answer on the current advising evaluation tool:			
Students' evaluation of their own success in meeting what is expected of them in advising	2.73 (1.23)	2.78 (1.15)	2.43 (1.11)
Students' evaluation of the success of their advisor in meeting what is expected of the advisor	3.00 (1.34)	2.82 (1.19)	2.17 (1.15)
Students' rating of the extent to which advisors encouraged them to think about their educational plan in the context of the College's purposes and goals	3.12 (1.40)	2.97 (1.25)	2.56 (1.24)
Students' evaluation of whether or not their relationship with their advisor worked.	3.14 (1.41)	2.70 (1.19)	2.16 (1.25)
Students' report of what can be done to improve the academic advising process	2.48 (1.27)	3.29 (1.29)	2.17 (1.29)

Note. Values in the table represent means across all faculty who responded with standard deviations in parentheses.

Average ratings for all questions were generally quite low. All questions were rated as at or below the midpoint of the scale with the exception of question 5 ("Given your experience with advising at Hamilton—including your interactions with your advisor and other Faculty and staff, online resources, and other campus resources such as the Career Center—should the College do anything to improve the academic advising process? If so, what?") being slightly above the midpoint of the scale when asked how useful it was to the College to improve the advising system and questions 3 and 4 also being slightly above the midpoint of the scale when asked how useful they were to improving a faculty member's own advising.

We also asked faculty if there needed to be more of a difference between the sophomore and senior evaluation tools. Faculty averaged around "3 = Might or might not" on a scale from 1 = Definitely yes to 5 = Definitely not (*Mean* = 2.84, *SD* = 0.83).

Faculty had the opportunity in open-ended responses to indicate if they felt there were problems with any of the questions or the answers obtained from them. Twenty four faculty made comments about one or more of the sets of questions. Between two and three faculty responded for each question that there was nothing wrong with the question. For those who did indicate issues, themes across the responses were quite similar and included comments about the wording of the questions themselves (e.g., the wording is vague so students could interpret questions in a variety of ways—it is important to ask about specifics so that advisors can have concrete feedback; some questions provide a list of topics about which students are to respond and it sometimes isn't clear to which part of the list students are referring; student satisfaction, which is what these questions are measuring, doesn't equal good advising; the questions don't relate to the College's purposes and goals; the questions are prone to racial/gender bias) as well as student responses to the questions (e.g., responses are too few or not in enough detail to be useful or help advisors change what they do and anonymity prevents advisors from following up to address problems with a particular student; some students have unrealistic expectations).

Finally, faculty were asked what information about advising is missing from the evaluation tool and if they had any final comments about the tool. Thirty faculty provided responses to one or both of these questions. Common themes in the responses included: the tool needs to ask a) if a student ever changed advisors and, if so, why and b) to what extent did the student follow the advice of their advisor; the tool is not assessing student outcomes, particularly in relation to capacity to take responsibility and problem solve, nor is it adequately assessing achievement of the College's purposes and goals—it is unclear how an evaluation of advising will do that; students often don't know what was good about advising until they can look back on it with some distance; if there are no consequences for advising poorly vs. well--then why are we evaluating advisors.

Conclusions

From these data it appears that these tools are not doing what they were designed to do, namely, “develop an appropriate response, including one or more survey instruments, to the Middle States Evaluation recommendation to ‘assess faculty advising in ways that will assure strong support of individual student achievement of the College’s learning goals.’” Based on the results from the three-year trial period and our assessment of the effectiveness of these tools (which is important for Middle States Standard V.5), we propose to bring a motion to the faculty to revise the instruments.

The *ad hoc* Committee felt that any assessment should be centered on student experiences with the advising system rather than an evaluation of individual advisors. The Middle States recommendation is to provide the best support of “individual student achievement” not *assess individual faculty advisors*. Any approach we take should support faculty in having continual conversations about advising with other faculty. The Committee also felt that the new tool should mirror language about advising in the *College Catalogue* that the faculty already approved (motions from December, 2013 and March, 2014, which can be found on pp. 2-3 of the [Advising Guidebook](#)).

Starting with the 2019-2020 academic year, we propose a revised set of tools (one for sophomores and one for seniors). Click [here](#) to view the revised tools and submit feedback on them. We are recommending that the results from these tools be compiled by department/program. Then, chairs and program directors will be responsible for having discussions with faculty about the results, comparing the aggregate data to College averages, and reflecting on how to improve with a plan explained in the yearly Department Annual Report.



Vice President for Academic Affairs
and Dean of Faculty

March 26, 2019

MEMORANDUM

TO: The Hamilton Faculty

FROM: Suzanne Keen, for the Academic Council

SUBJECT: Call to Meet

Suzanne

The Academic Council calls the Faculty to meet on Tuesday, April 2, 2019 beginning at 4:10 p.m. in the Fillius Events Barn.

AGENDA

1. Approval of minutes from the Faculty Meeting of Tuesday, March 5, 2019 (Appendix A).
2. Election for Committee Membership (Appendix B).
3. Motion from the Committee on Academic Policy to revise the *Faculty Handbook* regarding the name of the Mathematics Department (Appendix C).
4. Report from Dave Bailey, Chair of the Faculty Committee on Budget and Finance (Appendix D).
5. Report on Diversity from Chief Diversity Officer Terry Martinez (Appendix E).
6. Remarks by Dean Suzanne Keen.
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 Sixth Regular Meeting of the Hamilton College Faculty
Academic Year 2018-19
Tuesday, March 5, 2019
Fillius Events Barn

Kevin Grant, Chair of the Faculty, called the meeting to order at 4:16 PM. He reminded the faculty to be recognized before speaking, and to identify themselves by name and department.

1. *Approval of minutes from the Faculty Meeting of Tuesday, February 5, 2018 (Appendix A).*

Associate Dean of Faculty Nathan Goodale moved to add a clarification to the end of the fourth paragraph in item 3: *Motion from the Committee on Appointments to revise the Faculty Handbook regarding ad hoc tenure and appointment committees (Appendix C).* The revised paragraph reads:

A member of the Faculty added that when the Asian Studies Program submitted the proposal for the Islam position, they were told by the CAP and the Dean that tenure and promotion guidelines would need to be formulated and approved by the CAP. The faculty member assumes that this would be the norm. [In fact, the COA must approve the tenure and promotion guidelines.](#)

The motion passed by unanimous consent.

The minutes were approved as amended.

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

The following faculty members were elected:

Faculty Chair

Term 2020: Debra Boutin

Faculty Secretary

Term 2020: Andrew Dykstra

Committee on Appointments

Term 2022: Tina Hall

Term 2020: Steve Yao

Term 2020: Jen Borton

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

Professor Kathryn Doran spoke to the motion that vacancies on the Committee on Academic Standing, the Committee on the Library and Information Technology, and the Committee on Athletics for the academic year beginning July 1, 2019 be filled by appointment by the Dean of Faculty. The *Faculty Handbook* requires that the Academic Council make recommendations to the Faculty regarding 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.

A member of the Faculty asked and received clarification that this motion applies only to the academic year 2019–2020. The faculty member spoke against the motion. There are a multitude of compelling reasons why faculty would want to express their will through a formal vote about who will represent them on important committees. This is an important component of shared governance where faculty can express authority in areas important to them. A move to not participate in academic governance should not be supported.

A member of the Faculty responded, saying that these committees normally do not have as much impact as other standing committees. It's customary to pass this motion each year in part to simplify the Academic Council's work in constructing the ballot. However, perhaps this year we should consider having an election for the Committee on Academic Standing, as it is currently playing an important role in reshaping and executing policies surrounding student academic standing. The faculty member invited more discussion before making a formal motion to amend.

A member of the Faculty spoke in favor of the motion, noting that one of the reasons we moved to this way of handling these committees was that there were many people who were not getting opportunities to serve because they were not being elected to positions. This arrangement makes it easier for the Dean of Faculty to spread the responsibility of faculty work.

The motion was adopted by voice vote.

4. *Motion from the Committee on Academic Standing to revise the College Catalogue regarding Grades of Incomplete and Grade Changes (Appendix D).*

Associate Dean of Students Tara McKee, Chair of the CAS, spoke to the motion, saying that the next three motions are the result of the CAS review of *Catalogue* language to improve clarity and to ensure consistency between language and practice. Our current Incomplete policy, which was updated and approved by the Faculty in November, states that any grade of Incomplete reported by an instructor must first be approved by the Chair of the CAS, in consultation with the Associate Dean of Students for Student Support (Lorna Chase) and the student. Such approval is given rarely, and only in circumstances beyond a student's control, such a medical or family emergency. This policy means that no faculty member can provide a student with an extension past the deadline for turning in grades without prior approval from the Dean of Students office. This policy takes the burden of determining what constitutes a legitimate extenuating circumstance off of the faculty and ensures consistency and fairness in applying the policy across students. It also protects faculty—particularly new and untenured faculty—from students viewing incompletes as a common option that they can negotiate with professors. Right now, a faculty member can submit an "I" grade in our system without prior approval to do so. We don't have the capability of easily modifying the system so that faculty who have students with approved incompletes can enter "I" grades but other faculty cannot. It is also not reasonable for the Registrar's office to be on the lookout for unapproved "I" grades from finals through the grading deadline, given all that they have to do at that time. So, the current process is that the Registrar identifies all those students with "I" grades after all the grades are processed. Dean McKee then compares that list to the list of approved incompletes maintained by the Dean of Students office and follows up on any unapproved incompletes. This motion has to do with changes of those grades from "I" to a real letter grade. These changes are typically processed automatically by the Registrar's office with no one else looking at the grade change form. The motion will make it clear that all grade change forms that involve the removal of incompletes need to be compared to the list of approved incompletes before being processed.

The motion was adopted by voice vote.

5. *Motion from the Committee on Academic Standing to revise the College Catalogue regarding Academic Probation (Appendix E).*

Associate Dean of Students Tara McKee, Chair of the CAS, spoke to the motion. The current *Catalogue* states that the committee will normally recommend that a student's degree will be withheld for one year if a senior's record during the final semester at Hamilton would have resulted in probation. The committee would like to change the "will normally" to "may." The committee wasn't comfortable with having the word "normally" in the policy when, in fact, it has not been the case that the policy is normally applied. It is common practice for the CAS to approve petitions for exceptions to this policy, provided the student has a compelling explanation. The new language is more consistent with current practice. The change does not affect the process. Students who earn probation in their last semester at Hamilton will still need to petition the CAS, and provide a rationale for why their degree should not be withheld. The committee still has the option to withhold the degree.

The motion was adopted by unopposed voice vote.

6. *Motion from the Committee on Academic Standing to revise the College Catalogue regarding Concentrations (Appendix F).*

Associate Dean of Students Tara McKee, Chair of the CAS, spoke to the motion. The *Catalogue* language currently states that seniors must take at least one course each semester in their concentrations unless granted an exemption by the department or program chair. The committee would like to change that language to "seniors are expected to take at least one course each semester in their concentrations." This change arose for two reasons. The first reason is that the registrar is unable to enforce this policy in an efficient manner. Right now, this can only be tracked manually. The second reason is that all department chairs and program directors provide seniors with exemptions to this regulation. It doesn't make sense to have an unenforced regulation in the *Catalogue*, so the CAS would like to change the language to reflect current practice. Rather than removing the sentence completely, the committee wanted to maintain the expectation that seniors take courses in their concentrations each semester.

A member of the Faculty asked why we expect seniors to take courses in their concentrations each semester, observing that some seniors have overextended themselves and should not take more courses. Associate Dean McKee responded that the policy is in place to discourage students from front-loading their concentration requirements. Again, the CAS would like to maintain that expectation so that students don't take too many of their concentration courses too early.

A member of the Faculty asked whether there were other places in the *Catalogue* where we use the language "are expected." It isn't clear what the force of an expectation is. Associate Dean McKee responded that she doesn't know whether such a phrase appears elsewhere.

A member of the Faculty noted that in the absence of this requirement, students might not take Latin or Greek in their senior year, and that would hurt enrollment in her department. She wondered whether the proposed language would override a departmental rule requiring senior concentrators to enroll in courses. Associate Dean McKee responded that the proposed *Catalogue* language would not override such a rule. It would support departmental policy.

A member of the Faculty said that there is a difference between an expectation and a requirement. Even if it is routinely granted, students should petition for the waiver to the requirement.

A member of the Faculty spoke in favor of the motion, but noted that, with three motions in a row, it seems that we are modifying the *Catalogue* rather than modifying the behavior of the CAS to align with the *Catalogue*. The committee should apply the rules of the *Catalogue*.

A member of the CAS said that what's happened over time is not an issue with the CAS, but rather with department and program chairs granting exemptions all the time. Also, more and more of our students are electing two concentrations. If they also want to study off campus, it is

complicated to work everything out. In this scenario, it's reasonable for chairs to grant exemptions. It seems arbitrary to require a double concentrator to take a course in each of their concentrations in each semester of their senior year.

A member of the Faculty asked what would happen to a student if they did not fulfill the expectation of taking a concentration course in each semester of their senior year. Associate Dean McKee responded that there would be no consequence.

Professor Margie Thickstun moved to delete the sentence containing the proposed expectation as follows:

A student must complete the requirements for a regular concentration, a double concentration or an interdisciplinary concentration with a cumulative average of at least 1.7 in all courses taken at Hamilton that are approved for the concentration. ~~Seniors must~~ **are expected to** take at least one course each semester in their concentrations unless granted an exemption by the department or program chair. All students must complete the Senior Program in their concentrations.

The motion to amend was seconded.

A member of the Faculty spoke in favor of the amendment, as it more accurately describes current practice. In some departments, it is necessary to actively discourage students from taking more courses once they have fulfilled their requirements because there are not enough seats in classes.

A member of the Faculty spoke in favor of the amendment, adding that a liberal arts college should expect students to be broadly educated. If they have completed the requirements for their major, then they should be taking classes outside of their department, as long as it's clear that departments can have their own rules requiring seniors to take courses.

The amendment was adopted by unopposed voice vote.

The amended motion was adopted by voice vote.

7. Motion from the Committee on Academic Standing that the Faculty go into a Committee of the Whole for a maximum of 15 minutes to discuss the Credit/No credit policy. (Appendix G).

Faculty Chair Kevin Grant explained that the Committee of the Whole allows the Faculty to speak more freely about a given subject. The Chair yields to another colleague, who facilitates discussion, and the Secretary stops taking minutes. When the time is up, the Chair and Secretary resume their duties, moving on to the next item on the agenda.

Associate Dean of Students Tara McKee, Chair of the CAS, spoke to the motion. The CAS is in the process of revising *Catalogue* language about this policy, and thought that it would be wise for the Faculty to have a discussion about the current educational philosophy around Credit/No credit, to ensure that the policy language reflects these views. In particular, the CAS is interested in the Faculty's views on two restrictions in the current policy: that no first-year student can use the Credit/No credit option in the first semester, and that a student cannot withdraw the Credit/No credit option once it has been elected. The CAS is also interested in Faculty views regarding the current deadline for electing Credit/No credit, which is the fourth Friday of the fall semester, or the third Friday of the spring semester—approximately three weeks into the semester, whereas the drop deadline is at the end of the eighth week of classes.

The motion was adopted by unopposed voice vote.

8. *Report from the ad hoc Advising Committee (Appendix H).*

Professor Karen Brewer presented the report, beginning with background information about the committee. In September, the committee was elected to assess the assessment of advising that has been under trial for three years. During the fall, the committee collected feedback from the Faculty in order to make a recommendation either to continue with the current assessment tool, or to suggest revisions. The feedback came from a wide sample of the faculty, spanning all faculty ranks and covering both pre-concentration and concentration advisors.

The current sophomore advising survey, approved by the faculty in 2014, comprises five questions:

QUESTION 1: Evaluate your success in meeting the expectations above. Please be specific. Based on your evaluation above, to what extent were you successful in meeting the expectations? [Scale of 1 to 5, “not at all” to “completely”]

QUESTION 2: Evaluate the success of your academic advisor in meeting the expectations listed above. Please be specific.

QUESTION 3: My pre-concentration advisor helped me think carefully about my educational plan in the context of the College’s purposes and goals. [Scale of 1 to 5, “not at all” to “completely”]

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

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

Faculty were asked to rate the extent to which each of these questions are:

- a. useful to you to improve your own advising,
- b. useful to the College to improve the advising system, and
- c. useful in evaluating individual student achievement of the College’s learning goals.

For each of the questions, the average Faculty rating on a five-point Likert scale tended toward the middle. Faculty were also asked about the extent to which the advising survey is used to improve advising, and whether the sophomore and senior surveys should be different. Response averages were also in the middle for these. Faculty expressed a variety of concerns about the assessment tools, including the wording of the questions. In the view of the committee, the current tools do not effectively “assess faculty advising in ways that will assure strong support of individual student achievement of the College’s learning goals.”

The committee recommends changes and will bring a motion to the faculty in order to revise the advising survey. Key components of the revision will include (i) a shift away from evaluating individual advisors in favor of a more holistic assessment of the advising system, (ii) the use of expectations and responsibilities already adopted by the Faculty and outlined in the [Advising Guidebook](#), and (iii) encouraging faculty discussion about advising.

Professor Brewer showed a [proposed revision to the survey](#), to be given twice: as a student is declaring a concentration, and again near graduation. She highlighted the disclaimer that the data will not be linked to individual advisors. The survey asks whether the student changed advisors

and contains a variety of quantifiable questions in two categories: advising knowledge and advising behavior. It also has open narrative feedback opportunities. Members of the Faculty are invited to give feedback on the survey so that the committee can respond appropriately to concerns before finalizing a motion to the faculty.

A member of the Faculty asked why the survey is moving away from assessing individual advisors and toward department-level assessment. Professor Brewer responded, saying that this will encourage conversations when a department is not doing a good job in some aspect of advising. The faculty member noted that it's curious that we think such issues are systematic by department. Rather, we should assess individual advisors or the system as a whole, not something in the middle. Associate Dean of Faculty Nathan Goodale, a member of the committee, responded that this approach respects the opposition to using individual advising assessments in annual performance reviews. We have been using a model that evaluates student satisfaction, but we should move to an assessment model. With better data, a department can determine how well it's doing relative to the rest of the College. What we are proposing is not an evaluation. It is an assessment.

A member of the Faculty noted that this still misses assessment of advising that students get from others on campus with whom they feel comfortable. Perhaps we should also assess this advising both in terms of the distribution of service workloads and to acknowledge that our advising system is both formal and organic.

A member of the Faculty echoed this concern, noting that it's problematic to assess individual advisors as faculty often advise students who are not formally their advisees. Each advisee is like a different class, each having different needs and issues. Because of this, the current advising survey data doesn't help an advisor know how to improve their work with individual advisees.

9. *Remarks by Dean Suzanne Keen*

Dean Keen first invited Professor Heather Buchman to make the following announcement.

There is an effort to honor the memory of Professor Sam Pellman. Over the past year since his death, a large number of alumni have expressed wishes to do something to honor him. Separately, Colleen Pellman and Sam's family have been talking with Advancement to set up a fund in Sam's memory. Recently, these two conversations have come together. The details are still being worked out, and we are close to having a fund set up for students to attend arts-related events, both on- and off-campus. This vision honors Sam's legacy of supporting students in their involvement with and access to the arts. We expect to make a formal announcement of the fund next month.

Dean Keen proceeded with the following remarks.

"I acknowledge that the land we currently reside on was the ancestral land of the Oneida Nation, one of the Six Nations of the Iroquois Confederacy."

I want to take a little time today to talk about pedagogy. I take it as a given that we all have a strong investment in that subject, and our conversations this afternoon persuade me that I'm right about that. I'm counting on our shared interest in our students' learning, their intellectual gains, their acquisition of analytical and communication skills, their increasing critical acuity, their improving ethical and aesthetic discernment, their civic engagement, their ability to do things, make things, and make their way successfully in the world with sensitivity to the others who surround them *and* to their own inner beings—the whole package implied by Hamilton's mission and motto. And I also take it as a given that as a faculty we will have lots of different principles and practices when it comes to figuring out the best ways of helping our students accomplish our goals for them. So pedagogical conversations are always the best way forward.

We do have to make an attempt directly to assess their learning, but that's not my main topic today. I am so pleased that we have already set in motion a plan to assess the senior projects; in September we will have a report for you on those results, a report that will spur more conversation about our educational goals and how students meet them. In the fall term I will work with the assessment committee and the Writing Advisory Committee on a syllabus review of Writing Intensive courses and on a random, anonymized set of samples of first and last assignments from fall WI courses. You'll see and have an opportunity to vote on new Writing Intensive Student Learning Outcomes, as part of a revision of the May 2012 Guidelines for Writing Intensive Courses document, which will come to you from the CAP, as I previously announced. The lower cap on Writing Intensive class size will also come to you in the same document revision, after CAP consideration. I told you about the lower cap last month because the Registrar has to build the offerings before you will have a chance to vote on the revised guidelines. If you vote down the new SLOs we still have to assess student learning in Writing Intensive courses, because they are a graduation requirement. If you vote down the lower cap of 18, we can still raise the caps back to 20 in WebAdvisor, but going the other direction (from 20 to 18) after students start to register would have been problematic. All along, as I described last time, the process has been for the revision to go from the Writing Advisory Committee to the CAP to the faculty. I very much hope that the result of the assessment will be renewed interest in writing pedagogy.

So: various things will be going on simultaneously in an array of conversations about pedagogy. Recommitting to writing pedagogy affirms a long-standing interest of the faculty. Margaret Gentry is hosting ongoing conversations about student learning outcomes and practical implementation of Experiential Learning. Along with the Digital Initiative, these discussions mark progress on an important part of the recently adopted Strategic Plan. A fourth area was described in the 2011 Middle States self-study as an area of ambition, building on Hamilton's strengths in study abroad: Global Learning. We recently hosted external reviewers of Off-Campus Study, and I thank all who participated in that review, but especially the members of the Off-Campus Study Office, and Lisa Trivedi, Frank Anechiarico, and Mariam Durrani, who (with Assistant Dean Carolyn North) wrote the self-study that set up a deep look at Hamilton's practices. We have just received a preview of that review. We'll work with CAP and involve faculty in conversations about advancing Global Learning both on and off campus. Immersive experience abroad is one of the categories of Experiential Learning.

I mentioned last time that the Dean of Faculty Office will be sponsoring a series of pedagogy lunches to discuss Writing, in coordination with the Writing Advisory Committee, who will suggest topics. The Dean of Faculty Office will also continue co-sponsoring Digital Pedagogy discussions for interested faculty. In many cases, new digital pedagogy and old-fashioned writing pedagogy are intertwined, and we'll make every effort to draw out those lines of connection, as well as the overlaps with quantitative literacy and oral communication.

If you are one of the many faculty who are already experimenting in your classes, this next bit is especially for you:

The Dean of Faculty, The Faculty Committee on Library & IT, and LITS invite you to submit proposals for a pilot *Innovations in Digital Pedagogy Fellowship*. Look out for the information sessions on March 11 and April 1, when LITS staff will clarify the scope, selection process, and timeline. Discuss potential projects with LITS staff at these sessions or by making an appointment.

The *Innovations in Digital Pedagogy Fellowships* will fund and manage 3 to 5 pilot projects that have the potential to contribute to Hamilton's goal of "building a campus-wide digital learning community." The fellowships will help provide support for faculty creating digitally focused assignments in any area of the curriculum. They will develop specific course assignment(s) that

include digital learning approaches and try out pedagogical strategies to develop students' skills and capacities. Target areas include

- Innovation with technology-enabled pedagogies
- Infusion of digital competencies into new and existing courses
- Exploration of the impact of technology through classroom instruction, assignments, and co-curricular experiences.

This will be a two-year process, so the fellows will be in their second year when the new faculty in the Digital positions arrive on campus. Funded projects and related activities will take many forms, and the LITS team has pledged to be flexible in their approach, valuing bold initiatives and collaboration.

Since we are thinking about the Digital Initiative, I want to call your attention to two Hamilton alums who will be here on campus one week from tonight, Tuesday, March 12, at 7 pm in Wellin Hall. Goldman Sachs CEO David Solomon and Tulco CEO Thomas Tull will discuss how technology drives innovation and entrepreneurship. They'll also visit classes and meet students. We hope both men will be so impressed that they'll get behind the Digital Initiative in the capital campaign. Please encourage your students to attend.

I have been starting to review faculty annual reports, in advance of my conversations with chairs. Yes, that means that, in many cases, I'm reading your annual reports, CV's before receiving the chair's evaluation. That's fine, I'll read that too. This is part of my effort to know each of you more deeply before the end of the year. Last time I emphasized the excellent teaching evaluations from fall term that I had read. Reading your annual reports and your CVs is helping me know better the areas of your scholarly and creative work. It is a time-consuming but intrinsically pleasurable exercise. I'm also discovering the many ways that you serve your departments, programs, student groups, the College, the community, and your professions, service that runs well beyond the lists in the Red Book. Thank you for all that you do.

A public service announcement – I will never email you after hours from an Outlook account. If you receive a suspicious message, notify LITS.

The Trustees approved the following resolutions regarding *Handbook* changes:

- Consideration of a resolution to revise the *College Catalogue* to change the requirements for participation in Commencement.
- Consideration of a resolution to revise the *Faculty Handbook* regarding the election of Faculty Officers.
- Consideration of a resolution to revise the *Faculty Handbook* regarding Procedures for Promotion in Special Appointments Positions.
- Consideration of a resolution to revise the *Faculty Handbook* to change the timing of elections in the spring semester for the subsequent academic year.
- Consideration of a resolution to revise the *Faculty Handbook* to regarding terminal degree requirements for hiring Assistant Professors, Associate Professors, and Professors.

The Trustees also approved tenure and promotion for:

- Katherine Brown, Assistant Professor of Physics
- Courtney Gibbons, Assistant Professor of Mathematics
- Gbemende Johnson, Assistant Professor of Government
- Alexandra List, Assistant Professor of Psychology
- Max Majireck, Assistant Professor of Chemistry
- Seth Schermerhorn, Assistant Professor of Religious Studies

Join me in congratulating them.

10. *Remarks by President David Wippman*

President Wippman spoke on three topics, giving an update on the recent meeting of the Board of Trustees, responding to questions that arose on FACDISC concerning divestment and carbon neutrality, and addressing the recent story on alumni couples.

Committee and full Board meetings were very successful. The Trustees particularly enjoyed meeting with seniors at lunch. They also enjoyed dinners with faculty, both meals in small groups. This was a great way to build interaction between faculty members and Trustees. Much of the student feedback was positive, but there were some negative reactions from students as well. Some of them talked about what they see as high levels of stress. Others spoke of issues surrounding diversity and inclusion. Still others addressed what they feel is a decline in social life. Trustees discussed this feedback, and plan to continue such sessions, as the conversations are helpful for them. In other committee meetings of note: (1) Dean Keen and the Academic Affairs committee had an informative discussion about the Writing Program. (2) Dean Martinez led a discussion of student life issues, at the end of which Trustees divided into small groups to discuss which indicators should be tracked in order to determine ways in which we are succeeding and ways in which we are falling short. (3) The Advancement committee updated the Trustees on the progress of the Capital Campaign. We currently have about \$207 million towards our goal. Susan Hanifin, a Hamilton alumna and Executive Director of Gift Planning at Dartmouth, led a discussion about the possibility of Hamilton creating a donor-advised fund.

The Budget for 2019–2020 was approved. Looking at the five-year forecast, there had been discussion at the December meeting about the possibility that the endowment will show a decline in this fiscal year, and that returns going forward will not be as high as they have been in the recent past. This is not a surprise, as we have been in an incredibly long bull market, which may come to an end. We can't be sure of the timing, but, historically, when we have designed our budgets, we have assumed that the endowment would grow at about 6.5% per year. In some years it would do better or worse, but the sense among the Trustees, particularly those who work on the Investment committee, and in our investment office in Connecticut, feel that this assumption of a 6.5% return is unrealistic over the near future. Therefore, we have been modeling different scenarios, including a base case, two bear cases, and a bull case, all using less optimistic assumptions. Although the budget is balanced for next year—with thanks to Vice President Leach and her team for their phenomenal work—significant deficits are theoretically possible later in the five year forecast if the endowment returns decline. On the positive side, our endowment is large, but we have become more dependent on it as it has grown. At the end of December, the endowment was down about 8% but some of that has been recovered in recent months, so at present it's down about 3%. Each year we will balance the budget, with contingency plans if we experience deficits. These plans will include looking for efficiencies to save funds in various ways. As part of the budget, the Trustees approved a tuition increase of 3.5%. This is painful, as we are always struggling to balance the burden on our families as this substantially exceeds the rate of inflation, yet we also need to make sure that we continue to improve the academic program. A more complete presentation on the budget will happen at the faculty meeting in April.

There were two environmentally related issues that recently arose on FACDISC. As a general observation, it is always tempting to look around at what our peer schools are doing and to identify things that we might like Hamilton to do. Be assured that faculty at those schools are also looking at their peers, including Hamilton, and are approaching their administration asking, "Hamilton is doing it, why aren't we?" Bear in mind that we don't want to cherry-pick too much. It was observed that Middlebury recently announced that they are divesting from fossil fuels in their endowment. What is Hamilton doing? The irony is that we are actually ahead of

Middlebury. We have a lower percentage of our endowment in fossil fuels, and we will probably be out of fossil fuels before Middlebury. Middlebury announced that it has about 4% of its endowment in direct investments in the fossil fuel industry, or in funds which invest in fossil fuels. In addition, another 1% of its endowment is in general index funds that include fossil fuels. Hamilton has slightly under 4% of endowment currently in funds which invest in the fossil fuel industry or in related areas. About 0.4% of our endowment is fossil fuel investments which are in general equity kinds of investments. Middlebury is phasing out their direct investments in fossil fuels and in funds which invest in fossil fuels, over a period of 15 years. In the past, Hamilton has outsourced most of its investment decisions, but in 2015, Hamilton hired Anne Dinneen as Chief Investment Officer. She works in an office in Connecticut with a small staff, and has been working with the Investment committee of the Board to restructure our endowment in order to achieve strong returns with less volatility. This will take a number of years to accomplish. For investment strategy reasons, she is shifting our investment mix away from three current funds which have investments in fossil fuels. Thus, we will probably be out of fossil fuels fairly soon—certainly much sooner than 15 years from now. We will keep the 0.4% just as Middlebury will keep the 1% in general equity funds because it's too difficult to disaggregate those. But we are doing this for different reasons. Middlebury has announced that they are doing it as a policy representing concern about climate change. We are also concerned about climate change but our guiding principle is that the endowment should be used to support the overall academic mission of the College and that we should not use it to pursue other social policy goals. We are shifting away from fossil fuels because that is our investment strategy. The bottom line is that those who would like the College to be out of fossil fuels will find that, before too long, we will be.

On the question about carbon neutrality, Colgate announced that it will be carbon neutral in 2019. What is Hamilton doing? There is a lot of fuzzy math when it comes to calculating carbon neutrality. Much of it depends on the baseline date that you choose and how you go about pursuing it. According to the Colgate website, Colgate signed the American College & University Presidents' Climate Commitment in 2009. Hamilton signed it in 2007. Since Colgate signed, they have reported a reduction in on-campus carbon emissions by 20%. Since we signed, ours are down about 53%. However, these comparisons are misleading because different institutions use different criteria to compute their reductions. Instead, we should focus on what we are doing: We have a sustainability plan on our website. A group is working on a new sustainability mission statement. Once that is in place we will develop a new sustainability plan. We have done a lot of work over the years on sustainable land management practices and energy conservation in the design or renovation of buildings. We could do what Colgate is doing and purchase some renewable energy certificates and carbon offsets in order to reach carbon neutrality. In my view, this is not the best way. The certificates and offsets can be purchased at many different levels of quality and associated expense. We should not use student tuition dollars to purchase these. Instead we will get there using real changes on our campus that will directly benefit our students and our community.

The story on Hamilton couples was published on Valentine's Day. It's a story that a number of colleges and universities do occasionally. An invitation was sent to all of the 700 couples who have identified in the Hamilton database as having a spouse or life partner who is also a Hamilton graduate. They were invited to offer reflections on their experience to be included in the story. Those who were working on the story did this with the best of intentions. They care deeply about diversity and inclusion and had no desire to create offense or to portray the College in an inappropriate way. But, the outcome of the story was that 33 couples responded. All of their stories were included. All but one couple were white, and all were heterosexual. This could have given the impression that Hamilton was celebrating only white heterosexual couples. This was not intended. It is not the way we want to represent the College, and it is not consistent with our goals around diversity and inclusion. It was deeply hurtful to many members of our community. Some of those members have written a letter indicating this and offering suggestions for how to go forward. President Wippman has arranged to meet with several of them to talk about their ideas. They will be joined by Vice President for Advancement Lori Dennison and Dean of

Faculty Suzanne Keen. We are taking this as a moment to learn. We have learned quite a bit already. We will certainly make mistakes again but we hope to develop a culture of trust and communication so that when we make mistakes of that kind we can talk about them and determine ways to move forward in an instructive and positive fashion.

President Wippman concluded by offering congratulations to Associate Director of Athletics Miriam Merrill and her colleagues for the incredible job they have done in organizing the NESCAC Basketball Championships, and now the NCAA Tournament. We have made it to the Sweet 16, with a very helpful come-from-behind victory on Friday when the Board was in attendance! President Wippman encouraged all to attend the next game.

A member of the Faculty thanked President Wippman for his detailed explanation of the pathway to carbon neutrality, and underscored the points about renewable energy certificates being a less desirable way to achieve it. He further commented that Hamilton does have a goal of carbon neutrality by 2050. That goal has a pathway that is consistent with the best available climate science. The 53% reduction is due in large part to the greening of the New York State electric grid. We purchase electricity from National Grid, whose infrastructure is becoming cleaner over time. Hamilton benefits from this, and there is nothing shady about it. In addition, scope 3 emissions from Hamilton-related commuting and air travel have been reduced, while our expanded footprint together with energy efficiency initiatives have kept scope 1 emissions flat. The faculty member concluded with a rhetorical question: If we don't want to use offsets and achieve neutrality in 30 years, how do we get there? This is a conversation we need to have. The sustainability working group mission statement sustainability plan will help set that 30 year pathway.

A member of the Faculty spoke in defense of renewable energy credits, noting that economists know that these can help. Colgate decided to purchase high quality credits and connect it to their educational mission. The faculty member expressed disappointment at President Wippman's characterization of such credits as cheap ways to get there. They can be used responsibly. President Wippman clarified that credits can be cheap or expensive. Expensive credits raise a resource allocation question. He is comfortable with the resource choices we have made, as we are doing some things that Colgate is not. These include need-blind admissions, Questbridge, and other programs. We should continue to focus on what we want to do.

A member of the Faculty said that he was impressed with what President Wippman said, but was bothered by the distinction between our commitment to student needs versus our commitment to the environment. President Wippman's statement was that divestment in fossil fuels was simply an economic issue and to do it for other reasons would somehow be a violation of our commitment to our students. On the contrary, we should be saying that we are trying to get out of fossil fuels because we stand for a certain relationship between us and the world we live in. We want to model that relationship for our students. President Wippman responded that the Board did address the divestment issue in a letter to the campus in 2015. He shares the philosophy of that letter, that the investment strategy for the endowment should focus on maximizing endowment returns, and we as a college can decide how to utilize the resources from the endowment. This is the same sort of policy that most of our peers follow. There are many social policy objectives that many would like to pursue, but we disagree on whether we should use the investment strategy of the endowment as a vehicle to do that.

Associate Director of Athletics Miriam Merrill commented, on behalf of Athletic Director Jon Hind and herself, with thanks for President Wippman's support, allowing faculty, staff, and students to come to the basketball games. She also thanked those members of the Faculty who have attended in support of the team. Tickets are available for all who want them.

11. *Other announcements and reports.*

Margie Thickstun announced the tenth annual reading of *Paradise Lost* to take place on Sunday, April 7.

Faculty Chair Kevin Grant moved to adjourn the meeting. The motion passed by unanimous consent at 6:00 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:	2022	<u>Gordon Jones</u>	<u>Mike McCormick</u>	_____	_____
Term:	2022	<u>Alistair Campbell</u>	<u>Courtney Gibbons</u>	_____	_____

Continuing members:

Keen, Suzanne	<i>ex officio</i>
McKee, Tara	<i>ex officio</i>
Knight, Rob	2020
Martin, Rob	2020
Keller, Shoshana	2021
Rodriguez-Plate, Edna	2021

Academic Council

Term:	2022	<u>Abhishek Amar</u>	<u>Emily Conover</u>	_____	_____
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Continuing members:

Keen, Suzanne	<i>ex officio</i>
Boutin, Debra	<i>ex officio</i>
Dykstra, Andrew	<i>ex officio</i>
Doran, Katheryn	2020
Hamessley, Lydia	2021

Faculty Committee on Admission and Financial Aid

Term:	2023	<u>Kyoko Omori</u>	<u>Javier Pereira</u>	_____	_____
Term:	2021	<u>Kate Brown</u>	<u>Wei-Jen Chang</u>	_____	_____
Term:	F2019	<u>Ian Rosenstein</u>	<u>Seth Schermerhorn</u>	_____	_____

Continuing members:

Inzer, Monica	<i>ex officio</i>
Keen, Suzanne	<i>ex officio</i>
Murtaugh, Rebecca	2020
Rivera, Sharon	2022

Please see the *Faculty Handbook* for descriptions of Committee charges.

Faculty Committee on Budget and Finance

Term: 2022 Mariam Durrani Russell Marcus _____ _____

Continuing members:

Keen, Suzanne *ex officio*

Leach, Karen *ex officio*

Hagstrom, Paul 2020

Boutin, Debra 2021

Honor Court

Term: 2022 Anne Feltovich Alex Plakias _____ _____

Continuing members:

List, Alex 2020

Sundar, Pavitra 2021

(7 students and non-voting student chair)

Appendix C

Motion from the Committee on Academic Policy to revise the *Faculty Handbook* regarding the name of the Mathematics Department

MOVED, that Section V of the *Faculty Handbook* be revised to change the name of the Mathematics Department to the Mathematics and Statistics Department as follows. Additions are underlined, bold, and blue.

V. Departments and Programs of the Faculty

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

Rationale

The most salient trend in mathematics is the recent explosion of interest in data analysis, particularly of very large data sets. By its very definition, statistics is the discipline “dealing with the collection, analysis, interpretation and presentation of masses of numerical data.”¹ As the digital initiative of the strategic plan is enacted, Hamilton College should signal to both prospective students and faculty that our department offers a robust curriculum in this important field.

The table below shows how departments at schools in our peer group of 25 are named. (Colorado, Davidson and Wesleyan Colleges have combined Mathematics and Computer Science Departments.) Colleges in this group that offer a concentration or minor in statistics are Amherst, Carleton, Grinnell, Smith and Williams.

Mathematics	Mathematics & Statistics
Bates	Amherst
Bowdoin	Connecticut
Colgate	Carleton
Grinnell	Colby
Hamilton	Haverford
Lafayette	Mount Holyoke
Middlebury	Skidmore
Oberlin	Smith
Pomona	Swarthmore
Trinity	Vassar
Wellesley	Williams
Washington & Lee	

¹ <https://www.merriam-webster.com/dictionary/statistics>

2019-2020 BUDGET OVERVIEW

Committee on Budget &
Finance

Report to Faculty

April 2, 2019



COMMITTEE MEMBERS

2018-2019

- Faculty

- Dave Bailey,
Geosciences (Chair)
- Paul Hagstrom,
Economics
- Debra Boutin,
Mathematics
- Student Observer
 - Jake Engelman

- Ex Officio

- Suzanne Keen, Dean of Faculty
- Karen Leach, VP Admin. & Finance
- Advisors
 - Carol Gable
Associate Vice President for Finance &
Controller
 - Gillian King
Director of Academic Finance &
Resources
 - David Vore

Associate Director: Budget & Financial
Reporting

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

OVERVIEW: FY20 BALANCED BUDGET

(Approved by Board of Trustees, March 2019)

Revenue	Total	Increase	%
Comp. Student Fees	\$136M	\$5M	3.8%
Financial Aid	(\$46M)	\$2.2M	5.1%
Net Fee Revenue	\$90M	\$2.7M	3.1%
Endowment	\$45M	\$3M	7.1%
Annual Fund	\$7M	\$50K	0.7%
Gifts, Grants, Other	\$5.5M	(\$478K)	-8.0%
Total Cash Revenues	\$148M	\$4.6M	3.2%

Expense	Total	Increase	%
People	\$75M	\$2.42M	3.3%
Plant	\$23M	\$0.54M	2.4%
Program	\$50M	\$1.62M	3.3%
Total Cash Expenses	\$148M	\$4.6M	3.2%

TOTAL BUDGET:

- \$194 million; \$148 million net of financial aid.

REVENUES & EXPENSES:

- Increase 3.2% (\$4.6M)

FY20 BUDGET HIGHLIGHTS

Expense	Increase	
Faculty Salaries	+3.1 %	(3.5 % pool)
Staff Salaries & Wages	+4.0 %	(2.5 % pool)
Benefits	+2.6 %	(\$450K)
Debt Service	+3.0 %	(\$340K)

FY20 BUDGET HIGHLIGHTS

“New” Spending: Program Improvements and Strategic Plan Support	\$1,750,000
Experiential Learning Office staffing and operations, Career Services	\$205,000
Business Intelligence software and staffing	\$375,000
Student Academic and Residential Support	\$220,000
Fundraising / Advancement	\$450,000
Communications VP	\$250,000
Academic Support (Economics, Lab Inst.)	\$250,000
Borrowing for Facilities: Focus on Humanities	\$30,000,000

FY20 BUDGET HIGHLIGHTS

Table 4: Non-Grant Funded Benefitted Staffing Levels

	FY2017	FY2018	FY2019	FY2020
Faculty:				
Authorized Permanent	181.8	181.8	181.8	182.8
Non-Terminal Visitors	20.2	22.2	22.2	22.2
Physical Education	21.0	21.0	21.0	21.0
Staff	467.5	471.2	481.7	488.8
Total FTE	690.5	696.2	706.7	714.8

NEW POSITIONS FY20

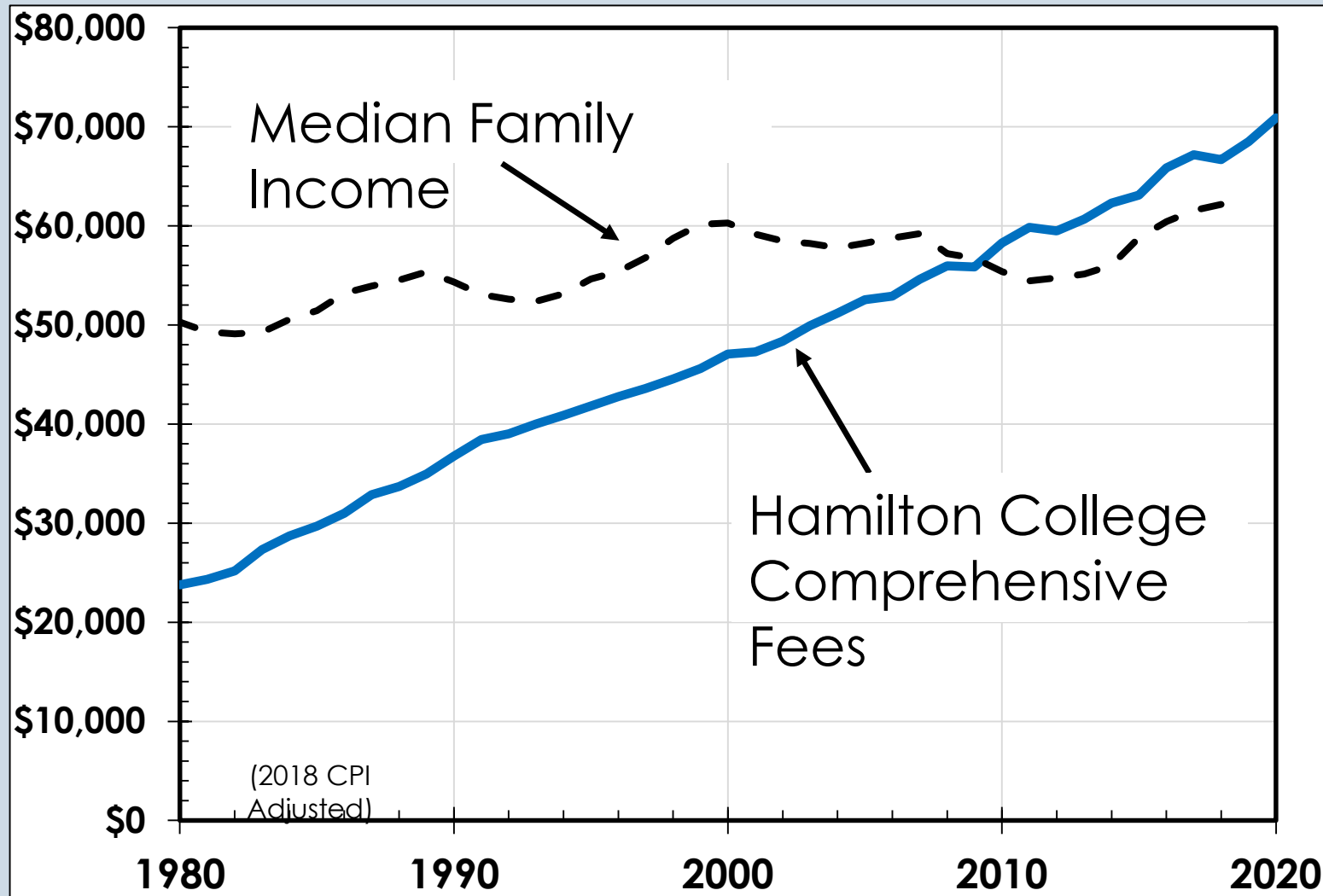
1.0 Economics Faculty
 1.5 Science Lab Instructors
 1.0 Student Academic Support
 1.0 Residence Hall Programming
 1.0 VP Communications
 1.0 Facilities Project Management
 1.0 Experiential Learning

NEW POSITIONS FY18

1.0 Career Center, Advancement
 4.0 Transportation Office
 2.0 Dean of Students
 1.0 LITS
 1.5 Dean of Faculty
 1.0 Experiential Learning
 1.0 Admission

FUTURE CHALLENGES: EXTERNAL

1. FAMILY INCOME



College tuition rising much faster than family income.

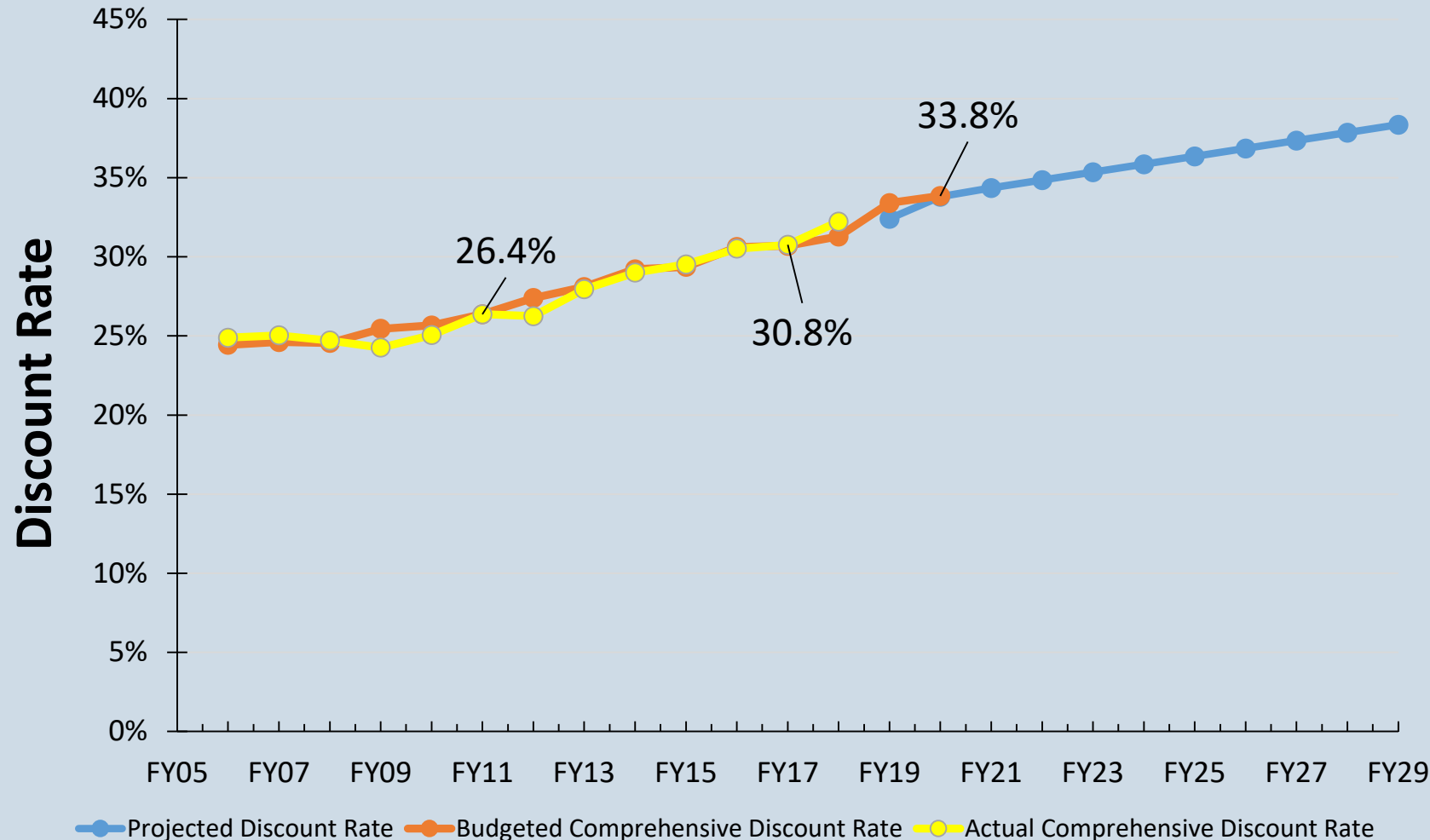
FUTURE CHALLENGES: EXTERNAL

2. INCREASE IN MINIMUM WAGE

- New York State minimum wage increasing to \$11.80/hr in 2020
- Adds \$161,000 to FY20 budget
- Will continue to increase to \$15 per hour over the next few years
- College plans to collapse three student pay grades into one as minimum wage rises

FUTURE CHALLENGES: INTERNAL

3. NET FEE REVENUE



FY20
Comprehensive
Fees increase 3.5%
to \$70,890.

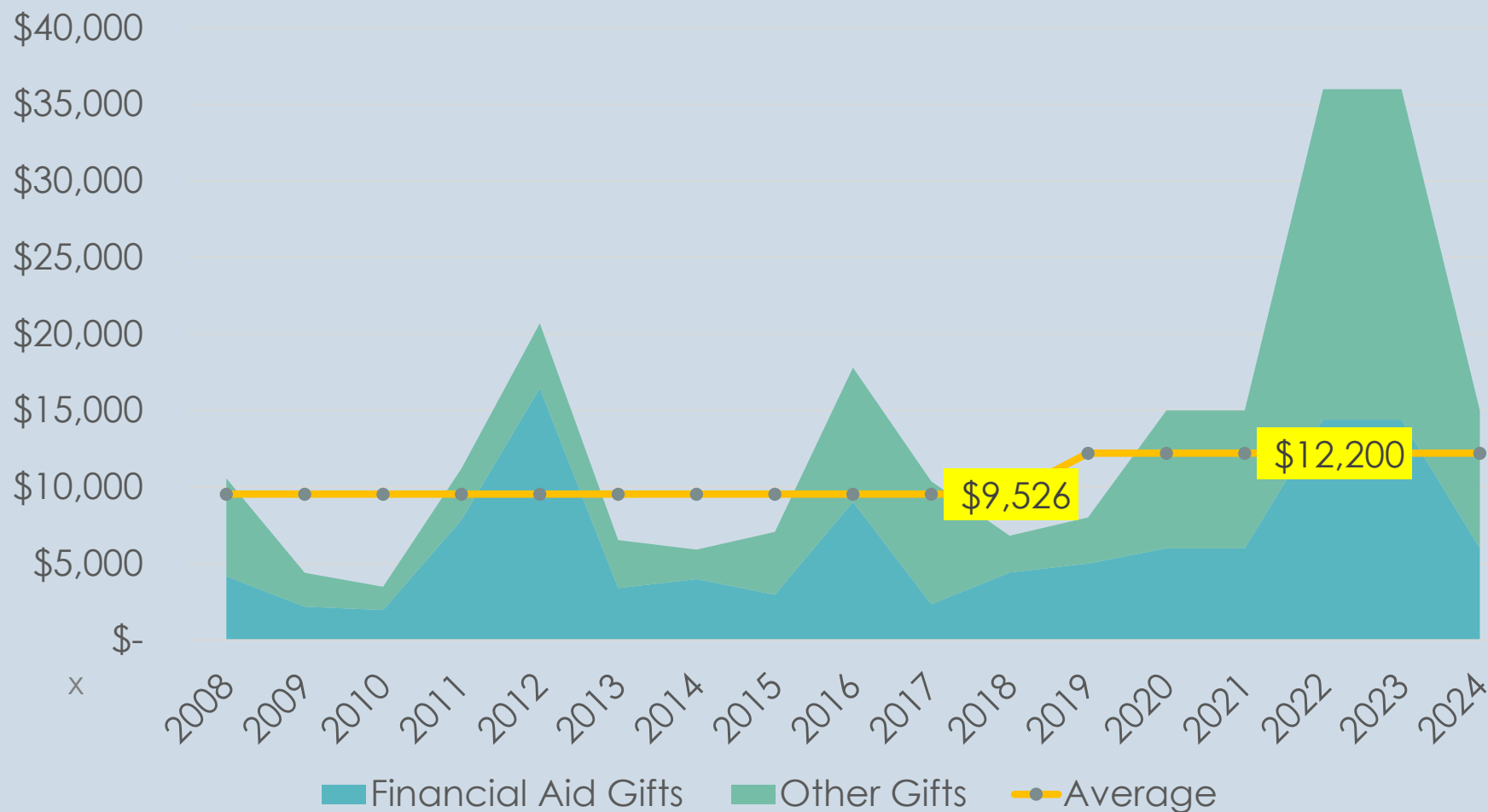
Financial aid rising
faster than fees by
~0.5% per year.

Discount rate will
continue to grow,
but we are still
below our peers.

FUTURE CHALLENGES: INTERNAL

4. ENDOWMENT GROWTH

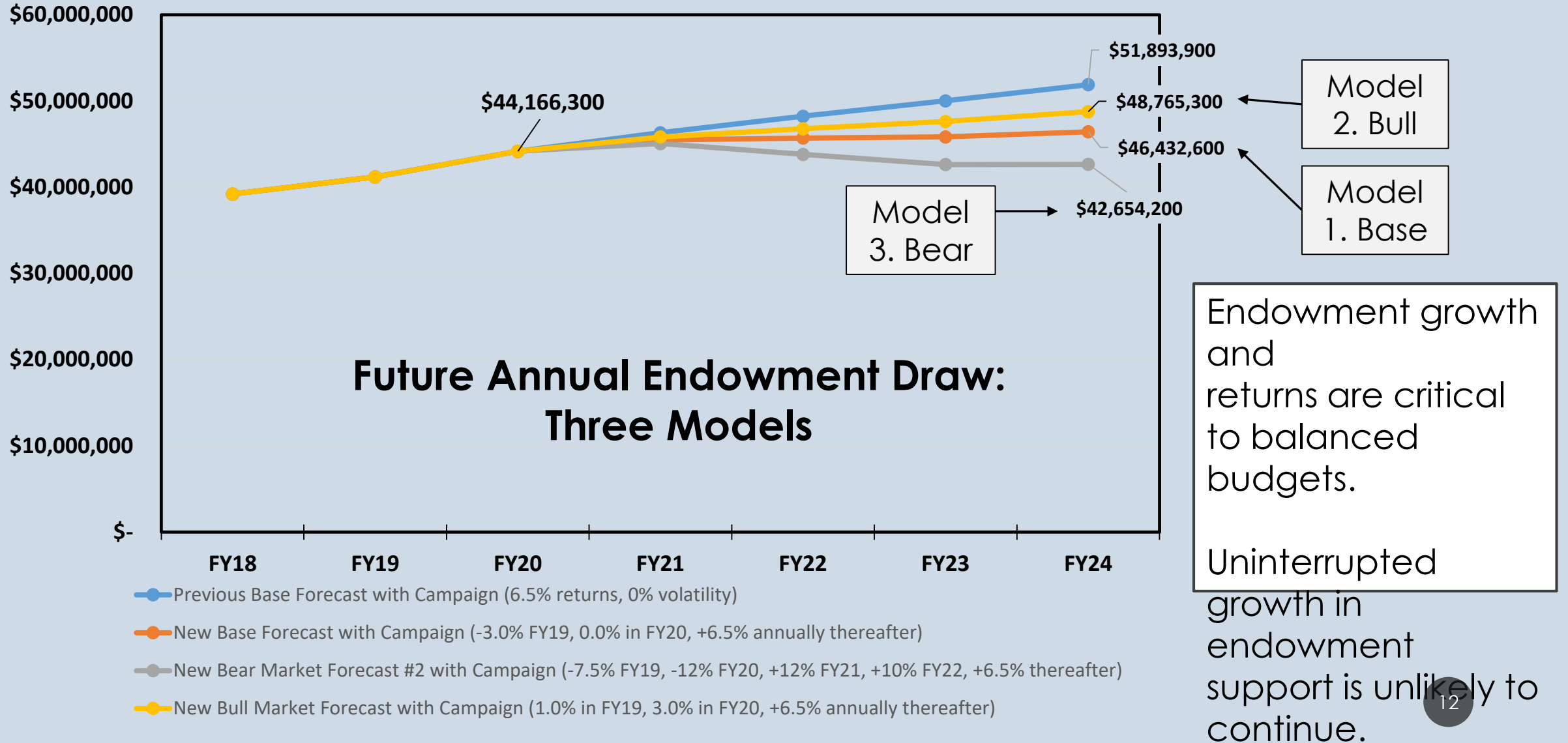
Historic and Projected Gifts to Endowment



New gifts into endowment averaged \$9.5 million per year over the past ten years.

5-year forecast projections assume an average of \$12.2 million per year added to endowment.

FUTURE BUDGET MODELS



FUTURE BUDGET MODELS

	FY19	FY20	FY21	FY22	FY23	FY24
1. New Base Case	-3.0%	0.0%	6.5%	6.5%	6.5%	6.5%
Surplus/Deficit (000's)	-	-	(\$1,952)	(\$2,664)	(\$3,438)	(\$4,015)
2. Bear Case	-7.5%	-12.0%	12.0%	10.0%	6.5%	6.5%
Surplus/Deficit (000's)	-	-	(\$2,359)	(\$4,552)	(\$6,649)	(\$7,794)
3. Bull Case	1.0%	3.0%	6.5%	6.5%	6.5%	6.5%
Surplus/Deficit (000's)	-	-	(\$1,595)	(\$1,584)	(\$1,655)	(\$1,683)

BASE MODEL PARAMETERS

- 3.5% Student Fee Increase
- FA discount rate increases by 0.5% per year
- \$117 million of new endowment gifts received over the next five years, or \$12.2 million per year

THE BAD & THE UGLY:

- All models yield budget deficits in future years.

THE GOOD:

- We always manage to balance the budget!



(QUESTIONS?)

Appendix E

Hamilton Diversity & Inclusion

We can no longer simply expect students to be college ready.
We must also be student ready.

Hamilton

Diversity & Inclusion

- Institutional Values Statement
- Campus Climate Survey
 - Divisional Goals by Senior Leaders
 - Working Retreat
- Bias Incident Response Protocol
 - Social Justice Framework
 - Annual Report

Hamilton

Diversity & Inclusion

- Faculty Models
- Student Peer Models
- Cultural Competency Work for all

Hamilton

Diversity & Inclusion

- Days Massolo Center
- Posse
- Questbridge
- International Students
- First Generation Students
- Students with Disabilities

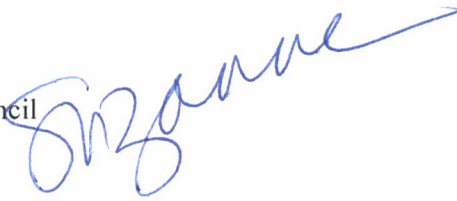
April 30, 2019

MEMORANDUM

TO: The Hamilton Faculty

FROM: Suzanne Keen, for the Academic Council

SUBJECT: Call to Meet



The Academic Council calls the Faculty to meet on Tuesday, May 7, 2019, beginning at 4:10 p.m. in the Fillius Events Barn.

AGENDA

1. Approval of minutes from the Faculty Meeting of Tuesday, April 2, 2019 (Appendix A).
2. Election for Committee Membership (Appendix B).
3. Motion from the *ad hoc* Advising Assessment Committee regarding the assessment of academic advising (Appendix C).
4. Motion from the Committee on Academic Policy to revise its Writing Intensive Course Guidelines and the Catalogue to include student learning outcomes (Appendix D).
5. Motion from the Committee on Academic Policy to revise its guidelines regarding the maximum enrollment in Writing Intensive courses (Appendix E).
6. Motion from the Committee on Appointments to revise the *Faculty Handbook* regarding Programs (Appendix F).
7. Faculty awards and remarks by Dean Suzanne Keen.
8. Remarks by President David Wippman.
9. Other announcements and reports.

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

FACULTY MEETING

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

Appendix A

Minutes of the Seventh Regular Meeting of the Hamilton College Faculty
Academic Year 2018-19
Tuesday, April 2, 2019
Fillius Events Barn

Kevin Grant, Chair of the Faculty, called the meeting to order at 4:12 PM. He reminded the faculty to be recognized before speaking, to identify themselves by name and department, and to direct all questions and comments to the front of the room.

Due to circumstances beyond their control, Terry Martinez and David Wippman could not be present. Therefore, agenda items #5 and #7 are removed.

1. *Approval of minutes from the Faculty Meeting of Tuesday, March 5, 2019 (Appendix A).*

The minutes were approved as distributed.

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

The following faculty members were elected:

Committee on Academic Policy
Term 2022: Michael McCormick
Term 2022: Courtney Gibbons

Academic Council
Term 2022: Abhishek Amar

Faculty Committee on Admission and Financial Aid
Term F2019: Ian Rosenstein
Term 2021: Kate Brown
Term 2023: Kyoko Omori

Faculty Committee on Budget and Finance
Term 2022: Mariam Durrani

Honor Court
Term 2022: Anne Feltovich

3. *Motion from the Committee on Academic Policy to revise the Faculty Handbook regarding the name of the Mathematics Department (Appendix C).*

Adam Van Wynsberghe, Chair of the CAP, spoke to the motion to change the name from the *Department of Mathematics* to the *Department of Mathematics and Statistics*. The Math Department has asked for this change and feels that the new name better reflects the curriculum. The CAP agrees and supports the motion.

The motion was adopted by unopposed voice vote.

4. *Report from Dave Bailey, chair of the Faculty Committee on Budget and Finance (Appendix D).*

Professor Bailey gave this second report of the academic year from the Faculty Committee on Budget and Finance, a broad overview of the Fiscal Year 2020 operating budget, which was just approved by the Trustees after a busy January, February, and March. There are not many big changes from previous years. Net fee revenue is increasing by 3.1 percent while endowment revenue is up seven percent, making up for some of the drop in Annual Fund and gifts & grants. The net increase in the budget is \$4.6 million, or 2.3 percent. This is distributed into three broad categories of operating expenses: people, plant, and program, with a slight emphasis on people and program. This is similar to what has been done in previous years. Total Faculty and Staff Salary allocations have increased 3.1% and 4.0%, respectively, as compared to the FY'19 budget. This will result in 3.5% (Faculty) and 2.5% (Staff) of the salary budget available for raises in FY'20. Similarly, benefits increased 2.6% over FY'19, yielding an addition expenditure of \$450 thousand; and debt service is up 3.0%, an additional \$340 thousand.

There will be \$1.75 million in new spending for various program improvements. This will include software and support for the strategic plan, but most of the new spending is for new positions. These positions are distributed across academic support, student life, and advancement. Over the last four years there has been one net gain in Faculty FTE, and twenty-one in Staff FTE. Additional debt service will result from borrowing \$30 million toward facilities improvements for the Humanities. In two years we will be retiring a comparable amount of existing debt, so we will drop back down to the level that we have been carrying for the previous few years.

Turning to consider the big picture of college finances, Professor Bailey noted that many small colleges are struggling financially, and some are closing. Almost every institution is facing financial stress for a variety of reasons. In the long term, college fees are increasing much faster than family income, which is challenging for everyone. Notably, each year, financial aid is increasing approximately 0.5% faster than fees. The current Hamilton College discount rate is 33.8%, which is below most of our peers, many of whom have discount rates between 36% and 38%. Professor Bailey also noted that the recent increase of the New York State minimum wage to \$11.80/hour added \$161 thousand to the FY'20 budget. As the minimum wage continues to increase to \$15/hour in a series of steps over the next few years, we will have to add similar amounts to future budgets.

We are increasingly relying on endowment revenue to finance our operations. In order to sustain this, we need to grow the endowment. Over the past 10 years, the average net addition to the endowment has been \$9.5 million per year. We seek to increase this rate to \$12.2 million per year. This is a challenge, but it's essential in order to have sufficient funds for the operating budget. Vice President for Administration and Finance Karen Leach and her group have developed a variety of financial models considering projected endowment revenue under differing economic conditions. All the models assume business as usual each year with a 3.5% fee increase, financial aid discount increase by 0.5%, wages of faculty and staff up by 3.5% and 2.5%, respectively, and \$12.2 million added to the endowment annually. The bad news is that all models yield budget deficits, but the good news is that we always balance the budget even when facing difficult constraints.

A member of the Faculty asked about a -3% endowment return for FY'19. Vice President Leach clarified that this was the estimate as of the December Board of Trustees meeting. The actual number is not yet known. The faculty member asked why we don't put our money in cash in order to avoid losing 3%. Vice President Leach replied that it's a diversified portfolio that tries to minimize volatility. The projection in December followed a particularly bad quarter, and we assume the situation is better now. We don't put it in cash because we would earn much more in other years. Returns depend on the mix of assets in any given year. We are still very heavily invested in stocks, and thus subject to market volatility. Our CIO is moving our investments more

toward less volatile investments. Older projections were for 8% return. Now, our models project 6.5%. The models will be updated at the end of March.

A member of the Faculty asked for clarification on the 21 new staff over the past four years. Professor Bailey replied that most of them have happened in the last two years, and some have been mandated, such as by Title IX. Some represent expansion in the Dean of Students office.

A member of the Faculty asked about the new tax laws which might affect the endowment. Professor Bailey replied that when preparing the budget, the precise implications of the new tax laws were not clear. It does appear that the new tax laws will generate an added cost. This will be folded into the cost of managing the endowment. Vice President Leach added that the IRS is currently in the process of writing new regulations. Ultimately, we will be affected because \$500 thousand per student is a hard number. An analysis by KPMG indicates that our additional tax would be \$790 thousand.

A member of the Faculty noted that FY'20 comprehensive fees are \$70,890 and asked about need blind admissions. Do students still graduate with debt? Professor Bailey deferred to Vice President for Enrollment Management Monica Inzer, who replied that about half of our students pay the full price. The other half are receiving an average of \$50,000 each. The worry is that there is a shrinking market of full-pay families. Investing in facilities, the academic program, and support staff are as important as investing in financial aid. We meet 100% of student need. Most is through grants that do not need to be repaid. A small portion is work-study, and a small portion is loans at the federal level: \$3,500 for first-years, \$4,500 for sophomores, and \$5,500 for juniors and seniors. Average indebtedness for our graduates is between \$16,000 and \$19,000 at graduation, well below the national average. Not all students who have loans in their packages take them. Some students who are not on financial aid take loans. We are generous, allowing us to attract those diverse students we enjoy teaching, but this depends on attracting full-paying students as well.

5. *Report on Diversity from Chief Diversity Officer Terry Martinez (Appendix E).*

This item was removed from the agenda.

6. *Remarks by Dean Suzanne Keen.*

Dean Keen proceeded with the following remarks.

I recognize our collective responsibility to acknowledge our colonial history. Our campus is located on the ancestral and traditional lands of the Oneida Nation. Today, I commit myself to engaging in solidarity with the Oneida Nation—if they'll have me!—and to ensuring that the perspectives and cultures of Indigenous peoples are honored and embraced.

There are things that we do for ourselves and things that we do for Hamilton College. Speaking that land acknowledgment is something I do for myself. Luckily, as scholars many of the things that we do in pursuing our vocations reflect positively on Hamilton and enhance the teaching that we came here to do. (I speak in a spirit of optimism that one day I will get a chance to teach these wonderful students.)

In the meantime, I have been reading your annual reviews. I've been at it for the past month, and I'll continue to do so through April, when I'll also be meeting with the chairs. Learning what you've been up to in 2018, and reading your CVs to get a deeper sense of your scholarly and creative commitments, have made a fascinating, if lengthy, task. Since I spoke about what I saw in your teaching evaluations in February, I'll focus today on scholarship and service.

The first thing I'll remark on is a comparison, because I'm a wee bit competitive! Every year at W&L when I was doing annual merit raise review, I used "publication of a peer-reviewed article or its performance or exhibition equivalent" as a proxy for faculty productivity, though of course I also recognized and honored many other milestones, such as grant activity, submissions and acceptances, honors, awards, and fellowships. Using that proxy, I saw faculty productivity go from 52% in the first year I looked up to 63% in 2017. With nine departments still to go in my review process, Hamilton faculty are already running at 62.5% productivity by the same measure. I am confident that percentage is going to rise, but what I want to focus on is not just simple quantity, but the quality of what I am seeing. I am struck by the remarkable number of published books. Not all fields prize book publication, but in those that do, there is an elite group of presses that brings work to the widest audience. Hamilton faculty, including tenure-track faculty, are publishing at those presses. You are also publishing in lines that are well-known as best in their areas of specialization, in top journals, and for those of you who also work as public intellectuals, in venues that reach mass audiences of educated readers or listeners. Every excellent small liberal arts college has some faculty who can boast of these accomplishments, but Hamilton has a *lot* of them.

Many of you have been to the little after-work drinks parties that Fran and I have been hosting on Wednesdays. There you've had a chance to meet Jeff Ritchie and Krista Campbell, who help connect faculty with grants, fellowships, and foundation funding. We have had a whole bunch of great news recently in that quarter, from a major grant from the Sherman Fairchild Foundation to support digital arts initiatives, to a grant supporting Levitt's collaboration with Mills and Pitzer College on Student Activist Leadership and Well-Being, Social Transformation and Healing Justice, to individual faculty who have recently won a Fulbright, an NEH Summer Stipend, an American Philosophical Society Franklin Grant, and a Pracademic Fellowship from the American Political Science Association. Earlier in 2018 faculty won summer residencies at the National Humanities Center, NSF grants, an ACLS Fellowship, a Hakuho Foundation Research Fellowship, and a Romanell-Phi Beta Kappa professorship. Mende, Celeste, Colin, Alexsia, Mariam, Andrea, Gordon and Brian, Joel and Marianne, Rebecca, Scott, Margaret, Ryan, Rob Knight, Heather, Tracy, Ella, Kate, Jay, Abhishek, Nathan, and Susan Jarosi—and anybody else who recently won an award that I haven't alluded to here simply because I haven't heard about it yet, or pitched in with one of these grants: on your feet, please. Don't be shy.

Every time a Hamilton faculty member pulls in grant money from an agency or foundation, that win frees up dedicated funds for others, and in some cases, it lets us do things here on campus that would otherwise just be dreams.

These are the rainmakers. Thank you for your creativity and perseverance.

Keep your eyes open for events run by Jeff Ritchie intended to assist you all in grant seeking. He has some great things lined up for anybody who is interested. And please let Jeff know if you have won something!

In scholarly and creative work, you are impressive. It's in the service portfolios, though, that you really see the dedication of the faculty to Hamilton, specifically. Some may perceive that not all service is equally rewarding or prestigious, but here I want to emphasize the value of the diverse ways you serve the College. Some of you have heard about my Rolodex. I started by making a card for each one of you and transcribing the Red Book committee lists onto those cards. Since then, I have learned a great deal more about service to Hamilton, to the community, to your professional organizations, and especially to students who are drawn to you by affinity, beyond your formal roles as teachers and advisers. The Rolodex cards are filling up. Many of you have agreed to serve in the Middle States dictated task forces. You may have noticed that the Academic Council is making an effort to run a more varied slate of faculty colleagues in its elections. This is deliberate. It's vitally important as we go through a period of faculty turnover that more different individuals serve on a variety of committees, so that the ways and means of

faculty self-governance are safeguarded for the future. These assignments may not feel as if they are part of your core identity as teachers and scholars. They may not be your first choice. But we need to share the unglamorous work out, and do it well, while striving to recognize the work that doesn't show in the Red Book. So please communicate with me about your service—official and unofficial—the next time you file an annual review. And if you are feeling that you could be doing more, please convey that to your chair, to the deans of faculty, or to any member of the Academic Council. I trust that you *do* file an annual report, with a copy of your CV, because that's how I know to give you a raise!

I wanted you to know that I am reading your annual reports and cvs with care as I approach the season for setting merit raises. I am using the same system that is described in the Red Book, on page 53, but I thought it was important for you to hear directly from me about what I value in faculty work. That doesn't mean that you have to publish a peer-reviewed article or win a national grant in order to get a raise. I'm just singling out, today, some of the really exceptional accomplishments of 2018. It should go without saying, but I'll say it: dedicated teaching matters the most to us.

Having concluded her own remarks, Dean Keen said that President Wippman asked her to convey to the Faculty what he had intended to say regarding the aftermath of the data breach. Hamilton College was victimized by a sophisticated criminal enterprise. Individuals were targeted specifically with real research into their personal identities. This sort of activity is becoming more common. Dean Keen, herself, has been the subject of phishing schemes where someone has assumed her identity to ask others for money. In a similar attack, Hamilton and two other colleges, Oberlin and Grinnell, were attacked by a criminal enterprise. This incident is under investigation by the F.B.I. We haven't heard very much about it, in part because the investigation is still underway, and any information we release would be read by the criminals. It is almost certain that we were attacked because we have a large endowment. We are not alone in this. Such criminals are also interested in the medical profession, often targeting hospitals.

This serious data breach attacked the Office of Admissions. We have to assume that very private student information has been exposed and could potentially be misused. It's embarrassing for Hamilton that the breach occurred, but the way that it happened involved victimization. It was not our fault that it happened. Rather, it was a bad thing that happened to us. A crime was committed. In the wake of that crime, Hamilton is redoubling its efforts in order to have the best possible security while still permitting us to do our jobs.

One such security measure is two-factor authentication. It has already been rolled out in the most sensitive areas, and to those who are most likely to be using the sorts of databases and systems that might be targeted. LITS will be encouraging everyone to adopt "Duo Push" two-factor authentication. This requires the use of a smartphone (*or a LITS-provided key fob device).

Across the institution in a variety of ways, Hamilton is improving security in order to protect confidential information. There are some kinds of confidential information that are especially important because it is protected by law. FERPA concerns student records, and there is a European law protecting the privacy of its citizens. Data breaches concerning students and citizens of the EU are, by themselves, violations of those statutes. But that's not the only reason we should care about this. For example, applicants sometimes write things in their college application essays that their parents don't know about. Data breaches not only harm the reputation of Hamilton, but also have the potential to harm individuals.

Another change in security involves access to student records. Previously, all faculty had access to the records of all current students and those who had graduated within the last two years. Now, faculty have access only to the records of their own advisees. Department chairs also have access to the records of their declared major and minor concentrators. This change has been made because the criminals want access to large amounts of data to be used in ways to make money.

Breaches occur not because employees are particularly careless, but because the criminals are very clever, and use techniques to gather specific detailed information about individual employees, all of whose names they can learn from our public website. It would take only one compromised employee for a criminal to gain access to all the student records. This is a grave risk, demonstrated not just in theory, but by an actual similar sort of data breach. For that reason, to protect all of us, especially our students, faculty access to student records is limited to advisees. To advise other students, faculty may ask them to show a copy of their record, or ask them to send it by email. In more complicated circumstances, faculty may ask the registrar to send a copy of a student record.

Dean Keen concluded by re-emphasizing the gravity of the attack on Hamilton College, the risk, not only to the institution's reputation but also to the individual people whose data was compromised. We need to take steps to protect everyone from the consequences of another data breach.

Senior Director of Media Relations Vige Barrie commented to remind the Faculty that when they let Dean Keen know about honors or awards, they should also let Media Relations know, so that the faculty can be honored on Hamilton's news site. Send notifications to pr@hamilton.edu.

7. *Remarks by President David Wippman*

This item was removed from the agenda.

8. *Other announcements and reports.*

Naomi Guttman announced that she, Peter Cannavò, Dave Bailey, and Mike McCormick are starting an on-campus climate action group, open to any interested student, faculty, or staff member. The group founders take it as a given that climate change poses a real and permanently damaging change in our lives. The group hopes to provide an opportunity to educate itself, to bring similar efforts on campus under one umbrella, and to allow us to move forward and to understand what we can do individually and in our communities to prevent the worst from happening. An invitation is forthcoming to the whole campus, to start a listserv, and call a meeting in the next few weeks. Particularly, please encourage interested sophomores to participate.

Margie Thickstun announced the tenth annual reading of *Paradise Lost* to take place on Sunday, April 7.

Faculty Chair Kevin Grant moved to adjourn the meeting. The motion passed by unanimous consent at 5:01 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: 2022 Martine Guyot-Bender Marianne Janack _____ _____

Continuing members:

Borton, Jen	2020
Trivedi, Lisa	2020
Wu, Steve	2020
Yao, Steve	2020
Brewer, Karen	2021
Kantrowitz, Robert	2021
Hall, Tina	2022

Faculty Committee on Budget and Finance

Term: 2021 Jeff Pliskin Gary Wyckoff _____ _____

Continuing members:

Keen, Suzanne	<i>ex officio</i>
Leach, Karen	<i>ex officio</i>
Hagstrom, Paul	2020
Durrani, Mariam	2022

Judicial Board

Term: 2021 Justin Clark Javier Pereira _____ _____

Continuing members:

Brown, Kate 2020
(9 students, 2 staff, and non-voting student chair)

Appeals Board

Term: 2022 Alistair Campbell Russell Marcus _____ _____

Continuing members:

Collett, Brian	2020
De Bruin, Erica	2021

(2 students)

Please see the *Faculty Handbook* for descriptions of Committee charges.

Appendix C

Motion from the *ad hoc* Advising Assessment Committee regarding the assessment of academic advising.

Moved, that the Faculty approve the following assessment tools for sophomores and seniors with the following conditions:

- (1) The assessment tools will be first administered in the 2019-20 academic year.
- (2) The Advisory Committee on Academic Advising (ACAA) with the Office of Institutional Research and Assessment will oversee the administration of the assessment tools.
- (3) The ACAA, in consultation with Academic Council, will bring any future revisions of the assessment tools to the Faculty for consideration.
- (4) Beginning in the 2020-21 academic year, the ACAA will be responsible for presenting an annual report at the October or November faculty meeting summarizing the aggregated College results of the assessment tools from the previous academic year.
- (5) The results of the assessment tools will be provided in the aggregate to each department/program along with comparable data for the entire College on an annual basis.
- (6) Beginning in 2021, a new question will be added to the Department Annual Report that will require a summary of the department's discussion about the feedback from the assessment tools from the previous academic year (e.g., in the 2021 Department Annual Report chairs/directors will summarize the conversation the department/program had during the 2020-2021 academic year about the assessment tools that were completed by students in the spring of 2020).
- (7) The assessment tools will be required for sophomores when they declare concentrations and for seniors when they complete course evaluations in the spring term. Grade availability will be delayed if the evaluations are not completed.

FOR SOPHOMORES:

Hamilton College Advising Mission and Expectations

Academic advising at Hamilton helps students make responsible, informed decisions about their intellectual development. Working with academic advisors, students craft an educational plan reflecting their particular interests and abilities, and the College's purposes and goals. The plan, which typically evolves over time, balances the freedom of an open curriculum and the breadth of a liberal arts education.

Instructions: The answers to the following questions are meant to be a reflection of the extent to which your advising experience met the College's advising mission and expectations. A mark of N/A is an acceptable choice to indicate that your advising experience allowed no opportunity to assess this expectation. N/A should not be chosen to avoid a low score on an expectation. A low score should be given when your advising experience did address an expectation, but in your opinion did not meet a standard acceptable for Hamilton College.

*Disclaimer - The information acquired through this tool is solely collected to assess the College's academic advising experience. All data will be reported in the aggregate by department and for the College. The data will not be linked to individual academic advisors, used for student or faculty evaluation, or be directly considered in the distribution of College resources.

Sources of Advising

Please indicate all of the sources that you consult for academic advice and, for those you do consult, how important they are to you when making decisions.

[illegible]

Student Knowledge from Advising

Advising at Hamilton is designed to help students make responsible, informed decisions about the course of their intellectual development.

During your first and second years at Hamilton your academic advising experience helped you understand:

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree	N/A
The College's graduation requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The College's purposes and goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The process of declaring a concentration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Options and academic regulations for off-campus study if you are interested	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support services that are available and how to obtain help	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your ongoing progress toward graduation (e.g., WI, QSR, PE requirements, sequencing of courses for a concentration)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student Advising Behavior

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

During your first and second years at Hamilton your academic advising experience included discussions of:

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree	N/A
Your educational plan in relation to your particular interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your educational plan in relation to the College's purposes and goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courses throughout the College curriculum, including areas of study with which you were unfamiliar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Whether or not off-campus study should be included in your educational plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The reasons for your choice of concentration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your progress toward completion of any chosen concentration and minor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus resources that are available to assist with academic, career, and personal concerns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How your choices contribute to post-Hamilton career plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How internships, summer research, and other "hands-on" experiences can supplement your educational experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Open Narrative

Given your experience with advising at Hamilton—including your interactions with your academic advisor, other faculty and staff, online resources, and other campus resources such as the Career Center:

What is/was the most positive aspect of your academic advising experience?

What can the College do to improve the academic advising experience?

During my first and second years at Hamilton my academic advisor (select all that apply):

- ☐ Was the same person
- ☐ Changed to a different person at my request
- ☐ Changed to a different person because the academic advisor was no longer available
- ☐ Changed more than once

FOR SENIORS:

Hamilton College Advising Mission and Expectations

Academic advising at Hamilton helps students make responsible, informed decisions about their intellectual development. Working with academic advisors, students craft an educational plan reflecting their particular interests and abilities, and the College's purposes and goals. The plan, which typically evolves over time, balances the freedom of an open curriculum and the breadth of a liberal arts education.

Instructions: The answers to the following questions are meant to be a reflection of the extent to which your advising experience met the College's advising mission and expectations. A mark of N/A is an acceptable choice to indicate that your advising experience allowed no opportunity to assess this expectation. N/A should not be chosen to avoid a low score on an expectation. A low score should be given when your advising experience did address an expectation, but in your opinion did not meet a standard acceptable for Hamilton College.

*Disclaimer - The information acquired through this tool is solely collected to assess the College's academic advising experience. All data will be reported in the aggregate by department and for the College. The data will not be linked to individual academic advisors, used for student or faculty evaluation, or be directly considered in the distribution of College resources.

Sources of Advising

Please indicate all of the sources that you have consulted for academic advice during your third and fourth years at Hamilton and, for those you did consult, how important they were to you when making decisions.

[illegible]

Student Knowledge from Advising

Advising at Hamilton is designed to help students make responsible, informed decisions about the course of their intellectual development.

During your third and fourth years at Hamilton, your academic advising experience helped you understand:

[illegible]

Student Advising Behavior

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

During your third and fourth years at Hamilton your academic advising experience included discussions of:

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree	N/A
Your educational plan in relation to your particular interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your educational plan in relation to the College's purposes and goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courses throughout the College curriculum, including areas of study with which you were unfamiliar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Whether or not off-campus study should have been included in your educational plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The reasons for your choice of concentration(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your progress toward completion of any chosen concentration(s) and minor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus resources that were available to assist with academic, career, and personal concerns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How your choices contributed to post-Hamilton career plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How internships, summer research, and other "hands-on" experiences supplemented your educational experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Open Narrative

Given your experience with advising at Hamilton—including your interactions with your academic advisor(s), other faculty and staff, online resources, and other campus resources such as the Career Center:

What was the most positive aspect of your academic advising experience?

What can the College do to improve the academic advising experience?

For those who indicate a single concentration:

During my third and fourth years at Hamilton my academic advisor (select all that apply):

- ☐ Was the same person
- ☐ Changed to a different person at my request
- ☐ Changed to a different person because the advisor was no longer available
- ☐ Changed more than once

For those who indicate two concentrations:

During my third and fourth years at Hamilton my academic advisors for my two concentrations (select all that apply):

- ☐ Were the same people
- ☐ One or both changed to a different person at my request
- ☐ One or both changed to a different person because the advisor was no longer available
- ☐ One or both changed more than once

During my third and fourth years at Hamilton, my primary academic advisor:

- ☐ Was only one of my concentration advisors
- ☐ Was equally split between my two concentration advisors

Rationale

In May 2014 the faculty approved implementation of two advising evaluation tools (one for sophomores and one for seniors) for a trial period of three years, starting in the spring of 2015. These tools were an initial response to the *Middle States Evaluation recommendation to 'assess faculty advising in ways that will assure strong support of individual student achievement of the College's learning goals,'* which are our eight educational goals. The approved motion stated: "At the end of the three-year trial, a Faculty-elected *ad hoc* Advising Committee shall gather feedback from faculty advisors to determine if the surveys need adjustment. The Committee shall propose a motion to the Faculty to continue with the same survey instruments or to revise one or both of them." The *ad hoc* Advising Committee was elected in September, 2018 (Karen Brewer, John Eldevik, and Ravi Thiruchselvam) and they, along with Associate Dean of Faculty Nathan Goodale and Associate Dean of Students for Academics Tara McKee, conducted an online survey to solicit feedback about these advising evaluation tools from all faculty who are assigned advisees.

The data gathered from the faculty on this first attempt at advising evaluation indicated that the tools were not doing what they were designed to do. Based on the results from the three-year trial period and our assessment of the effectiveness of these tools (a process that is important for Middle States Standard V.5), we propose this motion to the faculty to adopt the revised assessment tools.

The *ad hoc* Committee felt that any assessment should be centered on student experiences with the advising system rather than an evaluation of individual advisors. The Middle States recommendation is to provide the best support of "individual student achievement" not *assess individual faculty advisors*. Any approach we take should support faculty in having continual conversations about advising with other faculty. The Committee also felt that the new assessment tool should mirror language the faculty already adopted about what we think advising should achieve. The language used in the assessment tools was adopted by the faculty in the 2013-14 academic year.

Starting with the 2019-2020 academic year, the set of tools (one for sophomores and one for seniors) will be administered. The expectations are that the results from these tools be compiled by department/program and shared with the chair/director in addition to aggregate data for the College. Then, chairs and directors will be responsible for having discussions with faculty about the results, comparing the aggregate data to College averages, and reflecting on how to improve, with a summary of those conversations explained in the yearly Department Annual Report.

Appendix D

Motion from the Committee on Academic Policy to revise its Writing Intensive Course Guidelines and the Catalogue to include student learning outcomes.

MOVED, that the Committee on Academic Policy change its “Guidelines for Writing Intensive Courses” and the College Catalogue under “Standards for Written Work” to include the following section on Writing Intensive (WI) student learning outcomes:

Writing Intensive Student Learning Outcomes

Students will refine their writing through a recursive process that involves drafting, revising, and receiving feedback from readers.

Students will substantiate and develop ideas through the analysis of evidence and the critical use of sources.

Students will employ appropriate rhetorical strategies and mechanical conventions for specific disciplines, audiences, genres, and media.

Students will properly incorporate, cite, and document sources.

Rationale

The 2012 revision of the WI guidelines lists conditions that WI courses must meet, but does not explicitly identify the goals of the WI program. This motion, starting from the implied goals of the 2012 WI guidelines, aims to describe a minimal set of student learning outcomes that apply to the different types of writing instruction across the curriculum and across course levels.

Elaborating basic goals for the WI program provides a starting point for a college-wide discussion of the program and effective pedagogical strategies for improving students’ writing. By thinking carefully about the fundamental student learning outcomes of the program, we can more clearly work toward realizing them.

Additionally, for accreditation purposes, we must provide evidence that we directly assess each of our graduation requirements. The formal assessment of the WI program will begin in the fall of 2019, but we currently do not have student learning outcomes against which we can assess its effectiveness.

Appendix E

Motion from the Committee on Academic Policy to revise its guidelines regarding the maximum enrollment in Writing Intensive courses.

MOVED, that the Committee on Academic Policy change its “Guidelines for Writing Intensive Courses” so that the maximum enrollment of Writing Intensive (WI) courses be eighteen instead of twenty. (Additions in blue, removals in red strikeout).

“In order to aid the faculty in meeting these guidelines, WI courses will be capped at a maximum enrollment of **eighteen** ~~twenty~~ students.”

Rationale

Smaller classes generally enable more effective writing pedagogy as faculty can focus more time per student on individualized writing instruction. A smaller cap on WI courses would allow faculty to better meet the current guidelines for WI instruction, including more extensive and timely review, more substantial writing projects, and additional individual writing conferences per student. National guidelines suggest fifteen students per writing intensive course, but lowering enrollment caps further with current faculty resources will more significantly limit student course-selection.

Over the last six semesters, 24% of WI courses have had enrollments of over eighteen students. An average of 58 students per semester (4.4% of overall WI enrollment) would have been displaced if a strict cap of eighteen students had been in place. The average number of open seats in all other WI courses with a cap of eighteen would have been 255. The 100-level WI courses have the highest enrollment-to-seats ratio, at 88%. 200- and 300-level WI courses would see the largest displacements in both absolute and relative measures. Slightly over half of 100-level WI courses have a cap of sixteen and would not be affected by this change.

When department chairs were asked via email to comment on this change, only a small number expressed concern that it would impact specific parts of their curricula where enrollments are already stressed. The CAP feels that lowering the WI course cap college-wide to enable stronger writing instruction outweighs these issues and the slight reduction of student course-selection.

Appendix F

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

Moved that the following changes -- underlined, bold, and blue -- be made to the *Faculty Handbook*.

IV. FACULTY SERVICE ON COMMITTEES AND BOARDS

C. Appointed Committees and Boards

1. Committees for Academic Programs. The Dean appoints members of the Faculty to committees for the academic programs established by the Faculty that are not under the jurisdiction of a specific department. Appointments are normally for three years. Whenever possible, the Dean shall ensure that the terms of Program Committee voting members provide continuity in all decisions relating to reappointment, promotion, and tenure of faculty members serving in those programs. Each committee is chaired by a Program Director appointed by the Dean. Program committees are responsible for planning or proposing to the Committee on Academic Policy curriculum and academic requirements, administering the program, advising and evaluating students, and advising the Dean on personnel matters related to the program. Committees exist for the following programs:

V. DEPARTMENTS AND PROGRAMS OF THE FACULTY

The departments of instruction are Africana Studies, Anthropology, Art, Art History, Biology, Chemistry, Classics, Communication, Computer Science, Dance and Movement Studies, East Asian Languages and Literature, Economics, French and Francophone Studies, Geosciences, German and Russian Studies, Government, Hispanic Studies, History, Literature and Creative Writing, Mathematics, Music, Philosophy, Physical Education, Physics, Psychology, Religious Studies, Sociology, Theatre, and Women's and Gender Studies. Each department has an appointed Chair, with the exception of Physical Education which is headed by an Athletic Director. For the purposes of this handbook, the term Chair, when used to indicate the head of a department, shall include Athletic Director.

Academic programs include American Studies, Asian Studies, Biochemistry/Molecular Biology, Chemical Physics, Cinema & Media Studies, Digital Arts, Education Studies, Environmental Studies, Geoarchaeology, German Studies, Jurisprudence, Law, and Justice Studies, Latin-American Studies, Medieval/Renaissance Studies, Middle East and Islamic World Studies, Neuroscience, Public Policy, and Russian Studies. Each of these programs has an appointed program director.

Program Committees composed of faculty members appointed by the Dean carry out the instructional responsibilities of the College's programs. These responsibilities include advising the Committee on Academic Policy and the Dean on all curricular developments affecting the program; supervising the advising of students concentrating or minoring in the program; and advising making recommendations to the Dean on personnel matters relating to the program.

B. Chair and Program Director

1. Duties of Department Chairs and Program Directors. In consultation with department or program colleagues, Chairs and directors shall ensure that the educational, recruitment, and administrative functions of the department or program are effectively fulfilled. The Dean shall facilitate the coordination of the Chairs and directors to ensure that course offerings meet the requirements of both departments and programs. It shall be their duty to call meetings, as noted, and to preside over such meetings. Unless other provisions are made by vote, Chairs and directors shall be the intermediaries between departments or programs, on the one hand, and, on the other,

officers of the administration, other departments or programs, and standing committees. It is expressly stipulated, however, that any member of a department or program may communicate directly with College officers, standing committees, and members of other departments and programs. The Dean shall consult Chairs before making salary decisions. When there is a faculty member in a tenurable, continuing, or renewable position in a program, the Dean shall consult the director of that program before making salary decisions about that member. For untenured faculty members in a tenurable position in a program, the Dean shall consult the chair of the candidate's ad hoc reappointment and tenure committee (see VI.G.1.b) before making salary decisions about that member. For tenured faculty members and faculty members in non-tenurable positions in a program, the Dean shall consult the director of that program before making salary decisions.

D. Appointments

2. Programs. Where appropriate, responsibility for advising the Dean on personnel matters related to the program lies with the members of the program. ~~committee according to the procedures outlined above.~~ Whenever possible, the Dean shall ensure that appointments of program committee voting members provide continuity in All decisions relating to reappointment, tenure, and promotion of faculty members appointed in programs shall be handled by the candidate's ad hoc committee (see VI.G.1.). ~~of faculty members serving in programs.~~

Rationale

At the meeting of February 5, 2019, the faculty approved changes to sections V.D. and VI.G of the *Faculty Handbook*. These changes created procedures for reappointment and tenure for faculty members appointed to Programs. The most substantive change was the introduction of paragraph VI.G.1.b. below which prescribes the formation of *ad hoc* reappointment and tenure committees for such faculty members.

SECTION VI. APPOINTMENT, REAPPOINTMENT, TENURE, AND PROMOTION

G. Reappointment, Tenure, and Promotion Procedures

- 1. Ad hoc Reappointment and Tenure Committees.** The Dean shall appoint an ad hoc reappointment and tenure committee in the following two cases.
 - a. ...
 - b. When a faculty member's appointment is made in a program.** Working in consultation with the Committee on Appointments and the program committee, the Dean shall, at the time of appointment, constitute an ad hoc committee of no fewer than three tenured faculty members for reappointment and tenure decisions. The ad hoc committee shall normally consist of at least one member of the program committee and at least one additional faculty member from a cognate field. If 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; each committee member shall have one vote.

The introduction of paragraph VI.G.1.b to detail procedures for faculty appointed to programs created certain inconsistencies with passages appearing in the earlier sections IV and V; these earlier sections of the *Faculty Handbook* pertain to the roles of faculty on Committees and Boards and the roles of Department and Program faculty. The purpose of the current motion is thus to offer attendant changes necessary to resolve these inconsistencies:

- In section IV.C.1, we recommend the removal of a sentence stipulating that the program committee is responsible for reappointment, promotion, and tenure for the following two reasons: First, as a matter of practice, programs have not been asked to make recommendations to the Dean on personnel matters, but rather individuals appointed to a program have been invited to advise the Dean. Second, the language adopted at the February meeting designates the *ad hoc* committee, rather than the

program, as the body that advises the Dean on personnel matters for untenured faculty appointed to programs.

- In section V.B.1., we make clear that the Dean should consult the chair of the *ad hoc* committee rather than the program chair when making salary decisions for untenured tenure-track faculty appointed to programs.
- In section V.D.2., we further clarify that all reappointment, promotion, and tenure decisions for faculty hired into programs are handled by the *ad hoc* committee rather than the entire program committee.



Vice President for Academic Affairs
and Dean of Faculty

May 15, 2019

MEMORANDUM

TO: The Hamilton Faculty
FROM: Suzanne Keen, for the Academic Council
SUBJECT: Call to Meet

Suzanne

The Academic Council calls the Faculty to meet on Wednesday, May 22, 2019, 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 7, 2019 (Appendix A).
2. Memorial Minute for James W. Ring, '51, P'84, Winslow Professor of Physics Emeritus, presented by Professor Brian Collett.
3. Election for Committee Membership (Appendix B).
4. Report from Associate Dean of Faculty Onno Oerlemans regarding affirmative action (Appendix C).
5. Report from Adam Van Wynsberghe, Chair of the Committee on Academic Policy (Appendix D).
6. Remarks by President David Wippman.
7. Retirement citations and remarks by Dean Suzanne Keen.
8. Other announcements and reports.

A beverage set up will be available before the meeting. At the conclusion of our meeting, everyone is cordially invited to a social gathering in the Wellin Atrium of the Taylor Science Center in honor of faculty retirees Richard Bedient, Richard Decker, Catherine Phelan, Deborah Pokinski, and Frank Sciacca.

FACULTY MEETING

Appendix A

Minutes of the Eighth Regular Meeting of the Hamilton College Faculty
Academic Year 2018-19
Tuesday, May 7, 2019
Fillius Events Barn

Kevin Grant, Chair of the Faculty, called the meeting to order at 4:12 PM. He reminded the faculty to be recognized before speaking, to identify themselves by name and department, to direct all questions and comments to the front of the room, and to be mindful of the time with four motions on the agenda.

1. *Approval of minutes from the Faculty Meeting of Tuesday, April 2, 2019 (Appendix A).*

The minutes were approved as distributed.

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

Kevin Grant announced that the election for the Judicial Board will be held at the May 22 meeting.

The following faculty members were elected:

Committee on Appointments

Term 2022: Marianne Janack

Appeals Board

Term 2022: Russell Marcus

In the election for the Faculty Committee on Budget and Finance, there was a tie between Jeff Pliskin and Gary Wyckoff. Accordingly, we will hold a run-off election for that Committee at the meeting on May 22.

3. *Motion from the ad hoc Advising Assessment Committee regarding the assessment of academic advising (Appendix C).*

John Eldevik, Chair of the Committee, spoke to the motion. This motion is being brought by the *ad hoc* Committee on Advising Assessment which was elected last fall to study the advising surveys given to our sophomores and seniors and recommend any changes that might be needed.

The Committee consists of John Eldevik, Karen Brewer from Chemistry, Ravi Thiruchselvam from Psychology, joined by Nathan Goodale and Tara McKee *ex officio* from the DOF and DOS offices, respectively. Back in March, Karen Brewer briefed the faculty on some of the issues we had identified based on a faculty survey, and the changes to the assessment tool we planned to recommend.

During the course of its work, the Committee solicited feedback about the tool and our recommended changes from a number of faculty constituencies, first and foremost academic advisers, but also the Academic Council, and the broader faculty as a whole via faculty meeting presentations, and the FACDISC listserv.

Based on the information we collected, the Committee worked to devise a largely new assessment tool that (1) sought to better collect information about individual students' engagement with the advising *system*, (2) incorporates language already adopted by the faculty in laying out the goals

of our advising system, and (3) most importantly, would not be used to directly evaluate individual faculty advisers, but facilitate departmental and college-wide conversations about advising more generally.

Finally, none of this is set in stone. A key part of the motion is that, going forward, the Advisory Committee on Academic Advising, along with the Academic Council, will be authorized to bring revisions or changes to the faculty for consideration should the need arise.

A member of the Faculty wondered if we should require the reconsideration of the assessment tool in another three years. Professor Eldevik replied that such a decision might be made going forward. There is not a specific timeline. Nothing prevents the Advisory Committee on Academic Advising from reconsidering the assessment tool should it decide to do so.

A member of the Faculty asked what a no vote would mean. Professor Eldevik replied that a no vote would result in retaining the current advising assessment tool, which a large number of advisors surveyed have agreed is inadequate for our needs.

The motion was adopted by unopposed voice vote.

4. *Motion from the Committee on Academic Policy to revise its Writing Intensive Course Guidelines and the Catalogue to include student learning outcomes (Appendix D).*

Faculty Chair Kevin Grant announced that the CAP wishes to make a minor but necessary revision to the motion, as a matter of consistency with the existing *Catalogue* language. The CAP would like to amend the motion by inserting a hyphen in “writing-intensive.”

The amendment was adopted by unanimous consent.

Adam Van Wynsberghe, Chair of CAP, spoke to the amended motion. This motion would create a set of explicit goals for the Writing-Intensive Program (WIP) to be included in the CAP’s Writing-Intensive guidelines document and the *College Catalogue* under “Standards for Written Work”. The timing for the introduction of these goals, or student learning outcomes (SLOs), is necessitated by the need to assess the WIP for middle-states accreditation next year. Since middle-states requires us to assess each of our graduation requirements, the assessment of the WIP is not optional. This motion represents the faculty’s chance to define the assessment. By passing a set of SLOs for the WIP now, we get to define what the goals for the program are and therefore what about the program is assessed. The CAP sees this as an important faculty responsibility.

The SLO’s will be used for the assessment of the Program only. They will not be used for the assessment of individual students, the assessment of individual faculty, or the assessment of individual departments. Results from the assessment of these SLOs will only be used in the aggregate to describe the Program. They will play no role in tenure or promotion decisions, annual raises, allocation of faculty lines or departmental budget decisions.

Earlier this year, the Dean of Faculty charged the Writing Advisory Committee (WAC) with creating explicit SLOs from the implied goals of the 2012 WI guidelines document. The WAC kept in mind that these SLOs needed to be general and appropriate for assessing writing across the curriculum. The WAC delivered these to the CAP in early March; the CAP shared them with the Academic Council, made minor revisions, and confirmed the acceptance of those revisions with the WAC before sharing them with the faculty over FACCURR and hosting a lunch discussion for feedback. As we move into discussion, I am here as Chair of the CAP, Betsy Jensen is here as Chair of the WAC, and the Dean’s office is here to answer any questions you might have.

The motion was adopted by unopposed voice vote.

5. *Motion from the Committee on Academic Policy to revise its guidelines regarding the maximum enrollment in Writing Intensive courses (Appendix E).*

Adam Van Wynsberghe, Chair of the CAP, spoke to the motion. This motion would reduce the standard maximum number of students in a WI course from 20 to 18. The CAP believes that effective writing pedagogy requires intensive faculty effort and that smaller WI courses will help faculty better meet those pedagogical expectations as well as handle their overall workload. Passing this motion will not affect the way in which faculty may add students to their courses, but it will allow any faculty member to cap their WI courses at 18.

The idea for this motion was brought to CAP by the Dean of Faculty in conjunction with the previous motion on SLOs. Our understanding is that the Dean sees this as one of many ways to support effective writing pedagogy. In addition to this motion, the Dean has discussed with the CAP preliminary plans to hold writing pedagogy workshops, support seminars from internal and external writing teachers, and generally broaden and promote the conversation about good writing instruction. When the Dean brought this to the CAP, she showed a basic analysis from the Registrar's office which demonstrated that the WIP had capacity to accommodate this change. The CAP did further analysis, looking at enrollments both by term and level. In addition, the CAP polled department chairs and program directors for feedback, hosted a lunch discussion and encouraged discussion on FACCURR. From the analysis and feedback, the CAP concluded that there is sufficient capacity in the WIP to make this change, and given that eighteen students is closer to the ideal size of these courses than twenty, the CAP supports this change.

A member of the Faculty asked whether a faculty member would be allowed to over-enroll if they want to. Faculty Chair Kevin Grant responded that the motion specifically addresses whether or not the guidelines for maximum enrollment in WI courses should be changed from 20 to 18. The motion does not change the faculty member's control over their enrollments, or the process by which the faculty member may exceed the maximum enrollment when they deem it is necessary.

A member of the Faculty commented about the capacity for writing-intensive courses across the College and is concerned about what happens if students get shut out of courses they need to fulfill their concentration requirements.

The motion was adopted by voice vote.

6. *Motion from the Committee on Appointments to revise the Faculty Handbook regarding Programs (Appendix F).*

Rob Kantrowitz, Chair of the COA, spoke to the motion. At the February 2019 faculty meeting, the Faculty approved the revision of Handbook *paragraph VI.G.1*. This revision introduced the inclusion of *paragraph b* which provides for the constitution of an *ad hoc* committee for faculty appointed to tenure-track positions in programs. The *ad hoc* committee is charged with the same duties normally undertaken by the senior members of a department for the purposes of personnel actions including reappointment, tenure, and promotion. In retrospect, adoption of the protocol prescribed by that new paragraph inadvertently introduced certain inconsistencies with existing passages appearing elsewhere in the *Faculty Handbook*. This motion offers attendant changes necessary to resolve these inconsistencies. These are detailed in the motion and the three bulleted items in the rationale.

The motion was adopted by unopposed voice vote.

7. *Faculty awards and remarks by Dean Suzanne Keen.*

I recognize our collective responsibility to acknowledge our colonial history. Our campus is located on the ancestral and traditional lands of the Oneida Nation. I commit to engaging in solidarity with the Oneida Nation and to ensuring that the perspectives and cultures of Indigenous peoples are honored and embraced.

First, an update: Last Tuesday our Middle States liaison, Ellie Fogarty, visited campus to kick off our accreditation self-study that will culminate in an external team visit review in spring 2021. Ellie met with College leadership and various constituents and provided feedback on the self-study design report completed by the self-study steering committee. We'll incorporate her feedback into the report and submit a final version to the Commission. The working groups that have been formed to address the Middle States standards will start working in mid-August. Thank you to all involved in the effort, but especially Gordon Hewitt.

THE JOHN R. HATCH EXCELLENCE IN TEACHING AWARD

The John R. Hatch Excellence in Teaching Award was established through a gift made by Alfrederic S. Hatch, Class of 1958, in memory of his father, John R. Hatch, Class of 1925. This annual award recognizes a tenure-track faculty member, employed here fewer than five years, and selected on the basis of superior teaching, high-quality scholarly research, and significant and positive impact on students.

You know I care about student writing, and this nominator really poured out her heart in a pen portrait of a favorite professor, "the kind of professor that makes students want to be teachers, just so that they might have the same kind of positive impact on someone else's life that she has had on their own." The nominator writes, "I've never walked away from an interaction with her without having learned something new. She's the kind of teacher that makes you better, not just because she pushes you to your intellectual limits but because she actively makes you want to BE better. She radiates a contagious kind of passion in and outside of the classroom. . . . You can't help but love the subject in her presence because when she's teaching, she's so enthusiastic and knowledgeable that you can't see [her subject] as anything but the most fascinating discipline in the world." This charismatic professor seems less an instructor and more an intellectual leader. No sage on the stage, this teacher and research mentor "doesn't just give you information but rather presents you with insightful questions and guides you through the critical thinking process, helping you reach conclusions on your own." Her research collaborations have led to students presenting work at national conferences, where one reports the impact of her mentoring: "I ended up being the youngest and *yet the most experienced* person at the undergraduate presenter meeting." Helping a student like this gain confidence and stop hiding her light under a bushel shows a kind of rigorous caring that extends beyond the classroom. So although student evaluations rave about the interactive demonstrations staged in her classroom, planting false memories or showing the unreliability of first-person witness accounts, and faculty colleagues praise this gifted pedagogue, it's the positive impact on the students in her care that make such a deserving recipient of the winner of the John R. Hatch, Class of 1925 Excellence in Teaching Award, **Keelah Williams**.

THE CLASS OF 1963 EXCELLENCE IN TEACHING AWARD

The Class of 1963 Excellence in Teaching Award was established in 1988 by members of the Class of 1963 at their 25th reunion. It recognizes a professor in a tenure track or tenured position who has demonstrated extraordinary commitment to and skill in teaching.

This award-winner participates in the Hamilton community by attending guest lectures; meet-and-greets with current and prospective majors/minors; and by stopping by the Climbing Wall, which may be the *locus classicus* of going "above and beyond." One of this professor's

nominators observed assignments that encouraged deep thought and discussions that led students not only to consider the material, but also their own interpretations, based on their cultural backgrounds. Another regards this faculty member as singularly high-impact, a person who has provided unending support and numerous possibilities for expansion of knowledge and exploration of new interests. Each summer, this award winner brings a student to Greece to an archaeological dig, helping the lucky student understand the ins and outs of excavating, cataloguing finds and identifying artefacts. When one nominator wanted to quit the Greek 110 class because it was too hard, this professor offered extra study sessions. The student persisted, and put on plays she and her classmates had written and costumed themselves for their Ancient Comedy final. Exemplifying the spirit of *paideia*, with clear commitment and skill, this highly empathetic, dedicated, and fun-loving winner of the Class of 1963 Excellence in Teaching Award is **Anne Feltovich**.

THE SAMUEL AND HELEN LANG PRIZE FOR EXCELLENCE IN TEACHING

The Samuel and Helen Lang Prize for Excellence in Teaching, established in 1997 by Helen Lang, mother of Michael C. Lang, Class of 1967, to honor faculty members like John Mattingly, whose teaching the donor's son valued tremendously. It recognizes faculty members noted for having a profoundly positive effect on their students. Michael Lang often advises students to "major in a great teacher," and this fund is designed to reward just such teachers. This annual award is presented to a tenured member of the Faculty on the basis of superior teaching and significant and positive impact on students. In addition to the check I will present today, the recipient receives funds for student research or student intern assistance, to be used either during the academic year or in the summer months.

The professor who has won the Lang prize is notorious: he sets his office hours but exceeds them, often staying two hours past the posted times helping students with their homework and with difficult concepts. He compounds the situation by inquiring about how their lives are going, if anything is particularly troubling them, and what is going on in their other classes. For example, one nominator wrote, "I volunteer in the Vernon Center Fire Department and the professor frequently quizzes me about my experiences. He recently emailed me a link to an article about the first woman fire chief in Syracuse talking about fighting her way to the top as a feisty woman. Moved by the article; I forwarded it to my mother to which she replied "WOW!" This professor habitually makes the effort to connect the discipline to student interests. But as one nominator wrote, "He is one of the best advisors for someone interested in any major; he always strongly encourages diversifying our course load and exploring what the open curriculum has to offer." Multiple students testify to the impact of office hours run along the lines of an Urgent Care clinic. For example, this student confesses, "I have taken a trying emotional roller coaster through calculus and statistics . . . thus linear algebra was the most daunting thing on the horizon. I did very poorly on my first exam this semester and I stopped by the professor's office outside of office hours to ask about scheduling a time to meet with him to go over my test. Instead of scheduling a meeting in the future, he dropped everything he was doing and demanded that we go over it right then. He spent over an hour with me and didn't move on until he was confident that I had a . . . grasp on all of the material that I missed on the exam." In class, this professor models, clarity, appropriate levels of anecdote, dynamism, and caring. Students testify to his ability to advise on matters well beyond mathematics: one nominator even sought a restaurant recommendation for an important date and they loved the place! An excellent teacher in mathematics and an excellent teacher in life, the winner of the Samuel and Helen Lang Prize for Excellence in Teaching Prize is **Rob Kantrowitz**.

The Dean's Scholarly Achievement Awards recognize individual accomplishment but reflect a richness and depth of scholarship and creative activity across the entire faculty. Scholarly awards are presented in three categories:

The Career Achievement Award marks significant achievement during the course of a scholar's whole career.

The Early Career Achievement marks significant achievement at the advanced assistant or associate professor level.

and

The Notable Year Achievement marks particular achievement in the past year, for up to three faculty members. I will begin there.

As I know from reading your annual reviews, literally dozens of faculty had big years in 2018, and there were more achievements in the form of books and major papers and grants than can be marked with a prize. Three faculty in particular have been selected for special recognition with Notable Year Achievement Awards, and the stories here do focus on publications.

This author of over a dozen articles, a prior book and an edited collection, had a notable year in 2018 with the publication by Routledge of her book, *Black Spaces: African Diaspora in Italy*. In a review, Daphne Lamothe of Smith College called *Black Spaces* "a vital investigation of African migrant experiences in contemporary Italy," noting that the book provides "a formidable account of the workings of race and nation, power and relation in the modern era." Another reviewer, anthropologist Jacqueline Nassy Brown writes, "For all those who read with horror the headlines emanating from an increasingly anti-immigrant and anti-Black Europe, this book is for you. And for those who hold out hope that spaces of oppression may generate life-affirming possibilities, this book is also for you." **Heather Merrill**, this first of three Notable Year Awards is for you.

One of the most exquisitely prestigious series for the books of contemporary American poets is the Southern Messenger series of LSU Press. I am perhaps especially attuned to a poet who describes her work as "love letters to the South." This writer's first and second books were prize-winners, but she grabbed the gold ring as a southern poet with her publication of *Moth* in 2018. "In her third book of poetry, this writer uses shaped poems, prose poems, and poems with unusual structures to soar through time and the natural world. Yet, while her lines are aesthetically playful, she examines serious subjects, including our destruction of the environment, the widening and divisive gulf between socioeconomic classes, and the further injustices thrust upon those already suffering in society. She focuses on the role of women in a chaotic world, as mothers, daughters, and sisters work to restore order and comfort. Simultaneously heartbreaking and lighthearted, these masterful poems gracefully delve into the complexities of our lives." A colleague who knows whereof she speaks observes, "The whole book is chock-full of gorgeous writing and a depth of vision. . . [it] is absolutely stunning." With five other poems in print in 2018, it really wasn't necessary for this writer to suffer a catastrophic house fire in order to light her outstanding year against a backdrop of flames. Creating that glow on the page with *no need* for Fahrenheit 451, the second co-winner of the Notable Year Award is **Jane Springer**.

This next and last winner was not content with the notable-enough achievement of starting a tenure-track position at Hamilton. To quote one of his nominators, in 2018 he published six journal articles and book chapters, on subjects ranging from philological explorations of ancient literature, to sexuality and gender studies, from poetic personae to hip-hop to interpreting modern cityscapes. This would be a big year for any active scholar, but this young professor rocketed onto Kirkus Review's 2018 holiday gift guide with his co-edited collection, *Frankenstein and its Classics: The Modern Prometheus from Antiquity to Science Fiction*, published by Bloomsbury Academic, to which he contributed an introduction and a chapter, "Frankenfilm." The studies collected in this volume, which includes two other Hamilton College authors, "show how *Frankenstein*, a foundational work of science fiction, brings ancient thought to bear on some of today's most pressing issues, from bioengineering and the creation of artificial intelligence to the struggles of marginalized communities and political revolution. [The collection. . .] reveals

deep similarities between ancient and modern ways of imagining the world-and emphasizes the prescience and ongoing importance of Mary Shelley's immortal novel.” Author, editor, conference-organizer, and Hollywood film consultant, the third and final co-winner of the Notable Year Award is **Jesse Weiner** of the Classics Department.

There is a lot of achieving going on among faculty who have joined Hamilton recently. This year the committee chose to recognize two winners for their Early Career Achievement. They represent a promising generation of teacher-scholars.

This Phi Beta Kappa member is obviously a smart cookie. Already a member of a journal’s editorial board and a member of the prestigious Foundational Questions Institute is the author of twenty-two papers, half of which feature undergraduate co-authors. That’s the way a Hamilton College teacher-scholar rolls. The citations of this scholar’s work made her the first of her generation to earn a top ten place on our Google Scholar roster. Her articles appear in the best journals, including *Nature* and *Physical Review A, D, and E* (representing three different subfields!) and she has published a solo-authored paper in the world’s oldest scientific journal, *Philosophical Transactions of the Royal Society*. An invited speaker whose work on Jackson Pollack excited the interest of science journalists, this faculty member has developed an ingenious course on Physics and Art that employs the rich resources of the Wellin. In this faculty member’s field of theoretical physics, it is unusual to involve undergraduate student collaborators, but she has assiduously cultivated their involvement. Her research profile is judged to be unusually broad and audacious, showing that she dares to tackle difficult emerging problems and to bring our students along on that intellectual adventure. The first co-winner of the Early Career Achievement award is **Kate Brown**.

Since arriving at Hamilton with a newly-minted Ph.D., this second co-winner of the Early Career Achievement award has been tearing up the track. Her teaching and research center on the intersections of the sociology of religion and spirituality, social movements, cultural and organizational change, elites, and inequality. Publishing at the rate of an article a year in major journals, in 2016, 2017, and 2018, early in 2019 this steady contributor published a book at Oxford. *The Mindful Elite* has already been widely and favorably reviewed. It has been receiving serious attention both from academics and from practitioners in the mindfulness movement. I’m quoting now from a description of a podcast episode on the subject of her book: “she draws on first-hand accounts of the elite mindfulness circuit and describes how white, affluent and privileged networks became co-opted and beholden to institutional and corporate interests. Here’s an academic opinion of the significance of the work, from a published review: “Challenging conventional wisdom about social movements, [this work] turns attention away from outsiders and confrontational tactics to focus on the contemplative movement, led by privileged institutional entrepreneurs who have used insider--consensus-based tactics to take Buddhist practices 'mainstream'--thus changing the meaning of mindfulness. A must-read for scholars of religion and movements, and anyone interested in cultural appropriation and transformation.” And here’s the voice of a practitioner: this “book is a painful and validating read. . . .as it shines the light on the many ways honourable intentions can become subverted to the degree that it has been in the mindfulness community. . . . Kucinkas has done well to name the beast and, hopefully, keep us from continuing to be devoured by it.” Though Jaime is on leave in Washington, DC, I’ll share this citation with her after the meeting.

If y’all are live-tweeting this meeting, hold off and give me 24 hours, ok?

Sometimes a career is a slow burn, stoking the furnace of achievement with steady research and publications over the years, then heating up. Just in the last decade this faculty member has published a 2017 book, two edited collections, seven peer-reviewed articles, and a dozen invited chapters in books. This career achievement winner began teaching at Hamilton in 1988 and rose through the ranks here, doing visiting professorships in Europe and taking a Fulbright in Moscow. Educated at Kenyon College, University College London, and Cornell, this faculty member has

built an international reputation in his field of European affairs, comparative politics, and international political economy, and has become a public intellectual, contributing to media weekly and dailies' discussion of the transatlantic relationship, the Trump presidency and prospects for trade wars, the debt crisis in the EU, and many other compelling topics. Recognized for a notable year in 2017 for the publication of his co-authored Palgrave Macmillan book, *The European Union and Global Capitalism: Origins, Evolution, Crisis*, **Alan Cafruny**, for it is he I am describing, gave eight lectures the following year, including appearances in London, Moscow, and Warsaw. As befits a scholar of his stature, Alan serves his profession at the highest level on advisory boards, on peer-review panels, and as a doctoral dissertation supervisor, but not to the diminution of devoted service to Hamilton College. Alan has traveled to be here today from Washington, DC, where he has had a yeoman year of service and teaching in the DC Program, not for the first time. He has mentored a Posse cohort, chaired his department, served on COA, and directed the Model UN and Model EU, among other significant contributions. Tenure-track faculty, if it has ever crossed your mind that a career devoted to small liberal arts college teaching throws up impediments to academic accomplishment at the highest level, I offer as counter-evidence this year's winner of the Career Achievement, **Alan Cafruny**.

Award winners, the old procedure was to round you up immediately after these announcements for a photograph and drag you into attending a dinner, babysitting arrangements and prior commitments be damned! Please do come to Class and Charter Day in your academic robes so you can be feted and photographed. You and your significant others will be invited to a dinner party at the dean's house in the fall, with plenty of time to plan ahead.

Congratulations!

8. *Remarks by President David Wippman.*

President Wippman congratulated all the award winners, noting that the awards are inspiring, but not surprising, as he hears good things from students, alumni, parents and others about the extraordinary work that the Faculty are doing. He also sees evidence of excellent work in the tenure and promotion files. He proceeded to discuss three topics: student activism at Hamilton and elsewhere, the Student Assembly Town Hall, and an update on the admission process.

A few weeks ago, there was a protest in front of Buttrick Hall, concerning sexual misconduct on campus. President Wippman learned a lot from that protest, and the conversation is important and ongoing. To put things in context, we are not the only campus experiencing protests. Recently there has been an explosion or flowering of protests, which seems to happen each April. Some of it is very constructive. Activism and protest have a long and distinguished history of driving social change both on college campuses and in society at large. In many cases, there is usually a single triggering incident, but often the protests evolve to encompass a wider range of issues. At Middlebury, the student government threatened to resign *en masse* unless a series of demands were met. There, the triggering incident was the decision to invite to campus a conservative speaker, one who many have criticized as homophobic. As a result, students came to protest a wide range of issues. Their demands include having student representatives at all senior leadership meetings, student representation on the Board of Trustees, a new LGBTQ center, a Black Studies Department, and a variety of other things. There has also been a series of protests at Williams, triggered by a faculty petition for Williams to join other colleges in signing the *Chicago principles*, a set of principles around free speech and academic freedom. At Trinity, protests were triggered by a request for the funding of the Churchill Club, a group interested in the study of western civilization. Many members of the Trinity community believe that it would bring racist and other undesirable views to campus. The student assembly voted against

the funding, but the administration approved the club. At Swarthmore, two fraternities have disbanded in the face of protests triggered by the release of documents describing the behavior and attitudes some past members of those fraternities. Students protested the unwillingness of the administration to permanently ban all fraternities from campus. While the Swarthmore president is awaiting a report from a group studying the issue, at least five students have chained themselves in the administration building and gone on a hunger strike. Protests are also happening at large universities. Johns Hopkins is in the fifth week of protests, and students have barricaded themselves inside an administration building. We need to consider how to respond to student activism and protest. There are two sets of concerns. The first set is about situations where protests are disruptive in ways that interfere with the rights of others, such as the right to hear a speaker, participate fully in class, or receive services from the College. We are reviewing existing protocols for dealing with that and hope to get feedback. The second set of concerns involve misinformation that is sometimes presented as fact at some protests. Of course, protesters have the right to free speech, and are fully entitled to criticize the College, its decisions, its policies and programs, and its administrators. However, sometimes incorrect and potentially harmful information is communicated. This happened with the sexual assault demonstration here on campus. Some students claimed that the administration doesn't care about sexual assault. This, of course, isn't true. Others said that the administration tries to sweep sexual assault claims under the rug in order to preserve the image of a safe campus. This is also completely untrue. The easiest way to preserve the image of a safe campus is to have a safe campus. There are many who are working to advance that objective. If students are discouraged from pursuing the Title IX process and seeking support, the campus will be less safe. This is an ongoing conversation that we need to have as a community. We are waiting for final regulations from the U.S. Department of Education which may force us to revamp our Title IX practices. We hope that faculty will help with that. Students look to faculty as leaders and role models. Faculty should encourage students to engage constructively with the College in making changes in these areas important to all of us.

President Wippman spoke about the Town Hall, an effort by the student body to engage constructively on issues that are important to the campus. Those issues, chosen by the students, included social life and social spaces, sexual misconduct, mental health, and the Boston POSSE. The Student Assembly did a great job in creating a more constructive environment than existed at last year's Town Hall. There were presentations by administrators, including Q&A. There were also tables for discussions, and individuals could make suggestions. Student Assembly leadership will compile these suggestions and present them for consideration. It was a constructive effort, one which the President and Vice-president of Student Assembly will continue to refine for future Town Halls.

The admission office has done a terrific job, with applications up 34% this year. Our deposit deadline is May 1, in line with most of our peers. We have a target of 480 students for the class of 2023. We always seek more deposits than the target because we anticipate summer melt. Presently, we have 493 deposits. We've already seen some melt. This is a remarkable year. One of the challenges for the admission office was to figure out whether their yield models would still work with a much larger applicant pool. They do seem to be working. The composition of the class is still somewhat fluid, but promising on all fronts. Another wonderful class of students will arrive on College Hill in the fall. We are also working on January admits, with 48 deposits for a target of 42.

9. *Other announcements and reports.*

College Marshal Margie Thickstun announced that Class & Charter Day is on Monday May 13 starting at 4:15 PM. Faculty will assemble in academic regalia at 4:00 PM in front of the Chapel or on the third floor in case of inclement weather. Gbemende

Johnson and Max Majireck are Faculty Marshals. There will be a campus-wide picnic following the ceremony. Commencement will be held on Sunday May 26 at 10:15 AM. Faculty will assemble at 9:30 AM. Those who cannot attend Commencement should indicate so. More information about Commencement is forthcoming. All are encouraged attend Baccalaureate and the reception for families on the Saturday afternoon preceding Commencement. On Sunday evening there will be a post-Commencement faculty picnic. Children are invited. Parking passes for Commencement will be available at the next faculty meeting. There are 88 passes available. Faculty are encouraged to carpool. There is some regalia available for borrowing. Retiring faculty are encouraged to donate their regalia to this collection.

Faculty Chair Kevin Grant moved to adjourn the meeting. The motion passed by unanimous consent at 5:10 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 Budget and Finance

Term: 2021 Jeff Pliskin Gary Wyckoff _____ _____

Continuing members:

Keen, Suzanne *ex officio*

Leach, Karen *ex officio*

Hagstrom, Paul 2020

Durrani, Mariam 2022

Judicial Board

Term: 2021 Cynthia Downs Javier Pereira _____ _____

Continuing members:

Brown, Kate 2020

(9 students, 2 staff, and non-voting student chair)

Appendix C

Faculty Affirmative Action Report May 2019

Introduction:

1. This report gives data on our progress in diversifying our faculty in terms of gender and ethnicity. Most of the data comes from the Federal Government's "Integrated Postsecondary Education Data System (IPEDS), to which all post-secondary institutions report every year.
2. Unlike in recent prior reports, we are showing data here only about faculty in tenure-track, tenured, and renewable lines, not in visiting positions.
3. We are trying to give only the most important and relevant data, so that we can all assess whether and how we are making progress in diversifying the faculty.

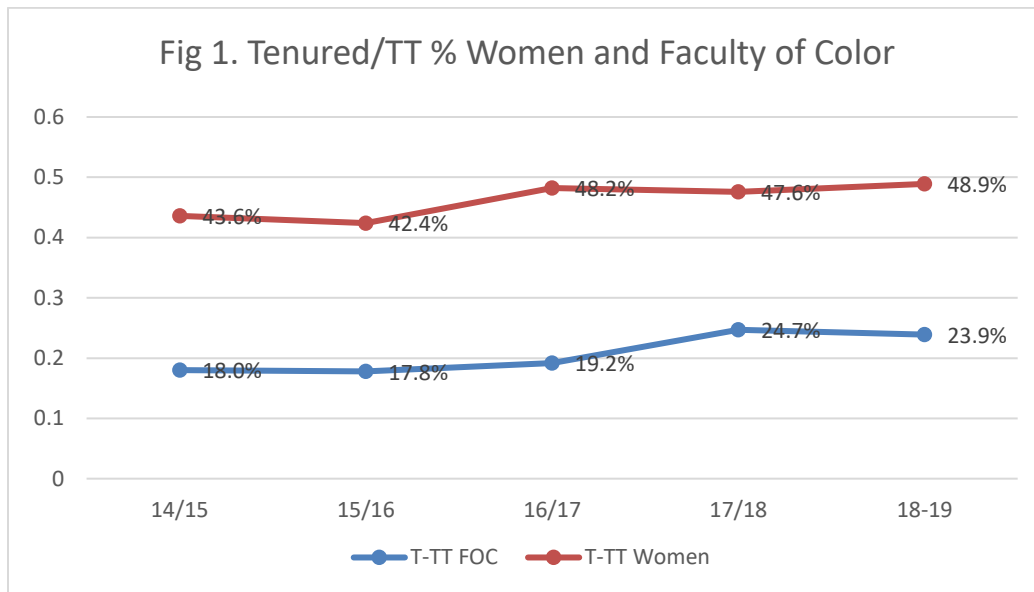
Table 1: Recent Tenure-track hiring data

Academic year beginning:	Women	Men	People of Color	White	Total # of TT hires
2008	2	5	5	2	7
2009	1	4	2	3	5
2010	2	3	2	3	5
2011	3	2	2	3	5
2012	1	2	2	1	3
2013	2	4	1	5	6
2014	5	2	2	5	7
2015	5	1	3	3	6
2016	11	1	4	8	12
2017	8	5	6	7	13
2018	3	3	1	5	6
2019	2	5	4	3	7
Total	45	37	34	48	82

1. On a year by year basis, progress in diversifying the faculty in terms of ethnicity and gender is highly variable, dependent upon number of searches, department, and field.
2. Especially over the past six years, we have made considerable progress in hiring more faculty of color and women.

Table 2. Total Tenured, Tenure Track, and Renewable faculty by race/ethnicity and gender, Fall 2018

	Women					Men						
	TT	Tenured	Renewable	Total	% of Women	TT	Tenured	Renewable	Total	% of Men	Grand Total	% of Total
Native American			1	1	1.1%				0	0.0%	1	0.6%
Asian	8	3	1	12	13.6%	1	7		8	8.7%	20	11.1%
Black, Af. American	2	1		3	3.4%		7		7	7.6%	10	5.6%
Hispanic	1	3	1	5	5.7%	1	2		3	3.3%	8	4.4%
Pacific Islander				0	0.0%	1			1	1.1%	1	0.6%
Two or more		1		1	1.1%				0	0.0%	1	0.6%
International				0	0.0%	2			2	2.2%	2	1.1%
Unknown				0	0.0%		1	1	2	2.2%	2	1.1%
White	24	38	4	66	75.0%	9	58	2	69	75.0%	135	75.0%
Grand Total	35	46	7	88	100.0%	14	75	3	92	100.0%	180	100.0%
Faculty of Color	11	8	3	22	25.0%	5	16	0	21	22.8%	43	23.9%



3. Over the past five years, the total diversity of the faculty is gradually increasing.

Table 3: Tenure status of faculty hired into tenure-track positions between 2008-2017.

	Women FOC	Women White	Men FOC	Men White	FOC	Total
Left with Tenure	3	1	3	2	6	9
Tenured	4	6	6	10	10	26
Tenure-Track	7	20	4	3	11	34
Total	14	27	13	15	27	69

4. Retention is important. Of the 9 faculty who left without tenure over the past decade, 6 were faculty of color. However, 78% (21 of 27) of the faculty of color we have hired remain at Hamilton. Our overall retention rate is 88%.

Table 4. Percent of Faculty of Color among tenured/tenure track faculty, Fall 2017

Institution Name	% FOC Professor	% FOC Assoc. Professor	% FOC Asst. Professor		
Amherst College	18.4%	20.0%	23.6%		
Bates College	15.1%	26.5%	10.9%		
Bowdoin College	7.9%	18.2%	15.2%		
Colby College	10.8%	17.6%	16.2%		
Connecticut College	13.7%	24.6%	29.4%		
Hamilton College	15.4%	24.4%	34.9%		
Middlebury College	8.6%	20.3%	11.8%		
Trinity College	17.7%	23.2%	11.4%		
Wesleyan University	14.7%	23.2%	36.5%		
Williams College	18.4%	32.4%	34.8%		

Table 5. Percent Women Among Tenured/Tenure Track Faculty, Fall 2017

Institution Name	% Women Professor	% Women Assoc. Professor	% Women Asst. Professor		
Amherst College	38.8%	50.0%	61.1%		
Bates College	41.5%	55.1%	43.5%		
Bowdoin College	42.9%	61.8%	59.1%		
Colby College	40.0%	47.1%	47.3%		
Connecticut College	38.4%	43.9%	66.7%		
Hamilton College	35.9%	42.2%	74.4%		
Middlebury College	34.5%	54.7%	58.1%		
Trinity College	24.2%	53.6%	57.1%		
Wesleyan University	29.3%	55.1%	50.0%		
Williams College	40.1%	45.9%	55.1%		

5. Comparison with peer colleges suggests that we have done a better than average job over the past five years of hiring assistant professors of color and women assistant professors.

IV. Conclusions

We will continue the hiring practices instituted over the past 6 years, beginning with the Romney Associates workshops. These practices include:

1) having 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 to the Dean, who will make the final hiring decision.

We must all continue to aspire to creating a welcoming community, and to carefully mentor and support all of our faculty.

Appendix D

Annual Report to the Faculty from the Committee on Academic Policy May 22nd, 2019

This report documents the major work of the Committee on Academic Policy (CAP) since its last report in May 2018. Full-voting members of the CAP during 2018-2019 were Dean of Faculty Suzanne Keen (*ex officio*), Shoshana Keller, Rob Knight, Rob Martin, Edna Rodriguez-Plate, Adam Van Wynsberghe (chair), and Benj Widiss. As described in the Faculty Handbook, Associate Dean of Students Tara McKee was invited to attend meetings as a non-voting member.

The CAP assisted the Dean's office in external reviews of the following departments and programs: German and Russian; Literature and Creative Writing; the New York City Program; Off-Campus Study; Religious Studies; and Women and Gender Studies.

The CAP reviewed the governance document for the Hamilton Adirondack Program Advisory Committee and accepted it without revision. The CAP then empowered the Dean of Faculty to populate the committee and have it begin its work under the new governance structure. The CAP will discuss the current state of the program again at the end of this semester.

The committee concluded its work in examining the final report of the CAP Subcommittee on the Curriculum. Suggestions from this report were either discussed directly by the CAP or sent to the appropriate campus offices or committees.

In conjunction with the Dean of Faculty's office, the CAP collected departmental curricular goal statements and updated masthead language in the catalogue and website. The Dean of Faculty's office led the effort to update the CAP catalogue web tool so that departments may now submit changes to their curricular goal statements as they would a normal masthead change.

As part of the Digital Hamilton Strategic Initiative, four new tenure-track positions were available for allocation. In a special Fall allocation process, the committee reviewed ten proposals and recommended to the Dean of Faculty that two be granted tenure-track FTEs, one for a collaboration in the Arts division (Art, Dance and Movement Studies, Music, and Theatre Departments), and the other to the Environmental Studies Program. The Dean accepted these recommendations and the searches will be conducted in academic year 2019-2020. A separate process with proposals due in April was created to make recommendations for allocation of the remaining two FTEs. The CAP will provide those recommendations to the Dean of Faculty by commencement.

The CAP received thirteen requests in its normal allocation process in the spring semester and delivered its recommendations to the Dean of Faculty in early May. The CAP recommended six departments (Art, Chemistry, Literature and Creative Writing, Music, Sociology, and Theatre) receive tenure-track positions and two departments (History and Mathematics) receive four-year renewable positions. In addition, because the Chemistry Department search will take place in the fall 2020 with a hire date of July 1st, 2021, a term position is open until that date. The CAP recommended that this position go unallocated and that the Dean use it at her discretion to address unforeseen difficult situations.

The CAP brought to the faculty and passed a motion to change the name of the Mathematics Department to the Mathematics and Statistics Department.

The CAP brought to the faculty and passed two motions to revise the Writing-Intensive (WI) Program. One motion changed the maximum size of WI courses to eighteen from twenty, and the other motion created four student-learning outcomes for the program. These outcomes were developed by the Writing Advisory Committee with minor revision from the CAP.

The CAP reviewed and discussed a proposed motion from the Advisory Committee on Experiential Learning to create an Experiential Learning (EL) designation for courses. Separately, the CAP reviewed and discussed a proposed motion from the QSR Advisory Committee to create student-learning outcomes for QSR courses. The lateness of these discussions precluded bringing the motions to the faculty, but they will be slated for faculty meeting agendas early in the upcoming fall semester.